

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

CQI CONNECTION 2009





The CQI Connection, No. 44, January 22, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

Back by popular demand, the CQI Connection will continue to provide periodic updates of assessment activities, outcomes research, and faculty development.

- ❖ **Peer Teaching Evaluation:** At the January retreat an assignment sheet for spring teaching evaluations was distributed. Due to feedback from faculty, the plan has been revised. Instead of evaluating everyone, the spring semester will be used to validate the new peer teaching evaluation tool presented by the Mission, Planning, and Assessment Committee. To do this, a random sample of faculty with random assignment will be used. Faculty who are selected to participate will be contacted. If you have already contacted your evaluator and want to continue with the evaluation process, please feel free to do so. I would appreciate hearing from you any concerns about the new peer teaching evaluation form.
- ❖ **Online Course Evaluations:** Students' comments concerning courses and instructors are available at the ULM website, https://webservices.ulm.edu/EES/reports/faculty_login.php. Unfortunately, numeric data are not available at this time; all courses show that no students participated in the numeric portion of the evaluation. We notified the Computing Center of this problem. Considering the number of comments received, I feel sure that students also completed the quantitative portion of the evaluation.
- ❖ **Office of Assessment:** We are moving our office to the first floor of Bienville. The Office of Outcomes Research and Evaluation (Medicaid unit) has an opportunity to expand their program which benefits the College of Pharmacy through increased indirect cost funding. This expansion will utilize the current assessment office and Libby and I will relocate to the Office of Student and Professional Affairs, Bienville 176. Jayesh Parmar, our graduate assistant, will relocate within the Office of Outcomes Research, Bienville 270. The scantron reader will be relocated to Student Affairs.
- ❖ **Faculty Development:** We have renewed our subscription to *Education Scholar* for those who have participated for faculty development. Please contact Dr. Susan Sirmans, Director of Faculty Development, if you have any questions. The books associated with *Education Scholar* are being relocated to the Drug Information Center, Bienville 130. A sign-out sheet will be provided. (Reminder, each campus has a set of books.)



*The CQI Connection, No. 45, February 12, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research*

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Happy ULM Valentines Week!!!

❖ Faculty Development Reminders:

- February Mentor/Mentee Roundtable

Will be held Wednesday, February 25th in Bienville 110 from 1:30-3:30

- March Faculty Activities Database

- April Electronic Student Portfolios Dr. Thilla Sivakumaran
Asst. Dean of Assessment
ULM College of Education

- May Psychometrics
Effective testing strategies (Invited biostatistician-TBD)

❖ **Online Course Evaluations:** Students' comments concerning courses and instructors are available at ULM website, https://webservices.ulm.edu/EES/reports/faculty_login.php.

❖ **Academic Calendar:** Dr. Roxie Stewart noticed that the link for academic calendars for Fall 2009 and Spring 2010 are now posted. This may be useful to anyone involved in planning classes for the new curriculum, <http://www.ulm.edu/academicaffairs/calendar0910.pdf>.

❖ **Congratulations to Dr. Justin Sherman:** Announced by Dean Leader earlier this week, Dr. Justin Sherman will serve as Interim Dean of Academic Affairs. The College of Pharmacy's organizational structure has been changed to reflect a new reporting structure. You may find the COP Organizational Chart at <http://www.ulm.edu/pharmacy/admin/0809orgchart.pdf>.

- ❖ **“Low-Sugar” Showcase:** Students really need your help with their upcoming public service event. All College of Pharmacy faculty (clinical, basic pharmaceutical sciences, toxicology, and administrative sciences) are needed to help with the program. Students have one and two hour slots to fill so you do not have to commit to the entire day. Please show your support for these students who are putting action into their education.

The showcase will take place at the Monroe Civic Center on Saturday, Feb. 28, from 10:00 a.m. to 4:00 p.m. The event will feature area Twin-City restaurants displaying and sampling diabetic-friendly food options. Local pharmacists, dieticians, and other health care providers will also be available to answer questions about medication use and to inform the community about available diabetic resources.

For more information about the “Low-Sugar Showcase,” go to COP website, <http://www.ulm.edu/pharmacy/low sugar.html> .



Happy Mardi Gras!!!

The CQI Connection, No. 46, February 18, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

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❖ **Faculty Development Reminder:**

*Mentor/Mentee Roundtable
Wednesday, February 25th
Bienville 110
1:30-2:30*

Baton Rouge and Shreveport connections will be provided.

(Time for this program has been shortened for those planning to attend Provost Richters' promotion and tenure presentation at 3:00 in the media room on the 6th floor of the ULM Library. He has been invited to do the same presentation in March from the Bienville building so that Shreveport and Baton Rouge faculty may participate.)

- ❖ **Scantron Reader:** For those who missed the announcement, Margo Reader has moved to the Office of Student and Professional Affairs with Libby Smith, Administrative Assistant for the Office of Assessment. Please touch base with Libby when you plan to have a test graded; she likes to make sure she is available to return your results to you as quickly as possible.
- ❖ **"Low-Sugar" Showcase:** Students really need your help with their upcoming public service event. All College of Pharmacy faculty (clinical, basic pharmaceutical sciences, toxicology, and administrative sciences) are invited to help with the program. Students have several one

and two hour slots to fill. Please show your support for these students who are putting action into their education.

The showcase will take place at the Monroe Civic Center on Saturday, Feb. 28, from 10:00 a.m. to 4:00 p.m. The event will feature area restaurants displaying and sampling diabetic-friendly food options. Local pharmacists, dieticians, and other health care providers will also be available to answer questions about medication use and to inform the community about available diabetic resources.



*The CQI Connection, No. 47, February 25, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research*

Staying connected through continuous quality improvement

Please read this very important message concerning ULM's Quality Enhancement Plan, also known as the QEP.

- ❖ *Quality Enhancement Plan (QEP):* The purpose of the QEP is to improve student learning through course redesign. This redesign reconceptualizes course delivery so that student learning is more interactive and employs multiple delivery models, is more uniform across sections of core courses, and is more tightly integrated with students' technological skills.
- ❖ The learning goals for the QEP constitute improved proficiency in written communication, increased understanding and application of quantitative concepts and methods, and additional emphasis on the synthesis of concepts, data, and skills that demonstrate critical thinking.
- ❖ Over the next five years, The QEP Steering Committee will oversee many activities connected to QEP implementation, including sending faculty cohorts to the National Center of Academic Transformation (NCAT) Conference for training and information on course redesign, supporting peer seminars on course redesign and delivery options, and retrieving and analyzing data on student learning and achievement from various local and national assessments of particular course redesigns.
- ❖ Over the next five years, the SACS Leadership Team and the QEP Steering Committee hope to transform the delivery of courses to ensure that best practices and model pedagogies are incorporated into core courses, as well as to transform the culture of student learning across campus constituencies.
- ❖ If you have any questions about the QEP process, please visit [Frequently Asked Questions \(FAQs\) Web page](#) and click on the "QEP (Quality Enhancement Plan) FAQs" link on that page, or feel free to [contact our SACS 2009 liaisons](#).
- ❖ You may also wish to preview a PowerPoint presentation by Dr. Jeffrey Cass about the QEP and Reaffirmation.

