

Ask the Audience: Using Personal Responders to Assess Student Perceptions of the Curriculum

Summary of one session

The University of Cincinnati College of Pharmacy is using a personal response system to gather specific assessment data from graduating students on how the curriculum prepared them for clinical rotations.

Program

During the final month of year 4, all students come back to campus for a capstone course. In that course, the College utilized one session to capture assessment data. Currently, AACP (American Association of Colleges of Pharmacy) has created standardized surveys for students, faculty, preceptors and alumni to capture assessment data. We at Ferris also utilize these surveys; however, the University of Cincinnati also created their own survey, in which they utilized the personal responders to capture the data. The advantage of this was that if any question had a large skew or had a negative response, the facilitator would stop and do an immediate verbal feedback session to gather more information. The response rate was high at 90% of the graduating class. Students were also very engaged and respectful.

Utility at Ferris

The FSU College of Pharmacy has been investigating the use of an audience response system for several years. We have encountered many obstacles to the purchase such as; the lack of ease of use between distant sites (i.e. year 3 in Grand Rapids and Kalamazoo) and cost. Currently, we have a system in use in the Big Rapids campus only because of the distance learning problem. The College is paying for the "clickers". So, now cost becomes the other issue to tackle. The University of Cincinnati added a technology fee to their students' tuition rate, and then the College purchased the "clickers" for their students. We have proposed methods to off-set these costs such as increased tuition or fees assessed to the tuition. However, those proposals have historically been dismissed. With our new accreditation standards, we are incurring more technology costs due to complex requirements such as; program assessment, portfolios, immunization monitoring, criminal background check monitoring, drug screening monitoring, experiential scheduling, etc. My hope is that the College will reconsider the methods to pay for the system.

Additionally, in the past, we saw the utility of an audience response system only in the classroom. However, after this presentation, the audience response system could be used for many assessment requirements among students, preceptors or alumni.