Texas Southern University
College of Pharmacy and Health Sciences

“A Culture of Shared Purpose and Continuous Improvement”

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Overview

- Institutional Effectiveness
  - Maintaining Accreditation
  - Programmatic Improvement
  - Key Performance Indicators

- Assessment
  - Goals
  - Characteristics of Effective Assessment

- Effective Educational Outcomes
  - Learning Objectives
  - Aligning Course Objectives

- Data Integration
  - SOP Flowchart
  - Optimizing Banner
  - Student Success Plan
College Mission
Identifying Expected Outcomes

Academic Programs
• Student Learning

Adm./Student Support Services
• Dept./Unit
• Mission/Vision

Outcomes Assessment
(method of assessment)
• Improved Teaching & Learning

Criteria for Success
• Performance Targets
• Internal/External Accountability

Analysis of Assessment Results

Planning for Improvement

Evidence of Improvement

rdj:2012
Key Performance Indicators

1. Student Satisfaction
2. First Year Retention Rate
3. Transfer-Out Rate
4. Graduate Satisfaction
5. Employment and/or Graduate/Prof. Program Rate
6. Graduation Rate

Data for each KPI should be collected at the department level & results shared amongst departments.
1. **Student Satisfaction Survey**

- **Purpose:** To measure students’ satisfaction with their department and the College. The survey should be developed at the department level.

- The survey will ask all students (except for first semester students) about their satisfaction level as it relates to four main categories:
  
  - Knowledge and Skill Development in the department
  - Learning Experiences in the department
  - College/Departmental Services
  - College Facilities & Resources

Department scores based on overall satisfaction with the four main categories (or capstone items) of the survey
Key Performance Indicators

2. First Year Retention Rate

- **Purpose:** To identify how many students from entry have re-enrolled in second year in same program. (Banner).

3. Transfer–Out Rate

- **Purpose:** To identify how many students from academic programs are transferring to other institutions and/or other programs within the College (Entry & Exit Surveys).
4. Graduate Satisfaction

Purpose: To measure graduates’ satisfaction with their college preparation for their careers.

- The survey will ask graduates to rate their satisfaction with preparation in knowledge and skill areas.
Key Performance Indicators

5. Employment and/or Graduate/Professional Program Rate

- **Purpose:** To identify how many graduates obtained employment or gained acceptance into [other] graduate/professional schools within 6 months after graduation.

- The survey will identify if graduates have gained full-time or part-time employment since graduation and if their employment is fully, partially or not related to their college program of study.
Key Performance Indicators

6. Graduation Rate

**Purpose**: To identify how many students graduate from an academic department.

- The 2-year program graduation rates are calculated at 150% from the time of entry
- The 4-year degree is calculated at 200% from the time of entry
Developing Comparative Tools for SS KPI

The goal of the SS Comparative Tool is to identify areas or elements where student satisfaction could be improved.

Underlying Principles Guiding Development of the Tool:

- Identify the potential for improvement as the basis for establishing fair and realistic targets for improvement

- Potential for Improvement – identifying what increases are possible based on comparative data

- Fair Target – appropriate target based on appropriate comparison

- Realistic Target – achievable target whether short-term or long-term
Developing Comparative Tools for SS KPI

Department-Based Comparative Tool Design…

1. Use comparative data from other academic departments as a primary basis for identifying the potential for improvement.

2. Provide a basis for identifying best practices that may be taking place within academic departments (as opposed to using the entire College as a basis for comparison for establishing targets).
Developing Comparative Tools for SS KPI

- Statistical analysis may be conducted to identify academic elements from the student satisfaction survey which has a strong correlation to the 2 academic capstone items:
  
  - Overall satisfaction with development of knowledge and skills in your department
  
  - Overall satisfaction with the learning experiences in your department

- The survey items identified as having a strong correlation with the 2 academic-related capstone items will be the focus for improvement.
“The most critical of the formidable challenges facing any institution serious about effectiveness is persuading faculty that they have the greatest stake in the development and implementation of effective assessment instruments and strategies that will improve student learning and the overall quality of higher education.”

-Dr. Howard L. Simmons, 1993
Assessing “Assessment”…

- ...consist of a systematic and continuous process.
- ...emphasizes ‘student learning’, with the cornerstone being what they can do.
- ...focuses on the improvement of educational programs
Successful Assessment…

- flows from the institution’s mission and educational purposes.
- emerges from a conceptual framework.
- is marked by faculty ownership and responsibility.
- has college-wide support.
- relies on multiple measures.
- provides feedback to students and the institution.
- is cost-effective.
- does not restrict or inhibit goals of access, equity, and diversity established by the institution.
- leads to improvement.
- includes a process for evaluating the assessment program.

