What Faculty Perceptions Can Tell Us About Our Program’s Summative Assessments

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Objectives

- Discuss how faculty define summative assessments
- Describe faculty beliefs regarding the use of assessments for curriculum change
- Describe faculty beliefs regarding the use of assessments for determining practice readiness
- Discuss how this information might change the way an institution looks at their use of summative assessments
- Discuss how one might use this type of qualitative study at their institution

Literature Review

- How do we know that curriculum changes are effective and if students are practice-ready upon graduation?
- Pharmacy accreditor: need to use formative and summative assessments
- Assessment: “Systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Rickards & Stitt-Berg, 2016, p. 13).
- Most literature addresses assessment methodologies and tools rather than Information on how information used
- Faculty need to interpret and make meaning of the data; lack of data on this...
- Medical literature: students and faculty feel assessments useful; generations in data on faculty perceptions of use of summative assessments for policy on changes and readiness for practice
- Teaching: Faculty good teaching but not good at assessment; students felt assessment ignored teaching and learning process
- Pharmacy: student evaluation at a program level or curriculum and faculty at the course level; no faculty perception data through practice readiness
Research Questions

- What are faculty perceptions regarding the capability of summative assessments to assess curriculum effectiveness?
- What are faculty perceptions regarding the capability of summative assessments to assess student readiness for practice after graduation?

Methods

- Intertutive framework: Constructionism
- Phenomenological case study: Moustaka
- Bracketing:
  - My role at institution
  - My relationship with the participants
- Ethical considerations: objectivity, critical thinking, accuracy, honesty, collegiality, and transparency
- Four semi-structured interviews
- First cycle coding: elemental, affective, hypothesis
- Second cycle coding: pattern coding

Question

Theme 1: What is summative assessment?
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- Summative assessments are evaluations that assess a student’s ability from multiple perspectives.
- Discussed the importance of summative assessments coming from multiple perspectives in many of their examples throughout their interviews.

Question

Do you think faculty feel course specific summative assessments are effective for identifying gaps in both the curriculum and individual students?

- Course specific assessments were effective such as final exams, capstone assessments and longitudinal activities (drug information questions) to identify gaps in curriculum.
- Good also at identifying “red flags” for individual students.
- Problem (student): need to be more formative to help students learn more self-awareness of strengths and weaknesses.
- Problem (curriculum): need to consider assessment construction and purpose.

Theme 2: Faculty feel course specific summative assessments are effective for identifying gaps in both the curriculum and individual students.

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Question

Should summative assessments help with curriculum integration?

Results

- **Theme 3: Integration**
  - Faculty feel that curricular and programmatic summative assessment do not allow integration across the curriculum but are good for within-course integration.
  - Faculty feel that while the curriculum is less siloed in places, the assessments given to students are still siloed.
  - Faculty also felt that current assessments were not "holistic" enough to cover all areas of the curriculum.

Question

Are summative assessments useful to assess "practice-readiness"?
Results

Theme 4: “Practice-Readiness”

- Faculty feel that summative assessments are not good at identifying student gaps in practice readiness overall.
- One skill they may assess is application but overall, faculty feel the current programmatic summative assessments are not “fine-tuned” enough to identify student practice-readiness.
- Felt students need the clinical year to be practice ready.

Question

What are some impediments to summative assessments?

Results

Theme 5: Impediments to Summative Assessments

- Student buy-in
- Faculty buy-in
- Logistic difficulties
Conclusion

- What are faculty perceptions regarding the capability of summative assessments to assess curriculum effectiveness?
- Within-course assessments effective for curriculum effectiveness and to identify gaps in individual students
- Programmatic assessments were not effective or holistic enough
- What are faculty perceptions regarding the capability of summative assessments to assess student readiness for practice after graduation?
- Assessments were not effective at assessing practice readiness
- Felt the third year curriculum was needed for practice readiness and this was not being assessed with the current summative assessments.

Practical Implications and Future Study

- Data from study will be used to review the college’s current summative assessment plan
- Potential changes:
  - Timing of the assessments
  - Adding another assessment to the clinical year
  - Creating education pieces on summative assessments for faculty
- Future studies:
  - More faculty
  - Multiple institutions
  - Questions specific to program and course assessments
- How could you use this type of study at your institution?

Questions
References


