

Assessment 1-2-3

The right interpretation: What do we want to know?

We can gather an unlimited amount of data but what is important is using good data to make changes that improve our programs

I think the following story brings home a good point related to asking assessment questions and using our data. I don't have attribution for the story... it's been told many times using a wide variety of roles.

A man in a hot air balloon realized he was lost. He reduced altitude and spotted a woman below.

"Excuse me, can you help me? I promised a friend I would meet him an hour ago, but I don't know where I am."

The woman below replied,

"You are in a hot air balloon hovering approximately 30 feet above the ground. You are between 40 and 41 degrees north latitude and between 59 and 60 degrees west longitude."

"You must work in assessment" said the man. "Why yes, how did you know" replied the woman.

"Well," answered the balloonist, "everything you told me is technically correct, but I have no idea what to make of your information, and the fact is I am still lost. Frankly, you've not been much help so far."

The woman responded: "You must be a politician".

"I am," replied the balloonist "but how did you know?"

"Well," said the woman, "you don't know where you are or where you are going. You have risen to where you are due to a large quantity of hot air. You made a promise which you have no idea how to keep, and

you expect me to solve your problem. The fact is you are in exactly the same position you were in before we met, but now, somehow, it's my fault."

(anonymous)

Although I've altered the identities of the characters, hopefully you recognize that having assessment data for data's sake is not very useful when it comes to improving our efforts.

Like all good science, we need to know the question we're trying to answer before we gather data and interpret our findings. Matching good data with the right question is essential—especially when we are often dealing with indirect measures of our program outcomes.

Inside this issue:

The right questions	1
Good changes	1
Scholarship summary	2
A day in the life...	2
Teaching benchmarks	3
Requirements in the classroom	3
Health Sciences	4
Welcome	4

Process changes: What's in it for you?

Hopefully, you've noticed the changes to the course evaluation system this fall. We've tried to streamline the process and make it as easy as possible for faculty to schedule their courses for evaluation. The main changes include:

- An on-line survey for faculty to schedule the type of

evaluation and the timing of the evaluation for each of their classes.

- Doing away with faculty gathering the forms and downloading class rosters.
- Implementing pre-marked FIFs so that all you need to complete

are the objectives and teaching methods used for the course.

- A FAQ sheet for the whole process, and
- Automated notices of response rates for those using on-line evaluations. (continued on p.2)

Please remind your classes of the value we place on their responses to the IDEA evaluations. Response rates increase as students see the relevance.

New processes (continued from p.1)

What are new benefits to you?

- As we move to all-electronic promotion portfolios, keep in mind that we archive pdfs of all faculty IDEA reports. Don't bother scanning your paper copies; we can send you the pdfs
- You may also want to request a 'trend report' of your IDEA reports. We can create a summary of your Scores for 'Progress on Objectives', 'Excellent Teacher' and 'Excellent Course' ratings, both across all courses you've taught and within each course over time.

If you're interested, just let Chuck Phillips know what data or files you'd like to include in your portfolio.

CP

Scholarship Outcomes: 2009-2010

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 9 areas over the previous year.

Other highlights include:

- 28 Peer reviewed papers

(previous highest was 16)

- 26 Peer reviewed podium and poster presentations (16 last year)
- 14 Non-peer reviewed articles and columns
- 56 Invited presentations
- 5 Book chapters
- 16 Undergraduate research

projects

- 34 students as co-authors on publications and abstracts! (7 last year)
- Over \$90,000 in new research funding awarded to 19 faculty

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

Scholarship Dashboard:
"We improved in 9 areas over the previous year, including peer-reviewed publications and podium sessions"

A day in the life of students...

Results of the National Survey of Student Engagement (NSSE) are out. This survey is given every two years at Drake to first year and senior students. Our college included both P2s and P3s as our 'senior' cohort since P3s are at the end of their didactic program.

The full report is available and covers everything from how much writing and reading they do to how they participate in class and on campus.

Here are some highlights of what the responding 'seniors' from our college said: How many hours per week (7 day week) did you spend:

- working for pay: 4.8
- in co-curricular activities: 2.7
- relaxing and socializing: 3.4
- commuting to class: 1.9
- Providing care to dependents living with you (children, parents, spouse) 1.2
- prepping for class: 5.4

This is just a snapshot of a few areas, not all they do. The amount of 'work for pay' is lower than what we see on our own surveys so we'll have to keep closer tabs on some of these items and look at changes over time.

Our Teaching Goal: Better than the Benchmark

Analysis of our teaching goal shows continued progress. Recall that the goal is to have 80% of our courses equal to or higher than the national benchmark for 'Progress on Course Objectives'.

Using either the raw or adjusted score (as recommended by the IDEA Center), 72% of our courses in 2009-10 were equal to or higher than the national benchmark courses. The benchmark is 70%.

Although we are not yet at our goal, we have implemented actions for improvement.

Annual Faculty Goals: Department chairs and faculty are

incorporating annual goals for improved teaching as part of the annual evaluation system.

Continued resources made available: IDEA POD Papers and Notes are available on-line for use in improving specific areas of teaching. <http://www.theideacenter.org/category/helpful-resources/knowledge-base>

Re-enforcing the value to students: Several student groups have led discussions with their peers on completing the IDEA evaluations. Chuck Phillips is also visiting student groups to re-enforce how the data are used by the college.

