

**University of Louisiana at Monroe  
College of Pharmacy  
Office of Assessment**

# **CQI CONNECTION 2010**





*The CQI Connection, No. 66, January 27, 2010  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*Congratulations to Dr. Susan Sirmans, COP Faculty Development Director, for her re-certification as a Pharmacotherapy Specialist. Sixteen years as a Board Certified Pharmacotherapy Specialist is quite an accomplishment!*

*Below is a reminder of resources available for faculty development.*

❖ Education Scholar - The following books are available.

- **New:** What the Best College Teachers Do
- **New:** Millennials Go to College
- Classroom Research/Implementing the Scholarship
- Classroom Assessment Techniques: A Handbook for College Teachers
- Designing & Assessing Courses & Curricula: A Practical Guide
- Promoting Active Learning: Strategies for the College Classroom
- Educating Professionals: Responding to New Expectations for Competence Accountability
- Assessment Essentials: Planning, Implementing & Improving Assessment in Higher

- Education
- Problem Based Learning: Applied to Medical Education
- Assessment of Student Achievement
- Active Learning: Creating Excitement in the Classroom
- Teaching Online: A Practical Guide
- Problem Based Learning: Implementing In Leadership Development
- Bringing Problem-Based Learning to Higher Education: Theory & Practice
- Using Active Learning in College Campuses: A Full Range of Options for Faculty
- The Teaching Portfolio: A Practical Guide to Improved Performance and
- Promotion/Tenure Decisions

❖ A list with links of library resources available to COP faculty and students is available through Moodle at <http://moodle.ulm.edu/course/view.php?id=5069> . Dr. Greg Smith developed this toolbox and manages these resources. He has provided demonstrations through our faculty development program and will be offering the same program on February 11<sup>th</sup> at 2:00 in B110. If you have any questions, please contact Dr. Smith or Dr. David Caldwell, Chair of the Faculty Development Committee.

❖ A faculty development toolbox is being developed by Dr. Susan Sirmans, Faculty Development Director, and will be available soon through Moodle.

❖ Results from Fall 2009 online course evaluations are now available at [https://webservices.ulm.edu/EES/reports/faculty\\_login.php](https://webservices.ulm.edu/EES/reports/faculty_login.php) . Use your CWID and PIN to login and access the system. There should be a numeric report and a report with student comments for each of your courses.

*LWLaw*

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*The CQI Connection, No. 67, February 24, 2010*

*ULM College of Pharmacy*

*Office of Assessment and Outcomes Research*

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❖ **Mile-Marker Exams.** The Curriculum Committee is finalizing the first mile-marker exam which is an assessment tool for the new curriculum. As discussed at the last faculty meeting, the Mile-Marker I exam will be given to P1s on Thursday, April 1 just before spring break. It is a formative assessment tool meaning that the results will be used for improvement as opposed to progression. Results will be used to evaluate the new curriculum with respect to its success in developing the stated student abilities as well as to identify for students areas of strengths and weakness so that students can individually identify areas for remediation. The Mile-Marker II exam will be given next year and will also be formative. However, Mile-Marker III will be summative meaning that students will not start their P4 year until they pass the exam. The Mission, Planning and Assessment (MPA) Committee has responsibility for administration of the exam, grading the exam, assessment of individual student performance on the exam, and reporting results to faculty and students. The Curriculum and MPA Committees hold joint administrative responsibilities for evaluating exam performance with respect to the ability of the curriculum to meet its stated goals.

❖ **Fall 2009 Course Evaluations.** Results of ULM online course evaluations by students are available at [https://webservices.ulm.edu/EES/reports/faculty\\_login.php](https://webservices.ulm.edu/EES/reports/faculty_login.php). A review of all pharmacy course evaluations indicates an average response rate of 27 percent with a range of 14 to 67 percent of students participating. A total of 281 comments were submitted by students. The College Administrative Council expressed concern for the participation rate and has requested that the MPA Committee explore alternative avenues for student evaluations such as using CreateSurvey administered during class.

❖ **P1 Confidence to Progress Survey Results.** The MPA Committee reviewed results of the P1 confidence to progress survey for the new curriculum comparing it to last year's P1 confidence to progress survey for the old curriculum. Of note was an 11 point increase in the level of very high stress. However, students did not indicate a significant decrease in their confidence to progress to the next level of the professional program. Sixty-nine students (100%) participated in the survey which was administered at the end of the Fall 2009 semester. In addition to 14 forced-choice questions, students provided feedback to eight open-ended questions concerning their preparation, performance, stress, experiences, expectations, support, changes in behaviors to improve outcomes, and recommendations to improve their overall pharmacy school experience. The overall theme of student responses was that they would start studying on day one of pharmacy school and manage their time more efficiently.

*Thank you,*

*LWLaw*

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The CQI Connection, No. 68, March 17, 2010  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research  
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***Happy St. Patrick's Day!!!*** This is my dad who was born on St. Patrick's Day in 1921. He is the father of eight, a WWII veteran, cancer survivor, and survivor of his surprise birthday party this past weekend. According to Dad, "At 89, every day you wake up is a surprise."

❖ **Student Evaluations.** As reported in the last CQI Connection, future alternatives to the ULM online course evaluation system, such as CreateSurvey, will be explored by the Mission, Planning, and Assessment Committee assuring that faculty members receive formative assessment for improvement purposes. While faculty did receive 281 comments for the Fall 2009 semester, there was a wide range of participation, 14 to 67%, and some faculty received no responses. Apparently, students have the option of skipping evaluations with the ULM system. To correct this situation for the short-term, we recommend returning to what has worked in the past, in-class evaluations. If you are completing your teaching module and want to carve out 10-15 minutes of your class for evaluations, the Office of Assessment will provide evaluation forms and scantrons. Please arrange for someone to pick up the forms, administer the evaluation, and return the forms to the Dean's Office for processing.

❖ **Library Resource Survey.** Thank you for your participation in this survey to measure satisfaction with library resources including our new online resources. We have 31 responses out of 54 (57%) at this point. If you have not participated,

please take a couple of minutes to complete the survey. Your opinion is very important to continued quality improvement of library resources. The survey window will close at 5:00pm tomorrow, March 18<sup>th</sup>.

❖ **OSCE Assistance Needed:** Please contact Dr. Connie Smith, Coordinator of Experiential Education, if you are available to serve as a monitor for the March 26<sup>th</sup> P4 exam. No clinical experience is necessary and it's a great opportunity to reconnect with the P4 students who will soon graduate. She still needs 3 monitors. Thank you to all who continue to provide valuable assistance to this required component of our pharmacy program.



The CQI Connection, No. 69, April 23, 2010  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

It's hard to believe that just a week ago Dean Leader was welcoming new members to Rho Chi. A few of these new members are pictured with him here. His favorite part of his job was interacting with students. He loved his students and his profession and will be missed by all of us.

Many of you have received messages from colleagues from colleges of pharmacy throughout the country. One message I wish to share with you is from Dr. Marie Chisholm-Burns, professor and head of the Department of Pharmacy Practice & Science at the University of Arizona College of Pharmacy. Her message is below. Greg liked to acknowledge accomplishments so this one is for him.

