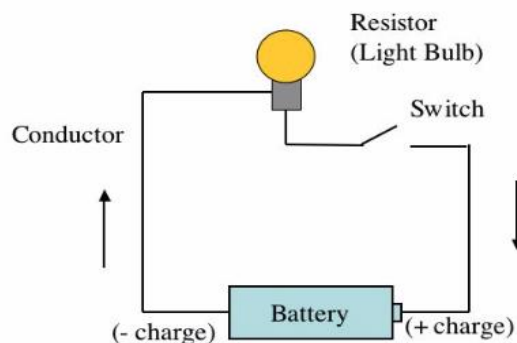


Enlightened Change

We hear that phrase “Closing the Loop” quite often in assessment. It is really about doing something with the assessment data we collect so that we can improve student learning and outcomes. You can think of the lightbulb in an electrical circuit as our goal: student learning or ‘enlightenment’. To improve that, we ‘conduct’ data gathering, we are then ‘charged’ to assess the data and to come up with ways to change or ‘switch’ what we do to achieve those ‘brighter’ outcomes.

Okay, enough with the puns. Remember though that our college’s philosophy of assessment is “measurement with intent to improve”. To do that, we try to implement this assessment cycle and close the loop of the circuit. Our college’s assessment plan is really just a circuit diagram to show how we get from where we are, to a brighter future for our programs.

In this issue of the newsletter, Chris Wing has put together some highlights from three of our programs: Pharmacy, Occupational Therapy, and Health Sciences. These highlights are just a few examples of how each program “closes the loop” in their individual assessment plans and how we live our philosophy of measurement with the intent to improve.
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In this issue...

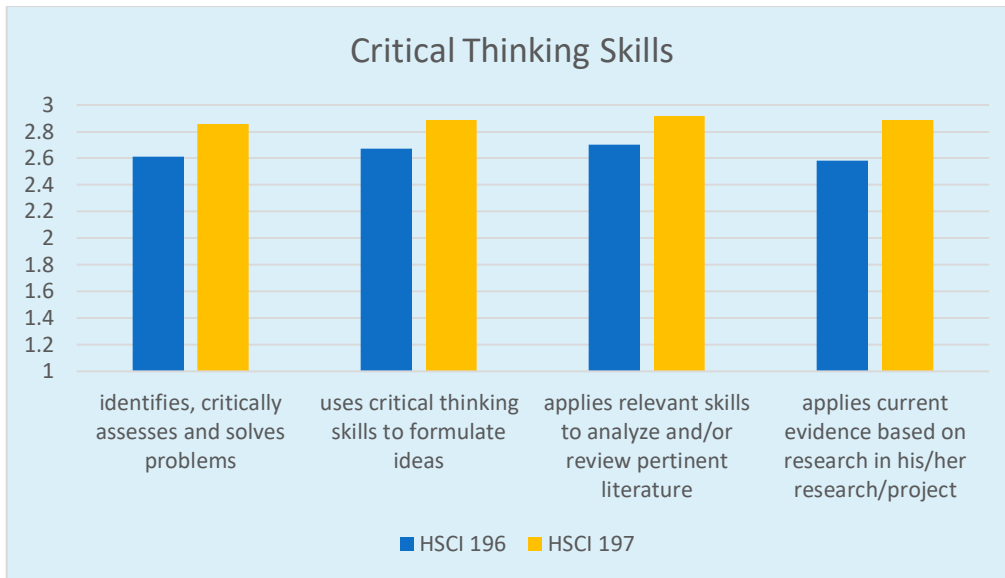
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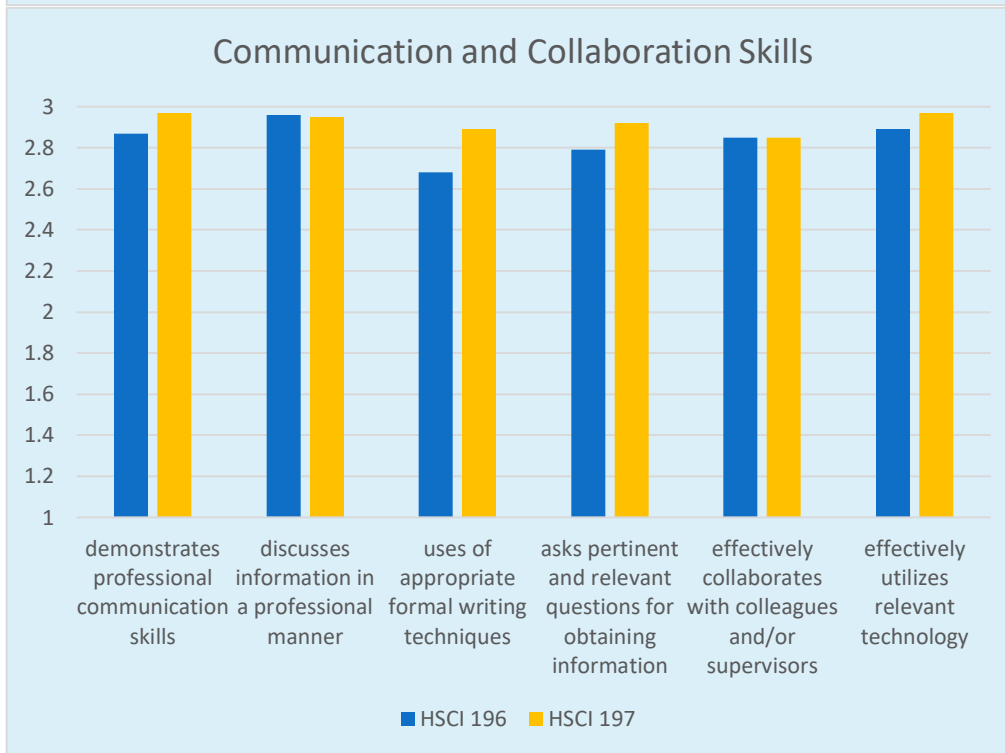
Announcements and Updates

