



Upcoming topics:

- Scholarship
- Program Outcomes
- Teaching and learning

“The Game Changer: Wins and losses”

I was in a recent meeting with someone from athletics and she said something that I linked to assessment. To paraphrase, athletics are all about having outcomes, keeping score, tracking wins, trying to improve, and celebrating the team success. What a neat approach to assessment! These characteristics tie directly to our philosophy of assessment:

Measurement with the intent to

improve.

To take the athletics analogy a little further, I also have a new app on my iPad. It's called GameChanger® It allows me to score my sons' baseball games and then have all sorts of stats available for the coaches. From batting averages, errors, and pitches thrown, to opponents' hitting tendencies, it allows the teams to see where they need to

improve, and gear practices to those areas of need.

Lets keep talking about where we can improve and where we're winning the race. We have plenty of data in our 'apps' to show where we're hitting home runs and where we're below our batting average. Enjoy a few of the stats in this newsletter. How we address them could be game changers. cp

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By the numbers

Advising (2011-12)

The average student in our college interacted with their faculty advisor **7 times***

Emails	4 times
Meetings	2 times
All others	1 time

Percent of students not interacting at all with his/her advisor last year:

12.5%

Percent Strongly agreeing or Agreeing to:

Top 3: My faculty advisor...

Treats me as an individual. 93.1%

Is available for appointments. 91.6%

Encourages me to make my own decisions. 90.4%

Bottom 3: My faculty advisor...

Knows where to refer me for campus-wide support services. 60.9%

Has discussed professional involvement with me. 70.9%

Has helped me assess my career goals. 74.6%

** Results rounded and based on a 53.7% response rate for all CPHS student*

Measurement with the intent to improve: *Advising*

This is the first year of measuring our advising/mentoring of students. The statistics to the left highlight just a few of the results from the Advising Report circulated to faculty. Each faculty member also receives a summary of the responses from his or her own advisees.

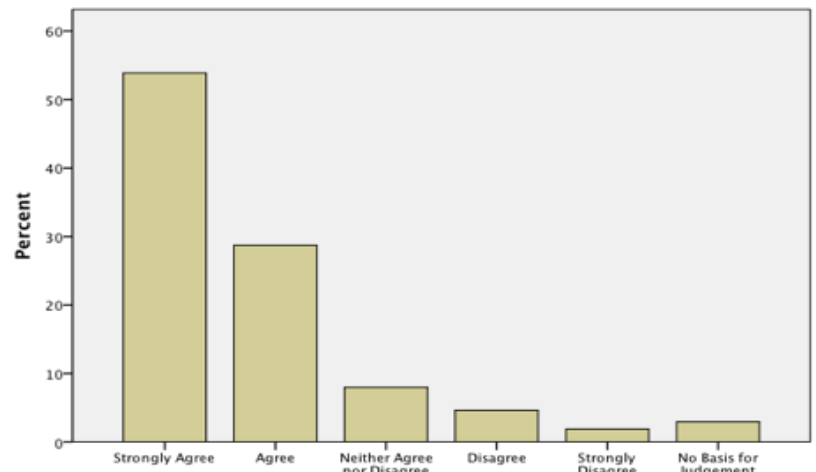
Overall, the results are very good. In some areas, we hit it out of the park. In others, we may need some batting practice.

The results will be forwarded to the

assessment and the student affairs committees in the college. They will make suggestions to the faculty for any additional action.

Although there is a lot of parity between majors, there are a few differences to be further explored. For example, pre-pharmacy students tended to rate their advisors higher than either pharmacy or health sciences students. Health sciences students also interacted with their advisors more often.

Overall, I have a good faculty advisor.



Health Sciences Senior Survey Results

Each year, the college gathers the perspectives from the graduating Health Sciences students. We utilize an on-line survey that addresses several key areas. For 2011, 31 (58.5%) of the seniors completed the survey. Here are a few highlights:

Curriculum: Over 90% think the courses were appropriate to build their knowledge and skills. Over 96% thought they were provided opportunities to engage in active learning and that course loads were reasonable. A full 100% thought the program included opportunities to develop professional attitudes, ethics, and behaviors.

Senior Experiences: Over 93% thought their senior experience site was of high quality but nearly 25% didn't think the site provided enough variety from which to choose their project. Roughly 90% agreed that the senior experience was valuable in achieving their competencies and roughly 85% thought it was valuable in preparing for their career.

Educational Outcomes: The outcomes most often cited as not being prepared for were: understanding the role of business models in healthcare; the role of management models in healthcare; working in collaborative groups; communicating with the public and with granting agencies; understanding the different disciplines in the health care system to formulate career goals; appreciating how diversity contributes to different perspectives; and understanding scientific methods;

Student Services: Typically, advising and career planning met the student needs. They were less positive on the academic assistance, financial aid advising, and the mentoring/advising from their faculty advisers.

Facilities: At least 90% agreed that the facilities (information technology, access to educational resources, classrooms, laboratories, and study areas) were conducive to learning.

Student Experience: Although strong, some areas (raising issues with the college, awareness of student reps, effective student government, encouragement to participate in professional meetings, and equality among college majors) had significant disagreement. Yet, 87% said they were prepared for the next phase of their careers and that they would choose Drake again.

Next Steps: Although our results were positive, there are areas for improvement and tracking. College Committees will be reviewing the results and making recommendations for action.



By the numbers

Mapping

The Academic Affairs Committee recently mapped our PharmD curriculum to several documents. Here are a few highlights:

- All 21 of our College PharmD outcomes are covered by at least 3 required courses.
- One of the college outcomes is covered in 22 different required courses
- Only 3 of 242 Appendix B items (1.2%) are not covered in the curriculum
- All of Appendix C and D items are covered to some extent in the curriculum

The next steps are to 1) identify if the extent of coverage is appropriate and, if not, 2) talk about where to cover the material.