

“You got to be careful if you don’t know where you’re going, because you might not get there.” --Yogi Berra

Yogi Berra, baseball great in the 40’ and 50’s, was in Tokyo. He needed to get to the ballpark. He was playing on an American all-star team taking on teams from the Japanese league. He figured he’d walk out of the hotel, grab a taxi and say, ‘take me to the ballpark’. Yogi eventually was dropped off at the ballpark—after being taken to four others. He didn’t realize there were six baseball stadiums in Tokyo. Yogi had a plan, a destination, and a huge taxi bill.

Faculty and staff start out driving the taxi; the students we hope by the end of their programs, drive the taxi with us in the backseat. A good roadmap for assessment of student learning to improve is important to ensuring this happens. When you look at participation in research by our students, the number of residencies, licensure pass rates, and overall success of our students during and after they graduate, you can conclude we have a good roadmap and great drivers. The route might change based on changes, but the destination doesn’t.



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IDEA TEACHING GOAL REPORT

Ratings Category	AY 17-18 (n=132 courses)	AY 18-19 (n=141 courses)	AY 19-20 (n=156 courses)	AY 20-21 (n=162 courses)
Much Higher	.8%	2.8%	0.6%	1.2%
Higher	22.0%	23.4%	21.8%	24.1%
Similar	53.8%	58.9%	57.7%	58.6%
Lower	13.6%	9.9%	12.8%	15.4%
Much Lower	9.8%	5.0%	7.1%	0.6%
% at Goal:	76.6%	85.1%	80.1%	84.0%

CPHS has a college teaching goal that 80% of courses in an academic year with a reliable IDEA Center Report should have an aggregate converted score similar to, higher than, or much higher than the IDEA Center National Database on the “*Program on Relevant Objectives*” category. CPHS also measures “Percent of evaluations

meeting objectives on IDEA Center” in the CPHS Balanced Scorecard under Reflection: Develop, recruit, and retain a qualified faculty and staff. The CPHS target for this is also 80%. In 20-21, 84.0% of reliable courses met this goal. A reliable course has at least 10 responses. There were 162 reliable courses in 20-21. The response rate for these courses was 63.7% (down from 69.4% in AY 19-20).

Only once since AY 10-11 has CPHS been below 80% (AY 17-18)

Faculty FYI: When you choose IDEA objectives for your course evaluations, minor/non-

In AY 11-12, CPHS had 73 reliable courses, in AY 20-21, there were 162.

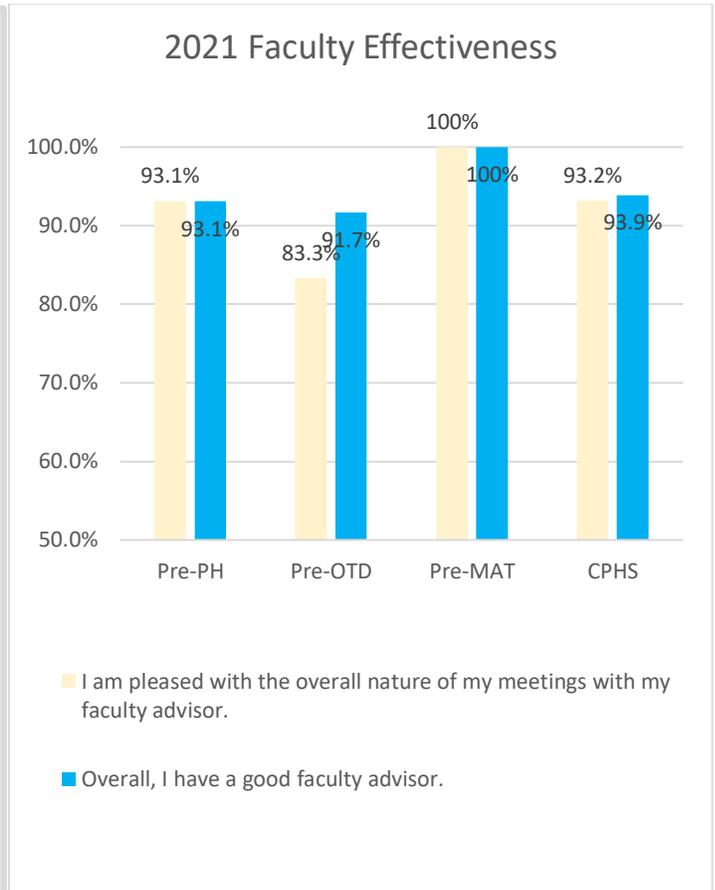
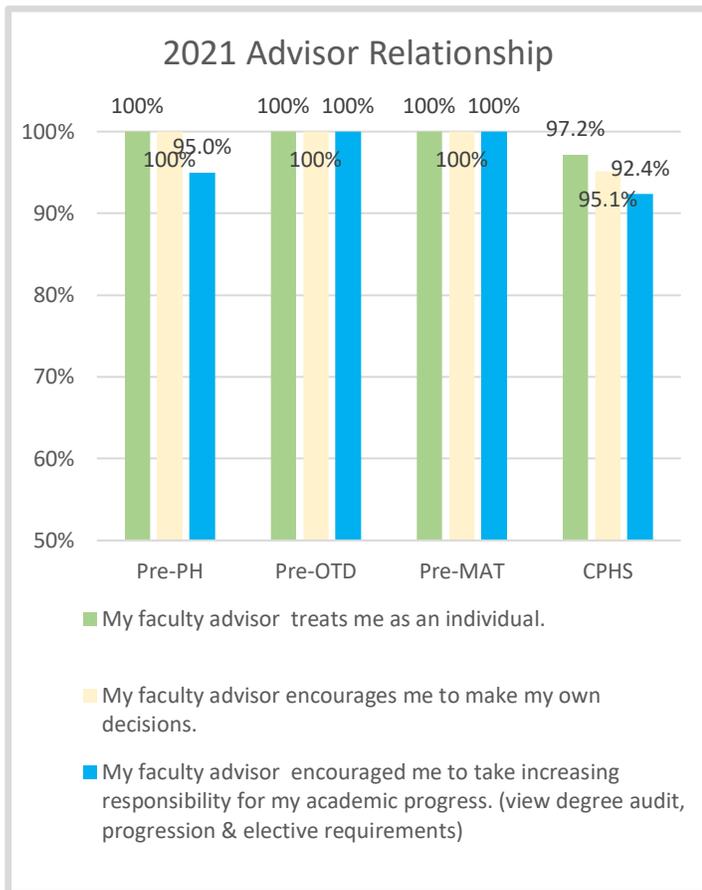
relevant objectives are weighted at 0, Important objectives are weighted at 1, and Essential objectives are weighted at 2 or doubled weighted. When choosing 3-5 objectives as important or essential, it’s important to consider the significance of the objective to the course, is there something specific in the course that will help students accomplish this objective and will progress on the objective affect their grades in the course. A quick check for student learning for a course or program is to look at whether students are meeting course outcomes, or in this case, IDEA objectives.

