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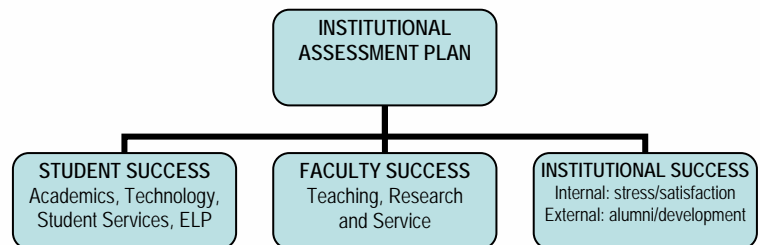
### What is Institutional Assessment?

University of Maryland School of Pharmacy strives for evidence-based decision making for continuous quality improvement in the PharmD program. The process is an iterative and ongoing cycle. A common way to describe this cycle is the Deming Wheel; "Plan-Do-Check-Act." *Plan* means to identify a key factor that impacts the success of the institution and plan a change in that area. *Do* means to test out that change. *Check* means to study the resulting data and identify successes. *Act* means to fully implement the change. Then the cycle begins again, either with similar improvements or by taking a different tack.



### The Plan

The primary goal of an institutional assessment plan is to focus the institution on key issues of critical importance, regardless of a seemingly endless supply of data, while maximizing the value of the effort. The University of Maryland School of Pharmacy's Institutional Assessment Plan was designed by a committee of faculty and staff under the direction of the Associate Dean for Academic Affairs. The plan consists of three areas: Students, Faculty and the Institution. Within each area, key indicators are assessed to determine the overall success of the institution. The Assessment Committee oversees the iterative process.



Institutional assessment must contain longitudinal data, when available, to watch for trends over time. It must also involve peer comparisons to the extent possible; this includes both national peers (other schools of pharmacy) and campus peers (the other professional schools at UMB). In each of the plan's three areas, these factors are taken into consideration.

## 1. STUDENT SUCCESS

### Class of 2011

The opening of a satellite campus of the School of Pharmacy at the Universities at Shady Grove presented a new challenge to maintain the same level of academic excellence from a distance. A strategic initiative committee investigated the available technology and recommended using MediaSite to record lectures and deliver them asynchronously, while teaching small group activities and discussions either live or via synchronous video-conferencing.

As with any new venture, we prepared as diligently as possible by meeting all assessment criteria and consulting with other schools that have done this. We believed the Class of 2011 would rise to the occasion, and they did.

Fall 07 semester concluded with virtually no difference in academic performance between first year students in Baltimore and at Shady Grove. Over 26 assessments, the average grades were *less than 1% apart* between campuses. We are confident this trend of excellence will continue.



## Course Evaluations: Why Are They Such a Big Deal?

If the faculty did not provide guidance to students during the course of their program, it would be very difficult for students to achieve clinical competency or research success. Similarly, feedback from students is essential to the faculty for enhancing their effectiveness as educators and preceptors. For this reason, the decision was made to mandate completion of course evaluations. The average response rate per course in Fall 2007 was 96.70%. Here are some thoughts from SOP faculty:

*As a junior faculty member, I look to the feedback in student evaluations regarding lecture content or my teaching techniques. As a preceptor I use feedback to determine which activities in their rotations are beneficial. For example, I have learned from students that when they lead topic discussions they feel they can gain a better understanding of a topic/disease state by putting together these sessions themselves. Therefore, I now provide opportunities in the rotation for students to lead a discussion more than once. As one of the Phase IV coursemasters, I use both oral and written feedback from the students to provide preceptor guidance and to identify our exemplary preceptors. Preceptors have contacted the school after receiving their evaluations for guidance on enhancing their rotation experiences based on feedback for the students. So it is worth it to fill out the evaluations thoughtfully? Yes it is!*