January/February	IDEA/Campus Labs Spring 2019 Course surveys set up
March 30 th	Occupational Therapy Annual Report Due
April 8 th	PCOA Exam for P3 students
April-May	Advising, AACP, OTD Graduating Students, HS Graduating Students Surveys
May-June	OTD Employer Survey
May 1-15	End of Semester IDEA/Campus Labs Course Surveys
July 30 th	Health Sciences, Pharmacy, and Athletic Training Annual Reports Due

Health Sciences Assessment



The Health Sciences program recently assessed two of their program outcomes. The first was critical thinking skills. Data collected through E-Value was used as part of the assessment. Instructor and Field Coordinators rated students on specific areas relating to critical thinking. The mean scores for the four measures of assessment for 196 were all 2.6 or higher on a three point scale. For 197, all mean scores rose above 2.85 showing growth from F18 to S19. The sharpest rise was seen with students being able to apply evidence based on research.



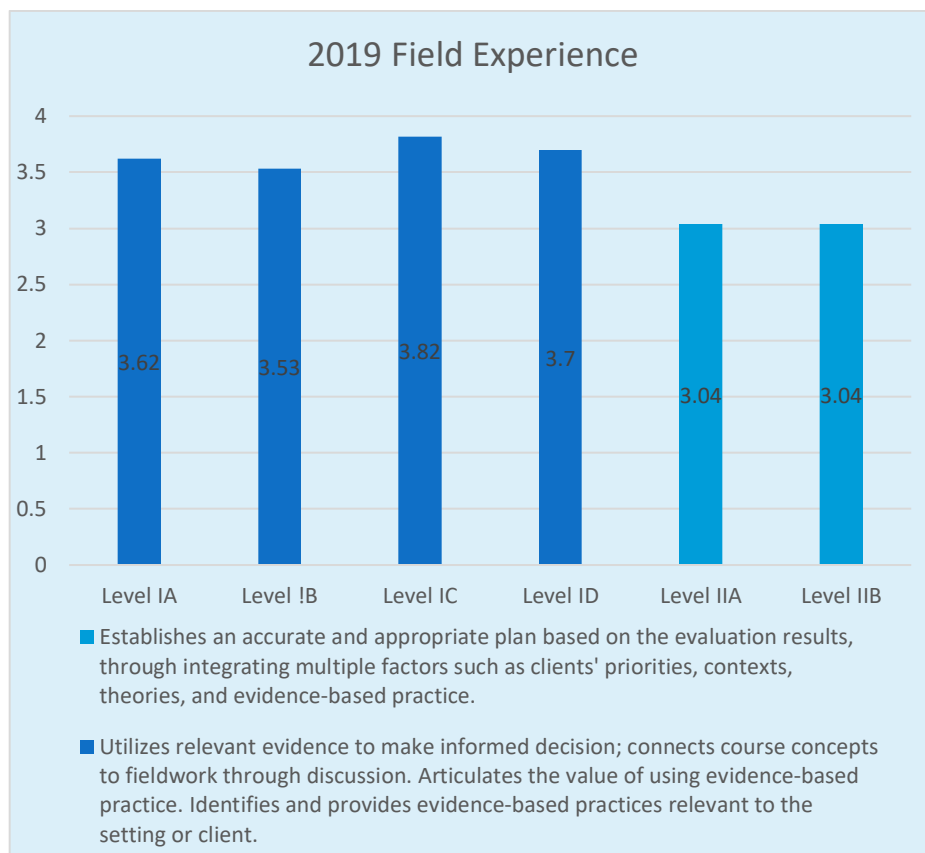
The experiential data for the second goal, communication and collaboration skills, was also strong with all six measures for 196 being above 2.65 and 2.83 for 197. Again, on a three point scale.

