

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

# **CQI CONNECTION 2008**





## ***Happy New Year!***

*The first **CQI Connection** of 2008 is an update on hot topics ignited in 2007.*

- CQI Connection - a periodic e-newsletter to update you on assessment activities in the College of Pharmacy. As Dean Pritchard reminds us often "Assessment is everyone's responsibility." Therefore, this newsletter will continue to provide you with information about how everyone is carrying out the mission of continuous quality improvement.
- Student Portfolios – After reviewing several programs at AACP's national meeting and participating in several online demos, ROI Solutions was chosen. The PO has finalized and we are working with ROI Solutions representatives to load our outcomes into our customized program. P1 students will begin using these this semester. The Assessment Committee and Curriculum Committee chairs participated in the initial demo and will be instrumental in rollout of this program. Self-assessment and the promotion of self-directed learning is the ultimate goal of this initiative. I envision that this type of assessment will be embedded throughout the new curriculum.
- LXR\*TEST software and scantron reader - an assessment tool we are procuring. The scantron reader will be used for test grading and for analyzing student/faculty/course evaluations.
- Student evaluations of courses and instructors – Reports are being generated from our new database developed by Vicki Crist our program assessment analyst. We were unable to work on these reports during the holiday break due to the heavy construction in our area. We hope to have these to instructors and department heads as soon as possible.
- The Assessment Committee under the leadership of Dr. Gina Biglane has reviewed data from assessment activities for quality enhancement recommendations to administration and for

distribution to faculty and to the public via the COP website. During the break, Marcia Wells updated the COP [Assessment Plan and Assessment Map](#) website with this data. Please take a few minutes and visit this site and let us know if you have any questions or recommendations.

- We welcome our new Administrative Assistant, Libby Smith, to the Office of Assessment and Outcomes Research. Libby has been with ULM for several years and we are excited to have her join our team.

*Thank you for your commitment to providing our students with a positive learning experience at the ULM College of Pharmacy. Also, thank you for reading the **CQI Connection** and for providing me with your feedback. Your ideas and recommendations are always welcome.*

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*The fireworks were so popular last week that I've decided to give the **CQI Connection** the "JMCP look" with a weekly picture. Actually, this picture was taken in my front yard and its not every day that we get to see a bald eagle.*

The topic this week is course and instructor evaluations. Department heads have received these evaluations and will distribute these to faculty. On the positive side, student participation was excellent. On the negative side, there were few written comments received by the Assessment Office. Students were given the option of either leaving their comments in a designated area in the Assessment Office, e-mailing comments to me, or submitting comments via ULM's online evaluation system.

To close the loop in the cycle of plan, act, assess, and correct, we have a plan to improve this process. Graduate assistant, Gagan Jain, made a recommendation that we announce to students a least a week in advance that evaluations will be conducted during a designated time period. Students may bring written evaluations with them to class and turn these in with their evaluation forms. This will allow us to keep evaluation class time to 10 minutes and will also give students an opportunity to provide written comments.

If you have any additional recommendations to improve the course and instructor evaluation process, please send these to me. I appreciate your input.

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- Thank you for your comments and corrections to the self-study. Please continue to highlight changes as you read each standard and send your comments, corrections, or questions to Dr. Leader, Dr. Blaylock, or me.
- Results from Fall 2007 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 Web-for-Faculty PIN to login and access the system. This is the avenue we used for student comments. You may also see a numeric report and you will want to print this and keep in your annual report file.
- If you have any questions about your evaluation results, please contact me. We have discovered that the ULM computing center coded and scanned the wrong set of forms for one course. This has been corrected and we have reviewed the other courses to make sure all are correct. However, you are welcome to look at your scantrons and your computer printout. This problem should not occur in the future as we will have our own scantron reader in the Office of Assessment.
- The following articles are available in the Office of Assessment. If you would like a copy, please contact Libby Smith at 3487.
  - ✚ Eighty Ways to Improve Your Student Ratings
  - ✚ Planning for Effective Teaching
  - ✚ A Brief Summary of Best Practices in Teaching

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### ***Laissez les bons temps rouler!***

*This picture was taken at AACP annual meeting where the ULM team won 1<sup>st</sup> place in the spirit competition beating 94 other colleges of pharmacy. We were in a runoff with Buffalo and Auburn. If you look closely, we were wearing Mardi Gras beads and alligator name tags.*

*This week's CQI Connection is about our self-study.  
Let's let the good times roll and roll on with our self-study.*

- The discussion of each checklist and rubric has been tremendously beneficial. We can say that we have taken this document line by line. This Friday we will start with Standard 16 in the section on students. To facilitate the process, if you have specific corrections that I can write in ahead of time, please send to me before Friday. Having none, we can go straight to the checklist in each standard. Also, please read checklists before Friday and if you wish to change anything item, we can discuss.
- As for grammar and spelling corrections, please continue to send to me via e-mail.
- Dr. Gina Biglane, Chair of the Assessment Committee, and has provided an article that describes two types of rubrics – analytical and holistic. It is our opinion that we are using a holistic rubric for the self-study. From the discussion last Friday, there may be some confusion about how to apply this type of rubric. If you would like a copy of this article, please contact Libby at [lismith@ulm.edu](mailto:lismith@ulm.edu).
- The timeline as written in the introduction is to mail the completed document with appendices to ACPE by February 13. This means that we have this Friday, Feb. 1 and if we do not finish, next Friday, Feb 8.

- For the benefit of our faculty members who have joined us during the past year, here is a quick review of the process we have followed to get us to the point of our Friday afternoon faculty meetings. A much more detail account is in the self-study introduction.
  - Fall 2005, Dean Pritchard launched the self-study process and appointed teams for each section. Each team consisted of faculty, staff, students, alumni, and other stakeholders. A committee chair was appointed for each team.
  - Teams started meeting and assigning standards within each section to sub-committees.
  - Committee work continued until Summer 2007 when teams were asked to send their completed sections to their Associate Dean liaisons, Dr. Leader or Dr. Blaylock.
  - During this time period, ACPE introduced a revised self-study format and limited the total pages, excluding appendices, to 120. The total pages submitted to Drs. Leader and Blaylock was close to 300.
  - Editing by Associate Deans started in August and continued until December.
  - The document was sent to a consultant for editing on grammar and sentence structure.
  - The document was posted to our COP website January 10 for review by faculty and students.
  - Dean Pritchard discussed the self-study with students at January convocation.
  
- We have been working on this for over two years and there is light at the end of the tunnel. However, even after we finish the document and mail it to ACPE, there will continue to be changes because we are a living, breathing, organization and we will continue to change. Understanding that CQI means continuous quality improvement, there is no finish line. There are only stops along the way where we can sit down for a few minutes and reflect on where we have been, where we are, and where we are going. We put these thoughts into a strategic plan and then we get up and keep running the race for excellence.

*Looking forward to Friday. When you have lunch, save room for some King's Cake. There will be one provided for each campus. One caveat, whoever gets the baby is in charge of the next self-study.*

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*This CQI Connection is a review of "Terms of Assessment." These definitions are from the American Journal of Pharmaceutical Education 2005; 69 (1) Article 11 and were provided to participants at the 2007 AACP Institute.*

- **Assessment:** A systematic and continuous process that focuses on the collection and use of evidence to improve a program, process, or student learning.
- **Assessment Plan:** A document that details the assessment process within a school, college, program, or institution. The plan should emerge from the mission of the institution and college and it should relate and align with the institution's plan and objectives.
- **Closing-the-loop:** Using assessment results for program change and improvement.
- **Direct methods:** Assessments that gather visible evidence indicative of how students perform on an outcome. Students demonstrate that they have achieved a learning objective or outcome. (examinations, presentations, performance appraisals, and portfolios)
- **Evaluation:** The utilization of the data collected through assessment to facilitate judgments about quality and effectiveness.
- **Formative:** An assessment which is used for improvement (individual or program) rather than for making final decisions or accountability. Its role is to provide information which can be used to make immediate modifications in teaching and learning and in the program.
- **Indirect methods:** Assessments that gather reflections on student learning or capture students' perceptions of their educational experiences and associated learning gains. (focus group learning-related discussions and job placement statistics)
- **Summative:** Assessments at the conclusion of a course or program. They are generally used for accountability purposes or to judge the value or worth of a program or course and are usually collected at or near the end of a program or course.



- Triangulation: The use of multiple assessment techniques to collect evidence to derive at the same/similar conclusions. An example of triangulation would be using surveys, interviews, and observations.

