

Assessment Committee Annual Report 2014-2015



Assessment Committee Membership

William Lubawy, Chair

Russell Coyle

Shara Elrod

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Benjamin Nguyen (PY2)

Kayla Barrett (PY1)

During the 2014-2015 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.

- The College continues to attract and admit well qualified and diverse students, most of whom remain in school and progress to the following year. We began year with 84 students and ended the year with 78.
The retention rate was 93%
- The composition and qualifications of the 2015 entering class recruited during the 14-15 admissions cycle seems good and exceeds national averages in some cases.
Applications 759 initiated, 689 submitted
Interviewed 400
Class Cum GPA 3.39
Math/Sci GPA 3.27
P-CAT Composite 65.3 %ile (National 54.1%ile)
Gender Make-Up 56% Female, 44% Male
Under-represented Minority 17% (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.

- 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. Changes were made and implemented during the 14-15 Academic Year.
- In addition faculty were not satisfied with student performance on the OSCEs. Several changes in learning experiences were planned. These include giving students more practice OSCE preparation activities and increasing the case based learning activities in the second and third years. For example in the first Integrated Pharmacotherapeutics Recitation the number of case based learning activities was increased from 3 to 8. Increases in case based learning activities in other recitation courses were also planned.

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 continue to be well attended. Faculty seek individual help from the Center for Learning Development. All faculty are mentored by their Department Chairs. Work was begun on a Faculty Mentoring Plan to be implemented in 15-16.
- 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 25 to over 30 full time faculty and professional staff went from 11 to 14 to provide adequate numbers for instruction, research and service.
- Liaison Group Meetings and Dean’s Forum Meetings the previous year indicated student dissatisfaction with the block exam schedule utilized in the fall semester. Modifications were made during that spring and this year again there were no negative comments regarding those changes.
- The design of the teaching lab and classrooms continue to facilitate instruction.
- Students participated in a “Student Satisfaction Survey” at the end of the spring semester of 13-14 for the class of 17, and in 14-15 for the class of 17 and 18. Results were tabulated in 14-15 for both classes and the highlights are as follows.

Student Satisfaction Survey (% agree/strongly, meet/exceed exp)

Overall Satisfied with Education	93%	Electric outlets	70%
Relevance of Curriculum	99%	Scholarships Avail	67%
Quality of Faculty Advising	97%	Printers/Copiers	76%
Administrative Support	97%	Wireless Quality	64%
Course Evals Measure Satisfac	90%	Parking Availability	72%
<u>Course Evals Measure Proficien</u>	<u>88%</u>	<u>Café Services</u>	<u>76%</u>
Stress Interferes with Learning	45%	> Used Services	20%
> Services Beneficial	84%		

The table above shows very high levels of student satisfaction with the academic portions of their curriculum, and only moderate satisfaction with some of the physical facilities. Many students indicated stress interferes with their learning, but of those only 20% used counseling services to help manage that stress. Of those 20% a high majority found the counseling services beneficial. There is no national or campus benchmark available against which to compare these statistics. This parameter will be followed in future years.

4. Are we advancing health care and our profession?

Yes we are continuing to do so in terms of doing research to improve disease treatments and knowledge of disease processes.

- Peer Reviewed Publications citing the College 48
- Faculty Serving as PI Grants Awarded \$1,092,453

- Faculty Serving as Co-PI in Support \$4,761,294
- Pre-Clinical Services Grants \$2,196,883
- Total Grants \$8,050,630
- Intellectual Property Disclosures 4

5. Are we serving society and our profession?

Yes we are continuing to do so.

- Students provided almost 6500 hours of direct patient care service learning and community service (including SAGE, immunizations and health fairs). Each student is required to do 20 hours of such service each semester and there were approximately 82 and 80 students over the semester in the first and second years.
- Eight faculty began to provide service in their professional practice sites.
- 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.

- At the end of the 14-15 Academic Year 90 percent of the students who entered the college in August of 13 and 14 passed all their coursework successfully.
- The Pharmacy Curriculum Outcomes Assessment was taken by the first entering class at the very beginning of their second year in the college, essentially between the first and second year. Since the college was unable to obtain a national comparator group (scores are combined for three annual testing windows in each year), UNT pharmacy student scores were compared to first and second year student scores. Results were as follows:

PCOA taken August 2014 between 1st and 2nd year,
% ile comparison to:

Area	First Year	Second Year
Biomed Sci	67	54
Pharm Sci	83	59
Soc/Behav	78	51
Clinical	78	38
Total	84	49

PCOA exams are given three times a year, but %ile calculations are done with a comparator group that aggregates results from all three dates into one. Since the UNTHSC students took the exam between the first and second year, %ile calculations against both the first year cohort and the second year cohort were requested from the PCOA administrators. Results above indicate UNTHSC students did considerably better than first year students nationally, and almost as good as second year students nationally. PCOA exams will continue to be given and monitored.

- 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 boot camp was offered and attended by a majority of the affected class. Outcomes from this effort will be monitored.

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

Yes.

- 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, and course content and sequences to improve student performance.
- The Assessment Committee completed additional revisions to the Assessment and Evaluation plan to reflect input from the External Advisory Board.
- The College added a second student member to the Assessment Committee, Ms Kayla Barrett (PY1) joined Mr. Benjamin Nguyen (PY2). Both participated in the activities of the committee fully and effectively.
- Faculty are conducting assessments on specific portions of courses or on learning activities independently of the Assessment Committee. Two such examples are: 1) Elrod S, Killam-Worrall L, Kominski C. Reflection essay rubric to assess pharmacy student service learning experiences. Presented at the 15th Annual Assessment Conference. College Station, TX. February 2015, and 2) faculty members Tatachar, Kominski and Li did an assessment of students' perceptions of a variety of active learning exercises in the team-based learning courses and are preparing a manuscript for publication based on the results. This group is also IRB-approved to examine the impact of these exercises on student performance, perception, and motivation.
- Faculty have cooperated extensively in the development of curriculum vs competencies mapping activities.
- The Assessment Committee began considering how to actually measure whether the college has a culture of assessment and thought that a faculty survey should probably be developed and administered sometime in the future.

Other assessment related activities undertaken by the Assessment Committee:

- 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.
- The Committee conducted an Assessment Committee Retreat to finalize a draft of Competencies and Program Learning Outcomes in support of those competencies

related to CAPE 2013. This draft was then reviewed at a faculty retreat and circulated for comments. Comments were incorporated into a final version that was approved by the faculty at a regularly scheduled faculty meeting.

- The Committee developed a one page Global Competencies document, presented it at the faculty retreat, received comments and incorporated changes. The final document was approved by the faculty at a regularly scheduled faculty meeting.
- The Assessment Committee selected 17 Professional Learning Outcomes (PLOs) to use as markers for the 16 Professional Competencies and formulated an initial rubric for longitudinal measurement of those Outcomes (Appendix 2).
- The Assessment Committee continued and refined its process to track individual and aggregate attainment of professional competencies using embedded course assessment.
- The Assessment Committee refined its initial map of courses to outcomes to use as a base to make sure the curriculum was covering all desired outcomes and to check for redundancies and for omissions.