----- Kristin Watson, PharmD

*Student evaluations of my courses are very helpful to me; and I value feedback about my personal teaching style as well as the structure of my various courses. I often try to solicit student feedback during the semester so that mid-semester changes can be implemented if necessary. The data gained during these informal mid-semester appraisals and the formal end-of-semester evaluations have certainly strengthened my courses. Student evaluations also provide valuable information over time. Responses that suddenly vary from previous years might reveal potential problem areas. For example, did a particular guest lecturer who received rave reviews in the past just have a bad day, or were there other external factors that affected student perceptions. Comparing recent comments with longitudinal data helps me decide how to respond to potential issues before the next course offering. While I review each comment, truthfully, I don't act on all of them. The comment might not be appropriate or professional, or does not represent the feedback of other students. Sometimes, I see things differently based on my experience as a pharmacist and educator. I will check with other students and my colleagues (especially if the course involves multiple faculty members) to gain their insights as well. I appreciate honest, thoughtful comments and try to act on most of them. Constructive student feedback has been very helpful to me and my colleagues in improving the quality of our courses.*

----- Robert Beardsley, PhD

Here is feedback from selected standard course evaluation questions in the Fall 2007 semester (n=2567):

	Strongly Agree/ Agree	Disagree/ Strongly Disagree
The syllabus provided clear direction and guidance for this course	93.11%	5.65%
Specific learning objectives were provided	93.33%	5.34%
The course master(s) implemented all course policies as described in the syllabus	93.46%	4.99%
The course master(s) effectively addressed any class-wide issues that arose	87.30%	10.09%
The prerequisite courses were adequate preparation for the requirements of this course	78.74%	6.94%
Blackboard was a useful tool for administration and management of this course	88.39%	9.19%

During the Spring 2008 semester, Instructional Technology support staff followed up with faculty and teaching assistants to improve their use of tools and functions within Blackboard. This will expand in the 2008-2009 academic year with a series of Instructional Design and Technology "Brown Bag" sessions, many of which will focus on improving faculty use of Blackboard for administration and management of courses.

An additional question was included in seven first year courses delivered to students at Baltimore and Shady Grove (n=1089).

	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Asynchronous availability of lecture material was beneficial to my formal learning experience in this course	87.42%	5.60%

To improve presentation quality of asynchronous lectures delivered via MediaSite, Instructional Technology and AV support staff created "Building a Better Presentation," a new workshop that was recently piloted to faculty, post-docs and teaching assistants in the Department of Pharmaceutical Sciences. The workshop is aimed at improving presentation materials for an optimal audience experience. Currently, the session is being revised based on feedback and will make an appearance in the School's annual "Teaching Excellence Day" in July and the upcoming academic year.



## OSCEs – By the Way, What is an OSCE?

Each student in Years 2 and 3 will be assessed on knowledge and skills via an Objective Structured Clinical Exam (OSCE), whereby the student interacts in a mock professional situation with a "standardized patient;" an actor portraying a patient with specific medical conditions, or in some cases, they role-play another healthcare provider. Deborah Sturpe, PharmD, assistant professor in the Department of Pharmacy Practice and Science, explains. "[An OSCE is] an exam that is given for the purpose of assessing student performance and that is designed in such a way that exam components are standardized (all students experience the exact same scenario) and objective (performance expectations are set prior to the exam)." Stuart Haines, PharmD, professor in the Department of Pharmacy Practice and Science, elaborates. "Schools of pharmacy have struggled with how to best teach clinical skills and how to mix the clinical experience with the didactic instruction earlier in order to ensure competency prior to graduation. [OSCE] is a high-level simulation, problem-solving exam that requires students to comprehensively use their knowledge and to bring to bear a number of skills."

### Student Satisfaction

With the opening of Shady Grove, the Class of 2011 was of special interest to the faculty and administration. These students were given a brief survey in September, after the first few weeks of the Fall 2007 semester. 85 out of 160 first year students responded. Of the 85, 59 reported attending Baltimore campus, 15 reported attending Shady Grove campus, and 11 did not report a campus. The first year students indicated the following:

- 74% were satisfied with the portrayal of the school and its program by admissions counselors
- 63% were satisfied with New Student Welcome Day in June

Lower satisfaction on these items can be attributed to the fact that Shady Grove was not yet up and running at the time of recruitment and admission, and the level of detail needed to satisfy applicants and new students was not available at the time. However,

- 94% agree that admissions criteria was clearly communicated
- 89% agree that orientation was helpful

In April 2008, we launched the annual Student Satisfaction Survey. The survey asks for feedback on current student experiences in the professional degree program such as the curriculum, experiential learning, student services and professionalism. Student input helps to shape future change during the iterative assessment process. Also, graduating student data is compared to national peers through AACP (American Association of Colleges of Pharmacy) and ACPE (Accreditation Council for Pharmacy Education).

