

# Assessment Committee Annual Report 2013-2014



UNT System College of Pharmacy

## Assessment Committee Membership

William Lubawy, Chair

Larry Cohen

Russell Coyle

Shara Elrod

Lisa Killam-Worrall

Carol Kominski

Tina Machu

Benjamin Nguyen (PY1)

**During the 2013-2014 Academic Year the Assessment Committee accomplished the following according to the Evaluation and Assessment Plan:**

**1. Are we attracting and admitting students with the greatest likelihood for success?**

**Yes.**

- At least to this point it appears the College is attracting and admitting well qualified and diverse students, most of whom remain in school and progress to the following year. To what extent they will succeed beyond that point remains to be seen, but there is no reason to believe they will not continue to do well.  
Began year with 82 students  
Ended year with 75 (one medical leave)  
Retention Rate was 91%
- The composition and qualifications of the 2014 entering class recruited during the 13-14 admissions cycle seems good and exceeds national averages in some cases.  
Applications 730 initiated, 342 submitted  
Interviewed 325  
Class Cum GPA 3.41 (National 3.4)  
Math/Sci GPA 3.28 (National 3.3)  
P-CAT Composite 72.6 %ile (National 55.5%ile)  
Gender Make-Up 48% Female, 52% Male  
Under-represented Minority 27% (National under 10%)
- An analysis of admission variables vs student GPA for the class admitted in 2013 indicated the pre-pharmacy GPA was the single best predictor of pharmacy GPA.

**2. Are our learning experiences sequenced correctly, delivered optimally and covering the most appropriate material?**

**Yes, as far as we can tell at least from a student viewpoint.**

- Student/Faculty Liaison Group Meetings, Dean's Forum Meetings and end of course student reviews of teaching did not divulge any serious issues with coursework.
- Faculty however were not satisfied with the continuity of material between Pharmaceutics and the Practice Laboratories and began discussions to alter the topic sequence of each.

**3. Are we providing the best environment for the professional development of our students, staff and faculty?**

**Yes, as far as we can tell.**

- For the most part students dress and behave in a professional manner, and have begun working with faculty organizing professional student organizations and government. Student attendance at Liaison Group Meetings, Dean's Forum Meetings and responses to end of year course evaluations is near 100%.

- A number of faculty development seminars in teaching skills and strategies have been delivered and well attended. Faculty seek individual help from the Center for Learning Development. All faculty are mentored by their Department Chairs
- Staff members are encouraged to, and do, take advantage of staff development programs offered on campus. Staff members are mentored by their supervisors.
- The College went from 17 to 25 full time faculty and professional staff went from 8 to 11 to provide adequate numbers for instruction, research and service.
- The Assessment Committee completed the inventory of faculty teaching interests and abilities for upcoming courses begun in 12-13 and described in that Annual Report to assist in hiring future faculty with the appropriate expertise needed in the curriculum thus providing the best environment for the professional development of our students.
- Liaison Group Meetings and Dean’s Forum Meetings indicated student dissatisfaction with the block exam schedule utilized in the fall semester. Modifications were made during the spring and there were no negative comments regarding those changes.
- The design of the teaching lab and classrooms have facilitated instruction.
- Students participated in a “Student Satisfaction Survey” at the end of the spring semester with results due at the end of the summer. The majority of this survey concentrates on student perception of the student environment at UNTHSC.

**4. Are we advancing health care and our profession?**

**Yes we are beginning to do so.**

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|-----------------------------------|-------------|
| • Publications citing the College | 29          |
| • Grant Proposals Submitted       | 35          |
| • Funding Requested               | \$8,645,170 |
| • Funding Awarded                 | \$3,731,504 |
| • Patent Disclosures              | 2           |

**5. Are we serving society and our profession?**

**Yes we are beginning to do so.**

- Students provided 2500 hours of direct patient care service learning and community service.
- Four faculty began to provide service in their professional practice sites.
- One faculty member serves as the liaison to UNTHSC Continuing Education
- Four faculty provide service to national professional/scientific organizations

**6. Are our students developing the knowledge base, skills, attitudes and behaviors we desire and are needed by society and the profession?**

**Yes as far as we can tell.**

- 91 percent of the entering class passed all their coursework. No data comparing the knowledge base of our students to students nationally but the College has made arrangements to administer the national Pharmacy Curriculum Outcomes Assessment at the end of the summer semester to help with this comparison.
- Faculty were concerned about the level of pharmacy calculation skills in students. The Assessment Committee began plans for a “Math Boot Camp” to be scheduled before the beginning of fall semester classes to raise those skills.
- The Assessment Committee assisted the curriculum committee in developing a post course review form including asking about active learning strategies and whether courses are following the map to CAPE Outcomes for the purpose of further determining appropriate student knowledge, skills, attitudes and behaviors.
- The Assessment Committee formulated an initial rubric for longitudinal measurement of professional competencies for the purpose of tracking development of competencies.
- The Assessment Committee initiated a process to track individual and aggregate attainment of professional competencies using embedded course assessment.
- The Assessment Committee Drafted an initial map of courses to outcomes to use as a base to make sure the curriculum was covering all desired outcomes, checking for redundancies and for omissions.
- In order to determine whether the knowledge, skills, attitudes and behaviors desired by the faculty were compatible with national goals the Assessment Committee began updating its outcomes to match those described in the CAPE 2013 document. To this end the College sent a team to the 2014 AACP Curriculum Institute on CAPE 2013 Outcomes.

**7. Do we have a culture of assessment for improvement and are our improvement processes successful?**

**Yes.**

- The College developed, published a description of and implemented a novel Assessment and Evaluation Plan (W.C.Lubawy, AJPE 2013; 77 (7) Article 156) designed to be readily comprehensible by constituencies with no formal or informal assessment training.
- The Assessment Committee reported on assessment activities at every faculty meeting.
- The faculty accept as part of routine functioning the implementation of a variety of assessment instruments such as Student/Faculty Liaison Group meetings, Dean’s Forum meetings and end of course reviews and utilize information provided to modify their teaching with the intent of improving. They have readily modified block exam schedules in response to student suggestions.
- The Assessment Committee completed two additional revisions to the Assessment and Evaluation plan to reflect input from the External Advisory Board.
- The College added a student member to the Assessment Committee, Mr. Benjamin Nguyen, who participated in the activities of the committee fully and effectively.

**Other assessment related activities undertaken by the Assessment Committee:**

- Organized and participated in a video conference with PharmAcademics that resulted in choosing its portfolio program as the portfolio platform for our students.
- Reviewed progress of assessment activities with the external consultant to the Assessment Committee, Assistant Dean for Assessment Hazel Seeba from the University of Iowa.
- Organized a workshop on writing Student Learning Outcomes for courses and a faculty retreat topic on writing Global Competencies.
- Established a Curricular Mapping Subgroup, complete with a charge and composed of representatives from the Assessment and Curriculum Committees to keep all required curricular and competency maps current.