

Drake College of Pharmacy and Health Sciences Assessment 1-2-3

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“Measurement with the intent to improve”

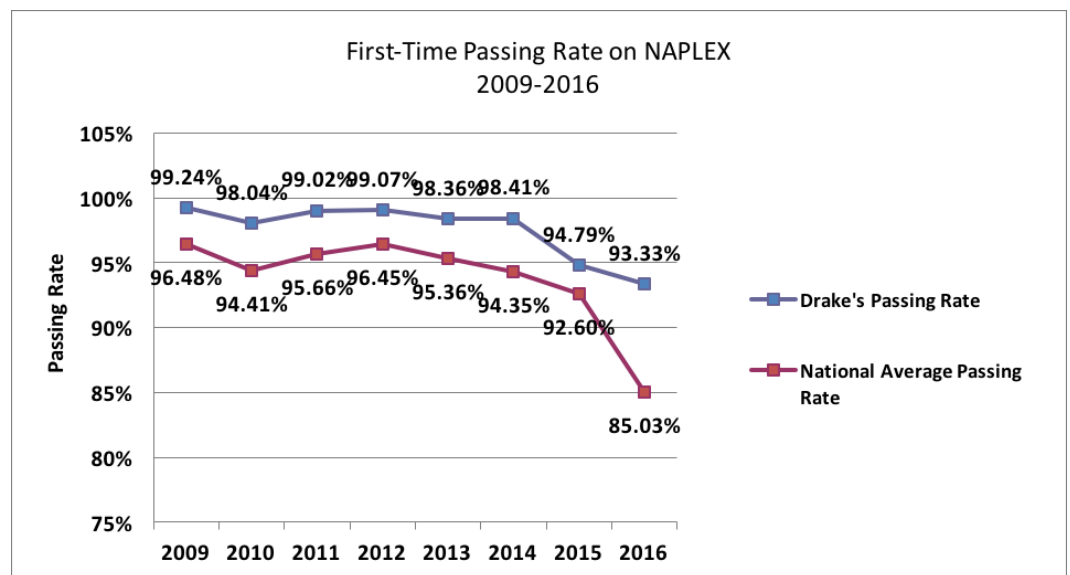
“Your focus determines your reality.” – Qui-Gon Jinn (The Phantom Menace)

Our college is certainly focused on students- giving them the best educational experience, mentoring them in their careers, and being interested in them as individuals. Some of that ‘focus’ is on display in this newsletter when you look at the reality of outcomes like their participation in faculty research, their residency and graduate school success, and program outcomes. The ‘reality’ of our ongoing assessment efforts is about our ‘focus’ on students. Improving all aspects of our programs is evidenced in our assessment data. cp

NAPLEX findings:

*2016 graduates’ 1st
time pass rate for
NAPLEX was 93%
(80th percentile)*

Drake pharmacy graduates were at the 80th percentile nationally, with a **93.3%** first time pass rate on the NAPLEX. The national average was **85%**. Our academic affairs and our assessment committees, as well as other faculty groups, have these data. Although we’re much higher than the national average, our focus needs to be on improving these metrics by continuing to improve our curriculum.



We saw improvement in Area 1 of the NAPLEX (Assess Pharmacotherapy to Assure Safe and Effective Therapeutic Outcomes) and a decline in Area 2 (Assess Safe and Accurate Preparation and Dispensing of Medications). These are areas we need to evaluate further as we enhance our curriculum. NAPLEX findings, scholarship reports, and dashboards, can be found on our college assessment website at:

<http://www.drake.edu/cphs/about/databook/assessmentplanningtracking/>

OTD student retention was 100% from year one to year two of the program

Program Highlights:

- **100%** of the Occupational Therapy inaugural class advanced to the 2nd year
- The second cohort of OTD students started classes in May. **Thirty-four** new students began their first year in the program. There are now 60 students in the OTD program (10 above our target enrollment).
- **96.3%** of 2017 pharmacy graduates graduated on-time.
- **50%** of 2017 pharmacy graduates were accepted into competitive residencies, fellowships, or graduate programs
- **34%** of Health Science 2017 graduates are in graduate or professional school programs. Another **11%** are pursuing other educational programs.

50% of the 2017 PharmD graduates were accepted into competitive residencies, fellowships, & grad. school programs

New faces joining CPHS:

Michael Nelson, Assistant Dean: June 1st start
 Michael Daly, Clinical Sciences: June 19th start
 Yolanda Griffiths, Director of OT: June 30th start
 Stanley Paul, OT: July 3rd start
 Stacy Gnacinski, HSCI: July 5th start
 Kelsee Hove, OT: June 30th start
 Chris Wing, Director of Assessment: July 10th start
 Jamie Pitlick, Clinical Sciences, July 10th start
 Shankar Munusamy, PBA, August 14th start