*So, please excuse me while I continue evaluating the assessment plan to close-the-loop using direct and indirect methods of formative and summative assessment for triangulation.*

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*The CQI Connection, No. 16, February 14, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*To practice what I preach, I've added a date, edition number, and title to **The CQI Connection**. As our newsletter has evolved, I have received recommendations from faculty for subjects to include in the CQI. I realized that we needed a date and edition number when someone referred to the "waterfall" edition of The CQI.*

*This CQI Connection is closing the loop by adding faculty development to our service offering. To launch this initiative, we start with an inventory list of items currently available through the efforts of Faculty Development Director, Dr. Susan Sirmans, and the Faculty Development Committee. The committee has been chaired by Dr. Emily Evans and is currently chaired by Dr. Scott Baggaly. This committee has an impressive list of items in the toolbox. If you have any questions about faculty development or would like a copy of documents listed below, please call our office at 342-3487.*

- Education Scholar - The following books are on display and available for checkout in the Office of Assessment; please see Libby Smith. Additional copies of these books are available at Shreveport and Baton Rouge Campuses.
  - 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
  
- Documents
  - Faculty Development Plan
  - Faculty Handbook (a synopsis)

- Comprehensive Faculty Development Program
- New Faculty Orientation Recommendations
  
- Future Workshops Ideas (from faculty survey)
  - Dossiers/promotion
  - Teaching portfolios
  - Writing effective test questions
  - Incorporating active learning
  - Distance learning
  - Grant writing
  - Review of statistics
  - Review of research methodology
  - Publications (how to get started)
  
- Recommendations submitted to the Assessment Office
  - Two day training program on making the most of Sim-Man as a teaching tool. (How to make Wally work)
  - Standardized electronic CV that converts to an annual report and serves as a teaching portfolio

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*The CQI Connection, No. 17, February 21, 2008  
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*Staying connected through continuous quality improvement*

*This week's picture is of Joseph Wicker, son of Brady and Dr. Ann Wicker. Ann had just read to Joseph last week's edition of *The CQI Connection*. As you can see, he is very excited about assessment. Ann has also used the CQI to get Joseph to sleep. For especially difficult nights, she keeps a copy of the COP Self-Study handy.*

*As for the COP Self-Study, it is posted on the COP website with changes resulting from the past five or 14 hours of Friday afternoon faculty meetings. Please review the self-study and make sure all changes are accurate. We will vote on changes tomorrow. As you are reviewing the self-study for tomorrow's meeting, please send me corrections to verbiage and I will have those ready for discussion tomorrow.*

*Also look at the summary of the evaluation of all standards on page 5 of the introduction. We will vote on this page tomorrow as the "final" checklist which ratifies the self-study in its entirety.*

*This has been a long and thorough process. Thank you again for your attention to detail as well as your dedication to the mission of the College of Pharmacy.*

*See you tomorrow at 1:15.*

*Lesia*

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*The CQI Connection*, No. 18, March 5, 2008  
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*Staying connected through continuous quality improvement*

*We are not alone in our quest for enhanced student learning. Below is a list developed by the University's Quality Enhancement Plan (QEP) Committee of student engagement resources.*

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#### **Relevant Websites:**

Lumina Foundation (<http://www.luminafoundation.org/publications/index.html>)

National Survey of Student Engagement (<http://nsse.iub.edu/conferences/2001.cfm>)

National Center for Public Policy and Higher Education (<http://www.highereducation.org/>)

Policy Center on the First Year of College (<http://www.firstyear.org/index.html>)

#### **Course Redesign and Internal Grant Models:**

[Hawaii Course Redesign Project](#)

[NCAT: Summaries of Other Course Redesign Efforts](#)

[Peer Review | Winter 2007 | The Power of Course Design to Increase Student Engagement](#)

[Six Innovative Course Redesign Practices](#)

[Division Action Plans - Valencia Community College](#)

[UNT QEP - Next Generation Course Redesign](#)

[Pew Grant Program in Course Redesign](#)

[Teaching with Technology Today: Volume 8, Number 6](#)

[Transforming Course Design | Academic Technology Services](#)  
[The University of Texas at Dallas - GEMS - Gateways to Excellence in Math and Science](#)  
[Roosevelt University: Syllabus for Online Pedagogy](#)  
[UNC-Chapel Hill selected to participate in course redesign Student Response Systems \(Wisconsin\)](#)  
[Learning and Teaching Centre at the University of Victoria](#)  
[Educational Technologies at Missouri, Mizzou](#)  
<http://www.teachtech.ilstu.edu/resources/teachTopics/facEngage.php>  
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(This link is associated with the Interdisciplinary Lesson Plan to Foster Student Engagement)  
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<http://www.collegenews.org/x7247.xml>  
(Article explaining a grant that was funded to improve student engagement)  
<http://www.engagement.umn.edu>  
(This grant recognizes and aids in funding projects established by members of the University community that will engage and serve the greater community.)  
<http://www.northeastern.edu/communityservice/programs/grants.html>  
<http://www.uga.edu/internationalpso/grants.html>  
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[http://riee.stevens.edu/fileadmin/riee/pdf/RIEE\\_Faculty\\_Grant\\_Program\\_RFP1\\_26\\_05.pdf](http://riee.stevens.edu/fileadmin/riee/pdf/RIEE_Faculty_Grant_Program_RFP1_26_05.pdf)  
<http://itech.fgcu.edu/sacs/documents/Redesign%20Plan%20for%20HUM%202510.pdf>

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*The CQI Connection, No. 19, March 12, 2008*  
*ULM College of Pharmacy*  
*Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

- LXR\*TEST 6.1 software has arrived and is being loaded to our COP server. Vicki Crist, COP Program Assessment Analyst, is working with Greg Andrews, COP Information Technology Specialist, to set up our new system. We will have more information on how to use LXR\*TEST software at a later date but if you would like an introduction to what this assessment tool can do, you may view training videos at <http://www.lxr.com/products-demovideos.htm>. The topics are:

[Part 1: Editing Questions](#) (9 min, 50 sec)  
[Part 2: Building a Test](#) (3 min, 46 sec)  
[Part 3: Online Testing](#) (3 min, 52 sec)  
[Part 4: Generating Reports](#) (4 min, 7 sec)

- Dean Pritchard received a set of statistics DVDs and forwarded those to the Office of Assessment. The titles are below. These DVDs were developed by *The Standard Deviants* for the next generation of researchers. Gagan and Jayesh reviewed several of the DVDs and enjoyed the creative way they are presented. If you're interested, stop by and check one out. Or, give Libby a call at 342-3487 and she will mail it to you.

- |                        |                                    |
|------------------------|------------------------------------|
| ○ Statistics program 1 | The Basics                         |
| ○ Statistics program 2 | Distribution Curves                |
| ○ Statistics program 3 | Variability and Standard Deviation |
| ○ Statistics program 4 | Probability                        |
| ○ Statistics program 5 | Random Variables                   |
| ○ Statistics program 6 | The Binomial Formula               |
| ○ Statistics program 7 | Working with Distributions         |
| ○ Statistics program 8 | Statistics Tricks                  |
| ○ Statistics program 9 | Statistic Error                    |

- We also have available Insight Media DVDs:
  - *Quantitative Research: Methods in the Social Sciences*
  - *Professional Behavior in Health Professions: Professionalism and Self-Presentation*

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*The CQI Connection, No. 20, March 19, 2008  
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*Staying connected through continuous quality improvement*

*This week's picture is of Ellie, granddaughter of Kathryn McVay who is the administrative assistant to Dean Pritchard. Ellie was recently crowned Tiny Miss New Orleans. For many more details about Queen Ellie, just ask Kathryn.*

*While we at ULM are not governed by kings and queens, we do have shared governance. The purpose of this week's CQI is to invite you to a focus group for the College of Pharmacy to discuss ULM's shared governance process. For many more details, just read below.*

**You are invited to attend a shared governance focus group **Tuesday, April 8 from 1:00-2:00 in Bienville Room 170.****

From Dr. Paxton Oliver, Chair - Shared Governance Committee:



*I encourage you to read documents on the SG website, attend SG informational meetings, and express your opinions in focus groups. We are participants in the development of a campus voice.*

From ULM President Jim Cofer:

*As most of you know, the ULM Shared Governance Committee has been working for over a year on recommendations for submission to campus focus groups. In professional and service organizations, there has been a move away from hierarchical leadership to shared governance.*

*Today, I am pleased to announce that the Shared Governance Committee has recommended to me that it is time for the ULM campus to review, study, and provide input concerning the principles, processes, and organizational structure of shared governance. I encourage each of you to read the shared*

*governance documents and attend college-wide and unit-wide informational meetings that will begin during early March. Subsequent to these meetings you will have the opportunity to participate in focus group discussions that will be announced. Information about principles, practices, and models of shared governance may be accessed by going to <http://www.ulm.edu/sharedgovernance> and opening "About Shared Governance."*

Please make every effort to attend the College of Pharmacy focus group scheduled for April 8<sup>th</sup>. Shreveport and Baton Rouge will be connected for participation.

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*The CQI Connection, No. 21, March 27, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*The Self-Study was a comprehensive assessment of every aspect of our Doctor of Pharmacy program. Even though we completed writing the document and are preparing for the on-site evaluation, we are just starting the journey. The CQI road is a never ending path to excellence.*

- As the academic year end approaches, committee chairs are reflecting on their year of accomplishments. If you will send me a bullet list of what your committee has addressed and improved we will capture this data in our CQI tracking form. For example, if your committee made recommendations for improvements of processes or adopted new procedures, please consider sending this information to me. We will keep a list of all CQI activities, produce an annual report for the College of Pharmacy, and relate these improvements to the accomplishment of our mission and strategic plan.
- To provide an assessment of our P3 students as they complete their third professional year and enter advanced experientials, we have enlisted to participate in the National Association of Boards of Pharmacy's (NABP) Pharmacy Curriculum Outcomes Assessment (PCOA). This is 220-item multiple choice paper-and-pencil assessment. The content of the PCOA follows a blueprint that reflects actual curriculum hours as derived from a national sample of all college and school of pharmacy curricula. The PCOA is composed of four major content areas that are broken down into 35 sub-topic areas. The four major areas are basic biomedical sciences; pharmaceutical sciences; social, behavioral, and administrative sciences, and clinical sciences. This comprehensive assessment tool will provide us with a curriculum evaluation and will provide data on individual students' strengths and weaknesses. The exam will be administered Thursday, April 17<sup>th</sup> from 8:00-12:00 and all P3 students are required to participate.