❖ Download as PowerPoint file (485 KB file size)	❖ View in Browser	❖ Download as PDF file (47 KB file size)
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The CQI Connection, No. 48, March 11, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

Let's get excited about faculty development opportunities!

- ❖ Provost Stephen Richters will present a program on tenure and promotion on **Monday, March 16th from 12:00-1:30 in Bienville 110**. Baton Rouge and Shreveport will be connected. This is an interactive workshop and Dr. Richters will answer questions concerning faculty portfolios and what is required for ULM's tenure and promotion process.
- ❖ Please take advantage of *Education Scholar* by contacting Dr. Susan Sirmans, Director of Faculty Development. Books accompanying *Education Scholar* are located in my office in Student Affairs. If you would like to checkout one of these books, please contact Libby Smith at lismith@ulm.edu and she will have the book ready for you to pick up. Baton Rouge and Shreveport faculty have the same books available in their offices. Books included in the series are:
 - 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
- ❖ Please remember to enter your accomplishments in the Faculty Activities Database (FAD) at <http://www.ulm.edu/fad>. We are preparing a new annual report format that will utilize FAD data so that you do not have to re-enter information for your annual report. This will make our reporting process more streamlined and efficient. Dr. Eric Pani, Associate Provost, will conduct a workshop on FAD in April to demonstrate the benefits of this program.
- ❖ Dr. Ann Wicker has pointed out that we have a new *Internal Review Board Request for Review* form for projects using human subjects. It is attached to this e-mail. ([IBR Request](#))
- ❖ Reminder: Rick Guerrero, ULM Bookstore General Manager, will be holding a training session on the new textbook adoption system. It will be in **Bienville 110, Friday, March 13, 11:00-11:30**. Offsite faculty may attend this training session from the following locations:

Baton Rouge – conference room
Shreveport – classroom



*The CQI Connection, No. 49, April 1, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research*

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❖ **Upcoming Faculty Development Workshops: Please mark your calendars.**

- *Faculty Activities Database
Everything you wanted to know about FAD but were afraid to ask
Dr. Eric Pani, ULM Associate Provost
2:00 – 4:00
Thursday, April 23rd
Bienville 110*
- *Improving test questions; a 10 point checklist
Dr. Lynn Clark, Assistant Professor
ULM College of Education & Human Development
Curriculum & Instruction
Tuesday, May 19th
Time and Location: TBA*

❖ **Admissions Update:** As of March 31, we have an applicant pool of 280 students. (There were a few more downloads from PharmCAS after the March 2 deadline.) The Admissions Committee, under the leadership of Chairman Dr. Keith Jackson, has been meeting periodically to review applicant folders and interview results. The committee recommends students for interview and then for admission. Their recommendations are forwarded to Dean Leader who makes the final decision for admission. As of this date, 34 students have accepted admission, 31 recently interviewed applicants are being recommended for admission; and up to 42 additional applicants may be interviewed.

❖ **AACP Institutional Research Report:** There are 112 US colleges and schools of pharmacy with accredited professional degree programs. The number of students who applied to these programs increased last year (06-07 to 07-08) by 6.17%. The ULM College of Pharmacy's number of applications increased by 8.04%, above the national average. While many programs experienced decreases in applications, Mississippi (-45.02%); Auburn (-2.72%); Kentucky (-8.57%); Oklahoma (-27.34%) and South Carolina (-12.44%), ULM experienced an increase even with the transition to a three year pre-pharmacy requirement. The Mission, Planning, and Assessment Committee is currently developing a survey of pre-pharmacy students in our targeted recruitment areas to determine factors contributing to a student's decision to apply to the ULM College of Pharmacy. Keeping with the CQI theme, we are doing great but we can always do better.



The CQI Connection, No. 50, April 9, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

- ❖ **Faculty Development:** The workshop on Faculty Activities Database (FAD) scheduled for April 23rd is being rescheduled at the request of Dr. Pani. The workshop will now be on Thursday, April 30th from 2:00-4:00 in B170.
- ❖ **Active Learning; Creating Excitement in the Classroom:** One of the goals of Ryan Lassabe, a P4 student who completed an academic rotation with me, was to learn more about making the classroom more exciting. I assigned the book titled above and written by Charles C. Bonwell and James A. Eison from our *Education Scholar* series. Below is what he learned from the book.
 - Active Learning (AL) – Must read, write, discuss, or be engaged, in problem solving and use a higher order of thinking than memorization. There is no one standard definition but involvement means more than just listening, paying attention, and being alert.
 - Active Learning can be low risk, low cost with high reward.
 - A student’s interest peaks 10 – 15 minutes into a lecture.
 - Lecturers can perform a self- test to determine if AL techniques are being used: Does the teacher view learning as a verb or as a noun.
 - Two most important lecturer traits: 1) Enthusiasm 2) Organizational skills.

- The worst traits: Not seeing students as individuals, using sarcasm, preoccupation, being defensive, and inconsistency.
- Learning students' names can help greatly.
- Using a little controversy constructively can greatly enhance attention from students.

Barriers most often mentioned for AL:

- 1) Tradition
- 2) Self definition of roles
- 3) Anxiety of change
- 4) Limited incentive
- 5) Available time
- 6) Increase lecture preparation time
- 7) Large classes
- 8) Limited materials, equipment, resources
- 9) Risk – The largest barrier. Will the students accept the change and be willing to participate?

Active Learning Techniques:

- 1) Pausing -- A two minute pause to consolidate notes 2 to 3 times per lecture
- 2) Feedback lecture – Two mini lectures separated by a small study session built around a study guide
- 3) Guided Lecture – 20 to 30 minute presentation w/o notes with 5 minute writing session and then time in groups clarifying information
- 4) Student Generated Questions – Open-ended student generated questions on anything in the course once per week
- 5) Reading out loud during class time
- 6) Writing in class at the end of a lecture to consolidate what was learned
- 7) Visual-based learning – Best as an adjunct to add emotion not as a whole lecture.
- 8) Problem solving, two types: A) Case studies B) Guided design
- 9) Using Drama – Role playing, Simulations, Games
- 10) Peer teaching
- 11) Debates



The CQI Connection, No. 51, April 22, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

- ❖ **Faculty development reminder:** Faculty Activities Database (FAD) with Dr. Eric Pani is scheduled for Thursday, April 30th from 2:00-4:00 in B170.
- ❖ **New faculty development books:** The following books are available in the Office of Assessment and Outcomes Research.
 - ***What the Best College Teachers Do*** by Ken Bain, Director of the Center for Teaching Excellence at New York University. The conclusion of a fifteen-year study of nearly one hundred college professors. The short answer is – it's not what teachers do, it's the special way teachers comprehend the subject and value human learning.
 - ***Leaving the Lectern*** by Dean A. McManus. The story of how one professor at a research university used a form of active learning to change the way he taught – from traditional lecture and examinations to cooperative learning and student projects.
 - ***Developing Outcomes-based Assessment for Learner-centered Education*** by Amy Driscoll and Swarup Wood. Empowers faculty to develop and maintain assessment by articulating the learning outcomes and evidence of learning appropriate for their courses and programs.
 - ***Re-visioning Professional Education: An Orientation to Teaching*** by Thomas D. Zlatic, PhD. Starts with the professional nature of teaching, defines critical thinking within professional contexts, and includes using assessment to structure learning.

