



Learning from Our Mistakes

"Mistakes are a great educator when one is honest enough to admit them and willing to learn from them." Alexander Solzhenitsyn

Solzhenitsyn's quote seems tailor-made for both the merits and the trappings of assessment. We have to be willing to see shortcomings in our teaching and curricula while also being open to learning where to improve. A strength of the CPHS faculty is that we are interested in assessment so that we can learn from the data and give the students the best experience possible. Not all programs are that open to self-reflection and improvement.

We often use our classroom assessments to see if the students have learned, but we also learn from those assessments. They are the tools we use to see if we're covering the right material in a way that students can show mastery. Without really looking at data and how we're meeting course and program outcomes, all we really know is what grade the student receives. We need to be able to match what we measure to what we want students to know and be able to do.

This addition of Assessment 1-2-3 provides new updates and data...good information to learn from and decide next steps in improving what we do. What *mistakes* are we capturing with assessment and what are we *learning* from them? CP

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ACPE's Co-Curricular Requirements

Members of the experiential education team, student affairs committee, assessment and student affairs staff have worked for several months to develop a plan to address ACPE's requirements for student professional development through co-curricular engagement. The process included many internal discussions, conversations with other institutions, attendance at relevant national meeting sessions, student focus groups and collaboration with E*Value. Desired educational outcomes were identified from the key elements within ACPE Standards 3 and 4 and are focused on fostering skills in:

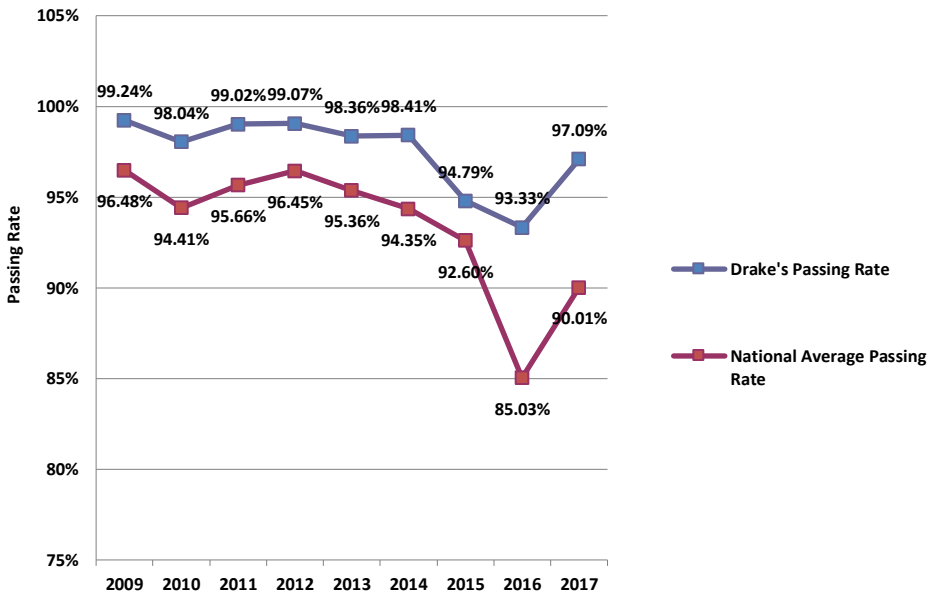
- Self-Awareness (4.1)
- Innovation/Entrepreneurship (4.2)
- Leadership (4.3)
- Professionalism (4.4)
- Interprofessional Collaboration (3.4)
- Cultural Sensitivity (3.5)
- Communication (3.6)

Components of the curriculum include required co-curricular activity documentation in E*Value, a co-curricular report/log completed by the student approximately three times per semester, and an end of semester co-curricular self-assessment that serves as the foundation for a faculty mentor meeting each semester. Each component has a unique role in the co-curricular program and incorporates elements of reflection, planning and assessment to guide students on an intentional professional development journey.

While compliance will be monitored by the experiential education office, advisors will play a key role in assessment, an approach which aligns with guidance from ACPE. As part of a required meeting with their faculty mentor/advisor each semester, students will be prepared to share their electronic portfolios in E*Value and summarize the content of the CVs, personal learning plans, professional goals and co-curricular activity to date. Faculty advisors will be able to provide guidance to students on their professional development throughout the P1-P3 years. **Kathy Schott, Director of Experiential External Affairs**

Drake NAPLEX Report (2009-2017)