Closing the Loop: The experiential data along with a section of the 2019 HS Graduating Student survey and scores from student research projects (Captstone) in concert with the experiential data, HS faculty determined that they would integrate the 5 Voices into the guided research and added the Professionalism in Health Science course to further augment student skill development.

Occupational Therapy Assessment

During spring 2019, the OTD program assessed their program outcome ‘Graduates will demonstrate the ability to utilize and analyze evidence for occupation-based practice and develop habits of life-long learning.’ To reflect on this outcome, the

program used experiential data from their level I and II field experiences plus four questions from the 2019 Graduating Student Survey (first graduating class) included specifically for this outcome.

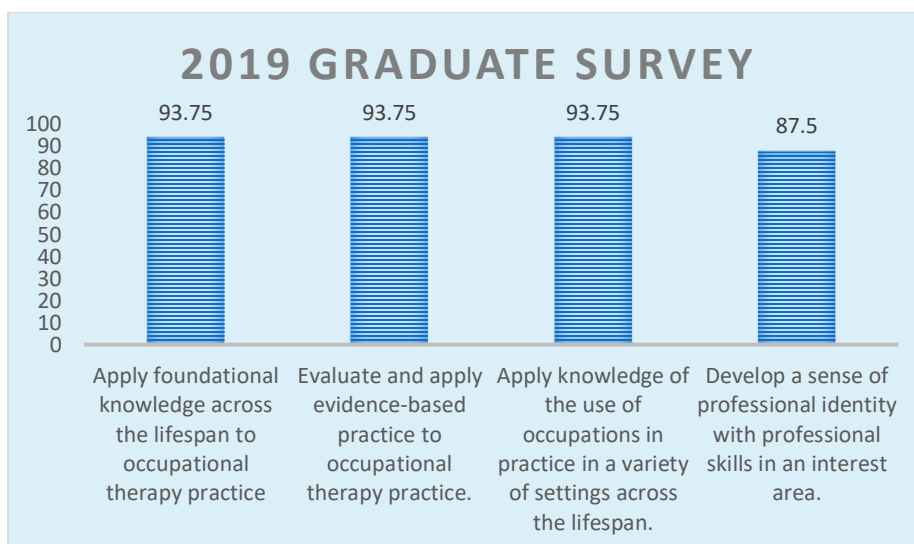


Field Experience: There were 26 OTD students in the cohort group for level I and level II fieldwork. The two level II fieldwork experiences are completed during the final program semester. The four level I fieldwork experiences are shorter experiences occurring during the first two years of the program.

For level I fieldwork, OTD students were rated above a 3.5 (4.0 pt. scale) for all four experiences. The level I fieldwork experiences are focused on observation and guided work with site supervisors. Level II fieldwork, where students are expected to be hands-on with supervision, students were rated slightly above a 3.0 (4.0 pt. scale).

Graduating Student Survey: 16 of 26 possible students completed the OTD Graduating Students Survey. The numbers given represent the combined percents of students that strongly agreed or agreed with the statement. The students' responses fit with the ratings collected during the level I and II fieldwork. The OTD Assessment Committee concluded that the first OTD graduating class met the outcome for an entry-level doctorate. Students were able to use evidence-based practices in a fieldwork setting.

Closing the Loop: Despite the encouraging data, the OTD Assessment Committee decided to take the following steps to encourage improvement. The assessment committee, with the OTD Curriculum Committee, will complete a gap analysis of the curriculum to ensure that the topics relevant to using evidence-based practices is covered appropriately or could be expanded within the curriculum. Since this was the first cohort, the data also serves as a baseline.



2019 Pharmacy Graduating Student Survey- Student Services

The AACP Graduating Student Survey was given to Spring 2019 Pharmacy graduates during April and May of the S19 semester. The response rate for the 2019 survey was 52.90% (55/104). The 2018 Pharmacy and National results are included for comparison. The numbers given are the percentage of students that strongly agreed or agreed with the statement. The data provided is Section V: Student Services. Academic advising, financial aid advising, and wellness have been topical recently nationally for students and are being discussed in CPHS.