Focus on Teaching

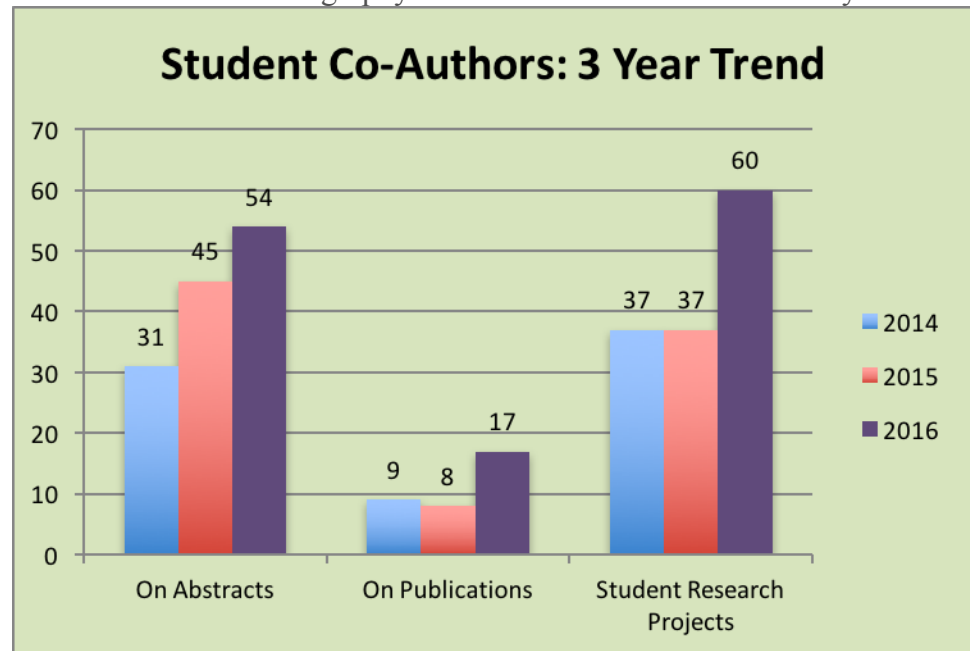
The results of our IDEA teaching goal work continue to support our emphasis on excellence in teaching and learning. For the seventh straight year, we outpaced our internal goal and the national benchmark for student progress on relevant objectives. For the 2016-17 academic year, **a full 90 percent** of our 113 courses were similar to, higher, or much higher than other courses. The national benchmark is 70 percent and our internal goal is 80 percent of our courses.

*Faculty produced
133 scholarly
works in 2016*

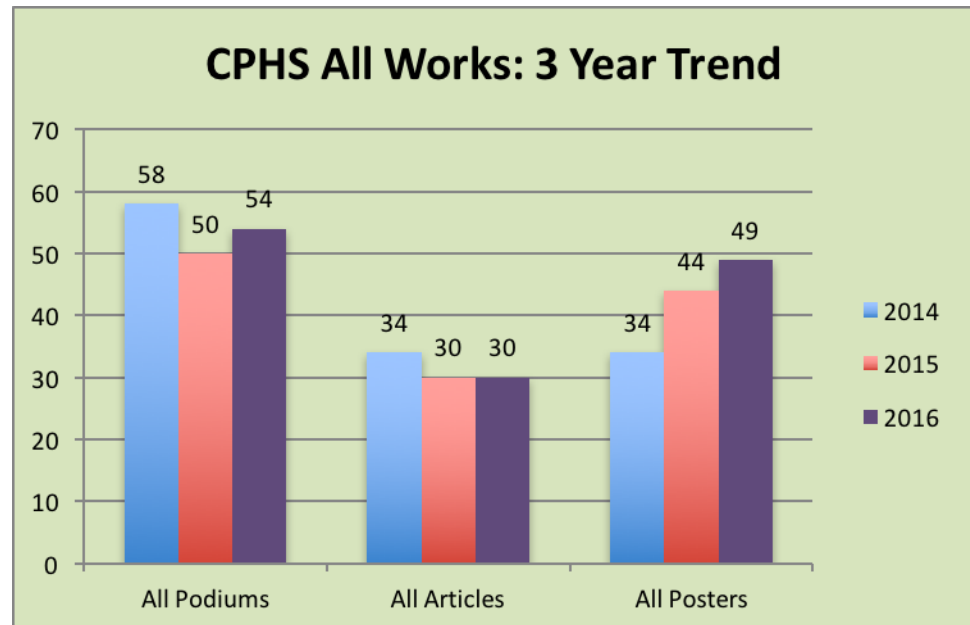
Scholarship trends

The College continues to advance scholarship- one aspect of its mission. In 2016, the College received over **\$94,000** in new grants! This does not include multi-year grants initiated in previous years and running through 2016. Faculty also oversaw **60** student research projects and had students cited on abstracts and publications 71 times.

In 2016 alone, the College faculty produced **133** peer and non-peer reviewed scholarly works. View the College's Scholarship Report 2016 to view a detailed bibliography of these works and other scholarly activities.



*Faculty oversaw 60
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Curricular Reform

The College has spent countless hours over the last 18 months reviewing data and discussing curricular reform for the pharmacy program. Assessment data were used to make changes including the creation of the new CPD course series and ongoing review of how anatomy fits into the curriculum and how to better integrate material.

The college will be expanding our ongoing curricular review process to look between and across academic years, as well as looking at specific areas of content integration. Data such as the above NAPLEX results and PCOA results will help inform additional changes to what and how we teach.

Assessment data helps frame our ideas and understanding. The real value in assessment data is its ability to help facilitate faculty discussions, leading to curricular improvement. cp

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Drake University

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