Dear Lesa,

I learned about Greg's passing yesterday and I immediately thought about you (as did Allison) and the rest of the ULM College of Pharmacy. I have known Greg for most of my academic career and we interacted often over the years. In fact, he authored the asthma chapter in the *Pharmacotherapy: Principles & Practice* textbook that just became available yesterday (if his wife and kids want a copy of the book please let me know and I will get one out to them). Greg was always a gentleman (a first class act) who treated all with respect and kindness. He will be missed.



If there is anything that I can do for you and ULM, please feel free to contact me. My thoughts are with you, the college, and his family.

Take care,

-Marie

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The CQI Connection, No. 70, April 29, 2010  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

This is Lillian Mary Chelette, daughter of Dr. Candace Chelette and her husband Jody. Lillian has already attended numerous COP Curriculum Committee meetings and is ready to follow in her mom's footsteps and be a member of the COP graduating class of 2035. Let's see... that makes me how old?!?

v Mile-Marker I Exam. Another birth to celebrate is our mile-marker (MM) exam. After being discussed for years and planned as a part of the new integrated modular curriculum, the first mile-marker exam was administered. Questions were written by P1 faculty and submitted to the Curriculum Committee. Members of the committee reviewed each question and assigned an Angoff score to each question reflecting the level of difficulty as judged by the faculty. The final set of 97 questions was submitted to the Assessment Committee which reviewed, administered, graded, evaluated, and communicated the results to P1 students. The exam was given April 1st with 100% of P1 students participating. The average percent score was 65.43 with a range of 39.58 to 91.67. When Angoff scores, which were assigned by faculty before the exam was given, were averaged the result was 65.63. J Test reliability was 0.82 which is outstanding for a first run exam. After the Assessment Committee reviewed exam results, students were provided individual score reports which listed their overall percentage score, points, and a breakdown of performance by course. Results were also provided to the Curriculum Committee to evaluate the new curriculum with respect to its success in developing the targeted student competencies as well as to identify areas of strengths and weaknesses.

v Kudos. A big thank you to faculty who submitted questions and committee chairs, Dr. Gina Biglane (Mission, Planning, and Assessment) and Dr. Jeff Evans

(Curriculum) and their committee members for the many hours of diligent work to see the mile-marker exam to fruition. Curriculum Committee members are Drs. Ronda Akins, Laurel Andrews, Scott Baggarly, Candace Chelette, Ron Hill, Keith Jackson, Brice Mohundro, Sami Nazzal, Lance Nickelson, Mike Racca, Hilary Tice, and Ann Wicker. Mission, Planning, and Assessment Committee members are Drs. Emily Evans, Joe Feldhaus, Seetherama Jois, Amal Kaddoumi, Hari Mehendale, Roxie Stewart, and Michelle Zagar.

v MMII Exam Formulation: P1 second semester faculty are currently submitting questions for the MMII exam which will be given Spring 2011 and will include questions from P1 second semester and P2 first semester courses. Like the MMI, the MMII will be a formative assessment tool meaning results are used for improvement instead of progression. However, Mile-Marker III will be summative meaning that students will not start their P4 rotation year until they pass the exam.

v Spring 2010 Course Evaluations. Students have been notified that the evaluation system is now open. Please remind and encourage students to participate. Reminder e-mails will be sent to students periodically until the evaluation site closes after the end of the semester. Fall 2009 course evaluation participation averaged 27 percent with a range of 14 to 67 percent and a total of 281 comments submitted.

v Faculty Publications. The next CQI Connection will feature faculty publications accepted or published during the period January 1 to April 30, 2010. A report will be generated using the ULM Faculty Activity Database. If you have entered a publication in the database, please check and make sure you included the date of acceptance and/or publication. Only publications that include a date of acceptance and/or publication during the specified period will be featured.

v CQI Pictures Needed. Several of our COP family members have been blessed with babies or grandbabies in 2010. I would like to feature your loved one in the CQI Connection. So, if you don't mind, please e-mail me a picture of your little bundle of joy so we can see what brings sparkle to your eyes. Thank you to those who send pictures to me of special persons and interesting places from their travels. A faculty member asked me why I include pictures of persons or beautiful scenery in the CQI Connection. The answer is that all CQI starts with our mission.

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The CQI Connection, No. 71, May 13, 2010  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

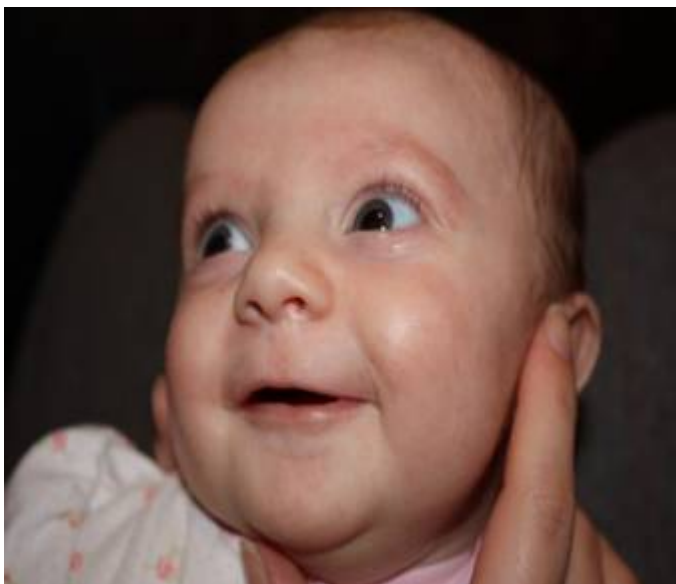
This is Madison Nicole Flowers, the first granddaughter and soon-to-be hunting buddy of Dr. Mike Cockerham, Assistant Dean of the College of Pharmacy's Shreveport Campus. Can't you visualize the camo car seat mounted to the camo four wheeler with the designer camo toy bag? She is precious!

- ◆ Teaching Academy. Congratulations to distinguished faculty members, Dr. Scott Baggarly, Dr. Hillary Tice, and Dr. Anthony Walker, who completed ULM's Teaching and Learning Resource Center's Academy for Teaching Excellence and received certificates presented by Provost Steve Richters. The Academy is a series of consecutive professional seminars designed to enhance pedagogy and reflect on a variety of professional teaching strategies. Their commitment to excellence in teaching is a critical part of faculty-driven continuous quality improvement.
- ◆ Scantron Grading. Many thanks to Kathy Kelly, Administrative Assistant in the Dean's Office, who has taken on the job of grading your exams using the scantron reader, affectionately named Margo Reader. This is an intense task and she has excelled in making sure your exams are graded in a timely and efficient manner. Much appreciation to her.

- ◆ Assessment Items: Focus groups have been completed; student evaluation of courses is ongoing; and AACP surveys for graduating seniors and faculty will be opened next week. As last year, you will receive an e-mail from my g-mail account because of a problem with the University's firewall. Please participate. Last year's participation rate for faculty was less than 60%. The survey is administered by AACP; I do not see your responses but AACP provides a participation rate that will also be used for future accreditation reports.
- ◆ REMINDER: MMII Exam Formulation: Please remember to submit your P1 second semester questions for the MMII exam. The Curriculum Committee recommended five overarching questions per exam and you may provide more if possible to build the test bank. Questions will be utilized based on a ratio of course hours to total hours. Many thanks to Carolyn Russell, Administrative Assistant in the Dean's Office, who collects and enters your test questions into a format for importing to LXR TEST. Vicki Crist, COP Program Assessment Analyst, manages the database, produces, and grades the exam. Thank you ladies for facilitating this process.
- ◆ Faculty Publications Reminder. The next (yes I know I said that last time) CQI Connection will feature faculty publications accepted or published during the period January 1 to April 30, 2010. A report will be generated using the ULM Faculty Activities Database. If you have entered a publication in the database, please check and make sure you included the date of acceptance and/or publication. Only publications that include a date of acceptance and/or publication during the specified period will be featured. I will run the report on Monday, May 24th.