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*The CQI Connection, No. 22, April 3, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*Even though our faculty members are outstanding in their fields, there is always room for improvement. This week's CQI Connection is a review of Scholarship Reconsidered – Priorities of the Professoriate by Ernest L. Boyer. But first, a few more words about faculty development.*

*I've met with Dr. Scott Baggarly, Chair of the Faculty Development Committee, and Dr. Susan Sirmans, Faculty Development Director, to discuss operational flow of faculty development. We've agreed that this structure is a triad with the Faculty Development Committee providing feedback on faculty needs to the Office of Assessment and Outcomes Research which will develop and schedule programs and procure resources based on faculty needs. Dr. Sirmans will conduct in-depth analysis on resources and serve as a resource consultant on programs such as Education Scholar and faculty orientation. Also, each department has liaisons that provide requests on specific departmental faculty needs.*

*Now back to our CQI for this week.*

*Below is a summary by Dr. Sirmans of Scholarship Reconsidered – Priorities of the Professoriate.*

- “It is time for us to reaffirm that education – that is, teaching in all its forms – is the primary task” of higher education. Page 1
- The reality is that on many campuses standards of scholarship have become increasingly restrictive and campus priorities frequently are more imitative than distinctive. Page 2
- In 1958, Theodore Caplow and Reece McGee defined this new reality when they observed that while young faculty were hired as teachers, they were evaluate primarily as researchers. Page 11
- The scholarship of discovery, at its best, contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university. Not just the outcomes, but the process and especially the passion, give meaning to the effort. Page 17
- It was basic science of a very high order, storing up a great mass of interesting knowledge for its own sake, creating, so to speak, a band of information, ready for drawing on when the time for intelligent use arrived. (Page 18)
- 75% of faculty disagreed with the statement “Multidisciplinary work is soft and should not be considered scholarship”. Page 19
- One is struck by the gap between values in the academy and the needs of the larger world. Service is routinely praised, but accorded little attention.
- Professional schools (freestanding affiliated with universities) have oddly enough fostered a more academic and less practical view of what their student need to know.



- Chapter 3 – The Faculty: A Mosaic of Talent – just the title intrigued me. The chapter goes a long way in engendering a true appreciation for the unique talents and contributions of each faculty member.
- Mandates that apply to all
  - All should establish their credentials as researchers
  - All should stay in touch with developments in their fields and remain professionally alive
  - All should be held to the highest standards of integrity in research and in the more subtle issues of integrity regarding teaching.
- Writing for nonspecialists – often called “popular writing”- also should be recognized as a legitimate scholarly endeavor. Such work has been dismissed as “mere journalism”. To make complex ideas understandable to a large audience can be a difficulty, demanding task, one that requires not only a deep and through knowledge of one’s field but keen literary skills, as well. Page 35
- Mary Ellen Elwell in *The Chronicle of Higher Education*: “...I am convinced that I have improved by working on the inadequacies identified by students. While I am grateful that my academic future has not rested solely on the often-flawed instruments and their sometimes strange statistical manipulation, I value my students’ assessment. .... They have generally more perceptive than I anticipate and more generous than I deserve.”
- Kenneth E. Eble ... urged that faculty “seek to broaden definitions of professional competence and humanize the means by which we arrive at such judgments.” “Put less stress on evaluating what we have done and more on stimulating what we might do. Do less counting of our own and our colleagues’ publications and more thinking about what we do day-to-day which will never be published. Do less longing to arrive at the higher goals of academe and more about making wherever you are a livable and interesting and compassionate community.” Page 41.
- Chapter 5 – The Campuses: Diversity with Dignity (we are talking diversity of purpose)
  - We are persuaded that if scholarship is to be enriched, every college and university must clarify its own goals and seek to relate its own unique purposes more directly to the reward systems for professors. Page 53
  - But even as the number of institutions (of higher education) grew, a single model of scholarship came to dominate the system, and the nation’s higher learning institutions increasingly have become more *imitative* than *distinctive*
  - David Riesman described the “snakelike procession” in which colleges and universities, especially the newer ones, tend to follow the path taken by older, more established institutions, reinforcing a practice that occasionally has been called the upward drift.
  - Simply stated, what we have on many campuses today is a crisis of purpose. Far too many colleges and universities are being driven not by self-defined objectives but by the external imperatives of prestige.
  - The *comprehensive college or university*, perhaps more than any other, can benefit most from a redefinition of scholarship. Page 61
  - Keith Lovin – “Often we recruit new faculty members as if we were Harvard. Seldom do we consciously try to seek out faculty members who want to be at the institutions we represent. ... this, in turn, often means that there is no sense of pride for either their institution or their role in it.” Page 61
  - Frank F. Wong (University of the Redlands) ... in a recent speech, referred to the comprehensive university as “the ugly duckling of higher education.” “One did not have to look far for the source of the identify problem. There was no definitive model of the comprehensive university.
  - Comprehensive colleges and universities have a unique opportunity to carve out their own distinctive missions. Rather than imitate the research university or arts and sciences model, these institutions should be viewed as campuses that blend quality and innovation.

Please stop by the Office of Assessment and Outcomes Research if you’d like to read more from *Scholarship Reconsidered – Priorities of the Professoriate*. This book is also available at the Shreveport and Baton Rouge campuses.

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*The CQI Connection, No. 23, April 11, 2008*  
*ULM College of Pharmacy*  
*Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

- ❖ Using results of the faculty development survey, the Faculty Development Committee, chaired by Dr. Scott Baggaly, met and approved a list of workshops for the next few months. Below is a list of these workshops. Scheduling details will be provided as soon as available.
- Teaching Portfolios – Dr. Emily Evans – April
- Research Methods – Dr. Roy Parish – May and June
- Grant Writing – specialist for “hands-on” workshop –this is considered a top priority and will be scheduled as soon as possible.
- ❖ LXR\*Test and ARS (audience response system) workshops will be presented prior to the start of the fall semester. New faculty orientation will be scheduled during the summer. Moodle workshops are provided by ULM’s Teaching and Learning Resource Center; an instructor will be invited to conduct a workshop from the Bienville Building for distance connection.
- ❖ The Office of Assessment and Outcomes Research has a display board for faculty development announcements and documents. This information will soon be available from the COP website in the “Faculty Development Toolbox.” Some of the items currently in the toolbox 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

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*The CQI Connection, No. 24, April 16, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*It's time to shine. Rachel is the cool chick star of Drs. Emily and Jeffery Evans.*

- ❖ Faculty Development: Dr. Emily Evans will present a teaching portfolio workshop on Tuesday, April 29<sup>th</sup> from 2:00-3:30. Room information for each campus will be provided in a reminder e-mail next week. Her description of the workshop is as follows: “a VERY brief description of what a teaching portfolio is (and what our P&T policies say must be included), a brainstorming session to allow the participants beginning to develop their teaching philosophies, and then some hands-on time to allow the participants to work together in determining what they will include in their portfolio that supports their philosophy. Therefore, if everyone attending could bring along either their laptop (assuming that it holds their teaching information), or paper copies of lectures, exam questions, assignments, etc., to share with their group, that would be most useful.” She has also provided the attached reading on teaching philosophies to start discussion.
- ❖ Course and instructor evaluations began this week. Thank you for being so cooperative with the scheduling of this process. Students were e-mailed and asked to provide written comments to be submitted during the evaluation. This gives them time to translate their thoughts to paper without taking class time and being restricted with a time limit.
- ❖ The Pharmacy Curriculum Outcomes Assessment exam will be administered tomorrow to all P3 students. I am very pleased with the attitude of these students. They are excited about the exam and eager to assess their knowledge base. Please congratulate them on accepting this challenge. They will each receive an individual assessment from NABP and the COP will receive a full report which will be used to measure curriculum effectiveness.
- ❖ You will be notified in separate e-mail that Dr. Hilary Tice, chair of the Admissions Committee, has posted a survey to assess the admissions process from the faculty perspective. Her results will be

used to improve the admissions process. Please take 5-10 minutes to participate; your opinions are very important.

- ❖ The National Institutes of Health (NIH) is sponsoring a conference on “Accelerating the Dissemination and Translation of Clinical Research to Practice,” on May 9, 2008 at the Natcher Building on the NIH Campus in Bethesda, MD. The registration deadline is April 28, 2008. The conference audience includes faculty and administrators affiliated with CTSA programs. More information and registration is available at <http://www.aptrweb.org/workshops/>.

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## Philosophy of Teaching Statements - “Let the Brainstorming Begin!”

Philosophy of teaching statements are concise statements of what you believe about the teaching and learning of languages, and possibly also about education in general. Most sources recommend that you keep your teaching philosophy statement between **one and two pages in length**, covering what you believe, why, and brief examples of how you implement it in the classroom. Often, people do not include every single aspect of their philosophy of teaching in such statements but instead focus on its core elements, the ones that are most important to or indicative of them as a teacher. (Recently, a number of employers have also begun asking for variants of teaching philosophy statements, such as philosophy of education statements and philosophy of classroom management statements.)

While a statement of your philosophy of teaching is an important item to include in your teacher portfolio, it also serves a much more important role. It guides and informs you as you prepare other portfolio items, it helps you prepare for a job interview, and it helps you to ensure that you are consistent in the way you answer job interview questions.