- ***Engaging Large Classes: Strategies and Techniques for College Faculty*** by Christine A. Stanley and M. Erin Porter. Shares insights into and strategies for using classroom technology, active learning, collaborative learning, and innovative techniques such as academic controversies in the classroom.
 - ***Team-Based Learning for Health Professions Education*** by Michaelson, Parmelee, McMahon, and Levine. A guide for using small groups for improving learning.
- ❖ **Reminders about scantron grading.** As we approach final exams, please review the following procedures for submitting scantrons for grading to the Office of Assessment and Outcomes Research.
- *Use COP scantron forms and No. 2 pencils.*
 - *Contact Libby Smith at lismith@ulm.edu or at 3487 for scantrons and a **grading request form**. These may be picked up in the Office of Assessment and Outcomes Research in Bienville 176.*
 - *Make sure students put their name, CWID, and fill-in bubbles. Forms without ID numbers bubbled cannot be graded.*
 - *The official **COP grading request form** must be completed and submitted with scantrons before they will be processed. This includes a correct count of the number of scantrons.*
 - *Turn all forms the same direction so they can be inserted directly into the scantron reader without stopping the system.*
 - *If you plan to incorporate LXR*TEST software and/or use various weights for questions, please provide a answer key and a weight key.*

Following these procedures will assure that grades are returned as promptly as possible. This is also critical to process tests efficiently during finals. Failure to provide an accurate count, submit a completed request form, or follow these procedures will delay your grade report.

*I encourage you to provide me with feedback as you use the grading service so that we can continue to meet your needs.
Thank you*



*The CQI Connection, No. 52, May 6, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research*

Staying connected through continuous quality improvement

Our pharmacy students are a great catch. Results of the 2008 employer survey are below. Above is Cale Blake, grandson of Dr. Sandy and John Blake. Dr. Blake is the Director of our Outcomes Research and Evaluation Unit for the College of Pharmacy.

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.

[42%] Excellent [33%] Very Good [17%] Good [] Fair [] Poor [8%] 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

[42%] Excellent [42%] Very Good [8%] Good [] Fair [] Poor [8%] 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.

[33%] Excellent [42%] Very Good [8%] Good [] Fair [] Poor [17%] 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.

[42%] Excellent [33%] Very Good [8%] Good [] Fair [] Poor [17%] 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

[36%] Excellent [55%] Very Good [] Good [] Fair [] Poor [9%] 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.

[36%] Excellent [46%] Very Good [9%] Good [] Fair [] Poor [9%] Don't Know

A comparison to 2007 employer survey results indicates improvement in each area and maintained excellence in comprehensive patient care. Top strengths of ULM graduates were knowledge, professional demeanor, communication skills, and enthusiasm for profession. Weaknesses were relocation availability, student to manager transition, and time management.

Thank you for reading the CQI Connection.

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*The CQI Connection, No. 53, May 13, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research*

Staying connected through continuous quality improvement

“We are all in this together” is the theme for this week’s CQI Connection. The Office of Assessment and Outcomes Research monitors CQI initiatives within the College of Pharmacy and keeps you updated via the CQI Connection. Here are a few things happening to improve our college of pharmacy.

- ❖ **AACP surveys** – COP Faculty have receive the annual AACP/ACPE/ULM COP faculty survey. Please take a few minutes to complete this survey. Currently, 35 of 66 (53%) of faculty members have submitted this survey; 28 faculty members have not started the survey and 3 are in-progress. Please make sure you click on the submit button when you complete the survey. Your feedback is very important to us so please take a few minutes and complete this survey.
- ❖ **Student, Preceptor, and Alumni Surveys** - In addition to the faculty survey, we are participating in AACP’s surveys for graduating seniors, for preceptors, and for alumni. Ninety graduating seniors were sent surveys; 339 preceptors were sent surveys; and 73 alumni were sent surveys. The results of these surveys are being compiled for trend analysis in addition to being evaluated each year by the Mission, Planning, and Assessment (MPA) Committee.
- ❖ **Focus Groups** – P1, P2, P3 and P4 focus groups were held during the last few weeks of the semester. Results of the focus groups have been analyzed by the MPA Committee with recommendations forwarded to Dean Leader. These results will be posted to the COP website at <http://www.ulm.edu/pharmacy/mpa/07studentfocus.pdf> . Currently, 2007 focus group results are posted.

- ❖ **MPA Committee Recommendations** – Minutes of the MPA Committee, Dr. Gina Biglane Chair, are posted at <http://www.ulm.edu/pharmacy/committeeminutes.html> . Recommendations from the April 27th committee meeting will be sent to Dean Leader for approval for implementation. They include P4 progression exam issues, procedures for course review for courses with >5% non-progression, focus group results, faculty activity database adoption, and implementation of a LXR-Test software pilot team.
- ❖ **Faculty Development** – The Faculty Development Committee, Dr. Scott Baggarly Chair, continues monthly faculty development programs with this month's **How to Improve Test Questions and Design Effective Tests** by Dr. Lynn Clark, Ph.D. in Curriculum and Instruction from Indiana University and Assistant Professor in the ULM College of Education and Human Development, Department of Curriculum and Instruction. The seminar is Tuesday, May 19, 1:00 – 5:00 p.m., Monroe Campus Bienville 110; Shreveport Campus Conference Room; and Baton Rouge Campus Classroom. Program topics include writing effective test questions, analyzing distracters as a method of formative assessment, developing test objectives, and testing basic knowledge and higher order learning by incorporating multiple levels of Bloom's taxonomy in test design. For next month, a program for adding signature assessments using electronic student portfolios is being planned.
- ❖ **Education Scholar** – Dr. Susan Sirmans, Director of Faculty Development, has been enrolling faculty in the Education Scholar series. If you are interested, please contact Dr. Sirmans at sirmans@ulm.edu.
- ❖ **Barracuda Spam Blocker** – At this past month's faculty development program with Dr. Pani, he showed us the ULM electronic portal that gives you access to ULM systems such as Zimbra, Moodle, FlightPath, and Arrow within one site, <https://my.ulm.edu/uPortal/render.userLayoutRootNode.uP>. Once you login, you can go between systems without additional logins. You can also check the ULM spam blocker for your missing e-mails. Many times your e-mails end up in this website, <https://mailgw.ulm.edu/cgi-bin/index.cgi> . The way to handle this is to periodically check the spam firewall. You also may want to change your "PREFERENCES" to automatically notify you when an e-mail has been stopped by the firewall. You will receive an e-mail detailing the e-mail stopped and you can choose to deliver it, white-list it, or deliver it. Messages older than 14 days are automatically deleted from the spam firewall.