Thank you,,

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The CQI Connection, No. 72, May 27, 2010  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

This is Meredith Jane Terrell, the beautiful daughter of Dr. Jamie Terrell and her husband Robert. Meredith was born February 13th . She is very excited to hear about all the faculty publications in the College of Pharmacy this year and is looking forward to joining her classmates, Lillian and Madison, in the class of 2035. Thank you faculty for doing your part to increase enrollment.

Below is a list of College of Pharmacy faculty publications accepted for publication or published from January 1, 2010 to April 30, 2010. This report was produced from the ULM Faculty Activities Database. Publications without dates of acceptance and/or publication are not included. If your publication is missing from this list, please check your entry in FAD to make sure the dates are entered. The report will be generated and published in the CQI Connection every four months.

Name	Publication	Title	Pages	Accepted Date	Publication Date
Gina Biglane Jessica Brady	Chapter 8, Handbook of Clinical Drug Data, 11th Ed	Antimycobacterial Drugs	111- 121	May 2009	April 2010

Jessica Brady	Medicaid Newsletter Vol.26/6	Human Papillomavirus: Focus on Prevention	7-11	Oct. 2009	Jan. 2010
David Caldwell	American Journal of Health System Pharmacy	The efficacy & safety of etravirine: A novel nonnucleoside reverse transcriptase inhibitor for HIV-infected individuals	193-205	Feb. 2009	Feb. 2010
Candace Chelette	Hospital Pharmacy Professional Journal	A Beneficial Partnership between Hospitals & Colleges of Pharmacy: Development & Discussion of a Joint Cooperative Endeavor Agreement		March 2010	
Candace Chelette	Hospital Pharmacy Professional Journal	Creating a Pharmacist Managed Anticoagulation Clinic: An Example of a Joint Endeavor Between a Community Hospital & a College of Pharmacy		Feb. 2010	
Khalid El Sayed	Journal of Natural Products	Pachycladins A-E: Prostate Cancer Invasion & Migration Inhibitory Eunicellin-Based Diterpenoids from the Red Sea Soft			April 27, 2010

		Coral Cladiella Pachychados			
Khalid El Sayed Paul Sylvester	Journal: Bioorganic Medicinal chemistry	Design & pharmacophore modeling of microtubule-disrupting biaryl methyl eugenol analogs as breast cancer invasion inhibitors	496-507		Jan. 15, 2010
Khalid El Sayed Paul Sylvester	Journal: Bioorganic Medicinal chemistry Vol 18 Issue 1 & 2	Design & preliminary structure - activity relationship of redox - silent semisynthetic tocotrienols analogues as inhibitors for breast cancer proliferation & invasion	755-768	Nov. 2009	Jan. 15, 2010
Khalid El Sayed	Journal: ChemMedChem Vol.5 Issue 2	Rational design of semisynthetic latrunculin analogs as inhibitors for metastatic breast cancer, preliminary structure-activity relationship & molecular modeling studies	274-285	Nov. 2009	Jan. 15, 2010
Emily Evans Brice Mohundro	American Journal of Pharmacy Ed.	Changes in students' viewpoints on controversial topics after online		April, 2010	



		"community chats" in a Women's Health elective			
Emily Evans Jeff Evans Tibb Jacobs Jamie Terrell	American Journal of Health System Pharmacy Vol.67	Impact of interprofessional education in an outpatient clinic on patient care and professional relationships	598, 601	Jan. 2010	April 15, 2010
Emily Evans Greg Leader	Textbook: Concepts in Pharmacogenomics Chapter 11	Respiratory diseases			March, 2010
Mary Gauthier-Lewis Treavor Riley	Textbook: Clinical Drug Data Chapter 13	Quinolones	233-241		March, 2010
Mary Gauthier-Lewis Treavor Riley	Textbook: Clinical Drug Data Chapter 17	Miscellaneous Antimicrobials	271-288		March, 2010
Seetharama Jois	Journal Article: Toxicon	Venom neutralization by purified bioactive molecules: Synthetic peptide derivatives of the endogenous PLA (2) inhibitory protein PLP			Jan. 4, 2010

Amal Kaddoumi Paul Sylvester	Journal: Drug Metabolism & Disposition	Intestinal Absorption of $\gamma$ -Tocotrienol is Mediated by NPC1L1: In Situ Rat Intestinal Perfusion Studies		March, 2010	March 5, 2010
Amal Kaddoumi	Journal Article: Br Journal of Pharmacology	Positron emission tomography imaging of tissue P-glycoprotein activity during pregnancy in the non-human primate			Jan. 2010
Brice Mohundro Greg Leader	Textbook Chapter: Pharmacotherapy Casebook	Allergic Rhinitis			March, 2010
Brice Mohundro Ann Wicker	Journal of the American Pharmacists Association	Evaluation of Influenza Vaccination during the 2008-2009 influenza season		Nov. 2009	March, 2010
Brice Mohundro Ann Wicker	Journal of the American Pharmacists Association	How Attributes of Student Pharmacists Impact Grade Point Averages			March, 2010
Brice Mohundro Ann Wicker	Journal Article: US Pharmacist Vol 35-3	Management of Pediatric Otitis Media	44-49		March 19, 2010

Yong-Yu Liu	Journal Article: Biochemical Pharmacology Vol. 80-1	Direct assessment of P-glycoprotein efflux to determine tumor response to chemotherapy	72-79		March, 2010
Yong-Yu Liu	Journal Article: Journal of Lipid Research Vol 51	Direct quantitative determination of ceramide glycosylation in vivo: a new approach to evaluate cellular enzyme activity of glucosylceramide synthase	866-874		Feb.2010
Lesla Lawrence	Chapter: Pharmacy Management, Leadership, Marketing and Finance	Managing Conflict and Building Consensus	439-447		February 2010
Harvey Rappaport	Journal Article:Journal of Allied Health Vol 38-4	The variation in patient care rendered by physicians & non-physician clinicians in an ambulatory care setting	227-235	March, 2009	Jan. 2, 2010
Roxie Stewart Candace Chelette Anthony Walker	American Journal of Pharmaceutical Education	Impact of a Faculty-taught American Heart Association Basic Life Support  Healthcare Provider course		April, 2010	
Roxie Stewart	Chapter: Clinical Drug Data 11th edition	Tetracyclines	246-254	April, 2009	March 25, 2010

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**[Phar] CQI Connection**

Thu Jul 15 17:36:54 2010

From: lawrence@ulm.edu

To: phar@ulm.edu

Sender: phar-bounces@ulm.edu

Attachments: image002.jpg (5.9KB)



*The CQI Connection, No. 73, July 15, 2010  
ULM College of Pharmacy*

*Staying connected through continuous quality improvement*

*Hope you're having a great summer. Things are really heating up in the COP as we prepare for the fall semester and implementation of the P2 year of the new curriculum, documentation of P1 course CQI, boot camp, faculty orientation, 2010-11 committee assignments, committee charges, and the college retreat. Here are a few "close the loop" items related to these areas.*