Especially if you’ve never done one before, perhaps the hardest thing about writing a philosophy of teaching statement is where to begin. We recommend looking at a number of sample teaching philosophy statements (such as the ones on the TiPPS website) and then brainstorming or freewriting on one of the following prompts: “What’s important to you in your teaching?” or “Being a language professional means . . .” Often, people produce a list of items - we would encourage you to go through that list, marking or highlighting the ones that are most important to you and trying to think of ways those are implemented in your classroom teaching.

If need help with your brainstorming, we recommend perusing through and considering the following:

### **Job interview questions that may get at teaching philosophy**

- If I were to ask your students about your teaching, what would they say? (if you were one of your students, what would you say about your teaching?)
- If I were to ask your supervisor about your teaching, what would they say? (if you were your supervisor, what would you say about your teaching?)
- Think of an activity you used that you feel was both successful and a good reflection of you as the kind of teacher you want to be. What was it about the activity, and the way you implemented it, that made it so?
- How do you establish rapport in your classes?

- Think of an activity that bombed in the classroom. Why do you think it didn't work? How would you change it and/or the way you presented it? Why?
- How do you go about motivating students?
- How do you feel about grading? How do you go about deciding what grades to give students?
- What do you think are important attributes of successful language learners?
- What do you do for your own professional development? What do you hope to be able to do, as part of your job, for your own professional development?
- What do you think makes an excellent teacher (in general)? an excellent language teacher?
- What are your conceptions of language learners? (WORDING)
- What are you interested in researching, if anything? How does this relate to your teaching?
- What is something you've learned in your study that you would like to try to apply to your teaching?
- How do you feel teachers can get better at what they do?
- What do you think is the most important issue in language teaching today?
- As a language teacher, what are some of your main concerns? What can you do (or what can be done) about them?
- How do you think people learn second languages (successfully)? How does instruction help? How can materials help?
- How do you think people become good at conversation (or reading, or writing, etc.) in a second language? How does instruction help? How can materials help?

### **Possible Teaching Philosophy Components**

- the theoretical underpinnings of your belief system and how your belief system affects decisions such as materials selection, teaching strategies, and classroom management
- a description of what you actually do in the classroom, why doing things that way benefits your students, and how you know when teaching strategies are working well

From Wolfe-Quintero, K. & Brown, J.D. (1998), Teacher portfolios. *TESOL Journal*, 7(6).

- the teacher's role & responsibilities
- students' role & responsibilities
- the balance of learning and use
- teaching and learning in general
- teaching and learning second languages
- teaching as a form of activism (how does teaching languages mesh with your world views?)
- content (what it is you're teaching)
- meaningfulness (drawing on students ideas, interests and concerns)
- speaking to students' needs
- classroom dynamics and class atmosphere
- affective and emotional components
- evaluation (and placement testing?)
- being flexible (working within the needs and constraints of the institution, the students, and your beliefs as a teacher)
- theory and practice
- the classroom as a learning environment for all

- fluctuation on the continuum between teacher-as-dictator vs. teacher-as-facilitator (when are and when aren't you open to negotiation)
- learning styles
- tuning in to the students
- teacher awareness, reflection, and development
- discipline
- rapport
- motivation
- ideal vs. reality (working within the constraints of the institution where you teach)
- reflective practice
- collaborating with other teachers (sharing and developing ideas)
- motivation
- ideal vs. reality (working within the constraints of the institution where you teach)
- reflective practice
- collaborating with other teachers (sharing and developing ideas)



*The CQI Connection, No. 25, April 23, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

- ❖ Dr. Emily Evans' teaching portfolio workshop time has been changed to **1:30-2:50 on Tuesday, April 29<sup>th</sup>**. Room locations are Bienville 231 – Monroe; Shreveport – Conference; and Baton Rouge – BOR. She has requested that you bring a 3 inch binder in addition to your laptop (assuming that it holds your teaching information), or paper copies of lectures, exam questions, assignments, etc., to share with the group. If you are not able to attend, Dr. Evans is planning another workshop at a later date in Shreveport.
- ❖ The Pharmacy Curriculum Outcomes Assessment (PCOA) exam was administered to 88 P3 students last Thursday. We should receive a report from NABP in eight to ten weeks. This report will be used to measure curriculum effectiveness. NABP has requested that students provide me with feedback about the exam. I will summarize student responses and share those with you in a few weeks.
- ❖ On Monday, April 21<sup>st</sup>, representatives from ULM's Computing Center, Chance Eppinette, Sheau Yun Choo, and Paula Thornhill, accompanied by Dr. Eric Pani, visited Dr. Tara Jenkins' Pharmacy Management class to discuss issues with Moodle. Dr. Jenkins has been testing this system this semester and providing very informative feedback to the Computing Center staff. In their visit with her class, they heard first-hand from students the problems encountered using this software package. They also explained that system upgrades have taken place during the past few weeks that may have solved these problems. It was an excellent exchange of information. In addition to addressing student issues, they have agreed conduct two faculty development programs from the Bienville Building for Monroe, Shreveport and Baton Rouge faculty. These programs will be scheduled for May and June. They are also designing a pharmacy page that we can use to standardize our course information. More details will be provided as they are finalized.
- ❖ Reminder to committee chairs. As you prepare to complete your committee cycle, please send me a list of quality improvement action items your committee implemented this year. A short e-mail is most welcome. For example, the Admissions Committee implemented the "blind" interview this year and conducted interviewer training.

*For those who have asked about my landscape pictures, these were taken last year in Hawaii by my 15 year old son, Seth. Thanks for asking.*

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**From:** [Dr. Lesa Lawrence](#)  
**To:** [phar@ulm.edu](mailto:phar@ulm.edu)  
**Subject:** [Phar] CQI Connection  
**Date:** Wednesday, May 07, 2008 10:38:47 AM  
**Attachments:** [ATT00101.txt](#)

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*The CQI Connection, No. 26, May 7, 2008*  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research

*Staying connected through continuous quality improvement*

*If you missed last week's CQI Connection, I decided to take a break like Reese, son of Dr. Tibb and Marlon Jacobs.*

- ✓ Course and instructor evaluations were completed for all Spring PharmD courses. Many thanks to Libby Smith, Administrative Assistant for the Office of Assessment and Outcomes Research, and graduate assistants Gagan Jain and Jayesh Parmar who conducted the evaluations. Combining this data with Fall semester evaluations provides benchmark data for all PharmD courses. Course evaluation results will be provided to the Mission, Planning, and Assessment Committee with follow-up recommendations to the Curriculum Committee. Faculty evaluations will be provided to Department Heads.
- ✓ Dr. Roy Parish is planning a faculty development series of eight research design and methodology sessions beginning this month and continuing through June. Dates and times will be announced soon.
- ✓ Below is NIH PharmD Gateway information provided by Dr. Scott Baggaly, Chair of the Faculty Development Committee.

**Pharm.D. Gateway to NIH**  
**NIH recognizes that Pharm.D.s contribute to health at many levels through education, patient care, and research. Their knowledge of drug therapies is important for virtually all human diseases. This Web site aims to provide information about NIH funding opportunities for Pharm.D. students, postdoctoral researchers, and faculty interested in biomedical and behavioral research.**  
**NIH Funding Opportunities for Pharm.D.s**

#### ***New Investigators***

- [NIH Small Grant Program \(R03\)](#)
- [NIH Research Grant Program \(R01\)](#)
- [NIH Exploratory/Developmental Research Grant Award \(R21\)](#)

#### ***Research Training and Career Development***

- [Ruth L. Kirschstein National Research Service Award Institutional Training Grants \(T32\)](#)
- [Ruth L. Kirschstein National Research Service Award for Individual Postdoctoral Fellows \(F32\)](#)
- [National Research Service Award Senior Fellowships \(F33\)](#)
- [Information about NIH Career Development Awards \(Kiosk\)](#)
- [Pathway to Independence Award \(K99/R00\)](#)
- [Clinical and Translational Science Awards](#)
- [Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows \(F31\)](#)
- [AHRO Independent Scientist Award \(K02\)](#)
- [AHRO Mentored Clinical Scientist Development Award \(K08\)](#)

#### **Frequently Asked Questions**

#### **Grant-Writing Tips**

- [Tips from NIH Institutes and Centers](#)
- [View a model K08 application](#)
- [View a model R01 application](#)
- [Learn about NIH's Center for Scientific Review](#)

#### **Related Information**

[NIH Meeting Report: Pharm.D. Pathways to Biomedical Research](#)

[Accreditation Council for Pharmacy Education \(ACPE\)](#)

[American Association of Colleges of Pharmacy \(AACP\)](#)

[American Society for Pharmacology and Experimental Therapeutics \(ASPET\)](#)

[American Society for Clinical Pharmacology and Therapeutics \(ASCPT\)](#)

[American College of Clinical Pharmacy \(ACCP\)](#)

[Agency for Healthcare Research and Quality \(AHRQ\)](#)

[NIH Office of Portfolio Analysis and Strategic Initiatives \(OPASI\)](#)

[NIH Roadmap for Medical Research](#)

### **Career Development Resources**

- [Download the free mentoring guide by Dr. Jo Handelsman and colleagues, "Entering Mentoring"](#)
- [Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty](#)
- [Training Scientists to Make the Right Moves](#)
- [Resources for Scientific Management Training](#)