Hope you have enjoyed these CQI Connection tips and updates. If you have implemented CQI in your teaching/research/service mission, please let me know and I will include your improvement in the CQI Connection.

Thank you and have a safe and wonderful semester break.



*The CQI Connection, No. 54, May 20, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research*

Staying connected through continuous quality improvement

Below is a recap of the faculty development activities for this academic year. Dr. Scott Baggaly, Chair of the Faculty Development Committee, the Faculty Development Committee, and Dr. Susan Sirmans, Faculty Development Director, have done an outstanding job developing and delivering these programs. You may also find this recap helpful as you complete your annual progress report. These programs may also be entered into FAD, the ULM Faculty Activities Database. Special thank you to Dr. Roy Parish, Dr. Susan Sirmans, Dr. Rene Hearn, Provost Stephen Richters, Associate Provost Eric Pani, Dr. Lynn Clark, and Dr. Thillainataraja Sivakumaran for making these programs possible. We are also excited that we reached our goal of monthly faculty development programs.

- July 3: Dr. Parish: Ordinal Data, Wilcoxon tests, and nonparametric ANOVA
"Do Pharmacy School Faculty Wear the Best Neckties?"
- July 10: Dr. Parish: Continuous numeric data and the t-tests
"W.H. Gossett and Guinness' Stout"
- July 31: Dr. Parish: Continuous numeric data and more than two factor levels: ANOVA
"Quien es mas macho – Senior Lamas, o Senior Montalban, o el Profesor?"
- August: TLRC Programs during University Week
- Sept 11: Dr. Parish: Linear Regression "Shoe Size Related to Performance on Standardized Tests: Is the Sasquatch the End Product of Evolution?"

Oct 2: Dr. Parish: Survival Analysis

Nov 24: Dr. Sirmans: Faculty Incivility

Dec 15: Rene Hearn: Finding Funding Opportunities

January: TLRC Programs during University Week

Feb 25: Dr. Sirmans: Mentor/Mentee Roundtable

Mar 16: Provost Richters: Promotion and Tenure

April 30: Dr. Eric Pani: Faculty Activities Database

May 19: Dr. Lynn Clark: How to Improve Test Questions and Design Effective Tests

June (TBA): Dr. Thillainataraja Sivakumaran: Electronic Student Portfolios



The CQI Connection, No. 55, June 10, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

- ❖ **AACP Surveys:** The deadline for completing the AACP Faculty Survey is June 30th. If you have not completed the survey, your participation would be greatly appreciated. Currently, 39 faculty members have submitted their surveys, 3 are in-progress, and 23 have not started the survey. Forty-nine students (54%) of our recent graduating class have completed the AACP Graduating Senior Survey. The preceptor and alumni surveys are ongoing as well. Surveys can be accessed at <http://aacp.surveydomain.com>.
- ❖ **Faculty Development Reminder: *Electronic Student Portfolios*** by Dr. Thillainatarajan Sivakumaran will be held Tuesday, June 16 from 1:00 – 3:00 p.m. Locations are Monroe Campus, Bienville 110; Shreveport Campus, Conference Room; and Baton Rouge Campus, Classroom. Dr. Sivakumaran has a Ph.D. in Instructional Technology from the University of Tennessee and is the Assistant Dean of Assessment and Accreditation in the ULM College of Education and Human Development. He is a frequent speaker on electronic assessment techniques and other technology issues in education and has presented throughout the United States, in Canada, and in Switzerland. Program topics include features of electronic portfolios, implementing e-portfolios in the classroom, and using electronic student portfolios as assessment tools. We hope that you are available to attend.
- ❖ **Educational Outcomes:** Please use the COP Mission, Planning, and Evaluation website <http://www.ulm.edu/pharmacy/mpaedoutcomes.html> for a list of educational outcomes for your syllabi. This will facilitate the mapping of course objectives to competency outcomes.
- ❖ **Course Evaluations:** My apologies to those of you who were looking forward to receiving student feedback on your courses and teaching. Instructors of record did receive numeric data and comments. Some faculty are still wondering what happened and has it been corrected. The answer is yes. To recap, for the fall semester, the ULM Computing Center attempted to add questions at our request to the ULM standard list of questions. In the process, our numeric data were lost and could not be recovered. However, comments

were provided. For the spring semester, because the Associate Dean of Academic Affairs position was open at the time, the task of sending the complete list of faculty teaching assignments did not happen. To correct this, Dean Leader has reassigned this responsibility from the Associate Dean of Academic Affairs to the Associate Dean of Assessment and Outcomes Research. I will work with each department to ascertain a complete list of faculty participating in each course and will provide these names to the University for online evaluations and for the Faculty Activities Database. I thank you for your patience.



*The CQI Connection, No. 56, July 1, 2009
ULM College of Pharmacy
Office of Assessment and Outcomes Research*

Staying connected through continuous quality improvement

HAPPY INDEPENDENCE DAY!!!!!!!

Attached to this e-mail are the results of the 2009 Pharmacy Curriculum Outcomes Assessment[®] (PCOA[®]) provided by the National Association of Boards of Pharmacy[®] (NABP[®]). ([pdf link](#)) The 2009 administration included 1,736 students from the following colleges of pharmacy:

Arnold & Marie Schwartz College of Pharmacy - Long Island University
Creighton University
East Tennessee State University
Jefferson School of Pharmacy
Lloyd L. Gregory School of Pharmacy - Palm Beach Atlantic University
Nesbitt School of Pharmacy - Wilkes University
North Dakota State University
Sullivan University
University of Appalachia
University of Findlay
University of Louisiana at Monroe
University of Minnesota
University of Mississippi
University of Utah
Wegmans School of Pharmacy - St. John Fisher College

Please take a few minutes to review the report which includes an explanation of the scores and a breakout by subtopics for basic biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and clinical sciences.

As a component and outcome measure of the evaluation plan suggested by the Accreditation Council for Pharmacy Education (ACPE) Standards, the PCOA:

- Has formative and summative measures
- Provides for collective analyses of findings
- Evaluates trends over time
- Includes standardized instruments and data
- Documents that the school is providing the scientific foundation necessary for achievement of the professional competencies.

The PCOA can be used for any of the following purposes:

- To measure the overall performance of pharmacy students and compare their scores to a national sample of students.
- As a tool for faculty to provide constructive feedback to students on their strengths and weaknesses.
- To document improvement in student performance after a school's curriculum has been modified or updated.
- For research and correlation studies with existing assessments such as Pharmacy College Admission Test (PCAT) scores, current grades, and future North American Pharmacist Licensure Examination® (NAPLEX®) administrations.

The PCOA is **not** designed to be used for promotion or graduation decisions but can assist in making curricular decisions as well as inferences regarding the student knowledge base within our program.



The CQI Connection, No. 57, July 22, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

Below is a faculty development opportunity. If you would like to participate, please e-mail Libby Smith at lismith@ulm.edu by Tuesday, July 28th. Arrangements will be made for faculty at each campus to participate. Please note that the program for us will be 12:00-1:00 CST.

