

Data, Information, Insight, Action: The 4-legged stool of assessment

When you lean back on your chair, you put a lot of faith on the two back legs to support you. They can creak and crack, break, or be swept out from under you! If ‘data’, ‘information’, ‘insight’, and ‘action’ are the four legs of assessment, we don’t want to be over-burdened with the ‘data’ and ‘information’ legs. That can lead to ‘breaking’ the process and ‘falling’ short of our goal to improve our programs.

Think of these four legs as the foundation to assessment. All four are important, but there’s a balance. We want to use data and information to get to the central roles of gaining insight and taking action to improve. Here’s the difference between these:

Data refers to the raw numbers that we capture in assessment- student work, scores, reflections, etc.. Having consistent standards for what and how we collect data is important. We need to have faith in the validity and reliability of the data.

Information is a collection of the data. We use these data points to understand something about what we’re measuring. Taken together, data provide some very useful information on direction and trends.

Insight is gained by analyzing data and information so that we understand what is going on with the particular situation or phenomena. What is influencing if and how students learn? The insight can then be used to make better curricular decisions.

Action is when we actually make a change in an effort to improve. Making decisions (taking action) should help achieve our desired outcomes and ultimately, improve.

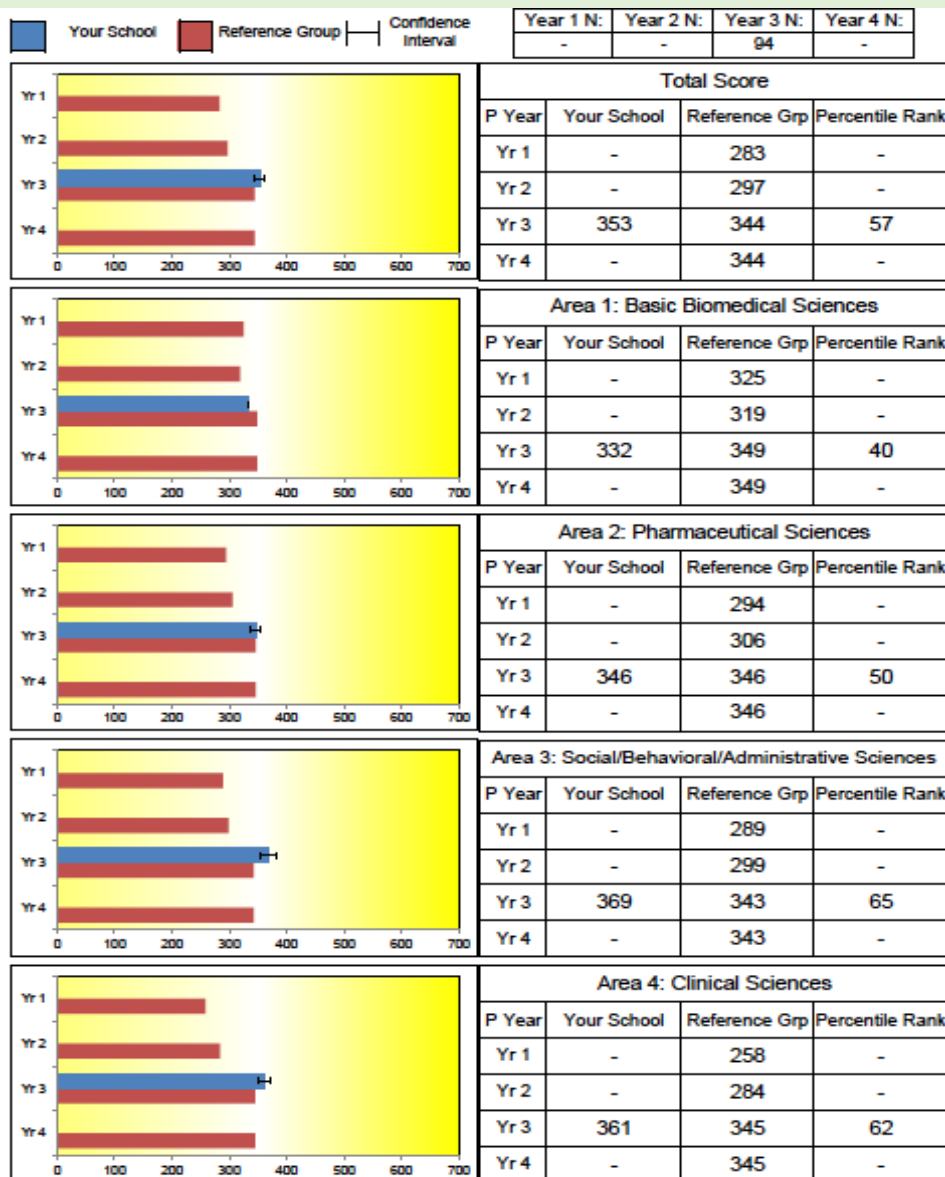
Too often, we are resistant to assessment for fear that it will make us look bad or sweep the legs out from under us. The reality is that assessment typically identifies what we’re doing right and how we could improve even more for a more solid program. Improving means we need to gather data and information, understand what it is telling us (insight) and take action. This is foundational to our assessment office’s philosophy: “ Measurement with the intent to improve”. CP