[Ask a Question](#)

## **Thank you,**

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*The CQI Connection, No. 27, May 21, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*Ready for summer fun is Hannah Claire, daughter of JoEllen and Mike Lee. Joellen did a marvelous job with the self-study celebration last week. It was great to be together and to celebrate our success with the self-study and the new curriculum. It reminds me that it takes all of us working together to accomplish the mission of our college. Enjoy your summer.*

- ❖ Vicki Crist, program assessment analyst, has generated course and instructor evaluation reports from our database. These reports will be sent to department heads tomorrow for dissemination to faculty. Blinded course evaluations will be sent the Mission, Planning, and Assessment Committee and the Curriculum Committee to discuss at summer retreats.
- ❖ Our first Moodle training for pharmacy faculty was held yesterday. Five Shreveport and nine Monroe faculty members participated in the training. Sheau Yen Choo from the ULM Computing Center and Paula Thornhill from ULM Continuing Education conducted the workshop and were extremely helpful making sure faculty had access and were able to navigate the system. The next Moodle training is scheduled for Thursday, June 12<sup>th</sup> from 1:00-4:00. Please bring your laptop computer and have access to your syllabus and your faculty picture to develop your profile. Also, before the training, make sure you are able to login to Moodle at <http://moodle.ulm.edu/> . You will need your ULM email account information to do this. The June training will be the same basic workshop as yesterday; however, Sheau Yen and Paula encouraged faculty who attended yesterday to attend in June if they would like additional help with Moodle.
- ❖ A P4 focus group was held Friday, May 16<sup>th</sup> to collect student feedback on their experiences with our College of Pharmacy. A report is being provided to the Mission, Planning, and Assessment Committee for their summer retreat. Specific items will be identified and recommendations developed to address issues. Follow-up measures will be used to document improvements.



*The CQI Connection, No. 28, June 9, 2008*  
*ULM College of Pharmacy*  
*Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

- ❖ Thank you to Dr. Roy Parish for preparing a fabulous faculty development workshop series on research methods. Dr. Scott Baggaly, Chair of the Faculty Development Committee, has postponed this week's research seminar due to the COP Moodle training session scheduled for this Thursday, June 12. The research seminars will resume next week.
- ❖ Thursday, June 12<sup>th</sup> from 1:00-4:00 in Bienville 110 is another Moodle training offered specifically for pharmacy faculty. Thirteen faculty members have registered to attend; however, all faculty members are still invited. Paula Thornhill from ULM Continuing Education will conduct the workshop which is extremely helpful for accessing and navigating the system. Please bring your laptop computer and have access to your syllabus and your faculty picture to develop your profile. Also, before the training, please make sure you are able to login to Moodle at <http://moodle.ulm.edu/>. You will need your ULM email account information to do this. If you would like to register for the workshop, please contact Libby at [lismith@ulm.edu](mailto:lismith@ulm.edu).
- ❖ Dr. Susan Sirmans, Director of Faculty Development, is organizing a full two-day orientation for new faculty on July 1 and 2. The first morning starts with College of Pharmacy organizational structure, policies and procedures followed by an afternoon of Clinical and Administrative Science Department policies, procedures, and expectations. Lunch on the first day is 11:30-1:00 and Monroe faculty are encouraged to stop by the student lounge to meet and eat with the new faculty. Day 2 is all day with ULM administration and human resource personnel. A detailed agenda will be provided at a later date and all faculty members are welcome to attend any portion of the program to review COP and ULM policies and procedures.
- ❖ There are new books available for checkout in the faculty development section of the Office of Assessment and Outcomes Research. Please check with Libby if you are interested in any of the following.
  - Scholarship Assessed: Evaluation of the Professoriate (An Ernest L. Boyer Project of the Carnegie Foundation for the Advancement of Teaching) by Glassick, Huber, and Maeroff
  - The Art and Science of Classroom Assessment: The Missing Part of Pedagogy by Brookhart
  - A Handbook for Teaching & Learning in Higher Education by Fry, Ketteridge, and Marshall
- ❖ Thank you to Libby for sharing this week's picture from the COP Administrative Assistants' Desk Collection.



*The CQI Connection, No. 29, June 23, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

Reminder: Dean Pritchard has requested that all faculty members enter their past three years of information into the Faculty Activities Database (FAD) by July 15. With your annual report just completed, now is a great time to update your FAD portfolio. Below are a few tips to facilitate the process.

- ❖ You may access the FAD website at <https://www.digitalmeasures.com/login/ulm/faculty>.
- ❖ If you have forgotten your password, click on Request Your Password and you will receive it via e-mail in seconds.
- ❖ Not long ago, you completed a Form F for the ACPE self-study. This document contains your past three years of information and you can cut and paste into FAD.
- ❖ Past three years of information includes activities with previous employers.



*The CQI Connection, No. 30, July 3, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*Happy Fourth of July!!!!*

- ❖ The Fall Faculty Retreat includes demonstration and training for the audience response system (ARS). Since distribution of the retreat agenda, I have received several questions about ARS. To update everyone, this technology was procured last year by the COP to be used for formative assessment. Thank you to the faculty members who recommended this technology for assessment during the self-study process. In addition to assessment, ARS can be used to take attendance. We need to enforce our attendance policy and the “clicker” will facilitate this process. Below is an excerpt from TurningPoint’s website; please view the website at <http://www.turningtechnologies.com> and demo higher education. This will prepare you for the faculty retreat.

*TurningPoint audience response system integrates 100% into Microsoft® PowerPoint® and allows audiences and students to participate in presentations or lectures by submitting responses to interactive questions using a ResponseCard® keypad or other hand-held/computer devices. Using a TurningPoint audience response system, your PowerPoint presentations become powerful data collection and assessment tools that collect real-time audience responses and dramatically improves productivity and results for your business or educational organization. Author, deliver, assess and report without ever leaving PowerPoint®.*

- ❖ Dr. Gina Biglane, Chair of the Mission, Planning, and Assessment Committee, recently requested end of the year assessment reports from several committees. These reports will be forwarded to new committee chairs to provide a history of committee CQI initiatives. Dr. Biglane has planned an all-day retreat for her committee on July 28<sup>th</sup>.
- ❖ Thank you to the faculty members who submitted their surveys to AACP. According to AACP we had a response rate of 75 percent. The survey portal is now closed; a reminder to participate was sent to faculty from Dean Pritchard a few weeks ago. For those who participated, your responses will be used by AACP and ACPE for the purposes of curriculum and educational process improvement. The results will be used to identify issues and processes for further discussion and study that will shape the future of pharmacy education.
- ❖ Reminder: Dean Pritchard has requested that all faculty members enter their past three years of information into the Faculty Activities Database (FAD) by July 15. You may access the FAD website at <https://www.digitalmeasures.com/login/ulm/faculty>.



*The CQI Connection, No. 31, July 10, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

- ❖ An additional Moodle training program will be offered for COP faculty on Monday, August 11<sup>th</sup> from 1:00-4:00 in Bienville 110. This is being offered at the request of Dr. Mary Gauthier-Lewis, CAS Assistant Dean for the COP Baton Rouge campus, for faculty who will be traveling to Monroe on Monday for the Tuesday, August 12<sup>th</sup> faculty retreat. Interacting with Moodle instructors from distance connections has not been as beneficial as being in the same room with them. All COP faculty are invited to attend whether you missed the first two held this summer or if you just want some additional instruction before the start of the fall semester. Please send Libby Smith an e-mail, [lsmith@ulm.edu](mailto:lsmith@ulm.edu), if you plan to attend. If you are unable to attend this training, ULM is offering additional training later that week as a part of faculty development week.
- ❖ A big thank you to Dr. Susan Sirmans, Faculty Development Director, and Libby Smith, Assessment and Outcomes Research Administrative Assistant, who organized a two day faculty orientation that was packed with information from the College of Pharmacy administrative team, Clinical and Administrative Sciences administrative team, and ULM's Human Resources Department. Thank you to the faculty and administrators who made this program possible.
- ❖ By now you have heard and/or read about our accreditation review report. It is a milestone in a very long road that contained many opportunities for self-reflection and self-study. All of our hard work was rewarded with a strong vote of confidence from ACPE. The best part of the report is how impressed the review team was with faculty involvement in the self-study process and preparation of the self-study document. In addition to improved library resources, the most challenging part of the report is the continued monitoring that is required for assessment activities within the new curriculum. With initiatives like embedded assessment, the audience response system, electronic student portfolios, the Pharmacy Curriculum Outcomes Assessment (PCOA) exam, advanced practice experience (APE) progression exams, and objective structured clinical exams (OSCEs), we should be able to continually monitor our progress with feedback loops to measure improvements. Thank you for your participation with each of these assessment tools.
- ❖ Results of the PCOA exam were received this week. Overall, our 88 P3 students scored above the national average for all P3 students who took the exam. The exam covered four major content areas: Basic Biomedical Sciences, Pharmaceutical Sciences, Social/Behavioral/Administrative Pharmacy Sciences, and Clinical Sciences. Nationally, 3,652 students from 25 colleges of pharmacy participated; 1,468 students were P3s. The students' performance speaks highly of the quality of our faculty and student body.

- ❖ Reminder: Dean Pritchard has requested that all faculty members enter their past three years of information into the Faculty Activities Database (FAD) by July 15. You may access the FAD website at <https://www.digitalmeasures.com/login/ulm/faculty>.