For those of you interested in effectively using Clicker technology to increase student participation and classroom engagement, there will be a live 60-minute webinar.

"Classroom Response Systems: Utilizing Clickers in Higher Education"
Thursday, August 6, 2009 1:00 - 2:00 PM ET
<http://www.HigherEdHero.com/HX/0/2/p2KL6Bc/p2RC8H7Ni/p0e>

Clickers are a simple, easy to use wireless technology that can transform classrooms and dramatically impact the quality of teaching and learning in all

areas of academic study. How can you best implement clicker technology to effectively increase peer instruction and learning at your college? Join us for this 60-minute webinar where you and your colleagues will learn:

- ** Proven strategies for using the Classroom Response Systems
- ** Easy ways to employ Clicker technology for a huge return
- ** Clicker applications that increase student participation & attendance
- ** How to select the best clicker system & questions for your class

Live question and answer session - Have your specific questions answered

Expert Presenter:

Dr. Doug Duncan is a faculty member in the Department of Astrophysical and Planetary Sciences of the University of Colorado, and Director of Fiske Planetarium, the most active university planetarium in the US and the largest between Chicago and the Pacific coast.

** Dr. Duncan is Author of the book *Clickers in the Classroom: How to Improve Science Teaching using Classroom Response Systems*

** He also served as national Education Coordinator for the American Astronomical Society, the society which represents the 6,000 professional astronomers in the US. In that capacity he led efforts for better teaching and public communication for astronomers throughout the United States.

** Dr. Duncan has also been an astronomer on the staff of the Space Telescope Science Institute at Johns Hopkins University in Baltimore, Maryland. There he was responsible for one of the Hubble Space Telescope's original instruments.

** He and his research team currently study the composition of the oldest known stars "fossil stars" - which date back almost to the time of the Big Bang. Their discoveries have provided direct evidence of the explosive birth of our Milky Way galaxy, and shed light on conditions at the time of the Big Bang which began the universe itself.

Hosted by Higher Ed Hero, this webinar conference gives you the opportunity to add immediate, money-saving impact to your work environment that is:

FAST - No wasted time here. Get right to the heart of the matter with a 1-hour block designed to easily fit into your busy schedule.

CONVENIENT - No airlines. No travel. No time out of the office. Listen in from the comfort and convenience of your desk.

EASY - A telephone and a computer are all of the equipment you need. Just dial in, punch in your access code, and you're in. That's it. Follow along with the conference handouts provided in advance.

ACTIONABLE - Our webinar conferences provide money-saving tactics you can start using as soon as you hang up the phone.

IDEAL FOR MULTIPLE LISTENERS - Use a speakerphone and as many people as you want can listen in - at no extra cost to you. These sessions are a cost effective, time-efficient means of training Higher Education professionals and staff, and reinforcing key issues in a fresh, new manner that they will remember and act on.

AFFORDABLE - Priced at \$199, a fraction of the cost of travel and attendance fees for a lengthy, high-priced conference or seminar.



The CQI Connection, No. 58, August 19, 2009

ULM College of Pharmacy


Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

Attached is the presentation on assessment, progression, and student demographics delivered at yesterday's retreat. Several of you asked for a copy of this presentation to revisit the data and to have a copy of the presentation template.

Thank you for supporting our college's assessment initiatives and being an integral part of our continuous quality improvement.

The University of Louisiana at Monroe



**Assessment Update
August 2009**


Lesa Lawrence, Ph.D.
Associate Dean, Assessment & Outcomes Research

Gina Biglane, PharmD
Chair, Mission, Planning, and Assessment Committee

Vicki Crist, BS
Program Assessment Analyst

COLLEGE
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The University of Louisiana at Monroe




Items Reviewed

- APPE performance results
- Employer surveys
- Career fair survey
- Student demographics
- AACCP surveys
 - Faculty (60%), Student (54%)
 - Preceptor, Alumni
- NAPLEX/MJPE results

COLLEGE
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PHARMACY

The University of Louisiana at Monroe




Items Reviewed

- Progression data
- PCOA
- P1 survey
- Peer review of teaching
- Faculty Activities Database
- Focus Groups
- Courses with >5% non-progression

COLLEGE
OF
PHARMACY

The University of Louisiana at Monroe



CQI Recommendations

- Incorporation of Faculty Activities Database into annual report
- Implementation team for LXR-Test Software
- Evaluation and redesign of the peer review of teaching document
- Improve response rate for AACCP surveys
- Use 14th day class roster as official student count

COLLEGE
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CQI Recommendations

- Student Focus Groups
 - Application fees
 - Slides in Power Point
 - Public speaking opportunities prior to Forum
 - Use clickers more consistently in the classroom

COLLEGE OF PHARMACY

The University of Louisiana at Monroe

CQI Recommendations

- Electronic student portfolios
 - Need to add projects
 - Faculty need development in this area
 - Signature assessments
 - Move CV and self-assessment to faculty advising
- Boot camp
- Progression data

COLLEGE OF PHARMACY

The University of Louisiana at Monroe

NAPLEX

- <http://ulm.edu/pharmacy/mpanaplex.html>

COLLEGE OF PHARMACY

The University of Louisiana at Monroe

**Progression Data
Spring 2009**

- 27 "D" and "F" grades earned
 - 23 "D" grades
 - 4 "F" grades
- By Class
 - P1 – 14 "D" grades, 4 "F" grades
 - P2 – 8 "D" grades
 - P3 – 1 "D" grades
 - P4 – 0
- 1 "I" incomplete grade

COLLEGE OF PHARMACY

The University of Louisiana at Monroe

Non-Passing Students

- 13 students earned non-passing grades
- By Class
 - P1 – 7 students (19 grades)
 - P2 – 5 students (8 grades)
 - P3 – 1 student (1 grades)
 - P4 – 0 students

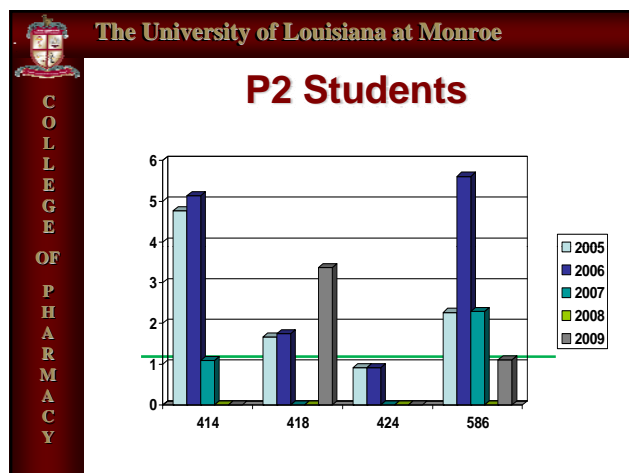
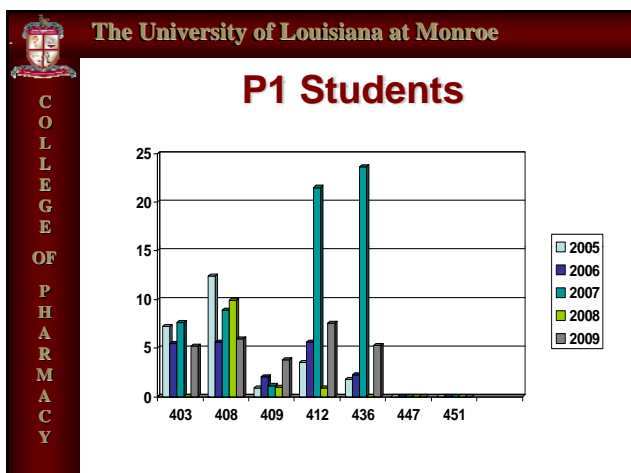
COLLEGE OF PHARMACY

