Faculty-Driven Course Assessment Following Major Curricular Revision

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THE UNIVERSITY OF RHODE ISLAND
COLLEGE OF PHARMACY
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Introduction

- The Doctor of Pharmacy program at the University of Rhode Island underwent an extensive curriculum revision with initial delivery of revised content in 2020.
- Curriculum redesign utilized a spiraled complexity of care model, which allows students to revisit topics previously learned with future emphases on more challenging aspects of care delivery.
- The class of 2024 was the first cohort to complete the new curriculum.
- A new process was implemented by the Assessment Committee to evaluate the intended outcomes of the curricular redesign.

Objective

- Evaluate the impact of a newly implemented curricular assessment process following major curricular revision, utilizing a faculty-driven course reporting approach.
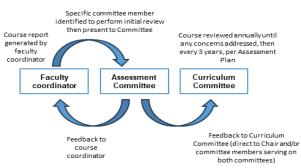
Methods

- Faculty coordinators of required P1 through P3 courses in submit a formal report on their course following each semester.
- Quantitative data captured includes: course performance metrics (including use of the University's student success electronic platform, remediation, diversity/equity/inclusion aspects
- Qualitative reflection data captured includes: aspects of course delivery deemed favorable, and aspects which the faculty coordinator wished to alter for future delivery
- Reports are reviewed each semester by the College Assessment Committee.
- Areas for future edits to course components or processes are identified and re-reviewed upon completion of the next offering of each course reviewed.

Results

- Findings on reports were categorized into quality improvement indicators, which were used to capture areas of success or for future improvements.

Outcome category	Number of Courses Identified
1. Changes to course format	19
2. Changes to grading scheme	18
3. Initial and second review include the same comments on revising the same item for the next semester	11
4. Changes from COVID era needs to post COVID era	3
5. Poor student performance flagging system, improvements in utilization	6
6. Retention improvement	1
7. Enhanced utilization of technologies to capture student achievement of course-specific learning objectives	4
8. Noted changes in DEI content	12
9. Remediation utilized	11

Curricular Review Process

Course report generated by faculty coordinator

Specific committee member identified to perform initial review then present to Committee

Course reviewed annually until any concerns addressed, then every 3 years, per Assessment Plan

Faculty coordinator → Assessment Committee → Curriculum Committee

Feedback to course coordinator

Feedback to Curriculum Committee (direct to Chair and/or committee members serving on both committees)

- The review cycle required 4 academic years for completion
- 27 courses were reviewed (2 years of data for each)
- The average number of outcomes identified per course from the curricular review process was 3.
- The most common findings were changes to course format (22.4%), and changes to the course grading scheme (21.2%).
- Qualitative data provided by faculty course coordinators most often indicated:
  Removal of quizzes, placing more emphasis on examinations, designation of more teaching time for certain topics, implementation of assignments which require application to concepts learned in class, and providing more timely feedback
- Some of the clinical-based courses had missing data
- The end of semester course reports are subject to recall bias
- Four courses are awaiting the reception of data from the second course offering

Discussion

- Major curricular revision requires appropriate assessment procedures to ensure delivery of intended content and evaluation of associated learning outcomes.
- We implemented a faculty-driven approach utilizing an end-of-semester course report submission, requiring faculty to provide quantitative and qualitative data at the conclusion of at least 2 offerings of their required course.
- Faculty were supportive of the process, noting that providing data reports from skills-based courses was a longer process.
- Findings from our end-of-semester reports can be utilized to improve curricular mapping, enhance aspects of course delivery or student assessment procedures, and for faculty professional reflection/development.
- Processes such as that described in this work are effective for assuring the quality of Doctor of Pharmacy curriculum and faculty should be given adequate workload time to participate in this type of activity.