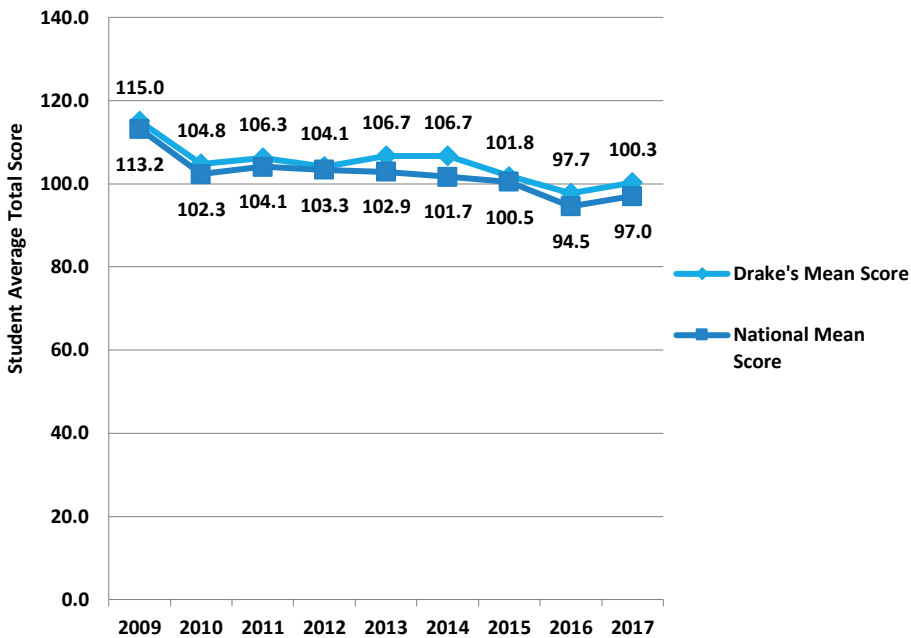
**First-Time Passing Rate on NAPLEX
2009-2017**



First Time Pass Rate

Since 2009, Drake students have consistently topped the national average of all students sitting for the exam including topping the national first-time pass rate by 8.3% in 2016.

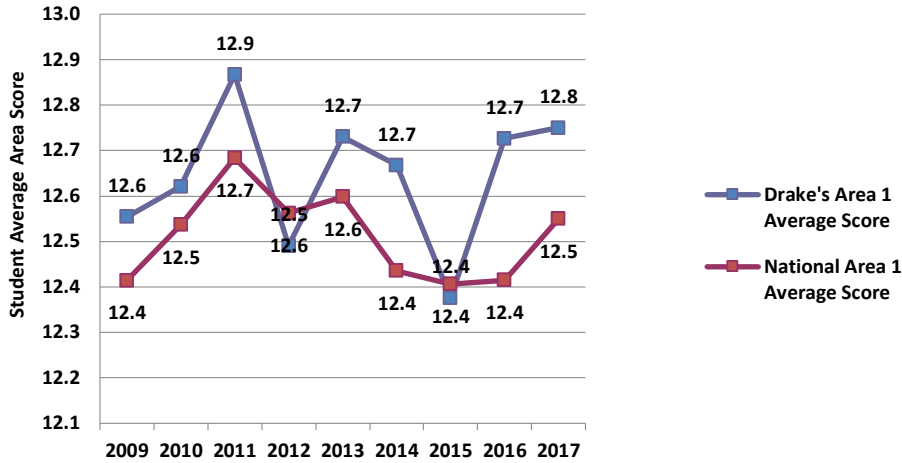
**Mean Scaled Score on NAPLEX
2009-2017**



Mean Scaled Scores on NAPLEX

Mean scaled scores are the raw scores statistically adjusted to a common scale to account for the difficulty of different sections or questions. Drake students consistently outpace the national average for the last nine years.

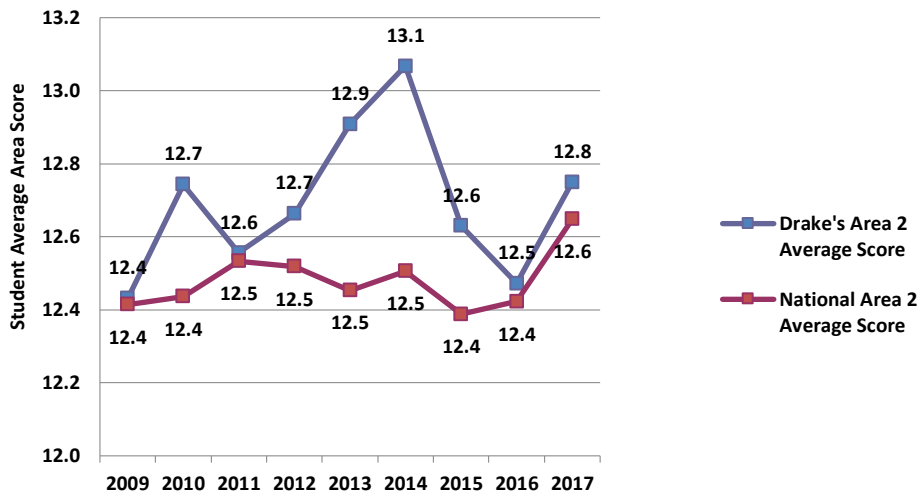
**Average Area 1 Scores ON NAPLEX
2009-2017**



