



It is really confusing!!!



# 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

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## 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 assessment is useful in general but no data on faculty perceptions of use of summative assessments for curriculum changes and readiness for practice
  - Teaching: Faculty good teaching but not good at assessment; students felt assessments ignored teaching and learning process
  - Pharmacy: student evaluate at a program level for curriculum and faculty at the course level; no faculty perception data though on practice-readiness

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## Research Questions

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- 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?

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## Methods



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- Interruptive 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

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## Question



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Theme 1: What is summative assessment?

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**Results** 

- Theme 1: What is summative assessment?
  - 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.

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**Question** 

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

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**Results** 

- Theme 2: 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

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### Question



Should summative assessments help with curriculum integration?

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### 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 curriculum assessments given to students are still siloed
  - Faculty also felt that current assessments were not "holistic" enough to cover all areas of the curriculum.

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### Question



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

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**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

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**Question** 

What are some impediments to summative assessments?

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**Results** 

- Theme 5: Impediments to Summative Assessments
  - Student buy-in
  - Faculty buy-in
  - Logistic difficulties

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## Conclusion

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- 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

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## 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?



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## Questions



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