- v **Guidelines for Co-Coordination of PHRD courses.** The Curriculum Committee has been working with P2 faculty on course coordination and syllabi development. To improve the process, guidelines for co-ordination of PHRD integrated modules are being developed outlining the rotation schedule, departmental responsibilities, course co-coordinator responsibilities, and course instructor responsibilities. Thank you to the Curriculum Committee and outgoing chair, Dr. Jeff Evans, for making sure the new curriculum is successfully implemented.
- v **CQI of P1 courses.** Thank you for submitting your CQI reports for P1 courses. I am combining these into one document and will provide a report to the Mission, Planning, and Assessment Committee. This information is also being used for ACPE and SACS monitoring reports on quality improvements.
- v **Boot Camp for Incoming P1s.** This is planned for August 17- 20. Monday, August 16<sup>th</sup> will be BLS training for students and then the boot camp will kick off at 8:30 the next morning. The Curriculum

Committee, lead by incoming chair Dr. Michelle Zagar, is working with the Director of Student and Professional Affairs, Mrs. Mary Caldwell, to produce a lively week of lectures, note reviews, and learning workshops. At the end of the week, students will take an exam over material covered and receive feedback on their performance. The CQI goal is for students to experience the difficulty of their first professional pharmacy school exam before the semester starts. Past students have indicated in the P1 confidence to progress survey that it was at this point they realized the difference between pre-pharmacy and professional pharmacy school. Unfortunately, it is hard to recover from a failing first grade. We're hoping that this formative boot camp exam will improve students' first exam performance in all P1 courses.

- v **Faculty Orientation.** Monday, August 16<sup>th</sup> will be faculty orientation for our new Monroe, Shreveport, and Baton Rouge faculty. The one-day program will be in the Bienville Building and is being coordinated by Faculty Development Committee Chair, Dr. David Caldwell. The following day, August 17<sup>th</sup>, is the traditional college retreat that is held as a part of ULM's faculty development week.
  
- v **Committee Reports.** As part of the August 17<sup>th</sup> retreat, 2009-10 committee chairs are asked to present summary reports of committee activities for the past year focusing on areas of improvement and allowing for faculty Q&A. These reports will be archived for the ongoing self-study of the program.

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**[Phar] CQI Connection**

Fri Jul 30 11:07:09 2010

From: lawrence@ulm.edu

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image004.jpg (12.4KB)



*The CQI Connection, No. 74, July 30, 2010  
ULM College of Pharmacy*

*Staying connected through continuous quality improvement*

*It's time for a double dose of CQI as we wind down the summer and prepare for academic year 2010-11. Happy and relaxed about the new year are Chase and Sydney, twins of Dr. Shawn and Stacy Manor. Dr. Manor is a clinical faculty member at the Shreveport campus.*

v **Committee Reports.** As you know from the agenda sent to you by Dean Blaylock earlier this week, committee chairs for 2009-10 will provide annual reports at the August 17<sup>th</sup> retreat. As a recommendation for effective time management, please consider e-mailing a summary report of your committee's activities to faculty prior to the meeting so that retreat time can be used for questions and answers. Some committees will have brief or no reports but all committee chairs will have an opportunity to address the faculty. Please include in your report areas needing improvement and/or improvements implemented during the year. These will be collected and included in the continuous self-study of the college.

- v **PharmD Spring Course Evaluation Summary.** The average response rate for PharmD courses was 32 percent with a range of 10 to 64 percent participation. Across all courses, all professors, and all evaluation items (960 cells) only 3 cells contained an average score less than 3. Consistent with fall semester evaluations, the low scoring item was “The professor presents material in an effective and interesting manner.” This area is being addressed through faculty development.
  
- v **Unit and Degree Plan Process.** ULM’s Assessment and Evaluation website <http://www.ulm.edu/assessment> houses unit and degree plans for all colleges, academic, and support units. For the College of Pharmacy, unit plans include the Pharmacy program and the Toxicology program and degree plans include the Tox BS, Pharmacy PhD and MS, and the Doctor of Pharmacy (PharmD) programs. Unit plans consist of vision, mission, alignment with university mission, goals, objectives, targets, measures, timeframe for evaluation, responsible persons, results and analysis, and explanation of changes made based on results and analysis from the previous year. For degree programs, student learning outcomes, measures, criteria, and results and analysis are included for each degree program. These plans are updated each year and monitored during the year. The Mission, Planning, and Assessment Committee reviews data entered by the Associate Dean of Assessment and Outcomes Research for the Pharmacy program and PharmD degree; by the Department Head of Toxicology, Dr. Kevin Baer, for the Toxicology Program and Tox BS; and by the Director of Graduate Studies and Research, Dr. Paul Sylvester, for the Pharmacy PhD and MS. Once the committee has reviewed information contained in the assessment website, final plans go the Dean for approval.
  
- v **Faculty Development.** Please review ULM’s faculty development programs *Engaging Minds Encouraging Success* at [www.ulm.edu/tlrc/](http://www.ulm.edu/tlrc/) offered during faculty development week which starts Monday, August 16<sup>th</sup>. The College of Pharmacy will begin the week with a faculty orientation for Monroe, Shreveport, and Baton Rouge faculty. The one-day program will be in the Bienville Building and is being coordinated by the Faculty Development Committee Chair, Dr. David Caldwell.
  
- v **COP Organizational Chart.** The College of Pharmacy organizational chart has been updated and posted on the COP website <http://www.ulm.edu/pharmacy/admin/1011orgchart.pdf>. With the addition of Dr. Mike Cockerham as Interim Associate Dean of Academic Affairs, the Office of Experiential Education and the Office of Student and Professional Affairs now report to Dean Cockerham. Thank you to Marcia Wells who maintains the COP website. If you have updates or committee reports for the website, please contact Ms. Wells at [mwells@ulm.edu](mailto:mwells@ulm.edu).

*Thank you for reading the CQI Connection.*

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## [Phar] The CQI Connection

Thu Aug 12 10:56:28 2010

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Sender: phar-bounces@ulm.edu

Attachments: image003.jpg (33.6KB)



*The CQI Connection, No. 75, August 12, 2010  
ULM College of Pharmacy  
Staying connected through continuous quality improvement*

*This is the Winter Olympic training facility in Park City, Utah. The skier is practicing a ski jump in full gear and skis in the middle of June. As he comes down the jump, a sensor triggers bubbles from the bottom of the pool to break surface tension allowing the skier to land on a bed of bubbles which also looks like they're landing on snow. This facility is used by future Olympians to train all year and yes you know I'm going to tie this to continuous quality improvement.*

*For our continuous quality improvement, we conduct annual faculty, graduating student, preceptor, and alumni surveys with the American Association of Colleges of Pharmacy (AAPC). Below is a synopsis of the 2010 faculty survey which is being analyzed by the Mission, Planning, and Assessment Committee and will be posted to our assessment website.*

v **AACP Survey Results.** The 2010 AACP/ACPE/ULM Faculty Survey was available for online access in the AACP Centralized Survey System on March 1, 2010. The survey closed June 30. Eighty-one of 118 (68.6%) colleges/schools of pharmacy (36 public, 45 private) administered the survey to their faculty. A total of 3,816 faculty members were invited to complete the survey. Two thousand, six hundred and four (2,604) faculty members

participated for a response rate of 68.2%. Response rates per school ranged from 7.1 percent to 100 percent. ULM's response rate was 77.2 percent.

