

# ASSESSMENT 1-2-3



## Upcoming Topics:

- Program Review Outcomes
- New Programs
- Ongoing Dashboards

## A WAVE OF ACTIVITY AND SUCCESS

It's time to pat our selves on the back. We've survived a wave of activity related to the accreditation process and program review— and we've come out stronger. The College's PharmD program has officially been granted the maximum **eight** year continued accreditation!

The program, students, staff and faculty were all highly praised by the site team and that praise was reiterated in the final Actions and Recommendations (A&R) report

approved by the ACPE Board.

Yes, there are several areas cited by ACPE that we need to address, but we are at a strong point in the program.

With the success comes more work. All Colleges of Pharmacy are faced with implementing the new accreditation standards that were approved in January 2015 (See page 3). And there are the updated CAPE objectives to deal with also. So yes, we've been successful, but as always, there is more

to do.

Our College is completing our internal review of the HSCI program. An external review team will visit this March to provide an outside perspective of the program. Some summary data on the success of the HSCI program is highlighted in this addition and is just a sample of what the reviewers will see. There is plenty to be proud of with the HSCI program.

CP

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### Key HSCI Review Dates:

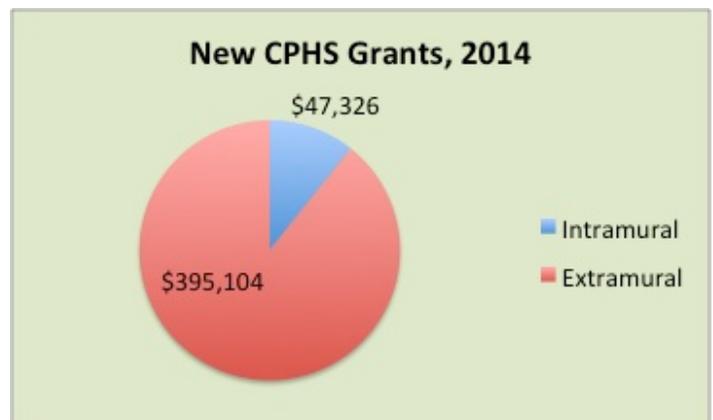
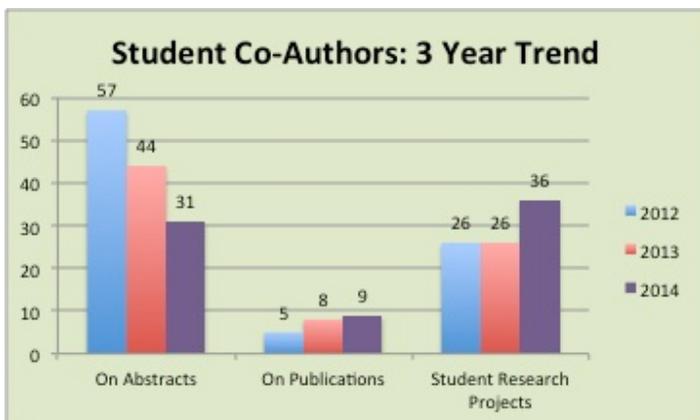
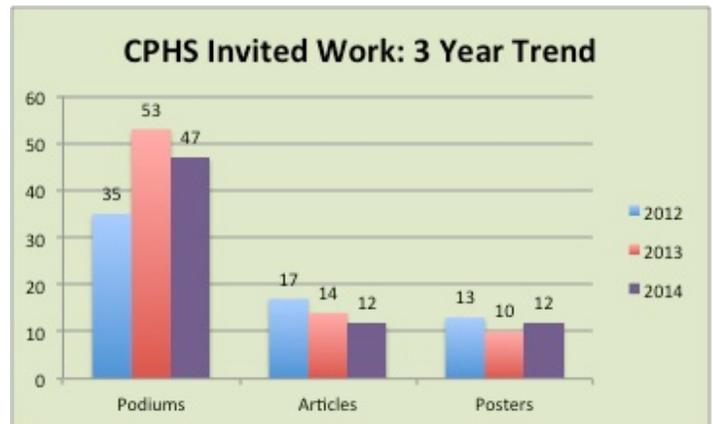
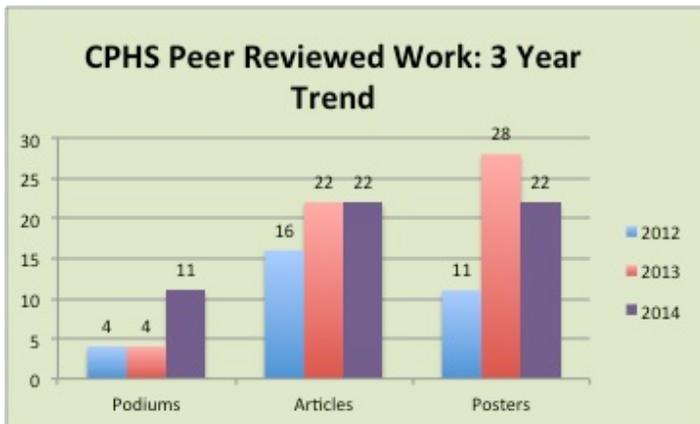
- March 9<sup>th</sup>: HSCI Site Reviewers on campus
- May 1<sup>st</sup>: Outside report due
- Sept 1<sup>st</sup>: Final Report submitted



