

Utilizing information from assessment to address critical institutional vision and mission objectives: teaching-excellence and student-success.

Minakshi Lahiri, Ph. D. & Carol Goldin, Ph. D.



Learning Outcomes

At the conclusion of this presentation session, participants will be able to:

- 1. Describe the purpose, as well as various forms of assessment /evaluation used in educational settings.
- 2. Identify some emerging technology tools for assessment and assessment
- 3. Explain three different ways to systematically and creatively utilize information gleaned from assessment data

2

1

2



Program and Background

- Description of program -
 - Founded in 1892 and merged with Rutgers University in 1927 as the Rutgers College of Pharmacy. In 2003, the school was renamed as the Ernest Mario School of Pharmacy in recognition of Ernest Mario's contributions to the pharmaceutical industry and the school
 - 2 ± 4 year Doctor of Pharmacy program
 - 5 Departments
 - Average cohort size 200
 - Number of faculty 100
- · Emphasis on Assessment -Pharmacy education accreditation
 - -Graduating of health care professionals -Licensure examination - NAPLEX / MPJE

-Accountability



RUTGERS

Value of assessment

Why is assessment important in education?

To document competency: Health professions have used assessment concepts and formalized systems and tools since the 1960s to document theoretical and practical learning/training. Historically, there have been 3 major trends:

- 1. Assessment as measurement (collapsed results into a single score)
- Assessment as judgment (expanding results to consider independence, thoughtfulness, and critical thinking)
- 3. Assessment as a system (expanding definitions to more complex evaluations) Increased complexity in assessment practices can lead to more nuanced understanding of learning outcomes, OR to overreliance on mechanistic data accumulation.

Effective assessment requires thoughtful planning - so that results can be used to close the loop for enhanced student learning and program development.

3

4



Purpose of assessment

- · How is assessment used in education?
 - To document learning, including theoretical and practical knowledge
 - To provide assurance to stakeholders that educational programs are effective in conveying/measuring outcomes of learning priorities; graduates are ready for 'practice.'
 - As evidence that educational priorities are actualized:
 - Students know they have achieved (and have 'evidence' of their success)

 The public is reassured that professionals have the requisite skills to offer their services
 Regulatory bodies (governmental agencies, professional accrediting bodies) can evaluate whether programs
 meet standards, follow legal requirements, etc.
- Effective assessment develops TRUST among students, instructors, future colleagues, regulatory bodies, patients, the general public.

RUTGERS

Emerging Educational Assessment Tools

- · MS Office suite
- · Taskstream Tk20
- Enflux
- Examsoft
- ComplianceAssist
- AEFIS
- Others

All of these systems use of data-mining and data-analytics with cloud storage

6

5

5



Benefits of using assessment technology

- · Benefits
 - Quick turnaround for report generation
 - Neat and impressive graphics
 - Ability to handle huge amounts of data
 - Cloud storage that facilitate retrieval at real time
 - Flexibility for programs to customize performance standards and criteria
 - Easy integration with other applications
 - Retroactive alignment and tagging mechanism
 - Address accreditation needs for course/program/school/universities

7

RUTGERS Challenges of using assessment technology · Challenges - Change management Affordability/Cost - Resource - qualified personnel to lead the system implementation - Reliability of technology - Learning curve - Data security - Third party company acquisition/ human resource turnover 8

8

7

9

RUTGERS

Information from assessment data

- · Why are we assessing?
- What do we do with the increasing amount of data and information that is being generated?
- How can we maximally put the information from assessment

Institutions use information from assessment in various ways

- decision making
- · improve performance
- support institutional mission and vision

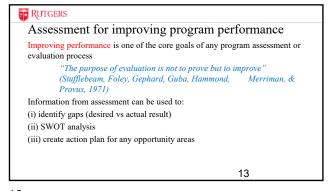
9

RUTGERS Assessment data for decision making Institution wide decision making -Example: How are we doing as an institution in comparison to peer institutions in state, across nation? Following up with action plan to address any deficit.

10

RUTGERS Assessment data for decision making Programmatic decision making -Example: How are we doing as a program on accreditation standards? Are we meeting ou performance goals, if not, how do we improve? 11

RUTGERS Assessment data for decision making



Assessment data to support institutional vision

- Alignment of goals across various levels
- Monitoring of variables and outcomes at each level
- Identifying gaps, addressing needs and creating an action plan (a road map) from the assessment data

- Course

- Module

- Module

- Align goals

13 14



Common challenges and solutions for assessment initiatives

Challenges
Solutions
Paucity of time and resources
Conduct a needs assessment for resources inventory

Lack of trust
Build a culture of trust, collegiality and positive, collaborative work environment

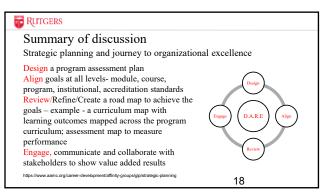
Fear of negative outcomes and consequences
Emphasize "improvement" of program as the key intention

Technology glitches
Collaboration with the technology partners

16

15





17 18

RUTGERS

References

- Association of American Medical Colleges (2023). Strategic planning resources. Retrieved
- Association of American Medical Colleges (2023). Strategic planning resources. Retrieved from https://www.aamc.org/career-development/affinity-groups/gip/strategie-planning
 Mourad, N., Seo, S.-W. & Kahaleh, A. (2023). Ensuring doctor of pharmacy graduates have the essential competencies for innovative practice. American Journal of Pharmaceutical Education, 87(2). https://doi.org/10.5688/ajpe9100
 Schuwirth, L. W., & van der Vleuten, C. P. (2020). A history of assessment in Medical Education. Advances in Health Sciences Education, 25(5), 1045–1056. https://doi.org/10.1007/s10459-020-10003-0
 Stufflebeam, D., Foley, W., Gephard, W., Guba, E., Hammond, R., Merriman, H., & Provus, M. (1971). Educational evaluation and decision making. Itasca, IL: F. E. Peacock