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2020 PCOA



PCOA SUMMARY:

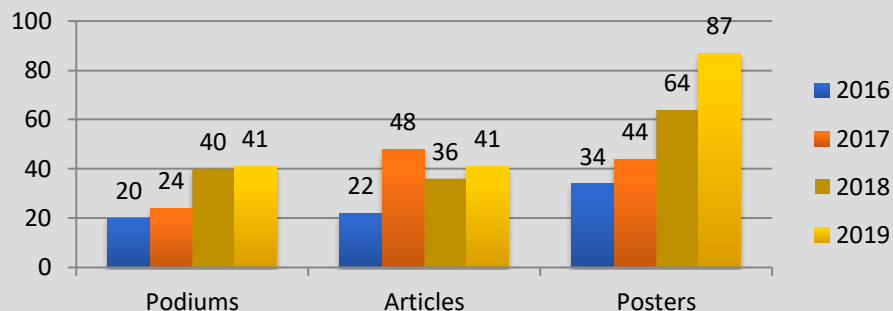
Ninety-four Drake P3s completed the 2020 PCOA in April. The national exam is required of all P3 students in the US but at Drake, it is not used as a high-stakes exam (scores do not affect progression through the program).

Compared to other schools who used the PCOA during students third year, Drake students reached the 57th percentile. This is comparable to our P3s that took the test in 2019, who also scored at the 54th percentile. Students above the national average in two of four areas. (see 2020 PCOA Table)

Closing the loop: We've used PCOA data in our biannual curriculum meetings and with CAPE outcomes. Some of the scoring is likely attributable to when students learned content vs when they were tested. The exam scores do reinforce areas we are doing well in and give some insight into how we can improve student learning.

2019 Scholarship Report (Calendar Year)

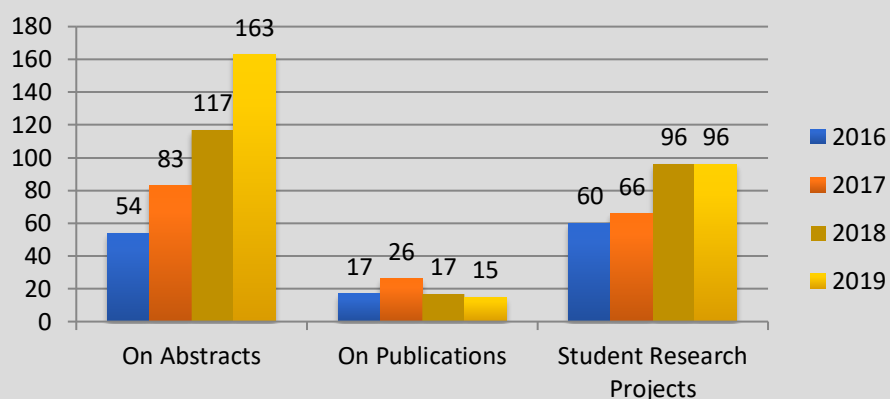
CPHS Peer Reviewed Work: 4 Year Trend



Peer Reviewed Work

The total number of articles, podium, and poster presentations continue to increase. CPHS faculty authored or presented 169 times in 2019- an increase of 29 over 2018. There were 23 more poster presentations in 2019 than 2018.

