

Assessment 1-2-3

Herding CATS: The ‘minute paper’ on the ‘muddiest point’ using a ‘memory matrix’ and ‘focused listing’ ... and other assorted classroom assessment techniques (CATs)

Angelo and Cross describe 50 classroom assessment techniques (CATs) in their book Classroom Assessment Techniques: A Handbook for College Teachers (Josey-Bass ISBN: 1-555-42-500-3) These CATs are simple tools used to assess student understanding. They are easy to use in a live, classroom setting and have the added benefit of showing students you’re interested in their learning- but there are a lot to choose from!

One that you don’t hear about all that often is the One-Sentence Summary. This CAT specifically addresses synthesis and creating thinking. Students answer the questions “Who does what to whom, when, where, how, and why?” (WDWWWWHW) for a given topic in your course. They then create a long, grammatical, summary sentence to show how it applies to your course material. As noted by Angelo and Cross, it “enables teachers to find out how concisely, completely, and creatively students can summarize a large amount of information on a given topic”. In a few short reads, you get a sense for how the class is doing



on synthesizing and understanding a complex topic. It works well for grasping complex processes- it doesn’t work so well if your material cannot be easily summarized in this format or has more than one answer. Think of topics where this might work well. For example, the idea of randomizing subjects in your research class; taking a thorough patient history; immobilizing an injured athlete; tracking a pandemic; and many, many others.

Yes, choosing from 50 different CATs seems daunting, but experiment with a few. Find one you like and use it to engage students in their own learning. These are excellent ways to have students actively engaged during the class period and they won’t take up too much of your classroom time. One of these techniques might prove to be an excellent way to ‘herd’ all of your students’ varying thoughts into a single corral! Cp

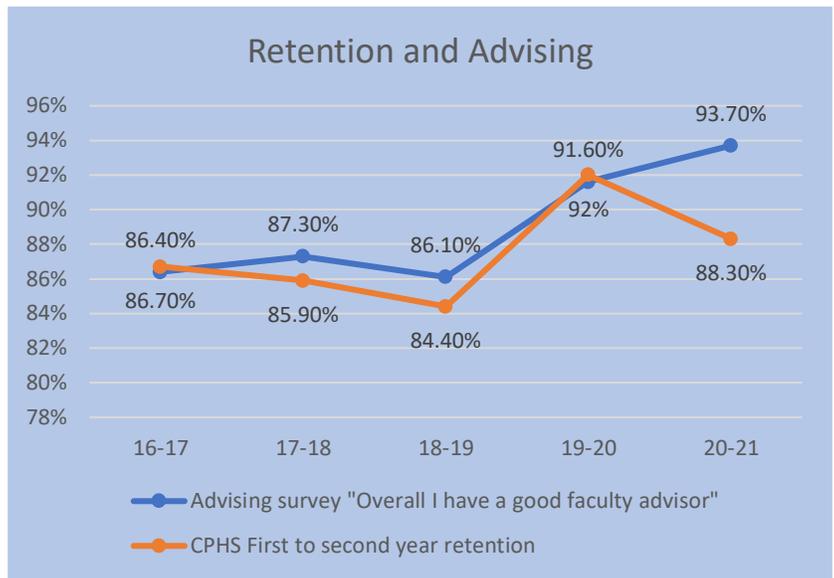


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Continuous Improvement Plan- Connections: Retention and Advising

In the CPHS Continuous Improvement Plan (CIP), “Develop, recruit, and retain a qualified faculty and staff” includes data from the annual advising survey completed by students. Students are asked if they feel they have a good faculty advisor. As you can see to the right, students rate their advisors consistently high (combined strongly agree and agree). In the Stewardship section of the CIP, we look at first to second year retention as reported by OIRA. The first to second year retention is an undergraduate measure. From the Retention and Advising chart, you can see that generally as the advising score goes, so does retention. CPHS first to second year retention is consistently strong despite some variation year to year. The relationship between advising and retention important and more than a theoretical framework. Data collected through the College Student Report (NSSE) shows a strong



relationship between students that meet with their advisor and persistence. Academic participation (clubs, study groups, student support services) outside of the classroom also contributes to first to second year retention. Several initiatives supporting progress meeting measures like implementing Starfish and the annual recruitment plan have been included with the CIP to encourage retention, enhance advising, and build recruitments efforts. To view the CIP measures and initiatives, click on this link: [CPHS Balanced Scorecard](#)

