

## Dancing with the Bear

A “culture of assessment” means integrating assessment into our work so that we not only gather data, but analyze *information* and use it to *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 dancing just because you are tired! Likewise, we can’t diminish how we assess ourselves just because we’ve completed implementing successful new programs and reaccreditation for others.

In the newsletter, we try to report on key assessment issues within our college and the University. We report on our progress towards meeting established goals, dashboards, and measuring student outcomes. Hopefully, this edition provides a convenient location to focus our assessment message and pose questions for our reflection. Is our scholarship where we expect it? Is our advising serving the students? What are we trying to achieve in the classroom?

Although our college is fairly mature in our development and implementation of an assessment plan and highlighting our work, there is always more to do to close the loop and improve. Please join me in using our data and resources to continually improve what we do and share our success with others. We may tire at times, but we’ll keep on dancing.

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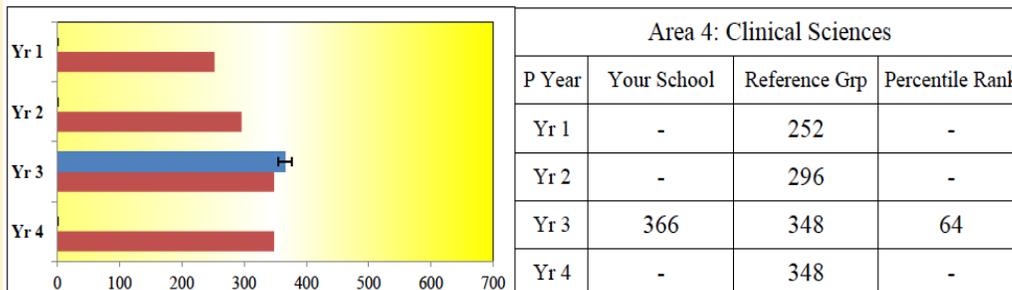
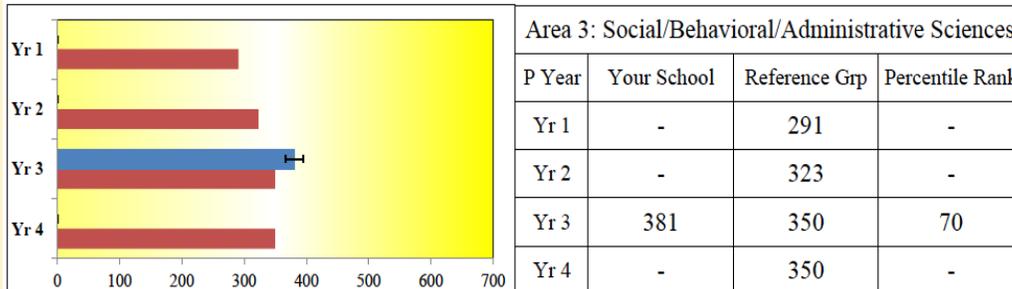
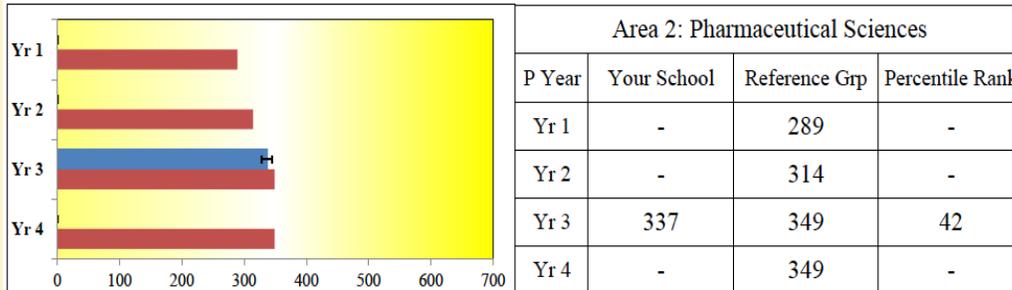
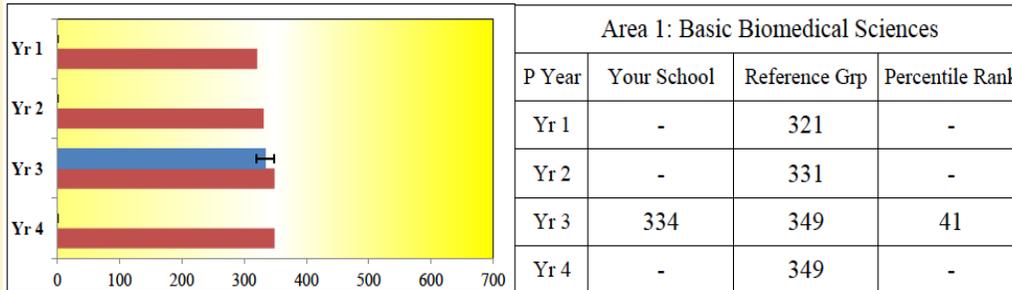
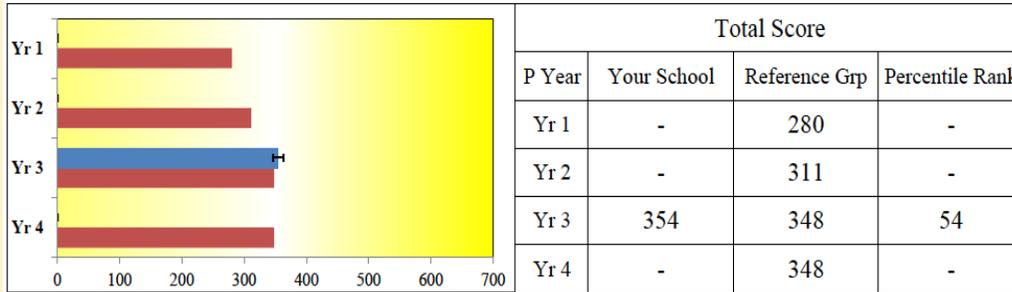