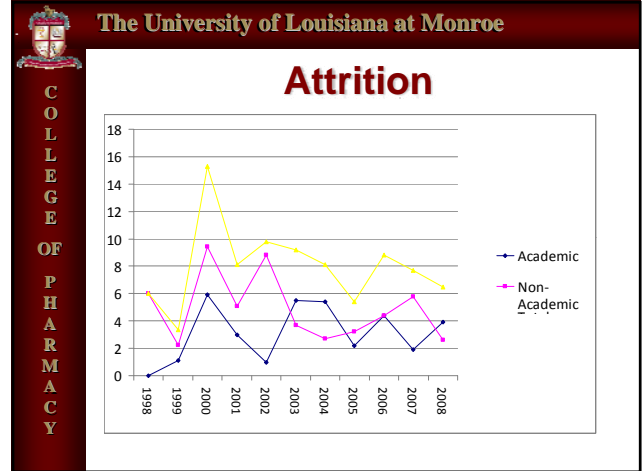
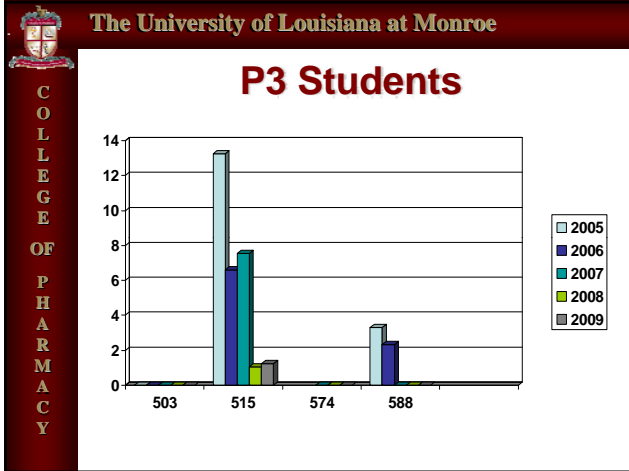
The University of Louisiana at Monroe

Academic Action

- 4 students on Probation
 - 3 P1s, 1 P2
- 4 students suspended
 - 3 P1s, 1 P2
- 2 P1 students dismissed
- 1 P2 student withdrew

COLLEGE OF PHARMACY





The University of Louisiana at Monroe

Classes for 2009-2010

- P1 = 70 students (64 new and 6 restarts)
- P2 = 95
- P3 = 94
- P4 = 71
- Total students = 330

The University of Louisiana at Monroe

Demographics of P1s

- Average Age 22.5 (20 – 37)
- 39% male and 61% female
- 22 (34%) minorities
- Previous degree 22 (34%) BS/BA
- Out of state = 6 (9%)
- Average pre-pharmacy GPA = 3.52
- Average PCAT = 60
- Pre-pharmacy ULM = 40



The University of Louisiana at Monroe

Applicant Pool Demographics

- <http://ulm.edu/pharmacy/mpaappdemographic.html>

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The CQI Connection, No. 59, August 26, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

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❖ **Clickers:** In addition to the Clicker Technology Instructions and New Users Guide sent to you by Provost Richters earlier today, Marcia Wells, College of Pharmacy Technology Manager, has a Turning Point End User Training video available on the COP website at the following address, <http://www.ulm.edu/pharmacy/facresources.html>. If you have never used clickers in the classroom and would like to start, please consider viewing this training video. The technology is really quite simple to use and it does make an impact on student engagement in the classroom.

❖ **ULM Video:** Check out the video <http://www.ulm.edu/video/> which is a virtual tour of ULM and includes our College of Pharmacy Practice Lab.



The CQI Connection, No. 60, September 15, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

DANGER, DANGER, DANGER...

Above is a picture of Don Dozier and his family with their pet alligator. Actually, this alligator was captured in their front yard in Monroe.

When not wrestling alligators, Don is a pharmacist in the College of Pharmacy's Prior Authorization Unit of the Office of Outcomes Research and Evaluation (OORE). Below is an update on our OORE Team and some of their impact statistics.

- Asthma HELP, Health Education by Louisiana Pharmacists, is the telephone-based asthma disease management program provided to Louisiana Medicaid recipients by ULM OORE pharmacists. For recipients enrolled in the program a full 12 months, one-group pre/post evaluation showed:

- \$418,082.75 (50%) reduction in asthma-related costs (\$836,014.11 to \$417,931.36)

- \$121,265.12 (37%) increase in asthma-related pharmacy costs (\$324,847.92 to \$446,113.04)

- 49% reduction in asthma-related ER visits

- 56% reduction in asthma-related inpatient admissions

- Asthma HELP currently has ~ 470 Medicaid recipients enrolled in this asthma disease management program.

- Diabetes HELP is a pharmacist-led diabetes disease management program using didactic presentation, interactive learning and group discussion. To date, Beverly Walker and Benji Juneau have held 3 sessions at the following location: Council on Aging, Harmony House and College of Pharmacy. The next class will begin on September 21, 2009 at Harmony House and plans are also being made for their 5th session. The success of Diabetes HELP is evident from the comments of past students as published in *The News Star* and through ULM (<http://www.ulm.edu/universityrelations/news/july08/diabetes.html>).

- Melissa Dear and Benji Juneau attended the “Intensive Treatment of the Tobacco Dependent Patient” program presented in Baton Rouge in August 2009. Both have successfully completed the certification exam and are now Certified Tobacco Treatment Specialists.

- The OORE has recently hired two additional pharmacists, Janine Corrent and Jeanie Rye. Both attended the National Asthma Educator Certification Review Course in New Orleans in August and will be taking certification examinations in the near future.

- The OORE Outcomes Research Team computes and publishes selected HEDIS® (Healthcare Effectiveness Data and Information Set) measures for the Louisiana Medicaid program. These measures are one method of obtaining validated quality metrics for the Medicaid program. Over the past 3 years, Louisiana has seen a slight but consistent improvement in most HEDIS® measures, although, for some measures, the measures are a quality measurement. Measures computed include: Adolescent Well-Care Visits, Breast Cancer Screening, Cervical Cancer Screening, Children’s Access to Primary Care, Comprehensive Diabetes Care, Lead Screening in Children, **Use of Appropriate Medications for People with Asthma**, Well-child Visits in the First 15 months of Life, Well-Child Visits in the Third, Fourth, Fifth, and Sixth Years of Life, and Annual Dental Visits. Measures may be viewed at: <http://www.dhh.louisiana.gov/offices/page.asp?ID=340&Detail=8721>. Additional Measures will be added in the future.

