

Increasing the Return on Investment of an ExamSoft® Database Through the Creation of a Data Entry Interface

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ABSTRACT

One of the several ExamSoft® databases at Philadelphia College of Osteopathic Medicine is shared by three academic programs - DO, Graduate Program in Biomedical Sciences, and Forensic Medicine. At its launch in early 2013, the database was set up with the sole intent of creating and administering exams. Data entry and management was left in the hands of individual courses. The result was a database that became difficult to manage due to the lack of standards and overall vision.

In December 2015, the Graduate Program in Biomedical Sciences identified the problem and decided to act. We recognized that better control of data entry would allow us to provide better student feedback, identify areas for faculty development, address issues related to pedagogy, and better prepare us for accreditation evaluations. A data entry interface was chosen as a means of better controlling data entry.

INTERVENTION

PROJECT MANAGEMENT APPROACH

A project is a temporary endeavor designed to produce a unique product, service or result with a defined beginning and end (usually time-constrained, and often constrained by funding or deliverables) undertaken to meet unique goals and objectives, typically to bring about beneficial change or added value.

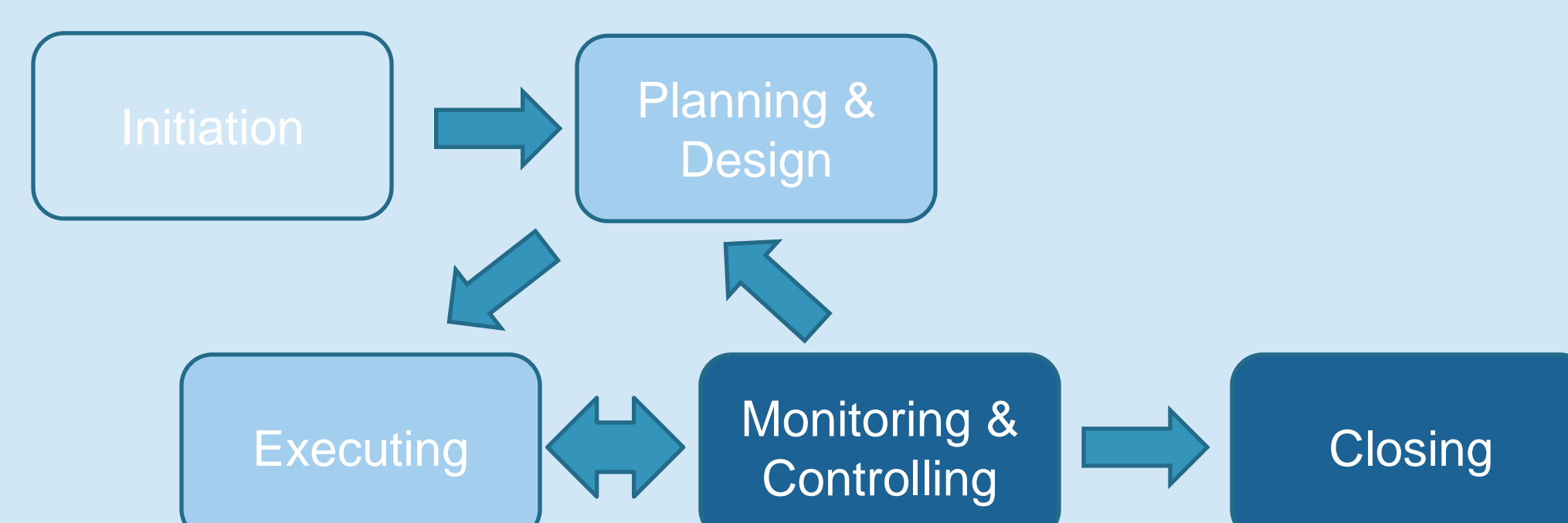
KEY TEAM MEMBERS

Client: Marcus Bell, PhD
Professor & Director Graduate Program in Biomedical Sciences

Stakeholder: Brian Balin, PhD
Professor & Chair of the Department of Bio-Sciences

Medical: Director, Center for Chronic Disorders of

Aging
Project Manager: Douglas J. Koch, MMB
Academic Development Coordinator



INTERVENTION

INITIATION (COMPLETE)

CHARTER

Approved. The charter defines the project and gives approval by key members of the team.

SCOPE

The scope of this project is:

- Graduate Program in the Biomedical Sciences – Philadelphia
- A tool to enter questions that maintains the desired structure and logic of the DOPA ExamSoft GPBS-PhI database
- Data Entry / Information Output
- Looking Forward
- Stakeholder Approved
- Dedicated Resources
- Need and Outcome Driven
- Owned by Everyone

Scope is not:

- A curriculum mapping project
- A total clean-up of the existing database
- Random independent tasks

CONSTRAINTS

Time: end of AY2017
Cost: \$0 added to current budget
Quality: in process

PLANNING & DESIGN & EXECUTING (IN PROGRESS)

NEEDS ANALYSIS (INTERVIEWS)

- categories and sub-categories
- nomenclature
- appropriate interface platform
- training

INTERFACE

- Under investigation – Word, Excel, and Access

TRAINING

- Item writing
- Bloom's Taxonomy
- Use of interface
- Nomenclature
- Categories

POSSIBLE OUTCOMES

CONSISTENT DATA ENTRY / MANAGEMENT

- Good input = good output
- Item searching

STUDENT PERFORMANCE

- Lower Order Thinking Skills vs. Higher Order Thinking Skills (LOTS vs. HOTS)
- Licensing or end of program assessment

LEARNING ACROSS DISCIPLINES

- Licensing exams
- Discipline awards

FACULTY DEVELOPMENT / FEEDBACK

- Mapping to outcomes
- Item analysis
- LOTS vs. HOTS

CURRICULUM MAPPING

- Assessment vs. content delivery

ACCREDITATION

- Learning activities and assessment mapped to objectives (lecture, course, program, institutional)
- Learning activities and assessment mapped to competencies (accrediting bodies)

MARKETING

- Program outcomes
- The Higher Education Opportunity Act

ASSESSMENT SCHEDULING

- Appropriate distribution of assessments (questions and dates)

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