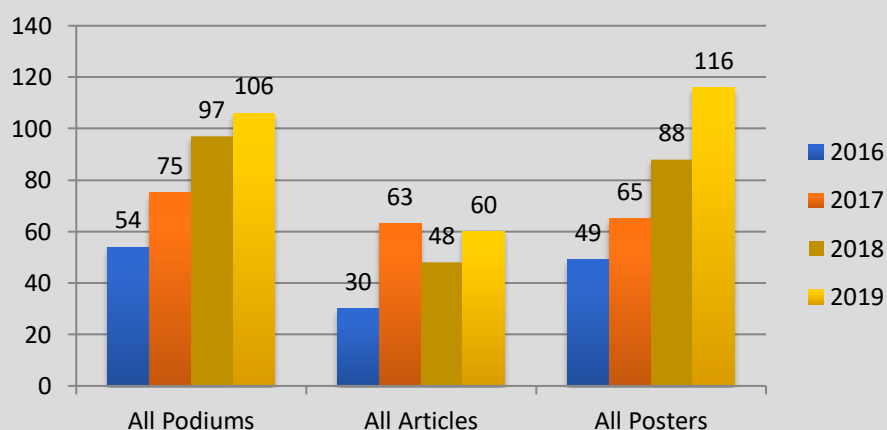
Student Co-Authors: 4 Year Trend



Student Research

Student research grew during 2019. There were 46 more abstracts that students co-authored with faculty in 2019 than 2018. Overall, there were 274 times students were co-authors in 2019 (compared to 230 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

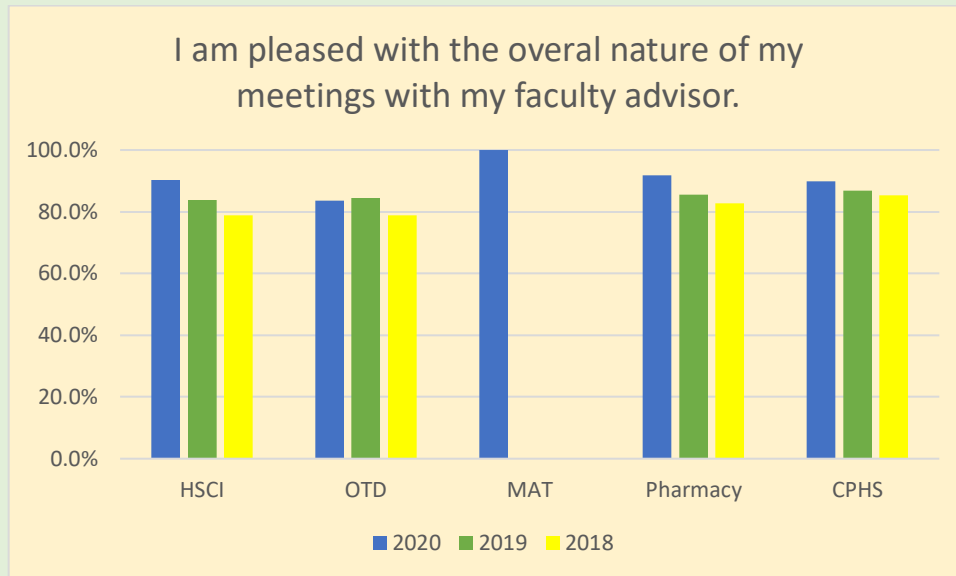


Trends

CPHS 'All Works' includes both peer reviewed and non-peer reviewed work. Podium and poster presentations have increased substantially in 2019 for podiums (+9), articles (+12), and posters (+28). CPHS faculty and students had 282 total scholarly works in 2019. The overall trend continues to be a net increase in scholarly work. Congratulations!

2020 Advising Survey; General Advising Effectiveness

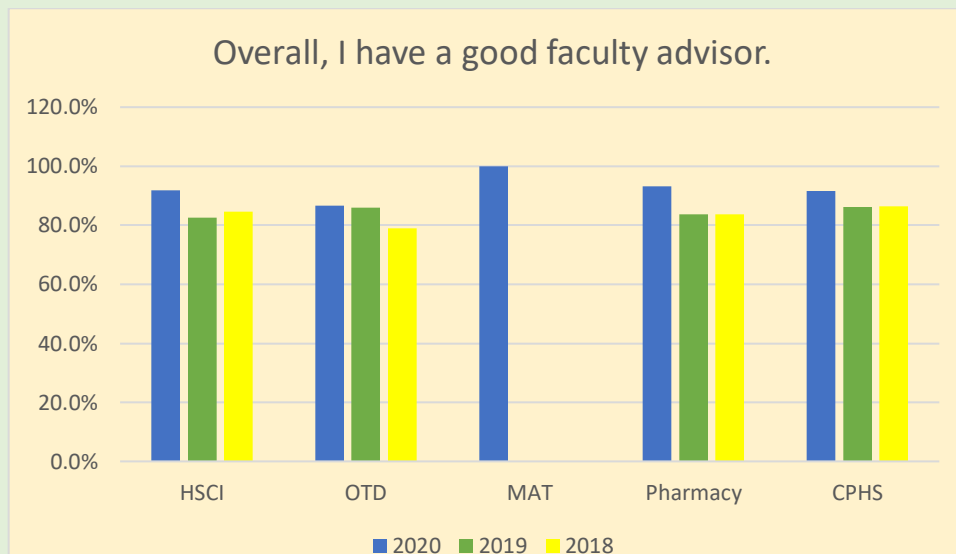
The 2020 Advising Survey was sent out to 831 CPHS students with 419 completing the survey (50.42% response rate). The survey was available to student from early April 8th through May 15th, 2020. Here is a sample of the general advising effectiveness.



