



*Upcoming Topics:*

- Kick-off to the Self-Study
- Progress 2009 to 2012
- Points of Pride

## MEASUREMENT WITH INTENT TO IMPROVE... WHAT'S TRENDING?

One year ago, I proposed to you that our college's 'philosophy of assessment' should be "Measurement with the intent to improve". After 3 full years of writing this newsletter, I thought it was time to provide views of our improvement over time.

There are several general areas that we can compartmentalize our progress and trends: Scholarship, Teaching, Student Outcomes, Mission Outcomes, etc. This newsletter tackles a few of these areas so that we can see how we are trending. Much like the 'trending' of

hot topics on the internet, let's take a look of where we have made progress and if there are any areas that still require work.

This issue also covers a short primer on the new accreditation software that our standing committees have started to use. This also helps us identify our trends, progress, and areas for continued attention. It's no secret that areas such as Inter-Professional Education (IPE) and Continuous Assessment are 'trending' with ACPE and will be focus areas for re-

accrediting programs. With the move from 6 to 8 year accreditation cycles, all programs are going to have to demonstrate ongoing progress during the extended accredited period. That's why we've adopted the new software.

Finally, these two areas complement our assessment efforts of the Health Sciences Program. Program Review for the Health Sciences Program officially takes place in 2014-15, but the process of operationalizing outcomes and gathering information has already begun. CP

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## Scholarly Trends:

### Faculty Peer Reviewed Works

	'09	'10	'11
Articles	28	19	18
Podiums	11	11	3
Posters	15	23	10
	54	53	31

### Faculty Invited Works

	'09	'10	'11
Articles/column	14	13	14
Podiums	46	47	41
Posters	10	15	13
	70	75	68

### Faculty Grants

	'09	'10	'11
Intramural	\$26k	\$20k	\$58k
Extramural	\$64k	\$407k	\$465k
	\$90k	\$427k	\$523k

### Student Research

	'09	'10	'11
Undergrad.			
Research Project	16	11	19
Abstract author	33	35	30
Pub. Author	1	7	3
	50	53	52

Three year high noted in 'red'

## SCHOLARLY TRENDS

As depicted in the tables to the left, the scholarly work of the faculty fluctuates. Although a few recent projects have led to dramatic increases in extramural funding, peer-reviewed works have dropped to less than one peer-reviewed work per faculty.

*Questions to consider for our college:* Is this the normal ebb and flow of research or a real trend? Are efforts to re-assess our service commitments leading to more scholarship time? Will grantsmanship lead to scholarly outputs?

## TEACHING TRENDS

We've been measuring our teaching success over the last five years and have been implementing individual faculty teaching goals, development sessions and new teaching methods in an effort to improve. These efforts have paid off.

For the last two years, we have exceeded our goal of 80% of classes at the Similar, Higher, or Much Higher than

the IDEA Center's benchmark of 70% of courses in their database.

We are continuing to add new efforts to this goal. Our January 2013 faculty development series includes several sessions for improving instruction in our programs. From active learning, to the use of technology, to test writing, these efforts should help continue our upward trend!

Ratings	07-08	08-09	09-10	10-11	11-12
Much Higher	1.1%	1.4%	1.6%	5.5%	8.2%
Higher	24.2%	18.3%	26.6%	34.2%	34.3%
Similar	50.6%	57.8%	43.8%	42.5%	43.8%
Lower	15.4%	15.5%	15.6%	12.3%	5.5%
Much Lower	8.8%	7.0%	12.5%	5.5%	8.2%
% at DU Goal:	75.9%	77.5%	72.0%	82.2%	86.3%
IDEA Benchmark	70%	70%	70%	70%	70%

## IDEA Center Response Rates

We've seen a big change in the number of faculty using on-line vs. paper course evaluations. With the use of on-line evaluations often comes an increased number of, and richer student comments. The trade-off is often lower response rates. The '11-'12 on-line rates dropped precipitously. To improve this, we increased the number of student email reminders, asked faculty to relay to their students the importance of feedback, added posters in the computer lab to re-enforce the use of the results and the students' professional responsibility to provide feedback, and also verbally reminded classes and student representatives on the important uses of the evaluation data. These have all helped to increase response rates close to previous years.

Response Rate	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	Sum/Fall '12
On-line	65%	65%	71%	70%	57%	<b>74%</b>
Paper	91%	93%	92%	93%	91%	<b>93%</b>
Total	74%	76%	81%	77%	63%	<b>79%</b>

## Updates

- Self-study: Kicks off early summer of 2013
- ACPE Site Visit tentatively scheduled for November of 2014
- Health Sciences Program Review will begin early fall of 2014
- College committees have started using the AAMS system for periodic assessment. Let us know if you'd like a demonstration.

## WHAT IS AAMS?

The Assessment and Accreditation Management System (AAMS) is a web-based tool to help colleges of pharmacy with their assessment and accreditation-related activities. It was developed by AACCP with collaboration from the Accreditation Council for Pharmacy Education (ACPE). There are two main uses for us. First as a tool for us to periodically assess our progress on the standards and guidelines, including a on-line area for reporting progress, making notes, archiving assessment data, and rating progress and success. Secondly, AAMS allows for writing and electronically submitting final self-study reports to ACPE. Everyone involved in the process can read and contribute to a single version of the self-study- similar to a google doc.

Our college standing committees have already started using the system to track progress in the college. It provides a place for year-to-year reporting of our progress for each standard. This way, we are continually moving forward and being proactive in addressing each of the 30 ACPE standards.

Visit the Assessment website at:

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

*Great Universities Measure What They Value*