

Upcoming topics:

- New Accreditation Software
- College examples of closing the loop
- Measuring outcomes

“Measurement with the intent to improve”

Is this our philosophy of assessment? Actually, the quote is “Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Palomba and Banta, Assessment Essentials 1999)

I think the shorter version typifies our philosophy of

assessment at the college: We measure to improve program outcomes. In addition, we try to only measure and track the key data that are of use. If we try to measure everything, we consume time and other resources and we fail to act on the data we do collect.

The focus of this semester’s newsletter is to highlight our ‘improvements’ and how we

measure. Our ultimate goal is improving the program for our students and other constituents. It isn’t assessment for assessments sake or assessment for accreditation’s sake. It’s the intent to do better: to provide a better product, a better work environment, a better student experience, a better knowledge of health and disease. These result from improving our scholarship, teaching, and service.

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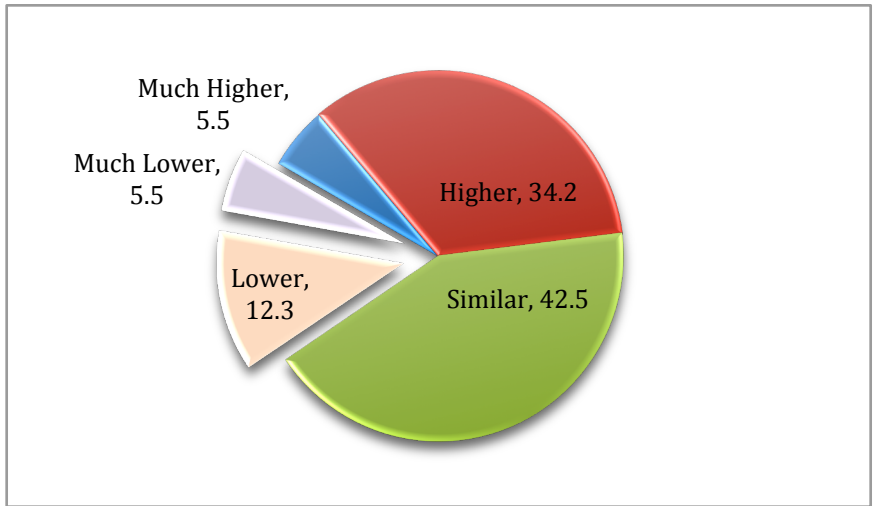
By the numbers

Students (2011-12)

Pre-pharmacy applications/enrollment:	4:1
HSCI Freshman Overall ACT:	25.0
Pre-Pharmacy Overall ACT:	28.7
CPHS Student Diversity:	15.9%
College (Males)	32.4%
Number of 2011 Graduates	
HSCI	51
Pharmacy	107
1 st Time Pass Rate (2010-11)	
NAPLEX	100%
MPJE	97%
2010 PharmD Graduates	
Post-Grad. Studies	42%
Placement Rate	98%
2010 HSCI Placement	96%

**Program Enrollments
Fall 2011**

Health Sciences	197
Pre-Pharmacy	262
Pharmacy	472
Total	931



Measurement with the intent to improve: *The CPHS Teaching Goal*

Congratulations to all! Because of everyone’s efforts, we exceeded a major goal of the college. As a group, we met our *excellence in teaching* goal in academic year 2010-11.

Over 82 percent of our courses were similar to, higher than, or much higher than the IDEA Center’s National Database for “Progress on Relevant Objectives”. (See pie chart above) This is in comparison to the national benchmark of 70 percent of

classes.

Previously, our results ranged from 72 to 77.5 percent.

We’ve been measuring our teaching success over the last four years and have been implementing individual faculty teaching goals, development sessions and new teaching methods in an effort to improve. These efforts appear to be paying off.

Annual Survey Results

Each year, the college gathers the perspectives from key stakeholders to the pharmacy program. To do this, we partner with the American Association of Colleges of Pharmacy (AACCP) in using 4 national surveys for alumni, faculty, graduating seniors, and preceptors. In doing so, we are able to compare our results to previous years and to national norms. These surveys are also used by our accrediting body– ACPE.

For 2011, our college was at or above the national average on 79% of the questions posed to these four groups. Compared to our previous years' data, we improved in several areas and also declined in a few. The complete results are forwarded to specific college committees for review and action.

A few highlights:

Faculty: We improved on 34% of the questions posed to faculty and held steady on another 43%. Some of these included administrators being responsive and functioning as a team, clear performance criteria and receiving formal feedback, improved facilities, and improved faculty development.

Graduating Seniors: We improved on 8% of questions ranging from having electives that met their needs, IPPE experiences and sites, student government, and career planning. We also held steady on another 53%, which placed us above the national average.

Preceptors: Improvements were in the areas of preceptors having defined responsibilities, using feedback to improve the site, having support from the Office of Experiential Education, and having an effective professional development program for the preceptors. We improved or held steady on 71% of the questions.

Alumni: The college improved in the eyes of the alumni in areas such as communicating effectively with them, providing an adequate number and mix of APPEs, and our program preparing them to apply state and federal laws and regulations (10% of questions). We were above the national average on another 61%.

Although our results were positive, there were areas of slight declines among all four stakeholders. The Academic Affairs, the Student Affairs, the Faculty Affairs, and the College Administrative Committees will be reviewing the results and making recommendations for action.



By the numbers

Scholarship

The College had an outstanding year with regards to scholarly endeavors. For calendar year 2010, there were:

- 19 peer-reviewed journal articles
- 11 peer-reviewed podiums
- 23 peer-reviewed posters
- 13 non peer-reviewed articles
- 47 invited podiums
- 15 invited posters
- 3 authored book chapters
- 42 instances of students on abstracts and publications
- \$427,000 in new grants and contracts