- v **Analysis.** The Mission, Planning, and Assessment (MPA) Committee, 2010-11 Chair is Dr. Roxie Stewart, will analyze ULM faculty survey data from 2007 to 2010 for trends and will compare ULM's 2010 results to national pharmacy school data and to a peer comparison group of five colleges of pharmacy. After the committee's analysis is complete, they will make recommendations to Dean Blaylock and to other COP committees for areas identified by faculty as needing improvement. An initial scanning of the data indicates that one of the areas below national and peer levels is library resources and one of the areas above national and peer strongly agree levels is effectiveness of the assessment committee.
- v **Library Resources.** While satisfaction with library resources is improving, according to internal surveys, we are still below national and peer levels. The item "I have access to library and other educational resources" was ULM = 41.2% strongly agree and 47.1% agree, National = 52.9% strongly agree and 43% agree; Peer = 57.4% strongly agree and 40% agree. We are 7.6 percentage points below national and 9.1 percentage points below peer levels of agreement concerning access to library and other educational resources.
- v **Assessment Committee.** Our long-standing Assessment Committee was renamed during the 2008 self-study process as the Mission, Planning, and Assessment Committee. This was done to reflect the committee's charge of continuously linking results and analysis of assessment to the College's mission and strategic plan thus completing the CQI loop. For the item "The committee responsible for **assessment** is effective." ULM = 41.2% strongly agree and 32.4% agree; National = 24% strongly agree and 48.4% agree; Peer = 20.4% strongly agree and 54% agree. While we are equal to national and peer levels of agreement (1.2 above national and 0.8 below peer), the level of strongly agree is 17.2 percentage points above national and 20.8 points above peer levels for the effectiveness of the committee responsible for assessment. A big thank you to Dr. Gina Biglane, past MPA Committee Chair, for her committee's diligent work to keep the assessment process flowing.

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PHAR mailing list  
PHAR@ulm.edu  
<http://www.ulm.edu/mailman/listinfo/phar>



The CQI Connection, No. 76, September 15, 2010  
ULM College of Pharmacy

### **Staying connected through continuous quality improvement**

*Doggoneit! I'm trying so hard to keep up with all this material. Maybe if I sleep on it, it'll sink in.*

*Thank you Dr. Briski and P1 student Stacie LaHaye for the picture.*

*Please stay awake for some important updates about the Office of Assessment and Outcomes Research.*

- ❖ **Relocation.** From its humble beginnings on the second floor to sharing office space with Student Affairs, the Office of Assessment and Outcomes Research is now part of the Dean's Office. With consolidation of administration, the Associate Dean of Assessment and Outcomes Research was moved to the Dean's Office, B102D, and the additional administrative assistant position was eliminated.
- ❖ **Associate Dean.** Responsibilities of the Associate Dean of Assessment and Outcomes Research continue to be all assessment activities including the Mission, Planning, and Assessment Committee; working with the Program Assessment Analyst, Vicki Crist; faculty development activities including the Faculty Development Committee; Office of Outcomes Research and Evaluation; providing input to the Admissions Committee for predictors of success in the pharmacy program; coordinating strategic planning with ULM's Office of Assessment and Evaluation; participating in AACP surveys; and collecting data for ACPE and SACS accreditation reports.

- ❖ **Margo Reader.** The scantron reader has been moved to a new location to allow additional space for processing tests. Vicki Crist continues to oversee grading with LXR\*TEST; Kathy Kelly grades exams, and Carolyn Russell coordinates forms. **All tests should be dropped off and picked up in the Dean's Office.** Please remind students to use No. 2 pencils or their answers may not be read. This creates a delay in grading exams.
- ❖ **MMI and MMII Exams.** For professors teaching in the PHRD (new) curriculum, at least 5 overarching questions should be submitted per exam for Mile-Marker I and Mile-Marker II. Please submit these questions throughout the semester as you develop regular exams. All questions should be e-mailed to Carolyn Russell, [crussell@ulm.edu](mailto:crussell@ulm.edu), who will add your questions to the LXR\*TEST test bank. For coding purposes include professor name and course number for each question. (Some course coordinators collect questions and submit in batch.) This information is critical for the Curriculum Committee as they review test questions. Your cooperation is greatly appreciated.
- ❖ **FAD Publications Report.** It's time to run a Faculty Activities Database report for all publications occurring May through August. The last report was Jan-April. If you published an article, book chapter, or maybe a book during that time period, please enter it in FAD and make sure you include the date of publication so when I query the database, your publication will appear in the resulting report. This list of faculty publications will appear in the September 29<sup>th</sup> edition of the *CQI Connection*.

***Thank you for reading the CQI Connection!***



The CQI Connection, No. 77, September 29, 2010  
ULM College of Pharmacy

### **Staying connected through continuous quality improvement**

*We'll start with a few reminders from the last CQI Connection for faculty who were not able to open the attachment. To improve, this is now a pdf and the cover e-mail contains a list of topics.*

- ❖ **Test Grading.** All tests for scantron grading should be dropped-off and picked-up in the Dean's Office. Please remind students to use No. 2 pencils to avoid delays in grading. Scantron forms and requests for grading should also be picked in the Dean's Office. These items are no longer housed in OSPA.
- ❖ **MMI and MMII Exams.** For professors teaching in the PHRD (new) curriculum, at least 5 overarching questions should be submitted per each exam given to develop the Mile-Marker I and Mile-Marker II exam databases. Please submit these questions throughout the semester as you develop regular exams. All questions should be e-mailed to Carolyn Russell, [crussell@ulm.edu](mailto:crussell@ulm.edu), who will add your questions to the LXR\*TEST test bank. For coding purposes include professor name and course number for each question. (Some course coordinators collect questions and submit in batch.) This information is critical for the Curriculum Committee as they review test questions. Your cooperation is greatly appreciated.
- ❖ **Faculty Development Library.** A bookshelf has been added in the Dean's Office to house our *Education Scholar* collection of books and over 60 other books that have been purchased for or donated to the college. There are books on leadership, professionalism, active learning, online teaching, student assessment, faculty development, and grant writing. Please checkout books through Carolyn Russell in the Dean's Office; she is maintaining an inventory. If there are faculty development books that you recommend we purchase for the college, please let Faculty Development Committee Chair, Dr. David Caldwell, or me know so we can budget for acquisitions. Finally, please consider adding to our faculty development library by donating books.

- ❖ **New Grant-Writing Resource.** Our latest addition to the faculty development library is “The Grant Application Writer’s Workbook” by Stephen Russell and David Morrison. According to Dr. Karen Briski, Basic Pharmaceutical Sciences Department Head, this book is very helpful for writing NIH grants.
- ❖ **Faculty Publications.** Below is the list of College of Pharmacy faculty publications from May 1, 2010 to August 31, 2010. This report was produced from the ULM Faculty Activities Database (FAD). FAD records without publication dates are not included. If your publication is missing from this list, please check your entry in FAD to make sure correct dates are entered.

