Course Snapshot Tool: A Curriculum Review Process

Denise Walbrandt Pigarelli
Beth Janetski
Beth Martin
Emily Tarter
Introductions

Denise Walbrandt Pigarelli, PharmD
Associate Professor (CHS)

Beth Janetski, PhD, MFA
Assistant Dean for Assessment & Academic Planning

Beth A Martin, RPh, PhD, FAPhA
Professor (CHS), Assistant Dean for Teaching & Learning

Emily M Tarter, BA
Senior Student Services Coordinator
Session Learning Outcomes

1. Identify the purpose of using a course snapshot tool for curricular review
2. Describe the tool and process for utilization
3. Explain benefits of a course snapshot tool
   a. Students
   b. Course/faculty
   c. Program
4. Discuss how other schools can adapt the snapshot tool for use
Purpose for Snapshot Tool Creation

Ongoing curricular review process required
- Prefer annual CQI approach vs every 3-5 year review
- Pharmacy is a competency-driven degree
- History of “tweaking” curriculum - not complete overhauls

Why this process?
- UW has a strong shared governance approach
- Many courses team taught - opportunity to debrief together
- Desired to monitor alignment, gaps, areas for reinforcement

Allows for consistent opportunities to report and “close the loop” with stakeholders
Snapshot Tool Stakeholders, Timeline, & Logistics

Course instructors complete survey after course evals are released

Assessment Office updates and administers survey

Subcmte reviews survey questions recommends updates

Assessment Office analyzes data and creates question-level reports

Subcmte reviews data and writes summary report

Report presented at Curriculum and Assessment Cmtes

Dept-level reports shared with chairs

Chairs provide feedback to report
Viewer Question:

What stakeholders would you engage and what type of process would you implement at your institution?
Snapshot Tool Key Content Areas

- Course topic updates and gaps
- Cultural sensitivity
- Teaching & learning methods
- Course strengths
- Course evaluation trends & use of student feedback
- Student performance trends
- Interprofessional education
- Use of early warning & intervention policy
Viewer Question:

What key content areas would be important for your institution to evaluate?
One Data Source, Multiple Uses

- School/College goals or initiatives
  - Provides reporting mechanism for DEI and topics addressed in the school strategic plan
- Content overlap/reinforcement/gaps within curriculum
- Evaluation and performance trends of cohorts
  - Qualitative instructor reinforcement of quantitative direct student learning assessment scores
- Early Warning and Intervention (EWI)
Spring 2021 Courses Incorporating DEI Content

- DEI-Activities/Discussion around implicit bias
- DEI-Discussion of social determinants of health
- DEI-Comparison of drugs effects among different racial and ethnic groups
- DEI-Incorporated in exam questions
- DEI-Diverse examples used as case study examples
- DEI-Selection of images used in course lecture slides
- DEI-Incorporated into course learning objectives
DEI Sample Question and Responses

Q: How have you intentionally incorporated discussion and/or examples of diverse and marginalized populations into your course content? (ACPE Standard 3.5 Cultural Sensitivity)

A1: Discussed how drugs of different classes can affect patient populations differently depending on race, gender and genetics, amongst other factors.

A2: Held virtual discussion on advocating for vulnerable patient populations.

A3: We discuss health literacy through the lens of census data, including those with a high risk of low health literacy and the importance of avoiding population generalizations.
Curricular Content Reinforcement Example

Q: How do the topics in this course reinforce topics through purposeful sequencing with other required courses in the PharmD program?

A1: The courses within the Pharmacology series (1, 2, 3) reinforce the basic principles of pharmacology. Moreover, there is an explicit intent in trying to coordinate topics with the Pharmacotherapy series in order for students to align topics.

A2: We build upon reimbursement topics that are introduced in 411. We introduce safety and quality topics that are continued in 608. Our business plan is built around COPD which they covered in Pharmacotherapy. Our opioid case reinforced concepts about the pharmacist role related to public health building on content from 414.
Instructor Reinforcement of Direct Assessment Data

Q: Describe how you plan to use students' performance on the assessment activities to make improvements to the course.

A: My goal for next year is to actually **slightly increase** the level of this course in terms of **the science discussed and the problems solved** in class. **I have full confidence that our students** not only will be able to **perform well** with more sophisticated material, but it will be in their best interest to **become more proficient** in sophisticated cases of pharmacokinetics. As I mentioned earlier in this snapshot, pharmacokinetics is of absolute importance for a pharmacy student. Having full knowledge and confidence in this material will only improve their professional performance once they will be employed in various roles as pharmacists. (emphasis added)
Courses referring students to EWI

Courses NOT referring students to EWI

# of Students Referred/# Hours Spent by Instructor per Course

- Pharmacology II
- Pharmaceutical
- PDE I
- PDE III
- PDE IV
- Pharmacotherapy
- Drug Literature
- Immunizations
- Pharmacotherapy IV

- # of students contacted
- # of hours spent by instructor
Sample of Pre-, In-, Post-class Activities Recorded

- Group Work
  - Pre-class
  - In-class
  - Post-class
- Writing Assignments
  - Pre-class
  - In-class
  - Post-class
- Quizzes/Exams
  - Pre-class
  - In-class
  - Post-class
- Modules
  - Pre-class
  - In-class
  - Post-class
- Readings
  - Pre-class
  - In-class
  - Post-class
Tool Benefits

• Students
  • Instructors make at least 1 change based on student feedback & student performance

• Faculty/Course
  • Summary serves as resource when planning next course offering
  • Multi-instructor courses coordinate to answer tool questions
  • Promotes reflection on Teaching & Learning

• Program
  • Pre/during/post class activity variety
  • EWI implementation across curriculum
  • Student and faculty workload
  • Monitor for curricular drift
  • Summarizes curriculum for Curriculum & Assessment Committees
Feasibility (14 hours/semester)

- Course instructors complete survey after course evals are released (1 hour)
- Assessment Office updates survey (1 hour)
- Subcmte reviews data and writes summary report (2 hours)
- Subcmte reviews survey questions recommends updates (2 hours)
- Dept-level reports shared with chairs (4 hours)
- Chairs provide feedback to report (2 hours)
- Report presented at Curriculum and Assessment Cmtes (1 hour)
- Assessment Office Analyzes data and creates question-level reports (3 hours)
Viewer Questions:

How could a tool like this benefit your program?

How might you see your institution adapting or adopting this tool?
Instructor Thoughts...

Our teaching team actually looks forward to completing the Course Snapshot Tool because it allows us a chance to formally debrief the semester, document our successes and note changes we plan to make. We really like the summary report specific to our course which we reference when we start planning again the next year.

The Course Snapshot Tool creates a purposeful opportunity for the course instructors to reflect on the semester and evaluate specific data points at the same time, including student course evaluations, student performance and comparison to previous years, and faculty perspectives. After reviewing all of this information, the summary of the semester’s successes and areas for improvements is helpful for future course planning.

I appreciate the opportunity to simultaneously reflect and plan for the next term.

Questions?
Denise Walbrandt Pigarelli
denise.pigarelli@wisc.edu

Slide deck available at:
https://assessmentinstitute.iupui.edu/