*Thank you,*

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*The CQI Connection, No. 33, August 5, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*This is the same picture that Dean Pritchard shared with you. However, I couldn't resist including the Number 1 College of Pharmacy in America in The CQI Connection.*

- ❖ Moodle training will be offered for COP faculty on Monday, August 11<sup>th</sup> from 11:30-2:30 in Bienville 110. Please note the time change from the last newsletter. New faculty will have to leave at 2:30 to attend a ULM meeting at 3:00. This Moodle training session is being offered at the request of Dr. Mary Gauthier-Lewis, CAS Assistant Dean for the COP Baton Rouge campus, for her faculty who will be traveling to Monroe on Monday for Tuesday's faculty retreat. However, all COP faculty are invited to attend for initial training or just some additional instruction before the start of the fall semester. Please send Libby Smith an e-mail, [lsmith@ulm.edu](mailto:lsmith@ulm.edu), if you plan to attend. If you are unable to attend this training, ULM is offering additional training later next week as a part of faculty development week.
- ❖ Reminder: The Fall Faculty Retreat includes demonstration and training for the audience response system (ARS). If you have an opportunity to visit the website, <http://www.turningtechnologies.com> you can see a demo for ARS in higher education. This will prepare you for the faculty retreat.
- ❖ Dr. Emily Evans is presenting her teaching portfolio workshop for the BR team on Thursday, August 28<sup>th</sup>. A special thank you to Emily for sharing her very informative program.
- ❖ We have two new DVD's for checkout in the Office of Assessment and Outcomes Research: Faculty Development Department. They are:
  - *Stop Force-Feeding Your Audience: Create Interactive & Flexible PowerPoint Presentations*
  - *Design Stunning Slides Like the Pro's with PPT 2007's Powerful Design Tools*

- ❖ Dr. Kelli Sorrells has shared the following information for faculty who are interested in viewing a truly inspirational lecture. Quoting Kelli,

There was a computer science professor (Randy Pausch) that gave an incredible speech titled "Last Lecture" at Carnegie Mellon that was video taped. It was posted on the internet and he immediately became an internet celebrity. The lecture is so good that he was offered \$6 million up front to put it into a book, which he did. It is a huge hit called "The Last Lecture". He has been profiled by several major news organizations so you may have already heard of him or have seen the lecture. I believe this lecture should be mandatory viewing for all! Students would enjoy as well as much of the advice he gives is directed toward them. He speaks of achieving childhood dreams, his student days and challenges as a faculty member. It is very moving as he had pancreatic cancer and knew that he did not have long to live. He died this past Friday at 47.

Lecture here: <http://www.cmu.edu/uls/journeys/randy-pausch/index.html>

Another lecture he gave this past year was titled "Time Management" at the University of Virginia to a packed auditorium. Dr. Pausch had stated that this was his favorite lecture:  
<http://video.google.com/videoplay?docid=-5784740380335567758>

Here is a NYTimes blog with all the incredible links to his legacy.  
<http://well.blogs.nytimes.com/2008/07/27/the-online-legacy-of-professor-pausch/>

The videos are long, but well, well worth it.



*The CQI Connection, No. 34, August 13, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

- ❖ Thank you to Dr. Tara Jenkins for the very informative demonstration of the audience response system (ARS) at the faculty retreat. If you plan to use this technology for formative assessment or for taking attendance this semester, please contact Marcia Wells at 342-1716 for assistance with the software and for installing the software on your computer. Marcia also has a DVD tutorial that will instruct you on how to use ARS. As was demonstrated yesterday, it was very simple for Assistant Dean Cockerham to insert a slide in his presentation to poll the faculty for a vote on bylaws. This technology can be a very effective tool in the classroom to replace the “show of hands” with a lecture question slide that tells you immediately if students comprehend the material you’ve presented. It also provides a data record for you to administer a quiz in class and have instant results recorded in your roster. Again, it is a powerful tool that can help us monitor student learning and to take corrective action with students who may not progress.
- ❖ Due to popular demand, Dr. Emily Evans is presenting her teaching portfolio workshop in Shreveport on Tuesday, August 26<sup>th</sup> and in Baton Rouge on Thursday, August 28<sup>th</sup>. Monroe faculty are welcome to join one of these sessions but should contact Dr. Evans [eevans@lsuhsc.edu](mailto:eevans@lsuhsc.edu) in advance so that they bring the necessary materials to be used in the workshop.
- ❖ Thank you to Dr. Jeff Evans for working with the LXR\*TEST implementation team to launch and effectively use this comprehensive assessment software. It offers many assessment features and Dr. Evans has devoted many hours to assisting Dr. Connie Smith and those working with the advance practice exam to load test questions into the program. At least 500 questions are now available and can be randomly generated.

- ❖ Vicki Crist, COP Program Assessment Analyst, has the scantron reader ready for grading and assessment reporting. She has the scantron reader working with LXR\*TEST and will run the P4 advance practice exam this Friday. Exams may also be graded without using LXR\*TEST. We are very excited to offer this test grading service to our faculty.
- ❖ As discussed at the faculty retreat and above, the Office of Assessment and Outcomes Research now offers test grading services. To use our COP scantron reader, it is necessary that you use our COP scantrons; ULM scantrons will **not** work. We have procured a supply of scantrons and will provide those to faculty as needed. Please contact Libby Smith, [lismith@ulm.edu](mailto:lismith@ulm.edu), for scantrons. She is preparing an online form and instructions for test grading and will post these in the COP Assessment website.
- ❖ At the faculty retreat I mentioned that the Office of Outcomes Research and Evaluation (OORE) Asthma HELP program has been featured in the “best practices” section of the Center for Medicaid and Medicare Services (CMS) website. If you would like to read more about OORE’s Asthma HELP program, please visit the website at <http://www.cms.hhs.gov/MedicaidSCHIPQualPrac/MSPDDL/itemdetail.asp?filterType=none&filterByDID=-99&sortByDID=1&sortOrder=ascending&itemID=CMS1212134&intNumPerPage=10>

Congratulations to Dr. Sandy Blake and Melissa Dear and the Asthma HELP team for making a difference in patient care and demonstrating the effectiveness of pharmacist intervention.



*The CQI Connection, No. 35, August 27, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*As good as it gets!*



*The CQI Connection, No. 36, September 4, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*Dr. Candace Thibodeaux was married to Mr. Jody Chelette on Saturday, August 16 at Twin Oaks Plantation in Natchez, Mississippi. Congratulations Candace and Jody. You have just embarked on the greatest CQI initiative of all.*

- ❖ *Reminder about the scantron reader. If you plan to use the COP scantron reader to grade your exams, it is imperative that you use the COP scantron forms. They are different from the ULM scantrons. ULM scantrons will NOT work with the COP scantron reader. Please contact Libby Smith at [lsmith@ulm.edu](mailto:lsmith@ulm.edu) or at 3487. She will provide you with a supply of scantrons for your exam.*

- ❖ *Due to an assessment of current student policies and communication with faculty, COP administration has approved a new procedure for processing student absences. It is as follows:*

*OSPA will no longer send e-mails to faculty for student absences. OSPA will verify excuses. Verified excuses will be stamped, dated, and initialed by the OSPA Director or Assistant Director. Students can take their verified excuses to professors. A special form for official ULM or COP travel will be provided for students to take to professors.*

*A recent e-mail from Dr. Greg Leader to COP faculty concerning the University and College's class attendance policy states:*

*“Students shall submit excuses for all class absences to professors within three days after returning to classes. Professors shall accept an official university excuse. With the following exceptions, professors are to determine whether absences are excused or unexcused: (1) Absences arising from authorized trips away from the University or from special duties at the University shall be excused. These authorizations come from the Office of the Vice President for Academic Affairs. (2) absences arising from a student’s confinement in a hospital or other inpatient facility or doctor’s excused absences shall be excused. Students are responsible for providing verification information to the faculty. (3) Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law or father-in-law.”*

*“The professional educational experience in the College of Pharmacy involves many multifaceted learning objectives, including professional interactions with faculty and peers that do not lend themselves to traditional testing modalities and assignment of letter grades. As a result, class attendance is mandatory in all pharmacy courses. Students reported for accumulating more than three unexcused absences in a course during an academic semester will be administratively dropped from the course with a “W” grade. In accordance with College of Pharmacy policy and procedure, a grade of “W” will be counted as an “F” grade with respect to academic standards.”*

- ❖ New books are available in the faculty development section of the Office of Assessment and Outcomes Research (AOR). Several of these books have been donated by our COP faculty. If you have a good read for faculty development or assessment and would like to share it with our COP family, please drop it by the Office of AOR. Libby will put a sticker inside the book to acknowledge your donation. New books available are:
  - *Cultural Competence in Pharmacy Practice* by Kimberly Vess Halbur and Duane A Halbur
  - *Assessment Essentials* by Palomba and Banta
  - *Faculty Incivility* by Twale and De Luca
  - *The Fifth Discipline: The Art & Practice of the Learning Organization* by Peter M. Senge

*Thank you,*

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*The CQI Connection, No. 37, September 24, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

- ❖ After assessing last year's student participation in ULM's online course and instructor evaluations, we found that students do participate in online evaluations and do provide formative comments for faculty. Therefore, we are planning to use the ULM online course and instructor evaluations this semester instead of taking class time from professors. We will be able to access the ULM data and incorporate it into our assessment database so that you can still receive reports from our office.
- ❖ Because we are planning to use ULM's online evaluations, all professors in team-taught courses have been listed in CISPLUS and therefore WEB for Faculty for grading purposes. Unless you are the professor designated to enter grades, it is not necessary for you to submit grades. It may be alarming when you login to WEB for Faculty to enter mid-terms grades and see all courses that you participate in listed. If you have any questions, please contact me or Associate Dean Leader.
- ❖ The new COP scantron reader has been used to grade nine COP exams and 3 quizzes this semester. Many thanks to Vicki Crist, Libby Smith, and Gagan Jain for making this system a part of the service offering of the Office of Assessment and Outcomes Research. Also, thank you to Dr. Jeff Evans who has been a continuous source of help to Vicki with the LXR\*TEST software.
- ❖ We do need **your help** with quality improvement issues for the efficient operation of our COP scantron reader. With your cooperation, Libby can have your exam back to you as quickly as possible. (Exams received after 4:00 will be next day and after 10:00 on Fridays will be Monday morning.)
  - Use COP scantron forms and inform students that these forms have a different numbering layout than ULM scantron forms. No. 2 pencils are still required.
  - Contact Libby Smith at [lsmith@ulm.edu](mailto:lsmith@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 201.