### Scholarship Trends:

The College continues to advance scholarship- one aspect of its mission. In 2014, the College received over **\$442,000** in new grants! This is a significant increase over the previous two years and does not include multi-year grants initiated in previous years and running through 2014. Faculty also oversaw **36** student research projects and had students cited on abstracts and publications 40 times.

In 2014 alone, the College faculty produced over **126** peer and non-peer reviewed scholarly works. This includes 58 podium presentations, 34 posters, and 34 articles. View the College’s *Scholarship Report 2014* to view a detailed bibliography of these works and other scholarly activities.



### *HSCI Review by the Numbers*

- 136 Number of student graduating from the HSCI program from 2012 to 2014
- 83% HSCI graduates placed in employment positions or pursuing additional education since 2012
- 25 Number of sites used in 2014 for senior capstone experiences
- 77% HSCI graduates who said their capstone confirmed their chosen career path
- 93% HSCI graduates who said they had opportunities to engage in active learning
- 80% HSCI alumni who said they'd still choose Drake if starting their HSCI education over again
- 83% Retention rate of HSCI students at Drake University

**Improvement:** The internal review of the HSCI program has identified several areas to address in the 10 year plan. These include: strengthening and better integration of the “Issues 1-5” course sequence; improved advising through realigning assignments and mandatory meetings; earlier mentoring of capstone projects; creation of a national advisory council; as well as branding enhancements that could include a research track in the program and opportunities in the curriculum to gain CAN and PT Assistant credentials.

## UPDATES

### CPHS ACCREDITATION:

CONTINUED ACCREDITATION THROUGH 2022.

COMPLIANT ON ALL 30 STANDARDS.

OCTOBER 2015 INTERIM REPORT DUE TO ADDRESS STANDARDS 3, 5, 12, 16, 24, 26, 27, & 30

YOU CAN FIND OUR SELF-STUDY REPORT AT: <http://www.drake.edu/cphs/about/databook/>

### HIGHLIGHTS OF THE NEW “STANDARDS 2016”:

THERE ARE NOW **25** ACPE STANDARDS VS THE OLD 30

INCREASED FOCUS ON **PERSONAL AND PROFESSIONAL DEVELOPMENT** (SELF-AWARENESS, LEADERSHIP, INNOVATION/ENTREPRENEURSHIP, AND PROFESSIONALISM)

**CO-CURRICULAR** ACTIVITIES SUPPORT OUTCOMES

INCREASED FOCUS ON **ASSESSMENT**

REQUIREMENT FOR USE OF THE **PCOA EXAM** LATE IN THE DIDACTIC CURRICULUM

EMPHASIS ON INTERPROFESSIONAL EDUCATION (**IPE**)

EMPHASIS ON GRADUATES BEING ‘**PRACTICE READY**’ AND ‘**TEAM READY**’

EMPHASIS ON NEW **CAPE** OUTCOMES

STUDENT FACULTY RATIOS CLOSE TO **10 : 1** OR LOWER

Visit the Assessment website at:

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

*Great Universities Measure What They Value*