Assessment Triangle

Observation
Tasks, situation for students to practice to provide evidence of their knowledge and skills

Cognition
Theories of learning, knowledge and skills of domain

Interpretation
Methods and tools to measure and reason about observations (both formal and informal)
Assessment Goals

- Coordinate College assessment activities, including data collection, analysis, and reporting.

- Consult with academic departments and administrative units in the development and implementation of their assessment plans.

- Document assessment processes and serve as a clearinghouse for assessment information.

- Work with AEIC and all stakeholders to assess learning objectives for continuous quality improvement.

- Remain current on research literature and accepted practices in the area of assessment.
Developing & Implementing an Assessment Plan:  
“an ongoing and integrated approach”

**ACTION I**  
Define educational/programmatic goals & objectives for the acad. program or admin. unit

**ACTION II**  
Identify and describe instruments or methods for assessment.

**ACTION III**  
Specify procedures for analyzing and interpreting the evidence gathered in assessment.

**ACTION IV**  
Develop a timetable for assessment plan implementation

**ACTION V**  
Use results from assessment for decision making, planning, and course/program evaluation and improvement.

**ACTION VI**  
Implement assessment plans & revise as needed
Effective Learning Objectives...

- contains measurable verbs and communicate clearly to student.
- should describe what the learner is expected to achieve as a result of instruction.
- may contain a criterion of acceptable performance.
- may contain the condition(s) under which the performance is to occur.
- guide the learner; help him/her focus and set priorities
Recommendations from a course review..

The University of North Carolina at Chapel Hill - AJPE 2012
How could this objective be improved?

- The resident will demonstrate the ability to make empathic responses to patient statements that reflect particular emotions such as anger, sadness, concern, etc.
verbs, conditions, criteria..

During an encounter with a simulated patient, the resident will demonstrate the ability to make empathic responses to patient statements that reflect particular emotions such as anger, sadness, concern, etc. The following specific empathic responses in the following sequence should be demonstrated.

– 1. Reflective statement
– 2. ......
– 3. ......
– 4. ......
Effective Learning Objectives

Curriculum

Instruction

Assessments

Learning Objectives

Students
Data Integration Flowchart
COPHS

Sets

Admissions Status

Admissions Statistics

Student Demographics

Assessments

Systems

Banner

Banner

Banner

Banner Excel/Access E-Value Blackboard ParScore

Sources

Office of Student Services (Coor. of Admissions)

Office of Student Services (Coor. of Admissions)

Office of Student Services (Coor. of Admissions)

Departmental Program Coordinator

• Chair, Health Sciences
  • Chair, Pharmaceutical Sciences
  • Chair, Pharmacy Practice
  • Associate Dean for Academic Affairs

Dir. of Assessment/Coor. of Assessment/AEIC

Key:
Admissions Status = Admit Year, Class Level etc.
Admissions Statistics = PCAT scores; GPA; Class Rank etc.
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Data Elements

- Academic Status
  - Admit Year
  - Academic Level
  - Delayed
  - Dismissed
  - Withdrew

- Demographics
  - T-Number
  - Name
  - Address
  - Ethnicity
  - Gender
  - Age
  - Marital Status

- Admissions Statistics
  - ASSET
  - Overall GPA
  - Semester GPA

- Assessments
  - Semester Exams
  - Quizzes
  - Presentations
  - Group Projects
  - Written Assignments
### Student Success Plans

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessments</th>
<th>Interventions</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCR360</td>
<td>• Exams • Assignments • Group/Individual Participation</td>
<td>• Peer Study Groups • Special Assignments • Occasionally make-up examinations • Individual Advisement/counseling</td>
<td>Approx. 60% of students who required intervention were successful</td>
</tr>
<tr>
<td>PHAR438</td>
<td>Exam 1 - 93.8% passage rate</td>
<td>• Peer tutoring • Study group formation • Seek help from instructors • Conduct reviews</td>
<td>Not applicable yet</td>
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<tr>
<td>PHAR538</td>
<td>Exam 1 – 76% passage rate</td>
<td>• Set-up conferences for students who made 60 or below</td>
<td>Not applicable yet</td>
</tr>
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