*“Most of what our students need to know hasn’t been discovered or invented yet. “Learning how to learn” used to be an optional extra in education; today, it’s a survival skill.” – Dr. Dylan William, author *Embedded Formative Assessment**

Advising Report: Pre-OT, Pre-AT, and Pre-Phar

With the growth of CPHS professional programs, the Advising Survey includes asking students in pre-programs to identify the graduate/professional program they are pursuing. The Advising Survey was available to students to complete during April through mid-May. Sixty pre-Pharmacy students, 12 pre-Occupational Therapy students, and seven pre-Athletic Training students completed the survey. Dr. Sue Ohrablo wrote in *The Role of Proactive Advising in Student Success and Retention* (2017, p. 2), “Students who feel connected to

an institution, feel cared about, understand their purpose, and have clear academic and career goals are more apt to persist in their academic endeavors.” The advisor relationship impacts student retention. Here is a look at the 2021 Advisor Relationship questions and Faculty Effectiveness for the pre-professional programs. The overall CPHS percent is also included for reference.

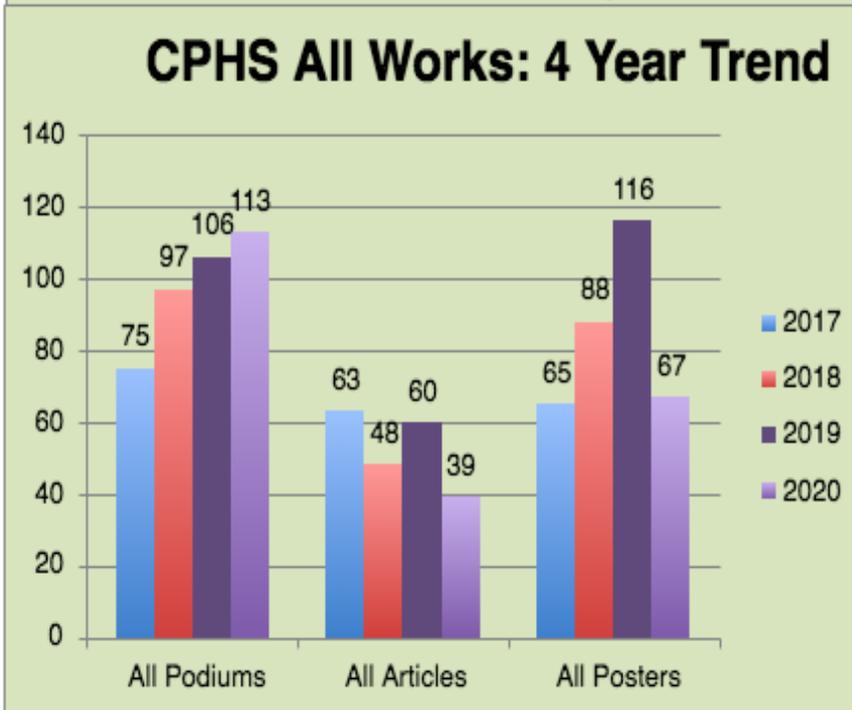
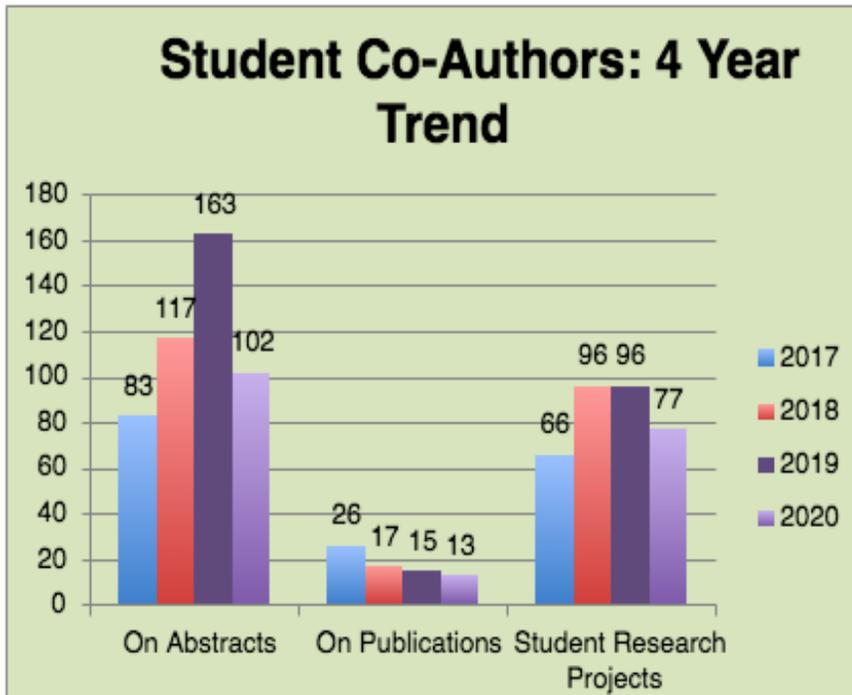


Pre-Pharmacy, pre-OTD, and pre-MAT students rated advisors higher than the CPHS overall percent with the Advisor Relationship questions. This includes 60 of 60 pre-Pharmacy students agreeing that their faculty advisor treats them as an individual and their advisor encourages them to make their own decisions. It should be noted that the overall CPHS percent was well-above 90%.

For Faculty Effectiveness, pre-professional Pharmacy and MAT students were pleased with the overall nature of their meetings. All pre-professional students felt they had a good faculty advisor. This is consistent with the CPHS percent.

2020 SCHOLARSHIP REPORT

With the sudden changes largely due to the pandemic, classes moving online, and limited campus interactions, student work decreased overall in 2020.