Some added contexts:

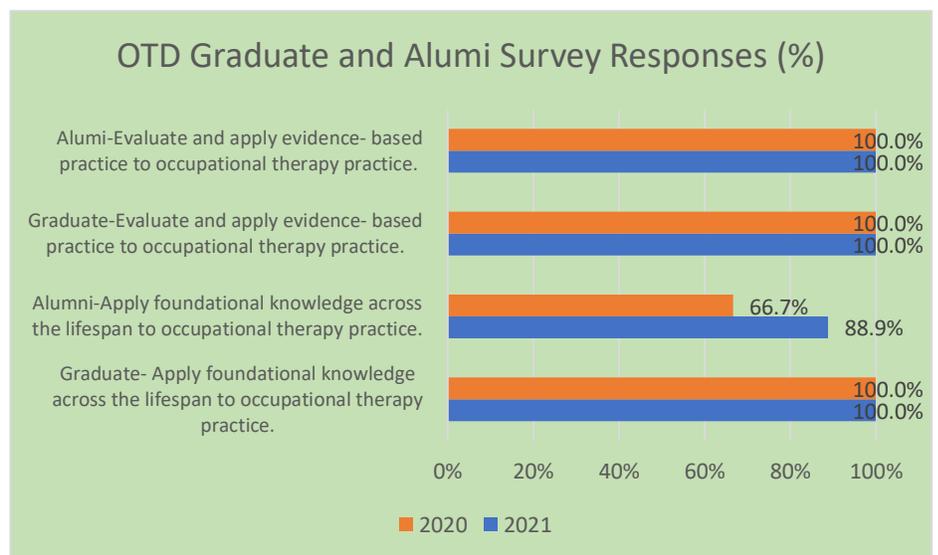
- National retention- 2019*- 66.2% (Higher Ed Info)
- All Iowa colleges 2019*- 82% (Higher Ed Info)
- Drake data book- Drake 2020-84%
- CPHS 2021- 88.3%

*Most recent year published

OTD Annual Assessment Action Plan- Alignment

Outcome 3: Graduates will demonstrate competent clinical reasoning and care using occupation to enable clients across the lifespan within varied groups, and populations to live life to the fullest.

DATA: From the OTD Graduate and Alumni Surveys, students were asked if they were prepared to evaluate and apply evidence-based practice and apply foundational knowledge across the lifespan. From the chart, you can see that the percent of students who felt prepared was high (combined strongly agree and agree) with the exception of the 2020 Alumni survey where 66.7% of alumni responses suggested they felt able to apply foundational knowledge across the lifespan.



OTD 236 conducted patient simulations during summer 2021. The goal of the simulation was to put students in a situation demonstrating clinical competency and reasoning. The simulation included a formal debrief after their simulation plus feedback from the faculty observer, patient, and were able to view their simulation on video. Overall, students performed very well in the simulations connecting clinical competency and reasoning from coursework in the simulation.

The data tells us:

- For the last two years, student feedback has been consistently high or increasing in the areas around program outcome three. The program has moved to a new curriculum and therefore a deeper examination and identification of definitions and objectives which influence the attainment of program outcome three are planned for academic year 2021-2022. **ACTION: Create a better, commonly understood definition of outcome 3 and add objectives if needed.**
- The program faculty can think through how to better link coursework to experiences so students can see the connections. This would support all four program outcomes. **ACTION: The OTD Curriculum Committee will:**
 - **Map the capstone course content back to the curriculum**
 - **Examine and track community engagement in courses across the curriculum**
 - **Consider efficient ways IPE can be infused into the curriculum and report back to the department which courses are recommended to link IPE activities with**
- Work is needed in transitioning the program to a skills-based curriculum. Linking the NBCOT and OTKE exam aggregate data is one way to better connect the curriculum and identify areas that need to be addressed and program strengths.

MAT Annual Assessment Action Plan

Outcome D (Provide students with diverse education that allow them to be active learners, scholars, and future leaders) was assessed by the MAT faculty during the 20-21 academic year.