**Area 1: Assess
Pharmacotherapy to Assure
Safe and Effective Therapeutic
Outcomes.**

2016 Domain: Ensure Safe and Effective Pharmacotherapy and Health Outcomes

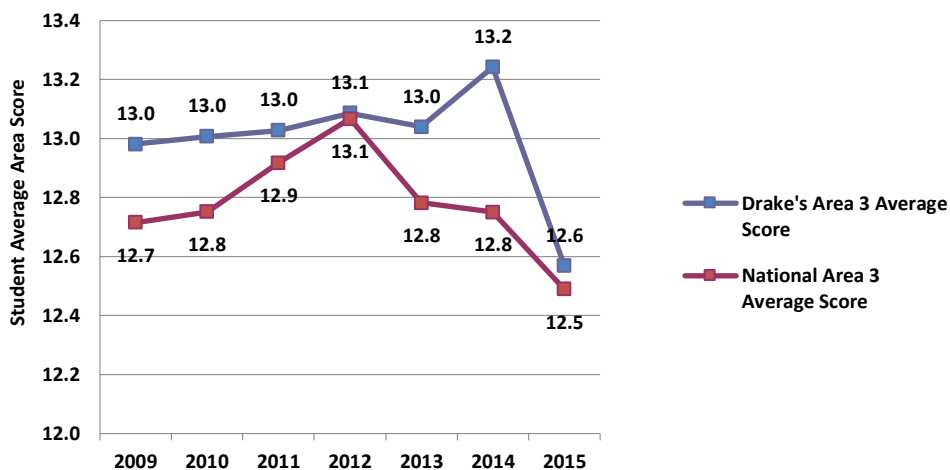
**Average Area 2 Scores on NAPLEX
2009-2017**



**Area 2: Assess Safe and
Accurate Preparation and
Dispensing of Medications**

2016: Domain: Safe and Accurate Preparation, Compounding, Dispensing and Administration of Medications and Provision of Healthcare Products

**Average Area 3 Scores on NAPLEX
2009-2015**



**Area 3: Assess, Recommend and
Provide Health Care Information
that Promotes Public Health**

2016: Area 3 eliminated/no longer recorded

Accreditation Update—Occupational Therapy

Occupational therapy has been very busy in terms of assessment. Here are some of the major tasks and projects related to occupational therapy assessment we have endeavored:

- *Gathering information to complete the self-study for the Accreditation Council for Occupational Therapy Education (ACOTE) which is due to be submitted March 1, 2018. This is a critical last step towards initial accreditation of the occupational therapy program.*
- *Developing a comprehensive Program Assessment Plan, including gaining input from external sources such as the OT Advisory Board, which met in November as well as internal stakeholders by conducting focus groups with some of the current students regarding the curriculum.*
- *Revising and updating our OT Strategic Plan to align with the University's Balanced Scorecard. It was amazing to look back on the many items that have been completed since the OT Strategic Plan was originally conceived in 2014.*

*The ACOTE self-study has been a huge challenge as there are 283 educational standards to address. Once the written self-study has been completed, an accreditation team will evaluate the evidence we have submitted and provide feedback to the program by August 2018. We anticipate the ACOTE on site team will visit the program sometime in the fall semester of 2018. **Yolanda Griffiths, Director of Occupational Therapy***

Accreditation Update—Athletic Training

Athletic training education is currently in a period of significant changes at the national level. In 2015, the Commission on the Accreditation of Athletic Training Education (CAATE) announced that all accredited athletic training programs would have to move to the Master's level by 2022. This announcement was a part of a two-and-a-half-year process in which the appropriate entry-level degree was determined. The decision was based upon professional focus groups, a *Professional Degree White Paper*, a health care economist's study, and open forum discussions at national meetings.

In 2019, Drake will become the third program (after Grand View and UNI) in the state of Iowa to offer a Master's level degree in athletic training and begin the accreditation process. In order to become CAATE accredited, a self-study will be written during the 2019-2020 academic year. Following

submission of the self-study, site visitors for the CAATE will visit campus in January or February of 2021. Full accreditation should come in February or March of 2021.

As a part of the shift to the Master's level, new accreditation and curricular standards were drafted over the past two years. While a final draft will not be released until February, previous drafts and speakers at an accreditation conference in October provided guidance for what the standards will look like. In the new standards, programs will be required to develop a framework for their program. This framework should include the program's history, strategic planning, curricular design, planning and sequencing, and assessment.

The framework for the athletic training program at Drake University is being developed. The new Program Director, Nathan Newman, is collaborating

with Dean Chestnut, Associate Dean Chuck Phillips, Chris Wing, and key faculty and staff members in the College to develop the curriculum and assessment plans. The curricular plan was approved in November by the College faculty. The next step will

be integrating the curriculum and finalizing the assessment plan as new faculty and the first cohorts of students come on board over the next 2-3 years.

Nate Newman, Director of Athletic Training

Visit the Assessment website at:

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

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