## 2019 PCOA

### School/College Score Means

■ Your School   
 ■ Reference Group   
 Confidence Interval

Year 1 N:	Year 2 N:	Year 3 N:	Year 4 N:
-	-	96	-



### PCOA SUMMARY:

Ninety-six Drake P3s completed the 2019 PCOA in April. The national exam is required of all P3 students in the US but at Drake, it is not used as a high-stakes exam (scores do not affect progression through the program).

Compared to other schools who used the PCOA during students third year, Drake ranks above the 50th percentile overall (54). This is comparable to our P3s that took the test is 2018, who also scored at the 54<sup>th</sup> percentile.

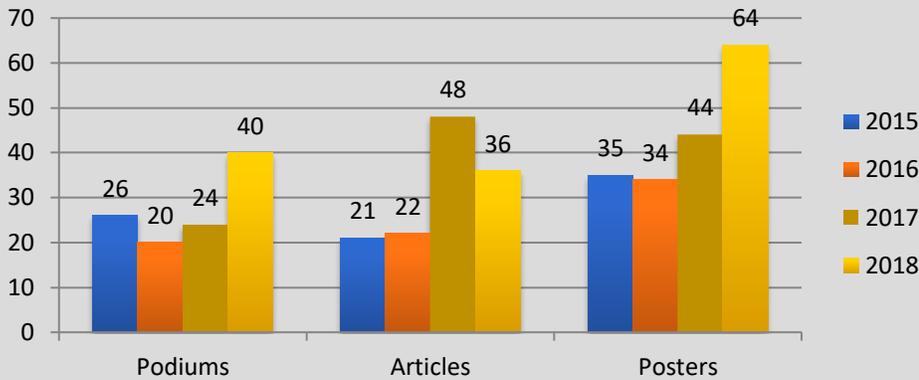
Students scored lower in two of the four area domains and increased in two others. (see 2019 PCOA Table)

### Closing the loop:

These data, although questionable as a no-stakes assessment, can help triangulate progress. We've used PCOA data in our biannual curriculum meetings and in the first CAPE outcome (foundational knowledge). Some of the scoring is likely attributable to when they had the content vs when they were tested. *It re-enforces other information for integrating topics across the curriculum and re-testing material to aide in longterm retention.*