The course data used to discuss whether a diverse education for students (promoting students as active learners, scholars, and future leaders) demonstrated that this is an area of strength for the MAT program. With all of the data that were analyzed and reviewed, students excelled in their coursework and during program experiences. The data included research experiences, course and practical experiences, and fieldwork. Students had expressed to faculty some concern with the pace of coursework along with the experiences. Faculty shared this concern and discussed the possibility of changing the order or moving different pieces of the curriculum out of one course and into another was discussed in order to take some burden off of students but maintain the outcome strength.

MAT DATA; OUTCOME D

- Therapeutics Paper – Avg. score of 94%
- EBP Paper – 100% of students (3/3) scored exceptional or higher (above 90%)
- Research Reflection – 100% scored exceptional or higher (3/3)
- Submitted publications – 2/3 students submitted a paper for publication.
- MAT 253 Research Paper Scores - both cohorts have averaged above a 1.5/2 (1.7 and 2 respectively)
- MAT 263 Presentation - students averaged a 97% score

The program director suggested reviewing the curriculum with these concerns in mind.

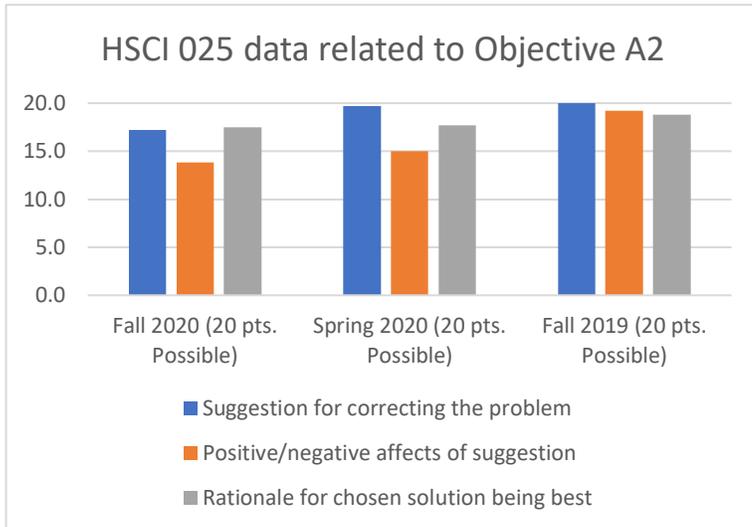
Actions

Outcome D: MAT faculty will review the curriculum to examine the pace and order of courses and experiences.

Outcome D: Based on findings from curricular review, the MAT program will make changes to improve the curriculum.

HSCI Annual Assessment Action Plan-A2

The Health Science annual assessment report reviewed Goal A: Knowledge base and Lifelong Learning Skills. The program assessed all three objectives for the goal. This discussion is specific to one of the three program objectives assessed, A2 (Understand how business and management models play a role in the health care field). Course assignment data from HSCI 025 Introduction to Health Care Systems (problem definition, problem support) and the HSCI graduate survey were used to assess objective A2. The project from 025 asked students to identify, explain, analyze, suggest, and defend solutions.



As seen from the course data, the program does well with teaching business and management models and the role they play in healthcare. The HSCI faculty discussed how to reinforce learning in this area due to this course being early in the program. A few courses were identified and include HSCI 55: Innovation and Leadership in Health Sciences, HSCI 196: Health Sciences Internship 1, and HSCI 197: Health Science Internship 2. The suggestion of working with the HSCI 55 instructor (025 precedes) to include a course activity that fits the curriculum for HSCI 055 and reinforces objective A2 (025) would be explored. Additionally, the faculty decided that further

assessment of reinforcement within the senior internship would be explored.

Action: HSCI 025 faculty will work with HSCI 055 faculty and the program director to see if there is opportunity to reinforce or build on learning from 025.

Pharmacy Annual Assessment Action Plan- Data Driven

The Pharmacy program assessed CAPE outcome 3 in 2021. The results for outcome 3.1 (Problem Solving (Problem Solver): Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution) are as follows:

Summative scoring from APPE preceptor ratings is all consistent and high. By the end of the year, all students were meeting the program objectives. No remediation was required for 2020 graduates. Course Scores for student research

papers and formal presentations were also evaluated from one section of PHAR 173. Group work averaged B+ to A- in all but one group (C level work) with multiple forms of feedback and revisions throughout the semester.