Name	Publication	Title	Pages
Jeff Evans	Journal Article: Professional Journal	Safety & Efficacy Review: Lacosamide for the treatment of diabetic neuropathic pain, Clinical Medical Insights: Therapeutics	615-623
Seetharama Jois	Journal Article: Academic Journal	A Peptide from Beta-strand Region of CD2 Protein that Inhibits Cell-adhesion Suppresses Arthritis in a Mouse Model, Chemical Biology and Drug Design	234-244
Ronda Akins	Textbook-Revised	Pharmacotherapy: Principles and Practice	
Scott Baggarly Gina Biglane Benny Blaylock Connie Smith Greg Smith	Journal Article: Professional Journal	Implementing a Referral to Telephone Tobacco Cessation Services in Louisiana Community Pharmacies: A Pilot Study, The Annals of Pharmacotherapy	44
Scott Baggarly Michelle Zagar	Journal Article: Academic Journal- American Journal of Pharmaceutical Education No. 7	Low Vision Simulator Goggles in Pharmacy Education	

Laurel Andrews	Abstract: American Journal of Pharmaceutical Education	Comparison of Obsessive-Compulsive Behaviors in Pharmacy Students to Success in the Pharmacy Curriculum	
Emily Evans Brice Mohundro	Abstract: American Journal of Pharmaceutical Education Article 96	Changes in students' viewpoints on controversial topics after online "community chats" in a Women's Health elective	
Ronald Hill	Wilson and Gisvold's Textbook of Organic Medicinal and Pharmaceutical Chemistry Chapter 20     John H. Block, John M Beale, Jr. Eds.	Hormone-Related Disorders-Nonsteroidal Therapies	666-704





The CQI Connection, No. 78, October 20, 2010  
ULM College of Pharmacy

### **Staying connected through continuous quality improvement**

*Ready for Halloween is Eleanor Rose Blake (Ellie Rose), granddaughter of Dr. Sandy Blake, Director of our COP Office of Outcomes Research and Evaluation.*

*Thinking of Halloween and ghost busters, "who ya gonna call" when gremlins take over your computer system? An important part of CQI is the system and structure we have in place to correct problems.*

- ❖ **Ghost Buster.** Hopefully your answer to the question above is Greg Andrews who is the Computing Center's representative assigned specifically to the College of Pharmacy. He is our first responder for hardware issues so **please call him first and he will fix your problem or he will contact someone in the Computing Center who will.**
  
- ❖ **Technology Support Department.** To further clarify the specific roles of our COP technology support department, it is comprised of two divisions: technology support and technology management. Technology support is provided by Greg Andrews and technology management is provided by Marcia Wells. Greg is responsible for handling:
  - computer system problems
  - printer problems
  - problems that arise with supported software
  - specifications for computer systems purchased by the College of Pharmacy, including grant purchases

Marcia Wells, Technology Manager, is responsible for aiding in the use of our equipment. Some of her duties are:

- scheduling compressed video classes
- setting up multi-media classrooms for presentations
- web-page design
- poster printing
- coordination of workstation moves with technology support
- reporting any system outages to appropriate sources (i.e. Cicsplus, Banner, Email, etc.)

For more information please visit <http://www.ulm.edu/pharmacy/technology.html>)

**Marcia Wells**

Technology Manager  
Phone: 318-342-1716  
Fax: 318-342-1606  
Email: [mwells@ulm.edu](mailto:mwells@ulm.edu)

**Greg Andrews**

Information Technology Specialist  
Phone: 318-342-3418  
Fax: 318-342-5018  
Email: [gandrews@ulm.edu](mailto:gandrews@ulm.edu)

- ❖ **New ULM Video:** In case you haven't seen it, please check out the new and improved ULM recruitment video <http://www.ulm.edu/discoverU>. It would be great to show as a part of our COP recruitment initiatives and gives an overview of the university including some great footage of our pharmacy faculty and students.
  
- ❖ **MPA Committee Recommendations:** The Mission, Planning, and Assessment Committee, under the leadership of Dr. Roxie Stewart, Committee Chair, has forwarded the following recommendations to Dean Blaylock. These recommendations are the result of the committee's evaluation of data collected via the annual AACP Faculty Survey. (Percentages below are combined agree and strongly agree responses.)
  - Section I: Administrative System – Faculty agree that the college's administrators function as a unified team (91.2%) and are responsive to faculty needs (88.2%). Faculty were "unable to comment" on questions pertaining to defined roles of administrators and effectiveness of the dean's leadership due to circumstances surrounding transition of administration during the survey period. *Recommendation: The college perform an internal "360" of associate deans, assistant deans, and directors.*
  
  - Section II: Recruitment and Retention – The committee identified a downward trend in ULM results for effective performance feedback (2008=86.3%; 2009=79.4%; and 2010=67.7%). A slight downward trend was also noted for consistency in application of promotion and tenure policies and procedures (2008=56.9%; 2009=56.4%; and 2010=55.9%). Peer and national results also demonstrated a decline over the past three years. *Recommendation: Administer a supplemental survey to faculty (with open ended questions) or focus group to determine issues since questions on the AACP survey are somewhat vague.*
  
  - Section III: Infrastructure – Access to library and educational resources showed a substantial improvement (2009=61.6%; 2010=88.3%) although still below peer (2010=97.4%) and national (2010= 95.9%). Results from ULM faculty were much higher than peer and national in the following areas: a) appropriate physical facilities to allow me to fulfill my responsibilities b) program's resources can accommodate present student enrollment, and c) physical facilities enable out-of-class interaction among administration, faculty, and students. *Recommendation: Continue to monitor library resources.*
  
  - Section IV: Role and Governance – 47.1% of ULM faculty agreed that the college effectively employs strategic planning while 52.9% of ULM faculty agreed that the college requested their input during the development of the current strategic plan (up from 33.3% last year). While both of these are comparable to peer and national percentages, it was felt that improvement could be made in these areas. *Recommendation: Dr. Gina Biglane, Assistant Dean – Monroe and past MPA Committee Chair, offered to contact respective parties involved with writing the original plan and to collect updates. This is a critical process in determining where we are related to our goals and objectives and how those relate to ULM during this time*

*of transition to a new president. The plan will be updated and presented to faculty for input at the January retreat.*

- Section V: Faculty Development – Faculty (55.9%) reported receiving adequate guidance on career development (down from 71.8% last year). Only 35.3% of faculty reported having funds available to support faculty development. This was also down from last year (48.8%). Both of these areas are of concern since national trend data increased over the past three years. Availability of programs for non-practice faculty to orient them to the pharmacy profession showed improvements, although still low, and in line with the national average. *Recommendation: These items be added to the above mentioned supplemental faculty survey or focus group for clarification.*
- ULM, peer, and national percentages are comparable (low) on program availability for non-practice faculty to orient them to the pharmacy profession and professional education. *Recommendation: Noted that this issue is already being addressed by the faculty development committee.*
- Section VI: Curriculum, Teaching, and Assessment - A decrease was seen in the area of clear organization and structure of the curriculum (2009=84.6%; 2010=76.5%). The committee suggested that this may be due to dual curricula (PHAR and PHRD). An upward trend continues for the use of programmatic assessment data to improve the curriculum (82.4% for 2010). Faculty agreed that the ULM Pharm D program prepares students to search the health sciences literature (85.3%); evaluate the health sciences literature (82.4%); and demonstrate expertise in the area of informatics (76.4%), an increase in each from last year. *Recommendation: None.*
- Section VII: Developing and Supervising Students – Faculty agree that the college provides an environment and culture that promotes professional behavior among students, faculty, administrators, preceptors, and staff (94.1%). Faculty also agree that the college effectively manages professional misconduct by students (88.3%) and poor academic performance of students (85.3%). These two items have been consistently higher than peer and national percentages over the past three years. *Recommendation: None.*
- Section VIII: Academic Rules – Faculty agreed that their proportion of time spent teaching (94.1%), research (85.3%) and service (94.1%) is appropriate. However, the proportion of time spent on clinical service (55.9%) showed a decline from 2009 (61.6%). The committee was reminded that for academic year 2008-09 the clinical department was at full staff. *Recommendation: None.*