	HSCI	OTD	MAT	Pharmacy	CPHS
2020	90.3%	83.6%	100.0%	91.9%	89.9%
2019	83.9%	84.5%	*	85.5%	86.8%
2018	78.9%	78.9%	*	82.8%	85.4%

CPHS improved 3.1% with Pharmacy and Health Sciences making gains of over 6%. MAT set the highwater mark with 100% (n=1).

The Advisor Survey is useful for CPHS Student Affairs and each program to gauge effectiveness of advising policies and processes. Student Affairs over the last two years has changed advising and added advising aids such as Starfish to assist faculty. Gains might be attributable to Student Affairs work as well as the attentive nature of faculty advisors.



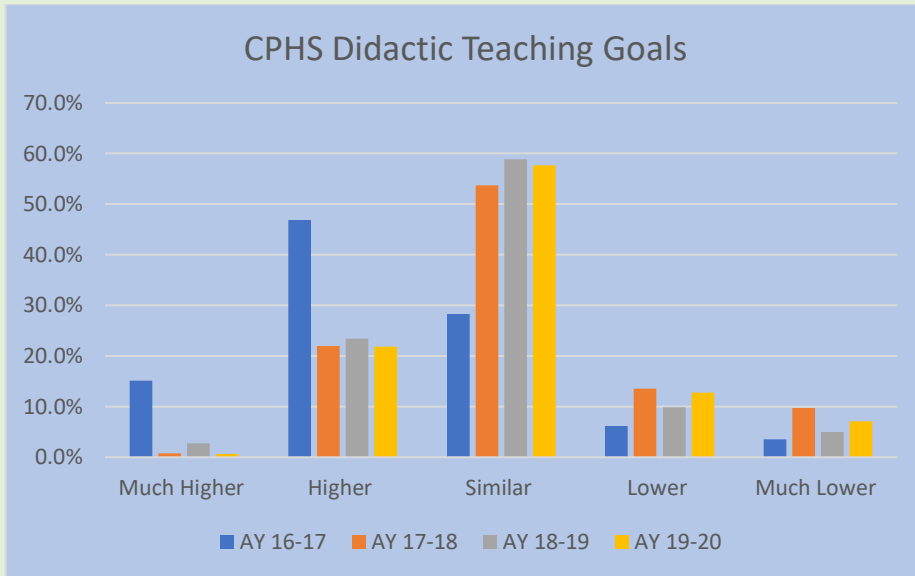
	HSCI	OTD	MAT	Pharmacy	CPHS
2020	91.6%	86.6%	100.0%	93.2%	91.6%
2019	82.6%	86.0%	*	83.6%	86.1%
2018	84.7%	78.9%	*	83.8%	86.4%

When asked 'overall, I have a good faculty advisor' students agreed 91.6% of the time (increase of 5.5% from 2019). Health Sciences, Occupational Therapy, and Pharmacy all increased from 2019. MAT was again set the highwater mark with 100% (n=1).

Occupational Therapy has shown increases each year since 2018. Health Sciences had a 9.3% increase over 2019 and Pharmacy had a 9.6% increase over the same time frame.

The Advisor Survey again shows the commitment of CPHS faculty to student success.

CPHS Teaching Goal Report



	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Much Higher	15.1%	0.8%	2.8%	0.6%
Higher	46.9%	22.0%	23.4%	21.8%
Similar	28.3%	53.8%	58.9%	57.7%
Lower	6.2%	13.6%	9.9%	12.8%
Much Lower	3.5%	9.8%	5.0%	7.1%
% at Goal:	90.3%	76.6%	85.1%	80.1%

CPHS adopted the teaching goal: “80 percent of courses 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 “Progress on Relevant Objectives” category.”

CPHS met this this for the 19-20 academic year with 80.1% of courses. This only includes courses that had at least 10 student responses.

When selecting IDEA course objectives, consider the following:

- Is this a significant part of the course?
- Do I do something specific to help students meet this objective?
- Do students progress on this objective affect their grade?

For more on IDEA course objectives, click [HERE](#).

Visit the Assessment website at:

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

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