## 2018 Scholarship Report (Calendar Year)

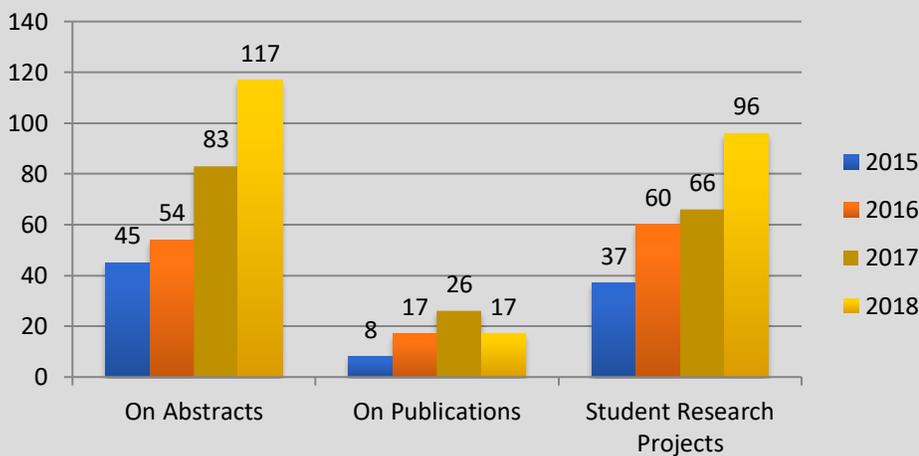
### CPHS Peer Reviewed Work: 4 Year Trend



#### Peer Reviewed Work

The total number of articles, podium, and poster presentations continue to increase. CPHS faculty authored or presented 140 times in 2018. There were 20 more poster and 16 more podium presentations in 2018 than 2017.

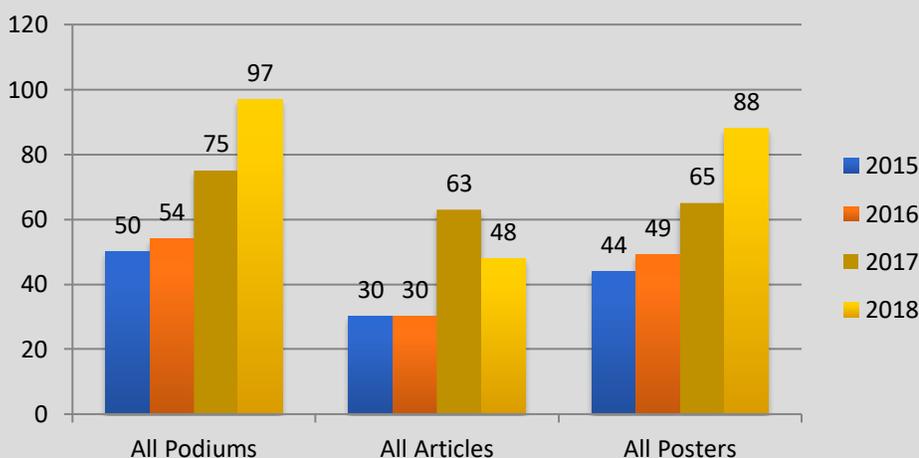
### Student Co-Authors: 4 Year Trend



#### Student Research

Student research continues to grow in CPHS. There were 30 more student research collaborations in 2018 than 2017, 34 more abstracts, and overall, 64 more student collaborations and projects in 2018. This demonstrates the commitment to mentoring students and the structure of our curricula that allow students to be involved in research.