- 90% of current students (n=250) reported that they are confident or somewhat confident using the library's electronic resources (Medline, PubMed, HS/HSL E-Journals page)
- 78% were aware of opportunities to participate in research activities with faculty
- 86% agreed that the sites available for introductory pharmacy practice experiences were of high quality
- 88% agreed that overall, preceptors modeled professional attributes and behaviors in the pharmacy practice experiences
- 86% agreed that the PharmD program included opportunities to develop professional attitudes, ethics and behaviors
- 78% agreed that students in their year act with professionalism
- 92% agreed that the school is supportive of student professional organizations
- 75% enjoyed the total student experience at the School of Pharmacy

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## 2. FACULTY SUCCESS

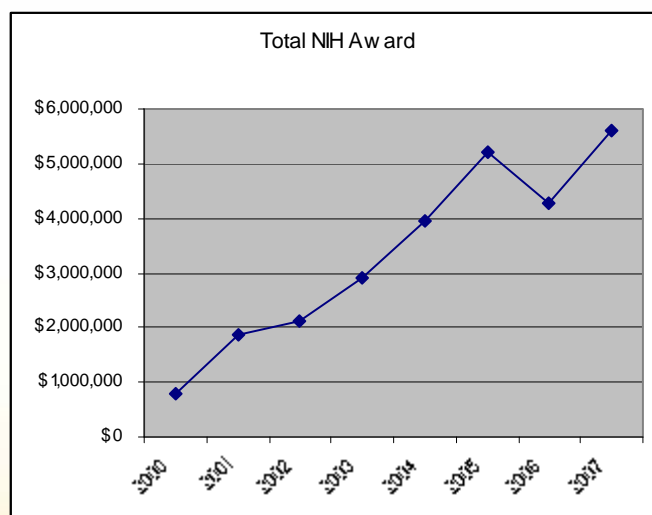
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### Teaching, Research and Service

The faculty have made it clear how important the course evaluations are for continuous improvement of their teaching. Also central to the School's mission is the focus on excellence in research and service, which is reflected in the campus Non-instructional Productivity Report. Between the academic years 2000-2007, our faculty have:

- increased scholarly activity by 67.55%
- increased professional service involvement by 57.25%
- increased days in public service by 75.95%

Faculty success in research is also reflected in NIH rankings. In the same period as above, the School's NIH rank climbed from 37 to 17 while total dollar amounts rose seven-fold, from less than \$800,000 to over \$5.5 million in NIH funding between 2000-2007.



### 3. INSTITUTIONAL SUCCESS

#### Stress – Hey, We’re All Stressed!

ACPE Standards 2007 include two interesting requirements:

*Guideline 15.5 - The school's assessments should include measurement of perceived stress in faculty, staff, and students, and evaluate the potential for a negative impact on programmatic outcomes and morale.*

*Guideline 23.5 - The school should evaluate, through the results of surveys, focus groups or other means, whether relationships among students, faculty, administrators, preceptors, and staff are harmonious.*

To that end, stress surveys were administered in September 2007 (students only) and February 2008 (faculty, staff and students, including residents, graduate students and post-docs as well as PharmD students and exempt and nonexempt staff). When asked to report current stress level, results were similar among faculty, staff and students on the February 2008 survey: a third of respondents in each group reported that their current stress level negatively impacts morale but not performance. Of note, almost a quarter of faculty and students are positively motivated by their current stress level, compared with only 16.4% of staff.

Indicate the impact of stress on your effectiveness at the School of Pharmacy (FEB.2008)	FACULTY (n=41)	STAFF (n=62)	STUDENTS (n=172)
Current stress level positively motivates my performance	25.0%	16.4%	23.2%
Current stress level does not affect my performance or morale	27.5%	30.9%	22.6%
Current stress level does not affect my performance, but does negatively impact my morale	32.5%	34.5%	35.5%
Current stress level negatively impacts both my performance and morale	15.0%	18.2%	18.7%

With regard to harmonious relationships, respondents to the February 2008 survey were asked to rate Respect, Communication and Collegiality. On collegiality (cooperative interaction among colleagues), the majority in each group reported “good” or “great” although there were marked differences in perspective.