Stressing how objectives should be selected?

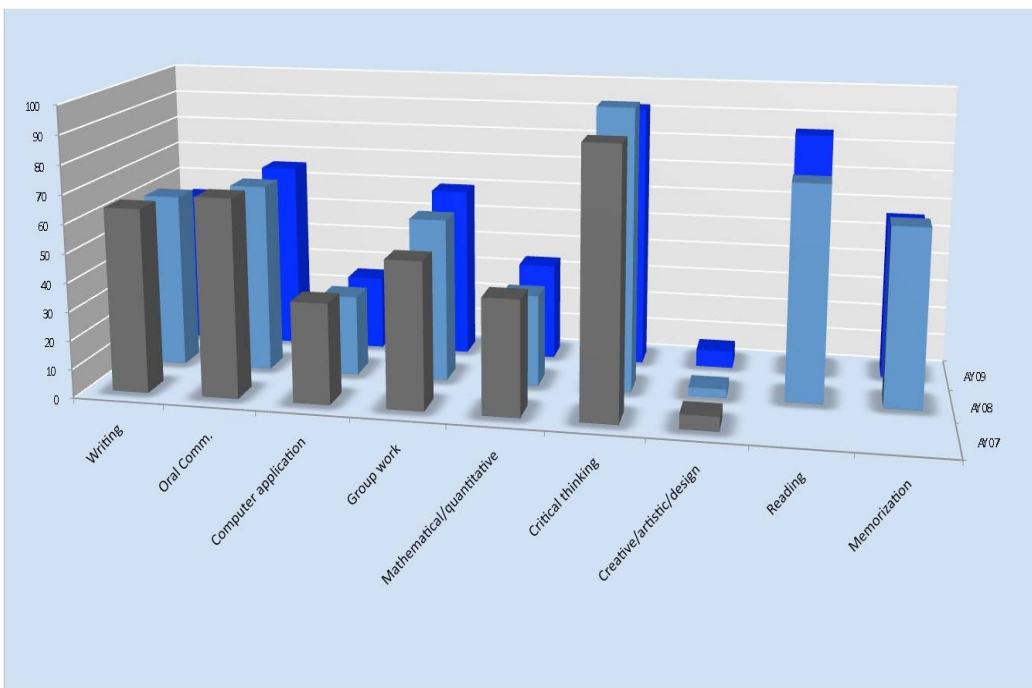
Ask yourself:

- 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

Progress on Objectives (CPHS '09-10)	
Much Higher	1.6%
Higher	26.6%
Similar	43.8%
Lower	15.6%
Much Lower	12.5%
Percent at Goal: 72.0% (Goal is 80% of classes)	

What do our faculty require?



Percent of courses where CPHS faculty require 'some or much'.

Critical thinking and Reading are 92% and 85%, respectively.

The Health Sciences Program

The Health Sciences Program:

- Currently has 172 degree-seeking students
- 3 faculty lines hired for the program
- Our first set of students completing capstone experiences for the Health Sciences Program



It is hard to believe but this coming May will mark the first graduates of the Bachelors in Health Sciences program. The program has grown rapidly in both enrollments and structure.

As of fall 2010, there are 172 students in our college working towards their Bachelor's degree. This is up from 64 in 2007, 93 in 2008, and 121 in 2009.

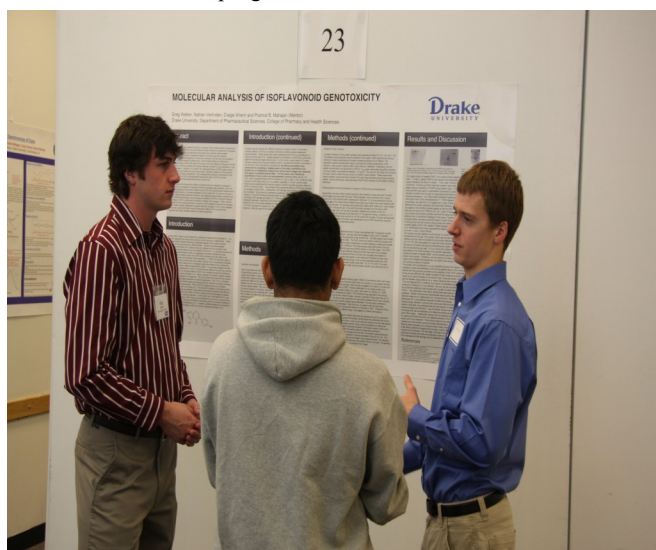
With this increase has come new courses, faculty, experiences, and capstones. This year, 20 students are off-campus at capstone sites (next year, this number will nearly triple). Also, 52 students are shadowing sites this year as part of the Issues III course.

With the program, we are also committed to reviewing the program and its graduates. In

fact, we are developing both direct and indirect measures to assess the program. Some of those include annual surveys of graduates, faculty, and future alumni.

Program growth usually creates new issues and opportunities. The assessment program

the college develops is intended to identify these and allow for continual improvement of the program. This requires input by all of our stakeholders, so please be involved in the process and share your thoughts and your own embedded assessments for HSCI courses.



WELCOME:

The University has hired Dr. Kevin Saunders as the Director of Academic Assessment. Kevin will be a great resource and has already started working with us on our assessment efforts.

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