### CPHS All Works: 4 Year Trend



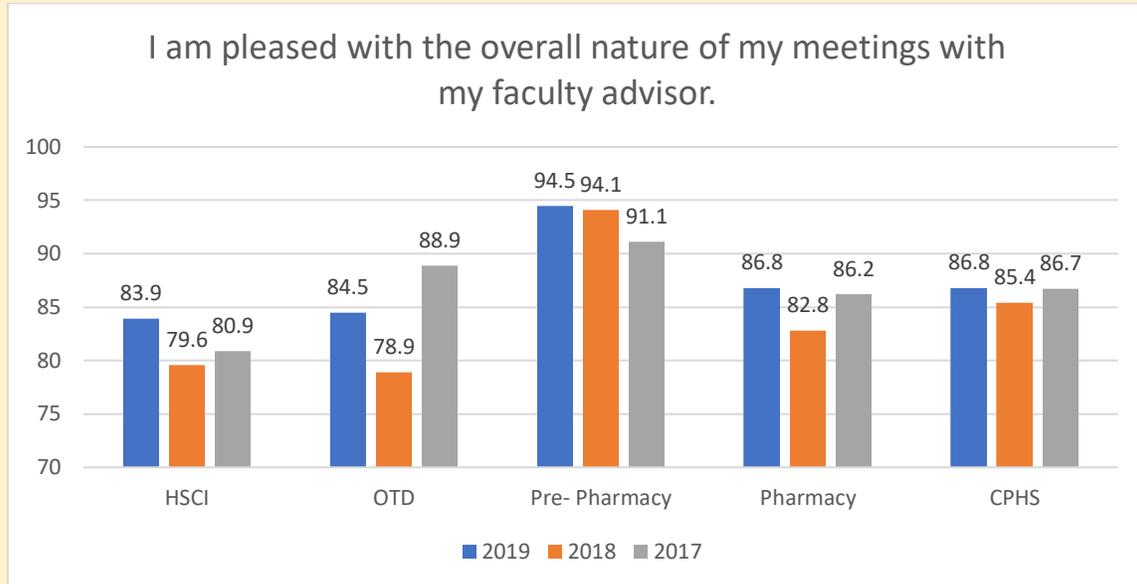
#### Trends

CPHS 'All Works' includes both peer reviewed and non-peer reviewed work. Podium and poster presentations have increased substantially from 2017 to 2018 while article publications have decreased. Although some categories vary from year to year, the overall trend continues to be a net increase in scholarly work. Congratulations!

## 2019 Advising Survey; General Advising Effectiveness

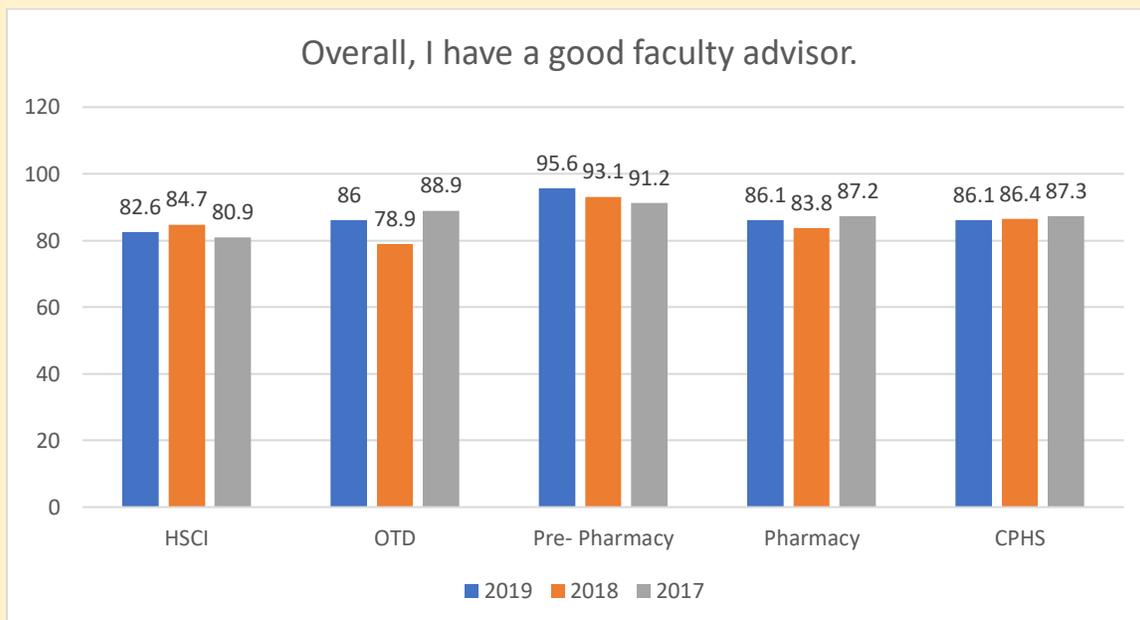
The 2019 Advising Survey was sent out to 840 CPHS students with 473 completing the survey. The survey was available to student from early April

through May 2019. Here is a sample of the general advising effectiveness.



Health Sciences, Occupational Therapy, Pre-Pharmacy, and Pharmacy were all rated higher by students responding to the statement “ I am pleased

with the overall nature of my meetings with my faculty advisor.” The Occupational Therapy program made the largest gains (5.6%).



Scores remained consistent from 2018 to 2019 for the statement “Overall, I have a good faculty advisor.” All CPHS programs were over 82% with

Pre-Pharmacy the highest (95.6%). The Occupational Therapy program made the biggest gain increasing (7.1%).