APPE Scoring:		
Year	Mean	% not meeting*
2020	3.19	5.1%
2021	3.19	2.7%

*Percent of all end of rotation evaluations across the year at a 1 (needs significant improvement) or 2 (needs improvement)
Note: 4-point scale: 3=Meets expectations; 4=exceeds expectations

Actions

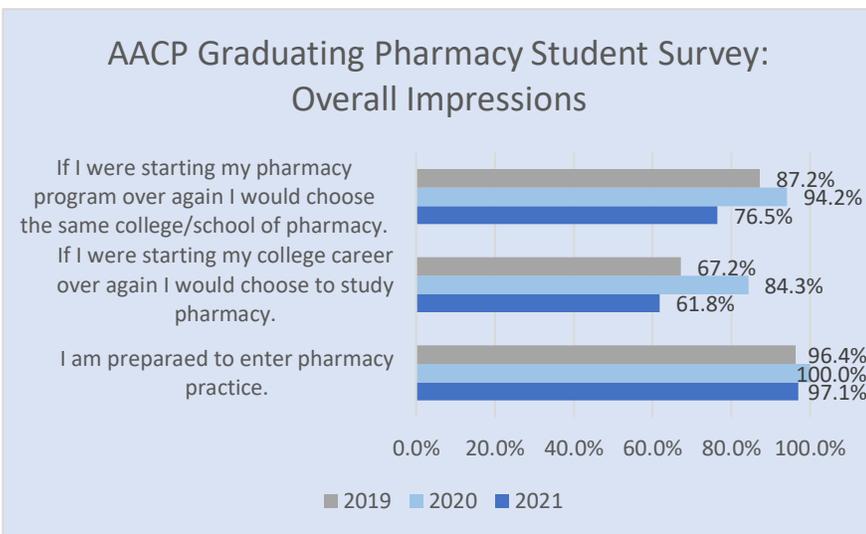
Discussions for all Domain 3 data focused on: 1) our results are good and students are performing well, 2) no concerns for student achievement in domain 3 items, 3) could consider looking at students who have multiple scores of 1 or 2 as an earlier detection during the P4 year, 4) faculty will review their courses to see if there are other embedded assessments that could be added to the data set (assessment on problem solving, interprofessional collaboration, communication, and advocacy. But no data suggests corrective actions are needed. The number of students with early problems is very small and consistent across years. The preceptor scores might not be distinct in showing multiple levels of student performance, but they do highlight students who can't perform vs all others.

PHAR 173 Data: Sample**		
Year	Research Paper Mean (range)	Formal Presentation Mean (range)
2020	88.9% (79-96)	91.1% (78-98)
2021	89.6% (75.5-96)	89.75% (78-96)

** Semester long research project to write and present a literature review: Multiple assignments of deciding on topic, outline, multiple drafts, with revisions. (Approx. 1/3 of the P3 class)

AACP Pharmacy Graduate Survey: Overall Impressions (with some context)

When graduating student surveys are reviewed, an area that sometimes slows down the discussion is the 'Overall Impressions' questions at the end of the surveys. All CPHS programs have these questions. These are questions that when taken at face value are sometimes harsh and leave us with more questions. If you look at the chart, 'If I were starting my pharmacy program...' and 'If I were starting my college career over...' both have significant variation with combined strongly agree and agree while 'I am prepared to enter pharmacy practice' remains consistently high for three years shown here. The AACP national data is largely similar with Drake typically close to the national percentage for the first two questions but consistently higher than the 'I am prepared...' question. Comments from students that would not choose Pharmacy or Drake were largely related to the job market. Based on this you could assume that not choosing pharmacy or Drake is largely a question of 'perception meeting reality' or their impressions of the pharmacy field at the time they started their program vs. entering the job market. It should also be noted that 'If I were starting my pharmacy program over again...' and 'If I were starting my college career over again...' ebb and flow from year to year while students continue to feel prepared to enter pharmacy practice. This is evident with pass rates for licensure and Drake students receiving residencies.