- In addition to the above, the OORE actively supports the Medicaid pharmacy DUR and Prior Authorization programs, Pay for Performance initiatives, Peer-based Profiling, CommunityCARE Quality Profiles, Medicaid drug information requests and numerous *ad hoc* reports and evaluations.

- For more information on the Medicaid pharmacy program, please visit <http://www.dhh.louisiana.gov/offices/?ID=340> .

AUTHORS NEEDED:

The Office of Outcomes Research & Evaluation provides clinical articles for the *Louisiana Medicaid Provider Update*, a bimonthly publication sent to approximately 28,000 Louisiana Medicaid providers. Clinical articles authored by COP faculty are published in each issue as the educational component of the Drug Utilization Review (DUR) Program. Authors are paid their current hourly rate for their time. For more information, contact Melissa Dear at [410-4360](tel:410-4360). Past issues may be viewed at <http://www.lamedicaid.com/search2/provsearch1.asp> .



The CQI Connection, No. 61, September 23, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

It's football season and we all have our favorite teams. Mine, of course, is the River Oaks Mustangs where my son Seth plays on the varsity team.

This CQI Connection focuses on our COP team and an update on how we are tackling assessment issues such as progression exams, unit plan and degree program assessment, and P4 exams.

❖ Progression Exams: One of the charges to both the Mission, Planning, and Assessment Committee (Dr. Gina Biglane, Chair) and the Curriculum Committee (Dr. Jeff Evans, Chair) is to *“develop and implement progression exams 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 of remediation. The Curriculum Committee has administrative responsibility for reviewing content of the exam and categorizing exam questions. The Mission, Planning and Assessment Committee has administrative 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 Mission Planning Assessment Committees hold joint administrative responsibilities for evaluating exam performance with respect to the ability of the curriculum to meet its stated goals. The first progression exam should be administered to P1 students during the Spring 2010 semester. Request for faculty participation in the process should be forwarded through the administrative liaison.”*

The plan is for this exam to be formative for the first two years and then high stakes for P3 students. Coding of questions is in development but should include course, professor, and educational outcome. Questions will be entered into the LXR*TEST database so that we will have item analysis and student statistics.

❖ **Unit Plan and Degree Program Review:** For the past several years we have entered unit plans for the College of Pharmacy and the Toxicology program and student learning outcomes (SLO) for our four degree programs in ULM's Assessment and Evaluation website, <http://www.ulm.edu/assessment>. Dr. Kevin Baer enters data for the Toxicology unit and degree program; Dr. Paul Sylvester enters data for the PhD and MS programs; and I enter data for the College of Pharmacy unit plan and PharmD program. Unit plans include a vision and mission statement and alignment with the University's mission. Each goal entered includes outcomes/objectives, targets, timeframe for evaluation, measures, tactical steps, and responsible persons. At the end of each year's cycle, results and analysis and an explanation of changes made are documented in the plans and then linked to next year's plan. Some refer to this as "closing the loop." For degree program assessment, student learning outcomes, measures, criteria, and results and analysis are entered with an explanation of changes made which link to next year's assessment plan. Data entered have been reviewed by ACPE for our College of Pharmacy accreditation and by SACS for our University's reaffirmation.

Currently being implemented by ULM's Office of Assessment and Evaluation (OAE) is an internal review process. The College's Mission, Planning, and Assessment Committee members have participated in a training program for reviewers and will be evaluating our unit and degree program plans utilizing a rubric provided by OAE. After internal review, plans are then submitted to the Dean for approval.

❖ **APPE Exams:** The College of Pharmacy's Advanced Pharmacy Practice Experience (APPE) exams are given during the P4 year and consist of a written exam, practical, and two OSCEs (objective structured clinical exam) for each of three exam administrations. The first series of exams was given September 18. The second series will be given February 12 and a final round on March 26. Please consider volunteering to participate with these exams even if you are not clinical faculty. Your help is needed and you have an opportunity to reconnect with the P4s. Sign-up sheets will be circulated during the next few faculty meetings.

The Pharmacy Practice Experience (PPE) Committee (Dr. Hilary Tice, Chair) works with the Office of Experiential Education (Dr. Connie Smith, Coordinator) to develop the APPE exams. Questions are reviewed, coded and entered into our LXR*TEST database which provides item statistics for each question. The PPE Committee reviews student performance and then forwards its results to the Mission, Planning, and Assessment Committee.

The plan is to continue this current process for the old curriculum which will conclude in 2012. The progression exams described above for the new curriculum will then replace the old curriculum process. Considering the new curriculum will have a high stakes exam at the end of the P3 year, we may evolve to having only OSCEs in the P4 year.

So team, it may seem early in the game but those who fail to plan, plan to fail. While the plans above are still in committee huddles, this seems to be the direction we are headed. Our next accreditation visit will be 2013-14 which coincides with the first complete cycle of our new

integrated modular curriculum. Therefore, some future editions of The CQI Connection will be dedicated to reporting progress in each area of our assessment cycle as it relates to our committee structure which reflects ACPE standards for program structure.



The CQI Connection, No. 62, October 21, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

The newlyweds, Drs. Michael and Brice Mohundro, are celebrating the beginning of their PGY (Rest of Your Life) on a beach in Los Cabos, Mexico. You know Dr. Brice Labruzzo Mohundro as part of the Baton Rouge faculty team, and many of you remember Dr. Michael Mohundro from the first PharmD class in 2002. May their happiness bloom forever!

Speaking of happiness, I have received some feedback and questions from faculty concerning assessment exams and portfolios included as part of the new curriculum. Below is an explanation of where we've been, where we are going, and why we are going there.

❖ The Past: For Standard 11 of our COP Self-Study, page 49, we as a faculty voted on and approved the following passage for item 4) Quality Improvements.

The improvement of educational methodology and learning and the improvement of assessment activities are ongoing issues of curricular development. Implementation of a more comprehensive assessment plan will provide quality enhancement feedback for educational improvements. Capstone exams for P3 and P4 students and progression exams for self-assessment for P1-P2 students are being developed. Plans for the use of these milestone exams as a part of programmatic and student assessment are under development by the Curriculum and Assessment Committees. Knowledge and skills are assessed as a part of practice laboratory, and in the new curriculum, a six semester pharmaceutical care laboratory sequence will give students the ability to reinforce previously learned knowledge and apply skills in a simulated practice atmosphere. Electronic student portfolios will be implemented with the 2007 P1 class's first introductory practice experience to foster student self-directed learning. Methods for use throughout the semester with didactic courses and

practice simulations are being studied with implementation expected with the 2008 P1 class. Faculty development programs aimed at providing faculty with skills to address the needs of diverse learners will also improve teaching and learning methodologies.