## IDEA Course Objectives

Instructors choose from 13 course objectives when evaluating their courses. In the CPHS, five of the 13 have consistently been chosen as ‘important or essential’ by the faculty. The average number of objectives selected as important or essential by CPHS faculty each semester is 4.8.

The following chart shows the percentage of CPHS courses selecting these objectives for each of the last three semesters. As you can see, the results coincide with programs such as ours that are heavily grounded in the sciences. They also coincide with teaching methods in professional programs that emphasize application of material and developing professional skills and competencies.

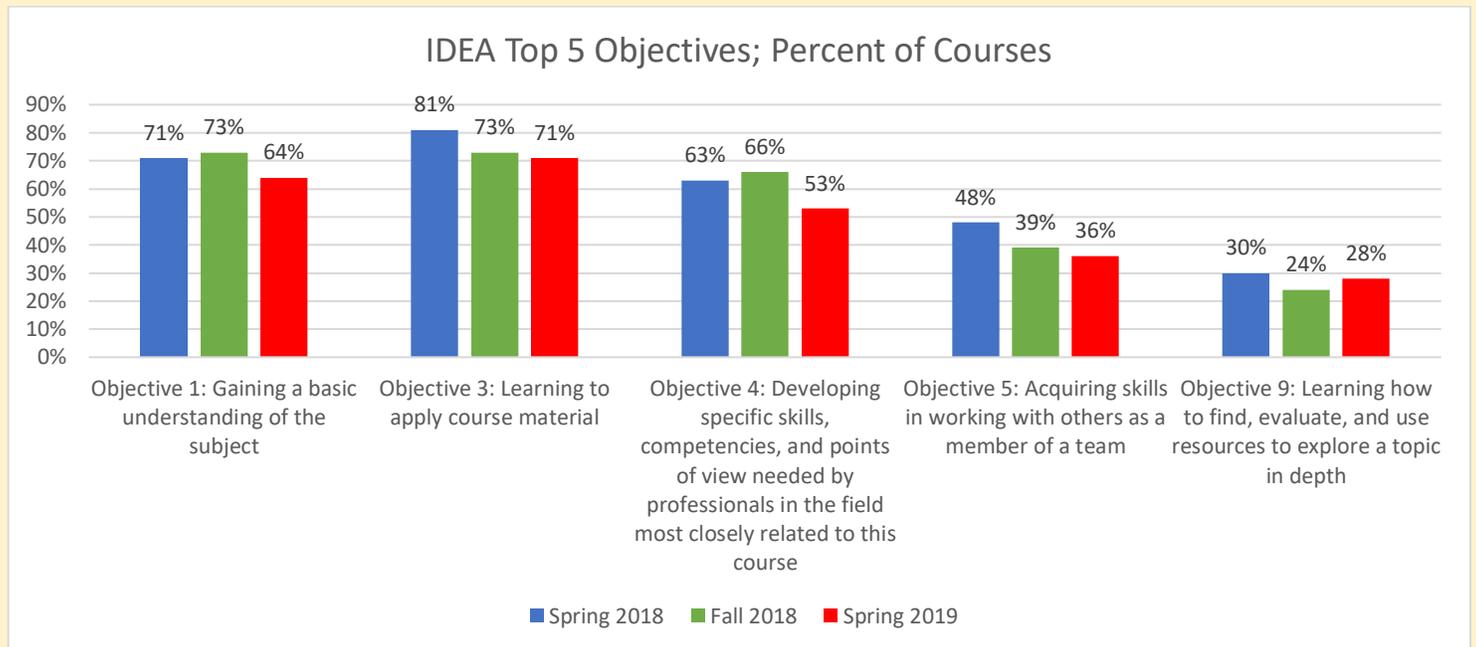
Of course, not all courses in our programs should select these objectives. As a general rule, only mark a few objectives as either 'Essential' or 'Important' (3-

5 at most). Research shows that the highest progress on relevant objectives is made when a smaller number of objectives are addressed in a course. Others should be marked as “Minor or No Importance”.

When selecting your objectives, ask yourself:

- Is this a *significant* part of the course?
- Do I do something *specific* to help the students accomplish *this* objective?
- 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'.



Visit the Assessment website at:

<http://www.drake.edu/cphs/about/databook/>

*Great Universities Measure What They Value*