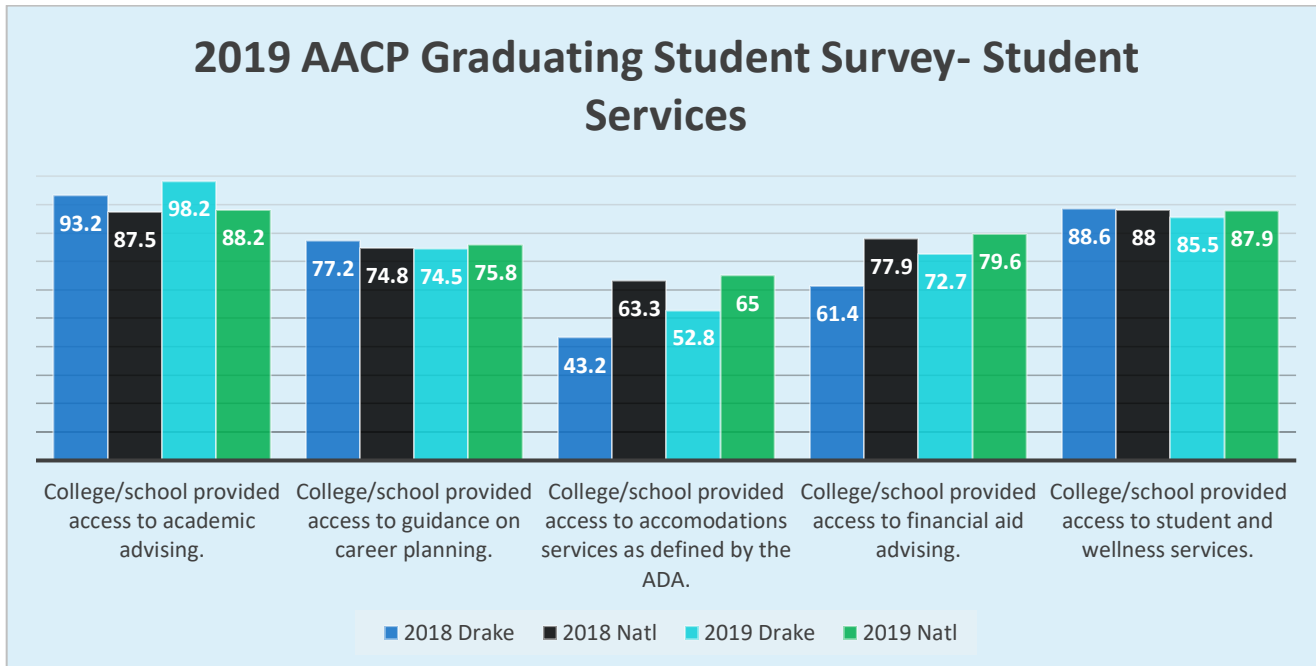
For academic advising, the 2019 survey results were higher than the 2019 national percent of students that strongly agreed and agreed. Further, the 2019 positive responses increased from the 2018 survey. There have been changes made to academic advising as well as new initiatives directed towards retention. The year-to-year increase could be attributable to the changes with advising and the good work of advisors.

Career planning has remained consistent year-to-year. In 2019, CPHS Pharmacy students were slightly below the 2019 national responses (74.5%, 75.8%). The question concerning accommodation services for students is somewhat low at 52.8%. This needs to be taken with a grain of salt- 47.2% of CPHS Pharmacy students said they 'Did Not Utilize' accommodation services. The 52.8% represents all other

students. Because of the high number of students that did not utilize services, it's difficult to gauge how CPHS compares nationally.

Financial aid advising satisfaction increased by 11.4% from 2018 to 2019 internally. Though the 2019 CPHS percent is slightly lower than the national percent, the increase is dramatic. Over the last year, student financial aid advising has been more intentionally discussed with CPHS students. The 2018 CPHS Assessment Committee noted the percent and brought it to the attention of other committees and CAC. It's difficult to not, at least in part, attribute the positive change to the discussion and action by the committees and advising in this area.

The 2019 CPHS Pharmacy graduates' satisfaction with 'access to wellness services' was slightly below 2018 (3.1%). It was also below the 2019 National survey percent (2.2%). The difference represents only one CPHS student response. Wellness has also been an area with more focus starting Fall 2019. This has largely been pushed by faculty and students. Diet, exercise, and mental health have been part of the focus. We could anticipate an increase in the 2020 survey.



The AACP Graduating student survey is one tool we use to look at the effectiveness of changes made to encourage improvement. Surveys such as this one, provide some context to understanding how program changes have affected the student point of view. In the case of this survey and the data presented, it would be safe to say that the interventions used

to improve student services have had an impact in a broad sense. By digging deeper to pinpoint the impact of specific interventions and continuing to assess-reassess, we'll be able to see the full scope of the improvements and see if there are impacts effecting academics and overall student success.

Visit the Assessment website at:

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

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