❖ **The Present:** The Curriculum Committee is charged with and is developing an exam 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 of remediation. The Curriculum Committee has administrative responsibility for reviewing content of the exam and categorizing exam questions. The Mission, Planning and Assessment Committee has administrative 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 Mission Planning Assessment Committees hold joint administrative responsibilities for evaluating exam performance with respect to the ability of the curriculum to meet its stated goals.”

❖ **The Future:** The first exam will be administered to P1 students during the Spring 2010 semester. A detailed implementation plan will be presented to faculty. Next spring, a report will be provided to ACPE detailing how we are using assessment data in the implementation of the new curriculum and any plans for modifications based on assessment data. Test scores for the first semester along with changes to improve student learning will be included along with plans for the formative exam which is a direct assessment measure and the electronic student portfolio which is an indirect assessment measure.

❖ **Why:** Providing students with formative assessment at the end of their P1 and P2 years will help them identify areas for improvement to complete their P3 year and pass the summative exam which will be necessary to begin advanced practice experiences. Currently we wait until the P4 year and require them to pass summative written exams and OSCEs. The assessment plan for the new curriculum should eliminate the need for P4 written exams. Therefore, the number of exams is not increasing overall and students have feedback earlier in the program for self-directed learning.



The CQI Connection, No. 63, October 28, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

This is a picture of stars taken by the Hubble Space Telescope.

Starring in this CQI Connection is another piece of equipment, the scantron reader, which we have come to depend on and which depends on quality control checks. For 2009, 70 exams, or 5,586 forms, have been graded using the COP scantron reader. While we continuously monitor the system, we appreciate you letting us know if there are any problems or concerns with your grade reports.

Below are some reminders for those who use the scantron reader for assessment.

- ❖ Use COP scantron forms and inform students that these forms have a different numbering layout than ULM scantron forms.
- ❖ Inform students to use No. 2 pencils or their answers may not be read by the scantron reader. Libby can provide you with a box of sharpened No. 2 pencils for students who may forget to bring one to the exam.
- ❖ Turn all forms the same direction so that they can be inserted directly into the scantron reader without stopping the system.
- ❖ Make sure students put their name, CWID, and fill-in the bubbles. We cannot grade without an ID number bubbled.

- ❖ If you plan to incorporate the LXR*TEST software and/or use various weights for questions, please consult with Vicki Crist, Program Assessment Analyst.
- ❖ Contact Libby Smith at lismith@ulm.edu or at [342-3487](tel:342-3487) for scantrons and a grading request form. These may be picked up in the Office of Assessment, B176.
- ❖ When you receive your report, please check your exam key to make sure it was read accurately. Vicki Crist has developed a system checklist which includes key verification and will be training additional operators to use the scantron reader. However, additional checks for accuracy are appreciated.

Please provide us with feedback as you use the grading service so that we may continue to improve the process to meet your needs. Tips for improvement, good news or bad, please let us know your assessment of the process and outcomes.



The CQI Connection, No. 64, December 2, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

Staying connected through continuous quality improvement

This is Hailey Divyana Jain born Friday, October 30th to Drs. Jami Gantz Jain and Gagan Jain. Jamie is a 2007 graduate of our Doctor of Pharmacy program and Gagan will receive his PhD in Pharmacy Administration on December 19.

❖ Remediation for old curriculum: Attached to this e-mail is the recommendation for remediation for students who began the Doctor of Pharmacy program in 2008 or before. This policy was presented to faculty last year by the Academic Standards Committee which at that time was chaired by Dr. Mike Cockerham. We will continue to encounter this issue until the old curriculum is phased out. Please review this recommendation that was approved by faculty last year. You may want to present any questions at tomorrow's faculty meeting as we discuss the progression forecast. Dr. Shawn Manor is this year's chair of the Academic Standards Committee.

❖ On-line evaluations: Please continue to encourage your students to participate in ULM's online evaluations for courses and instructors. If you are aware of any problems with the evaluation system, please let me know. The direct URL is <http://www.ulm.edu/evaluations> but there is also a link on the ULM home page.

❖ P1 confidence to progress survey: This survey was administered to last year's P1s with the old curriculum and again this year with the new curriculum. All P1 students participated in the survey and the results will be evaluated by the Mission, Planning, and Assessment Committee and reported to faculty at a future meeting or via the CQI Connection. The committee will also compare this year's P1s confidence level with the new curriculum to last year's P1 confidence level with the old curriculum.

❖ ULM Academic Program Review: Thank you for the e-mails containing requested information and data entered into the Faculty Activities Database (FAD) to complete the required academic program review of the Doctor of Pharmacy program. When I ran the FAD report, it was 973 pages. Our faculty and students have been very productive and we have much to be thankful for.

LWLaw

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The CQI Connection, No. 65, December 17, 2009

ULM College of Pharmacy

Office of Assessment and Outcomes Research

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These are the graduate teaching assistants who are a vital part of the Professional Practice Lab Team and who make teaching and learning an efficient and rewarding experience. Pictured with the students are Practice Lab Manager, Dr. Anthony Walker, Mrs. Nancy Pierron, and Drs. Roxie Stewart and Candace Chelette.

With the launch of the new curriculum this semester came the integrated lab sequence. The practice lab team devoted many hours to working with faculty to develop lab experiences that would reinforce what is taught in the classroom and in some cases introduce skill development that would complement classroom material. Some of the teaching enhancements (CQI) to improve learning are listed below.

❖ The Zoom H2® Recorder was used for direct recording and editing of audio into PowerPoint® to enhanced presentations students reviewed prior to each lab session. This device is unique and is the only recorder that will convert normal MP3 audio files into wave files that are compatible with PowerPoint®. It saves the PCL Team time

when editing or updating lectures containing audio. With the aid of the Zoom recorder, an audio file is simply recorded again and placed back into the single, edited, slide.

- ❖ Moodle was used for online quizzes (medical terminology, calculations, and top 200 drugs) and for the complete medical terminology self-taught module.

- ❖ Video enhancement technology enabled students to take Moodle quizzes or to see lectures and lab demonstrations on individual computer monitors.

- ❖ As a part of their lab experience, students were required to do prescription **check-techs** for errors and omissions. By the end of the semester, students become very careful and conscious of errors and omissions as a part of lab procedure.

- ❖ Within the lab are four patient counseling rooms which are used for counseling practice and small group discussions. These rooms are equipped with webcams that are capable of video recording with audio. This allows lab faculty to provide feedback to students on counseling technique and their use of interactive patient counseling models. Each student is required to contact the “patient’s physician” for prescription clarity or to make necessary recommendations that are communicated to the patient.

- ❖ The mock pharmacy is used for simulating retail pharmacy practice. Each student is rotated through the mock pharmacy at least once per semester. The student does all of his/her work for that day in the mock pharmacy. Students receive phone-in prescriptions from “physicians”(aka lab faculty).

- ❖ Students showcase their patient counseling skills, IV preparation skills, and their practical dispensing skills in “mini-OSCE’s” which also helps prepare them for their P4 objective structured clinical evaluations.

LWLaw

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