The CQI Connection, No. 79, November 3, 2010  
ULM College of Pharmacy

### **Staying connected through continuous quality improvement**

*Sunset at my house on Lake D'Arbonne. I will not see this for a while due to the time change this weekend. Maybe I should make a poster for my office.*

- ❖ **Baton Rouge Open House.** Our Baton Rouge faculty are hosting an open house on Friday, November 12<sup>th</sup> from 5:00-7:00. If you've never seen the ULM College of Pharmacy Baton Rouge campus, this would be a great opportunity to see the facility and visit with our Baton Rouge family. For more information, please contact Assistant Dean, Dr. Mary Lewis, or Administrative Assistant, Kim Doughty. Baton Rouge faculty members are Drs. Alexis Horace, Brice Mohundro, Susan Sirmans, Jennifer Smith, and Blair Wilbert.
- ❖ **Faculty/Staff Development Opportunity.** A 60-minute webinar for those interested in working with Excel 2007 PivotTables is scheduled for Thursday, November 11 from 12:00 - 1:00 in Bienville 110. Excel's PivotTables feature is one of the most powerful, yet least used features in Excel. Excel expert Melissa Esquibel will demonstrate numerous features and shortcuts that will save you time and allow you to make better, more informed decisions. Discover crucial PivotTables techniques, save time analyzing data, format your PivotTable report to make effective decisions, verify accuracy of your data, learn tricks to use PivotTables to validate proposals and display vital statistics. Registration fees have already been paid and there is nothing for you to do except attend. Shreveport and Baton Rouge faculty and staff may also join us via distance and participate in the webinar.
- ❖ **AACP Graduating Student Survey Results.** The Mission, Planning, and Assessment (MPA) Committee, Dr. Roxie Stewart Chair, has forwarded the following recommendations to Dean Blaylock. These recommendations are the result of the committee's evaluation of data collected via the annual AACP Graduating Student Survey. Percentages below are combined agree and strongly agree responses with 25 of 70 students responding. The committee conducted a trend analysis for years 2007-2010 and also compared each survey item to national and peer data. Only items noted in MPA Committee meeting minutes are included here. The complete report will be posted to the COP website in the MPA section.

- Section I: Professional Competencies/Outcomes –100% of ULM respondents agreed that the Pharm D program prepared them to communicate with patients and caregivers; gather and use specific information; develop a patient care plan to manage each medication-related problem; and work with the health care team. Documentation of pharmaceutical care activities dropped from 96% to 88% (ULM). A decrease was also noted in peer data. Preparation of students to interpret economic data relevant to treatment of disease showed a downward three-year trend (79%-2008, 70%-2009, 68%-2010), approximately 10% lower than peer and national data. A three-year downward trend was also noted in student preparation of identifying and using risk reduction strategies to minimize medication errors. (92.5%-2008, 84%-2009, 76%-2010). These numbers fall below peer and national data. Student preparation to evaluate health sciences literature increased from 86% (2009) to 100% (2010). *Committee notes that the new curriculum requires students to document SOAP notes and pharmaceutical care plans in ILS-I. SOAP notes are reinforced in subsequent sequences. The new curriculum also addresses interpretation of economic data during the P3 year. The committee will provide data to Curriculum Committee to assure the area “identifying and using risk reduction strategies to minimize medication errors” is addressed in the new curriculum.*
- Section II: Doctor of Pharmacy Curriculum –84% of ULM respondents agreed that course loads were reasonable, up from 82% in 2009, and 76.8% in 2007. *No recommendations.*
- Section III: Pharmacy Practice Experiences – Data were overwhelmingly positive for ULM, surpassing peer and national in most categories. *No recommendations.*
- Section IV: Student Services – An increase was seen with academic advising meeting students needs. 76% of students did not comment on tutoring services. *No recommendations.*
- Section V: The Student Experience – The college provided timely information about news, events and important matters within the college of pharmacy (88%-2010; up from 74%-2009). Information made available to students about educational opportunities (residencies, fellowships, graduate school) declined from last year (94%-2009, 80%-2010), and fell below peer (94.5%) and national (91.3%). Sixty percent of respondents felt that the college’s administration responded to problems and issues of concern to the student body (Peer – 84.2%; National - 81.6%). 84% of students felt that the college was welcoming to students with diverse backgrounds. This is slightly down from 2009 and is below peer (94.8%) and national (94.5%). Only 76% of students felt that the admissions process for the college of pharmacy was well organized. This was comparable to 2009 (74%) but is below peer (92.7%) and national (89.4%). The college of pharmacy made use of a variety of means (e.g., course evaluations, student surveys, focus groups, meetings with administrative leaders) to obtain student perspectives on curriculum, student services, faculty/student relationships and other aspects of the program. This item increased from 76.8% in 2007 to 84% in 2009 but decreased to 80% in 2010. 88% of students agreed that faculty, administrators, and staff were committed to serving as positive role models for students. This was an improvement from 74% in 2009. 100% of students agreed that, overall, preceptors modeled professional attributes and behaviors in the pharmacy practice experience and provided the student with individualized instruction, guidance, and evaluation that met their needs as a Doctor of Pharmacy student. All respondents were aware of expected behaviors with respect to professional and academic conduct. Students reported that the college of pharmacy effectively managed academic (68%) and professional (60%) misconduct by students. Respondents (76%) agreed that the college’s administration and faculty encouraged them to participate in regional, state, or national pharmacy meetings. Peer reported 92.3% and National reported 90.7%. An increase was seen from 50% (2009) to 72% (2010) in student awareness of opportunities to participate in research activities with faculty. This increase puts ULM in line with peer and national data. *Committee notes that the new curriculum addresses educational opportunities in the Introduction to Pharmacy course. In addition, a new elective on Pharmacy Career Development will be implemented. Improvements can be made in the area of letting students know what is being done (focus groups; course evaluations, student surveys,*

*meetings with administrative leaders, etc). Although each of these tools are being used for assessment, better communication of issues addressed needs to be implemented. For the diversity issue, the number of minority admissions has increased and diversity training is included in Boot Camp, which may help all students feel more welcomed and provide an opportunity to meet others prior to the beginning of school. Improvements in the area of admissions have already been implemented through utilization of PharmCAS. The committee recommends that Dr. Lawrence communicate results of assessments to students via including them in the CQI Connection distribution channel.*

- Section VI: Facilities, Experiential Sites and Educational Resources – During pharmacy practice experiences, students agreed (92%) to having access to educational resources. This is up from 88% (2009) and 76.8% (2007). *No recommendations.*
- Section VII: Overall Impressions – Improvements were made from last year in the following areas, putting ULM in line with peer and national data. Students reported that if they were starting their college career over again, they would choose to study pharmacy (88%). If they were starting their pharmacy program over again, they would choose the same college of pharmacy (80%), and they would recommend a career in pharmacy to a friend or relative (88%).
- ❖ **Boot Camp Assessment.** The MPA Committee reviewed the Boot Camp survey results collected by Dr. Michelle Zagar, Chair of the Curriculum Committee. MPA Committee had no additional suggestions and endorses the CQI recommendations of *adding a lab experience and deleting the Sylvan presentation.*