- 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.
- If requested, we can provide an Excel file with grades to import into your Blackboard and/or Moodle gradebook.
- I encourage you to provide me with feedback as you use the grading service so that we can 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.

**Thank you**



*The CQI Connection, No. 38, October 15, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*OK, what are OEE, OSCEs, OSMEs, and OSDIEs? You don't have to kiss a pig to find out.*

- ❖ In case you have heard any of the above acronyms lately and wondered just what OEE (Office of Experiential Education) has been up to with OSCEs and what Dr. Jenkins has planned with OSMEs and the results of Dr. Greg Smith's OSDIEs, here's a little refresher course.
- ❖ OSCEs are Objective Structured Clinical Exams designed to evaluate a student's clinical skills. It is a part of the "knows how, shows how, does" continuum and has been used extensively in medical schools. Many colleges of pharmacy now incorporate OSCEs in their student assessment process. Because most of our exams are knowledge based, OSCEs were developed to provide an evaluation tool for skills assessment. The Office of Experiential Education Director Dr. Connie Smith and Dr. Laurel Andrews have developed a series of OSCEs which incorporate the Pharmacy Care Lab team and clinical faculty. During the OSCE introductory year, P4 students must pass two of the four OSCEs to graduate. Dr. Smith has implemented a CQI team to evaluate the exam process and to improve each exam administration. For example:
  - **Problem:** Students had trouble using a package insert to determine a dose and frequency. Most students were not familiar with the package insert and this took the majority of their time.
  - **Solution:** Dr. Greg Smith will incorporate an exercise involving package inserts into Pharmacy 425 (Drug Information Retrieval and Evaluation) for the P1 students.
  - **Solution:** Dr. Roxie Stewart will incorporate this into Pharmacy 445 (Professional Practice Lab) for the P3 students.

Thank you to all the faculty and staff who made the first OSCE successful.

- ❖ OSMEs are Objective Structured Management Exams and will be used by Dr. Tara Jenkins as an assessment tool for her pharmacy management class. She is focusing on insurance issues, human resource situations, distribution, and medication error root cause analysis. She will administer her OSME at the end of the semester and will use the mock pharmacy in the practice lab.
- ❖ OSDIEs are Objective Structured Drug Information Exams and were developed by Dr. Greg Smith. This is a more practical way of assessing whether students have acquired the skills and competencies assigned to his drug information course. An assessment of the first OSDIE indicates that the structure, process, and outcomes are on target.
- ❖ OSPA (Office of Student and Professional Affairs), under the leadership of Director, Dr. Edwin Adams, and Assistant Director, Mrs. Mary Caldwell, has implemented a strategic plan for recruitment. A special thank you to Dr. Jamie Terrell for coordinating activities and to the Shreveport faculty for participating in a recent a series of recruitment events. If you are aware of an upcoming event that will help us promote the profession of pharmacy to high school or college students, please contact the OSPA. They have materials available and will also coordinate events with ULM's Office of Recruitment.
- ❖ Vicki Crist, Program Assessment Analyst, has moved from the Office of Assessment to the first floor of Bienville. This puts her closer to the operational flow of student records and information generated by the OSPA and OEE. Vicki is still a part of the Office of Assessment. Her old space now houses the scantron reader, officially named *Margo Reader*, which is still located in the Office of Assessment, 201 Bienville.



*The CQI Connection, No. 39, October 21, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

***Can you find the copperhead snake in the picture above?***

*This week's CQI Connection is a quality update on the Louisiana Poison Control Center and Louisiana Drug Information Center.*

- ❖ At last week's homecoming and College of Pharmacy open house, several individuals asked about the Louisiana Poison Control Center (LPCC) that for many years was located in Sugar Hall as a part of the Louisiana Drug and Poison Information Center. In 2006, we relocated the Poison Control Center to LSU Health Sciences Center in Shreveport to meet American Association of Poison Control Center accreditation criteria that the LPCC have access to a board certified physician in applied toxicology (ABAT), Dr. Tom Arnold. The center continues to serve Louisiana and several of the specialists in poison control (SPI) have remained with the center. The Louisiana Poison Control Center is still funded through the ULM College of Pharmacy and will eventually transfer officially to LSU Health Sciences Center, Shreveport. For a poison emergency the number to call is **1-800-222-1222**. The center operates 24 hours a day, 7 days a week.

- ❖ The Louisiana Drug Information Center is still located in the College of Pharmacy. Dr. Greg Smith is the director of the center and provides drug information services to health care professionals in Louisiana. Hours of operation are 8:00 a.m. - 4:30 p.m. Monday - Thursday, 8:00 a.m. - 11:30 a.m. Friday. Specific services of the DIC are:
  - To provide drug therapy and other health care information that is current, comprehensive, objective and need specific;
  - To assist healthcare professionals, faculty, and others in decision making positions regarding patients;
  - To apply problem solving and evidence based approaches to drug therapy issues;
  - To provide a learning environment in which pharmacy students and other health care professional students can acquire the tools necessary to search, evaluate, synthesize and apply health care information;
  - To publish information for health care professionals and consumers that provides objective updates and reviews relative to drug therapy and other health topics; and
  - To pursue research activities in drug information and other health topics.
  
- ❖ The Louisiana Drug Information Center no longer answers inquiries from the lay public, which was the case when the Poison Control Center was incorporated with the Drug Information Center. However, as one of Dr. Smith's quality improvement initiatives, he started publishing a periodic newsletter, **FYDI**, For Your Drug Information.
  
- ❖ Back to the snake picture. One of the educational programs sponsored by the Poison Control Center is recognizing poisonous snakes. As you can see from the picture above, camouflage is not only found at Bass Pro Shops. Below is the same picture as above with the copperhead snake outlined. Please be careful as you venture outside to enjoy the fall leaves, hunting, and hiking.





*The CQI Connection, No. 40, November 5, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*This week's CQI Connection is an update of the COP admissions process. Many of you have expressed concerns about the number of applications received so please read the facts below and if you still have questions, e-mail or give me a call (1715).*

- ❖ This year there was an early admissions deadline of November 2. This was established based on assessment feedback that our admissions process was running later than other schools and thus our offers were going out later than some of our sister institutions. Therefore, the Admissions Committee established an earlier deadline so that students who meet qualifications could be offered an earlier interview and thus an earlier admissions offer.
- ❖ As of November 2, 44 applications have been received and verified by the Office of Student and Professional Affairs (OSPA). These students' electronic folders will be reviewed by Admissions Committee members who will recommend an offer for interview. There are 23 additional applications being processed and when these are complete, these students will be reviewed for interview. The committee refers to this process as a "rolling admissions process."
- ❖ The last admissions deadline is March 2. Until then, the OSPA will continue to receive and process applications and will provide this information to the Admissions Committee for spring interviews. We anticipate receiving another wave of applications after the January PCAT.
- ❖ Recruiting is ongoing around the state thanks to the efforts of our fabulous VIP faculty in Monroe, Shreveport, and Baton Rouge. These recruitment events provide an opportunity for prospective students to discuss pharmacy school with our faculty and to ask specific questions. We have launched an impressive campaign to champion the profession of pharmacy.
- ❖ To determine factors contributing to a student's decision to apply to the ULM College of Pharmacy, a survey is being developed by the Mission, Planning and Assessment (MPA) Committee. This survey

will be administered to pre-pharmacy students who are in their second or third year. We are working with OSPA's statewide pre-pharmacy advisors network to identify students for participation.

- ❖ An additional survey is being considered by the MPA Committee to evaluate students' attitudes concerning their preparation for pharmacy school compared to expectations in the P1 year. This is being done because we are required by ACPE standards to investigate non-progression rates above 5 percent and to formulate a plan to address progression issues. P1 non-progression rates for the past four P1 classes range from 11.5% to 27.6%. Hopefully, the 2008 P1 class will have a better progression rate as we close out the "old" P1 curriculum.
- ❖ Results of these surveys will be shared with our faculty and used to formulate recommendations to develop a *culture of caring* within our college that is based on our commitment to student success in our program.