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How do we address this issue? The simple answer would be to beef-up future employment updates, career counseling, and financial counseling- things that are already available to students and are topics covered at various points in the curriculum. Looking at usage rates of CPHS students for these services might give more insights. The Monday announcements put out by CPHS Student Affairs often have much of this sort of information. Also, we don't know the impact of the pandemic or if the students that completed this survey (low response rate) is representative of the cohort. Is this something to be taken aback by? Probably not, but it is worth watching and tracking formative data to better understand the students that aren't sure that they would pursue a pharmacy career if they could start over.

How to Fix Widespread Buyers Remorse in Education by Bruno Manno
<https://americancompass.org/the-commons/how-to-fix-widespread-buyers-remorse-in-education/>

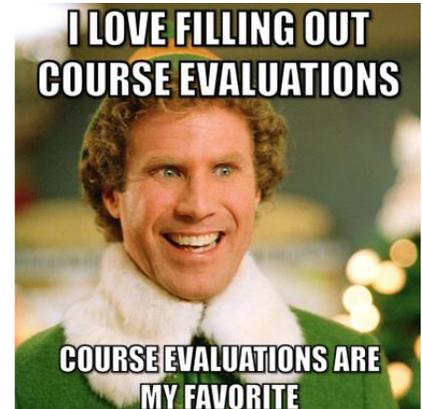
Announcements and Brief Updates

Blackboard Pilot- the Pharmacy P1 faculty are currently participating in a pilot with Blackboard Ultra. The pilot consists of mapping course objectives from their aligned program outcomes to specific test or assignment questions. The hope is that this will allow for a streamlined view of assessment data, for faculty to be able to track student progress with their course objectives within the LMS, and students to also see their progress. This began with the F21 P1 faculty and is continuing through the S22 semester. If you have any questions about this pilot, feel free to contact me at chris.wing@drake.edu

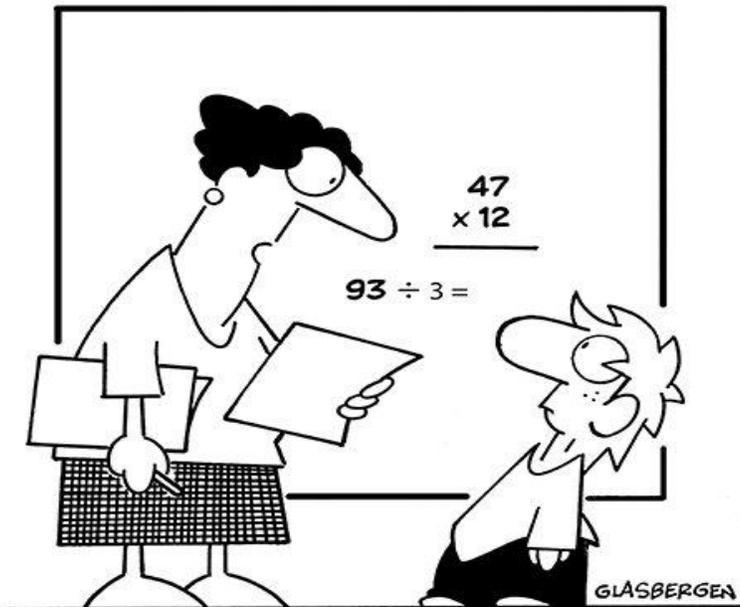
Course evaluation spring prep- in early January, the Assessment Office will be sending out a Qualtrics survey asking for your preference with your course surveys. Please complete the survey as soon as possible. If you have questions or problems, please contact Chris Wing

Pharmacy self-study- thanks for all of your hard work so far and continued efforts with the Pharmacy self-study. Rough drafts are due soon for the first review. Please let Chuck know when a draft is completed. If you have questions, please contact Chuck.

OTD interim self-study- the OTD faculty are working to complete the ACOTE interim self-study report. This is essentially a full review of all ACOTE standards. Thanks to Leslie, Yolanda, and all of the OTD faculty for their efforts. The interim self-study is due April 2022.



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"Yes, love is the answer...but not on a math test."