James Harrison School of Pharmacy

Health Outcomes Research and Policy, MS

Expected Outcome 1: Students will be competitive for entry into workplace after graduation

Assessment Method 1: Analysis of student experience and placement

Assessment Method Description
We will conduct an exit survey and identify where they work after graduation

Exit Survey
Exit Survey for Graduate Students

Rationale: The Department conducts a comprehensive outcome assessment of the graduate program. The information collected allows the Department to examine critically its strength and limitations and to facilitate improvement efforts in the program. Students are encouraged to be constructively critical of the program and to answer all the questions. The exit survey form is required for all graduating students.

Instructions: These questions will be administered online and questions will be customized based on their degree (MS or PhD). Follow-up interviews may be conducted by the Graduate Program Officer or the Department Head

Name:
Student Banner Number:
Email address:

What was your highest degree prior to this MS or PhD degree?
Why did you pursue the MS or PhD degree?
After graduation, what is your employment plan?
Is your employment a result of your MS or PhD degree?
Who is/will be your employer?
What is/will be your job title?
Briefly describe your job descriptions
Rate how well the program enhanced your communication skills. (scale 1-10)
- Comment on how the program enhanced your communication skills or might be improved to achieve this objective.
Rate how well the program enhanced your abilities to conduct independent research? (scale 1-
Comment on how the program enhanced your abilities to conduct independent research or might be improved to achieve this objective.

Rate how well the program fostered the attainment of knowledge of theories, methods, and findings in the social, behavioral administrative sciences in pharmacy on a scale from 1 (low) to 10 (high)

- Comment on how the program fostered this objective or might be improved to achieve this objective.

Rate how well the program prepares you to publish peer reviewed manuscripts? (scale 1-10)

- Comment on how the program prepares you or might be improved to achieve this objective.

Are there any areas that are not sufficiently covered in the MS or PhD program? If so, please identify any courses you would add to the program.

Comment on the academic advisement received from the Graduate Program Coordinator

Comment on the academic advisement received from the thesis or dissertation advisor.

Comment on what you perceive as the strengths within the MS or PhD program.

Comment on aspects of the M.S. program that you believe should be changed.

Please feel free to add any other comments, criticisms, or suggestions that you believe would make Cameron's M.S. program more relevant and useful.

**Findings**

No student graduated last year.

**How did you use findings for improvement?**

N/A. No student graduated last year. This exit survey guide will be implemented starting in Fall 2014. Results will be reviewed annually at the Department's Graduate Program retreat in summer.

**Additional Comments**

**Expected Outcome 2: Students will demonstrate acceptable scientific communication skills**

**Assessment Method 1:** Assessing students' communication skills in seminar courses that are offered in Fall and Spring semesters

**Assessment Method Description**

We will use a rubric to evaluate communication skills. The rubric asks faculty members and graduate students in attendance to evaluate each student presentation in the following domains:

- Content (Scope and depth of knowledge, evidence of literature analysis and synthesis),
- Contribution to discipline (evidence of discovery, expansion upon previous research, and research significance)
- Quality of response to questions: (completeness of responses, whether responses are supported by literature, and how responses are organized and delivered)
- Use of communication aids (communication aids’ contributions to the quality of the presentation and how information is presented)
- Use of allotted time (Whether the presenter utilizes the time efficiently)
- Presentation skills
- Overall quality

For each domain, response categories include do not meet expectations, meet expectations and exceed expectations.

### Evaluation of Communication Skills

To be completed by faculty and graduate students

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Below Expectations</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consider: Scope and depth of knowledge, evidence of literature analysis and synthesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to discipline:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consider: Evidence of discovery, expansion upon previous research, and research significance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of response to questions:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consider: Completeness of responses, whether responses are supported by literature, and how responses are organized and delivered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of communication aids:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consider: Communication aids’ contributions to the quality of the presentation and how information is presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of allotted time:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consider: Whether the presenter utilizes the time efficiently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation skill:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consider: clarity and rate of speech, free of distracting mannerisms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall quality</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Findings

The Department has only one M.S. student. Hence, we cannot report the student's performance due to student's privacy. We plan to use the rubric and report MS students' performance over time.