Student publications and projects decreased during 2020. There were 61 student co-authors for abstracts in 2020 than 2019, two less in publications, and 19 fewer student research projects. Overall, there were 92 fewer student co-authors than in 2020 (compared to 274 in 2019 compared to 182 in 2020). The decrease is logical considering the change to online learning and less opportunity to complete research on campus. Publications decreased for the fourth year in a row.

CPHS 'All Works' includes both peer reviewed and non-peer reviewed work. Articles, podium, and poster presentations have decreased from 2019 to 2020 overall. Podiums (+7)

FYI-External grant funding increased for the 5th year in row (\$621,507). Ten faculty received awards.

did increase. Articles (-21), and posters (-49). CPHS faculty and students had 219 total scholarly works in 2020. The decrease from 2019 to 2020 is most likely due to cancellations of publications and conferences during the height of Covid-

19. This is the first overall decrease in 5 years.

CURRICLUM MAPPING PILOT USING BLACKBOARD

CPHS is conducting a pilot project starting this fall. The project will map the Pharmacy programs CAPE outcomes to specific parts of assignments, test questions, or rubrics for P1 required courses. With the recent Qualtrics mapping Pharmacy faculty completed; we will be able to enter course objectives with the CAPE outcomes taken from syllabi.

- **Why are we piloting this?** Through the pilot, we are looking at ways that we can collect assessment data quicker, cleaner, and able to look at data for each CAPE outcomes across the curriculum. Another benefit will be that students can see progress on course outcomes that relate to CAPE outcomes.
- **Who are we piloting with?** The pilot is starting out with the Fall P1 courses. In mid-August, we're having a short seminar to explain the rationale and purpose, demonstrate how to map from outcome to assignment, and assist in completing the mapping. We'll be discussing how to expand the pilot as we review the pilot.
- **Whose idea was this?** This was discussed in the CPHS Assessment Committee where it was recommended as a pilot project to the CAC and Dean Chesnut.

If you have questions or want to learn more about the pilot, please contact Chris Wing.

Newsletter Information

If you have any questions, comments, contributions, or ideas for the assessment newsletter, please reach out to chris.wing@drake.edu.