Students report similar stress levels at the beginning of the academic year and the end of the year, when comparing responses of the September 2007 survey and the stress questions included in the April 2008 Student Satisfaction Survey.

COLLEGIALITY (rated by faculty n=41)	good/great
between faculty and staff	78.05%
between faculty and students	60.98%
among faculty colleagues	68.29%
COLLEGIALITY (rated by staff n=62)	good/great
between staff and faculty	67.27%
between staff and students	76.36%
among staff colleagues	72.73%
COLLEGIALITY (rated by students n=172)	good/great
between faculty and students	56.60%
between staff and students	65.41%
among student colleagues	74.21%

answer options	Sept.07 (n=265)	Apr.08 (n=256)
Low stress level	5.66%	10.9%
Constant but manageable stress level	60.75%	61.7%
High level of stress, with extreme fatigue/feeling out of control	33.58%	27.3%

Feedback indicated that the cost of tuition is a source of stress for many students. Here is a chart of peer comparisons:

Institution	In-State	Out of State	Mandatory Fees
Texas	\$10,660	\$22,058	\$2,050
North Carolina	\$11,449	\$27,384	\$1,569
Maryland	\$13,638	\$27,492	\$1,255
Illinois-Chicago	\$15,080	\$23,232	\$3,122
Minnesota	\$16,000	\$27,388	\$1,924
Kentucky	\$17,776	\$33,098	\$0
UC San Francisco	\$18,456	\$30,701	\$2,421

The stress survey will be repeated occasionally through the academic year to keep tabs on stress and harmonious relationships within the School of Pharmacy.



## Development and Alumni Affairs

Alumni participation in giving plays an important role when Schools are ranked. The Office of Development and Alumni Affairs has initiated the following strategies to strengthen relations with alumni, and progress toward accomplishing these goals has been assessed:

1. Identify and better track alumni to enhance communication with them. Alumni list-serve has grown by 20% from 500 to 650 e-mail addresses. By the end of FY 2009, the list is expected to grow to 1,000 e-mail addresses.
2. Provide opportunities to connect and engage alumni. Attendance at alumni receptions increased by an average of 30%. The Reunion Brunch enjoyed an 84% increase in attendance this past year. Partnerships within the pharmacy community have also grown. Three organizations, MPhA, ASHP and McKesson sponsored regional alumni receptions; sponsorship revenue for the 2007 Alumni Association Banquet increased 29%, and three new corporate-level sponsors were added to the event.
3. Increase participation and leadership diversity in the alumni association. Membership on the 2007/2009 Alumni Executive Board has increased by 50% and is diverse in age, race, gender and pharmacy specialty. Overall meeting attendance has increased by 25% and last year's summer strategic planning meeting attendance was up by 50%.

David Stewart, a Baltimore pharmacist with an M.D. degree, was America's first professor of pharmacy and founder of the Maryland School of Pharmacy in 1841. Two decades ago, a group of dedicated pharmacy alumni created the David Stewart Associates (DSA) to encourage a new level of giving to the School of Pharmacy. Through individual gifts and pledges of \$1,000 or more, this core group of philanthropic leaders created a solid base of private support for the School's efforts to advance pharmaceutical education and science.

David Stewart Associates Membership (42% increase over five years)					
	FY04	FY05	FY06	FY07	FY08 (projected)
Members	56	58	64	86	110

Reunion is a special event filled with great laughter, camaraderie, and reflection. While each class celebrates a special milestone, all alumni share the pride of being graduates of one of the *top ten* pharmacy schools in the nation. Individual classes used to arrange their own reunions outside of the School, but since FY 2006 the reunion program is now a School-sponsored effort. This was clearly a need waiting to be met, and attendance at the annual reunion event is skyrocketing.

School of Pharmacy Reunion Attendance			
	FY06	FY07	FY08 (projected)
Attendees	35	100	175

By making unrestricted gifts in honor of their milestone years, alumni help to build and maintain the foundation of the School of Pharmacy. Unfortunately, Alumni Annual Fund participation rates are declining across the campus. The School of Pharmacy has stayed ahead of peer schools on campus, but more outreach to students is needed throughout their time at the school. These new graduates will begin a philanthropic dedication to the School that will continue year after year.



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