*As for this week's featured photo, I took this bear's picture while hiking near Lake Tahoe, Nevada. Realizing that the fence is behind the bear and not in front of the bear indicates that there was nothing between me and the bear except for her two cubs that appeared shortly after this picture was taken. I would have taken their picture too except I was running too fast.... Have a great week!*



*The CQI Connection, No. 41, November 12, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*This week's CQI Connection is a quality update on the Pharmacy Care Laboratory (PCL). The PCL team includes Dr. Candace Chelette, Dr. Roxie Stewart, Mrs. Nancy Pierron, and PCL Manager Anthony Walker.*

- ❖ One of the shining stars of the ULM College of Pharmacy is the Pharmacy Care Laboratory. It is the combined vision of Anthony Walker, Roxie Stewart, Nancy Pierron, and Walter Pierron who visited the top pharmacy care laboratories in the country. Flown in first-class accommodations in Walter's plane, the team's mission was to bring back the best of the best. Mission accomplished.
- ❖ The lab covers about 5,200 square feet and houses 48 individual work stations with computers, hot plates and balances, four patient assessment and counseling rooms, a mock pharmacy, an I.V. ante room and a clean room with 4 hoods, a hospital room and two storage areas.
- ❖ The 48 work stations include 48 computers, 16 printers, 24 electronic balances, 24 hot plates, one teaching station with wireless microphones and a Pan-Zoom camera. The teaching station has computer access to all the camera stations around the lab. Students can view the activities of the instructor on their computer screens or the instructor may show a video or a power point presentation to the students that they can access on their computer screens.
- ❖ In the 454 square foot mock pharmacy there are 3 computer stations, 2 phones (and 1 instructor phone not in the pharmacy), modular storage for work flow design, tablet counters, a printer and 5 drug bays. There is also a 220 square foot OTC area filled with non-prescription medications on gondolas with aisle markers and end caps.



- ❖ The 4 patient counseling and/or assessment areas are each the size of a large office. They contain computers, cameras for videoing and debriefing, shelving for assessment and training devices, tables and chairs. One room has a television for showing patient education materials, and one room has an examining table.
- ❖ The I.V. room is mock <797> compliant. There is an ante room, a clean room and a small storage area. The I.V. room contains 2 horizontal laminar flow hoods (3 ft X 4 ft), and 2 six foot horizontal laminar flow hoods.
- ❖ The hospital room has a table, bed and computer. This is where SimMan lives. SimMan, Wallace Green, is a human patient simulator (HPS) made by the Laerdal corporation and is used for assessment training. He has airway features, pulses, and a blood pressure. Wally can be used for CPR and cardiac function training for learning circulatory skills and I.V. drug administration. Pre-programmed instructor designed scenarios are used for student experiential lab training. Wally also has nursing wound modules which are used in the pharmacy care lab.
- ❖ All of these laboratory features help the College of Pharmacy assure that pharmacy students have access to the learning opportunities needed to master dispensing functions, errors and omissions, patient counseling, compounding, third party adjudication, medication therapy management, physical assessment, immunizations, I.V. admixtures, TPNs, calculations and emergency preparedness.
- ❖ There are many other possible uses for the laboratory which the PCL team will be exploring due to upcoming curriculum changes. The COP family is very proud and happy to have such a nice facility available for our students.

*Thank you to the PCL team for providing the information for this edition of The CQI Connection.*



*The CQI Connection, No. 42, November 19, 2008  
ULM College of Pharmacy  
Office of Assessment and Outcomes Research*

*Staying connected through continuous quality improvement*

*Happy Thanksgiving!*

❖ **Final Exam Tips and Requests For Scantron Grading from *Margo Reader*:**

- Scantron forms are available in the Assessment Office. No. 2 pencils are also available. Please remind students to use No. 2 pencils or ones with HB lead or their answers **may not** be detected by the scantron reader. It is the student's responsibility to follow instructions and to use a No. 2 pencil.
- Tests will be graded on a "first come-first graded" basis.
- Verify the answer key and/ or answer weight sheet.
- Collect any "special needs" tests before submitting your tests for grading.
- Provide a total count of the scantrons (do not include answer key/ answer weight sheet) and provide a count for separate versions.
- Check that students' CWID and names are completely bubbled on scantrons.

❖ The Faculty Development Committee has approved the following seminar schedule:

- |            |                          |   |
|------------|--------------------------|---|
| • November | Faculty Incivility       | Dr. Susan Sirmans<br>COP Director of Faculty<br>Development |
| • December | Grant information        | Rene Hearn, Director of OSPR                                |
| • January  | University Week          | TLRC  |
| • February | Mentor/Mentee Roundtable |   |

- March Faculty Activities Database/ Update on Peer Review Tools
- April Electronic Student Portfolios Dr. Thilla Sivakumaran  
Asst. Dean of Assessment  
ULM College of Education
- May Psychometrics  
Effective testing strategies (Invited biostatistician-TBD)
- Summer Series Boot Camp Topics

- ❖ Faculty development for November features Dr. Susan Sirmans, COP Director of Faculty Development, who will present the following workshop:

Topic: Faculty Incivility

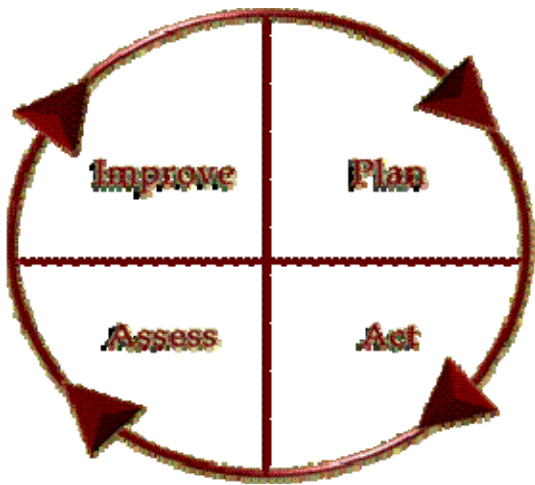
Place: Bienville 350

Date: November 24, 2008

Time: 1-2 p.m.

Description: This workshop will focus on incivility, bullying, and mobbing in the academic workplace that occurs on peer-peer relationships and those relationships in which there is a perceived power differential. Discussion will include the commonly accepted definition of these terms, costs (emotional and economic) associated with these activities, how to deal with incivility and how to promote a more civilized workplace. Information presented is based on a review of the literature, Dr. Robert Sutton's The No A\*\*hole Rule: Building a civilized workplace and surviving one that isn't and Drs. Twale and De Luca's Faculty Incivility.

- ❖ The December faculty development activity features Rene Hearn, PhD (cand), MPA, CRA, and Director, Office of Sponsored Programs and Research at ULM. She will discuss grant opportunities, finding funding, and her one-stop-shop concept for research initiatives. The program will be held the morning of the faculty meeting, December 15<sup>th</sup>, from 10:00-11:30 in Bienville 110.
- ❖ The following are additional scheduled topics for ULM's Office of Sponsored Programs and Research (OSPR) Roundtable Discussions. However, anything regarding research administration can be brought up during these meetings. All meetings are scheduled in College of Arts and Sciences' Conference Room from 11:00 to 12:30 pm. Scheduled dates rotate around different weekdays in order to accommodate all faculty interested in attending these meetings.
  - February 13, 2009 - What is Cost share and/or Matching Funds?
  - March 11, 2009 - Discussing ULM's Grants Manual
  - April 8, 2009 - Provost's New Internal Incentive Programs
  - May 7, 2009 - What is ULM's Research Culture?



*The CQI Connection, No. 43, December 12, 2008*  
 ULM College of Pharmacy  
 Office of Assessment and Outcomes Research

*Staying connected through continuous quality improvement*

*This is a review of the cycle of assessment based on structure, process, and outcomes as it relates to the ULM College of Pharmacy's teaching mission.*

- ❖ The structure of the cycle of assessment begins with the **plan** (curriculum) and continues with the process or delivery of this curriculum (**act**), which is followed by an **assessment** of the outcomes of this process (grades/progression) and is completed with recommendations for **improvement** before the cycle begins again.
- ❖ The curriculum **plan** is designed by the Curriculum Committee with leadership from the Associate Dean of Academic Affairs and is approved by the Faculty and the Dean. Department Heads assign courses to faculty who deliver this curriculum (**act**) and **assess** students' competencies (educational outcomes). Faculty are evaluated by Department Heads according to specific departmental faculty objectives.
- ❖ The Mission, Planning, and Assessment Committee (MPA) reviews grades and progression data provided by the Associate Dean of Academic Affairs and provides recommendations for **improving** the **plan** to the Dean. This may include curriculum revisions, teaching methodology enhancement, tutoring, etc.
- ❖ One of the agenda items for the COP Faculty meeting on Monday is a presentation of progression data. Dr. Leader, Associate Dean of Academic Affairs, will present a report from the **plan** and **act** part of the assessment cycle. During its spring retreat, the MPA Committee will review this data (**assess**) along with other sources of data, <http://www.ulm.edu/pharmacy/mpa/Assessment%20Map.pdf> and make recommendations for **improvements**.

*As always, the Office of Assessment and Outcomes Research welcomes your comments, concerns, and ideas as we continually pursue our mission to create a professional learning environment that embraces the concept of continual quality improvement. See you Monday at the Faculty meeting and please remember the faculty development program with Rene Hearn from ULM's Office of Sponsored Programs and Research from 10:00-11:30 Monday in Bienville 110. She will discuss where to find funding. We will break in time to enjoy the COP luncheon.*

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