The CQI Connection, No. 80, November 17, 2010  
ULM College of Pharmacy

### **Staying connected through continuous quality improvement**

*Thank you to those who participated in the Open House at the ULM College of Pharmacy Baton Rouge campus on November 12<sup>th</sup>. Joining Dr. Mary Gauthier-Lewis, Clinical and Administrative Sciences Assistant Dean for the Baton Rouge campus, are ULM President, Dr. Nick Bruno, ULM Vice President for Student Affairs, Dr. Wayne Brumfield, and Clinical Assistant Professor, Dr. Blair Wilbert.*

- ❖ **Fall 2010 Course/Instructor Evaluations.** Dr. Eric Pani, Associate Provost, has officially opened the ULM course evaluation system for Fall 2010 courses. Please encourage students to complete the evaluations. An e-mail request has been sent to all students but your encouragement will help the response rate.
- ❖ **North American Pharmacist Licensure Examination (NAPLEX) Results.** For the May 1-August 31, 2010 period, ULM College of Pharmacy first-time candidates had a passing rate of 95.52% compared to a national passing rate of 95.31% and a state passing rate of 84.15%. (No ULM candidates took the exam in the Jan 1 – April 30 period.)
- ❖ **Student Council CQI.** The Pharmacy Student Council promotes organizational activities and provides an official voice for student opinion within the College of Pharmacy. The council contains representatives from each class and presidents of recognized organizations within the college. The council oversees student events including social functions and elections and reviews all student fundraisers and professional development programs. As a part of their continuous quality improvement efforts, the Student Council provides an electronic suggestion box for students to make recommendations for improvements. Student Council President, Mr. Dan Newsom, recently sent an email to all students with a link to the site. One improvement implemented was the installation of digital clocks on class podiums for professors to determine the official start and stop times for class. A future improvement is built-in electrical outlets in classrooms for students' laptops thus eliminating extension cord

clutter. An improvement implemented by the Office of Student and Professional Affairs is the relocation of the individual student testing area to a quiet zone on the second floor.

- ❖ **ACCP Preceptor Survey Results.** The Mission, Planning, and Assessment (MPA) Committee, Dr. Roxie Stewart Chair, reviewed results of the 2010 ACCP Preceptor Survey and summarized their findings below. Percentages are combined agree and strongly agree responses with 56 of 290 preceptors responding. The committee conducted a trend analysis for years 2007-2010 and also compared each survey item to national and peer data. The committee had no specific recommendations for improvement considering ULM scored at or above national and peer averages. Only items noted in MPA Committee meeting minutes are included here. The complete report will be posted to the COP website in the MPA section.
- Section I. Demographics.
- Section II: Communication – ULM was above peer and national averages in all categories.
- Section III: Curriculum – ULM was above national and peer averages for the following items related to *The Pharm D Curriculum prepares students to...*
  - effectively manage a patient-centered pharmacy practice.
  - develop disease management programs.
  - manage the system of medication use.
  - promote the availability of health promotion and disease prevention initiatives.
  - demonstrate expertise in the area of informatics.
  - apply state and federal laws and regulations to the practice of pharmacy.
  - maintain professional competence.
- Section IV. Resources/Support.
  - Excluding the “unable to comment” responses, ULM was at or above national and peer averages in all items related to resources and support.





*The CQI Connection, No. 81, December 16, 2010  
ULM College of Pharmacy*

*Staying connected through continuous quality improvement*

*Results of the 2010 employer survey are below. Enjoy the holidays, Merry Christmas, and Happy New Year.*

1. How do our graduates perform in providing comprehensive patient specific pharmaceutical care?

Including but not limited to:

- Evaluating the appropriateness of a given prescription or medication order based on patient and disease-specific factors.
- Identifying patient signs and symptoms amenable to self-treatment and identify contraindication to self-treatment. (OTC info)
- Determining the appropriate action needed for a specific patient and their signs and symptoms.
- Compounding and/or dispensing the most optimal formulation for drug delivery consistent with patient needs and in harmony with the law.
- Documenting all activities involved with the provision of comprehensive patient specific pharmaceutical care.

[33%] Excellent [67%] Very Good [ ] Good [ ] Fair [ ] Poor [ ] Don't Know

2. How effectively do our graduates communicate in the healthcare setting?

Including but not limited to:

- Counseling and educating patients regarding medication use, disease-state management, and health maintenance.
- Collaborating with other healthcare professionals using appropriate effective communication in both written and oral form.
- Uses terminology appropriate to the patient's level of understanding and interaction to confirm understanding

[33%] Excellent [67%] Very Good [ ] Good [ ] Fair [ ] Poor [ ] Don't Know

3. How appropriately do our graduates manage and use resources of the health care system?

Including but not limited to:

- Applying patient and population specific data, quality assurance strategies, and research processes to assure that medication use systems minimize drug misadventures and optimize patient outcomes.
- Comparing and contrasting different third-party systems as well as evaluating for pharmacy acceptance.
- Determining and implementing appropriate inventory control methods.
- Developing workflow models to enhance resource utilization.

[34%] Excellent [33%] Very Good [33%] Good [ ] Fair [ ] Poor [ ] Don't Know

4. How well do our graduates identify, interpret, and evaluate literature needed for the provision of drug information and pharmaceutical care?

Including but not limited to:

- Distinguishing among lay, professional, and scientific literature and evaluating the quality of information obtained.
- Assessing the potential impact and implication of published information on current practices.
- Selecting best available resources for obtaining drug information in a timely fashion.

[67%] Excellent [33%] Very Good [ ] Good [ ] Fair [ ] Poor [ ] Don't Know

5. How well do our graduates promote health improvement and self-care?

Including but not limited to:

- Promoting/participating in effective health and disease prevention services as part of patient or population specific care.
- Collaborating with policy makers, health care providers, members of the community and administrative and support personnel to identify and resolve health problems and evaluate health policy

[33%] Excellent [67%] Very Good [ ] Good [ ] Fair [ ] Poor [ ] Don't Know

6. How would you rank our graduates' critical thinking skills?

Including but not limited to:

- Displaying habits, attitudes, and values associated with mature critical thinking.
- Identifying, retrieving, understanding, analyzing, synthesizing, and evaluating information needed to make informed, rational, and ethical decisions.
- Solving complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.

[67%] Excellent [33%] Very Good [ ] Good [ ] Fair [ ] Poor [ ] Don't Know

7. How would you rank our graduates related to the manner in which they demonstrate appropriate interpersonal, professional and ethical behaviors?

Including but not limited to:

- Maintaining professional competence
- Identifying, analyzing, and resolving ethical problems involved in pharmacy practice
- Collaborating proactively with other health care professionals
- Practicing in a manner that is consistent with state and federal laws and regulations
- Demonstrating appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members

[67%] Excellent [ ] Very Good [33%] Good [ ] Fair [ ] Poor [ ] Don't Know

8. How do our graduates perform in the area of dispensing/filling prescriptions?

[33%] Excellent [34%] Very Good [33%] Good [ ] Fair [ ] Poor [ ] Don't Know

*A comparison to 2008 employer survey results indicates improvement in each area and maintained excellence in comprehensive patient care. Top strengths of ULM graduates were knowledge of medications and professionalism.*