How did you use findings for improvement?

The rubric will be reviewed by the Department's graduate faculty on July 22. The rubric will be adopted and administered online. Faculty and other graduate students (PhD) students who are audience of the research seminar will participate in assessing MS students' communication skills.

Additional Comments

Expected Outcome 3: Students will provide evidence of being able to conduct theory-based research
For MS students, we expect that students will be able to conduct theory-based research under supervision and guidance from faculty advisor.

Assessment Method 1: Proposal and thesis defense

Assessment Method Description
This rubric is used to evaluate proposal and dissertation defenses. Each faculty member evaluates student’s performance in proposal defense and dissertation defense using the rubric. This rubric assesses student’s performance in various domains including:
- Overall quality presentation
- Overall breadth of knowledge
- Quality of response to questions
- Use of communication aids
- Overall quality of science
- Contribution to discipline
- Quality of writing
- Overall Assessment

Response categories for each domain include do not meet expectations, meet expectations and exceed expectations.
Evaluation of Proposal and Dissertation Defense

Student name: ____________________________
Dissertation title: _________________________
Committee members

__________________________
__________________________
__________________________

Circle one: Dissertation proposal       Dissertation defense

At the conclusion of the exam/defense, each committee member should fill out the response sheet. For each attribute which a committee member feels is somewhat or very deficient, a short explanation should be provided. Completed forms are to be treated as confidential and are to be turned in to the Graduate Program Coordinator, not the student.

A summary of written comments from the committee members WILL be provided to the student by the chair of the examining committee.

All examination documents (rubrics and written comments) must be completed regardless of the outcome of the Proposal or Dissertation Defense. A copy of the completed forms (both rubrics and written comments) must be sent to the Graduate Program Coordinator within 48 hours of the conclusion of the proposal defense or dissertation defense.

Rubric – Completed by: ______________________________ Date: ________________

(To be completed by each committee member. Please check boxes for all evaluation criteria that you feel are appropriate within each attribute category)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality presentation</td>
<td>Poorly organized</td>
<td>Clearly organized</td>
<td>Well organized</td>
</tr>
<tr>
<td></td>
<td>Poor presentation</td>
<td>Clear presentation</td>
<td>Professional presentation</td>
</tr>
<tr>
<td></td>
<td>Poor communication skills</td>
<td>Good communication skills</td>
<td>Excellent communication skills</td>
</tr>
<tr>
<td></td>
<td>Slides and handouts difficult to read</td>
<td>Slides and handouts clear</td>
<td>Slides and handouts outstanding</td>
</tr>
<tr>
<td>Overall breadth of knowledge</td>
<td>Presentation unacceptable</td>
<td>Presentation acceptable</td>
<td>Presentation superior</td>
</tr>
<tr>
<td></td>
<td>Presentation reveals critical weaknesses in depth of knowledge in subject matter</td>
<td>Presentation reveals some depth of knowledge in subject matter</td>
<td>Presentation reveals exceptional depth of subject knowledge</td>
</tr>
<tr>
<td></td>
<td>Presentation does not reflect well developed critical thinking skills</td>
<td>Presentation reveals above average critical thinking skills</td>
<td>Presentation reveals well developed critical thinking skills</td>
</tr>
<tr>
<td></td>
<td>Presentation is narrow in scope</td>
<td>Presentation reveals the ability to draw from knowledge in several disciplines</td>
<td>Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines</td>
</tr>
<tr>
<td>Quality of response to questions</td>
<td>Responses are incomplete</td>
<td>Responses are complete</td>
<td>Responses are eloquent</td>
</tr>
<tr>
<td></td>
<td>Arguments are poorly presented</td>
<td>Arguments are well organized</td>
<td>Arguments are skillfully presented</td>
</tr>
<tr>
<td></td>
<td>Respondent exhibits lack of knowledge in subject area</td>
<td>Respondent exhibits adequate knowledge in subject area</td>
<td>Respondent exhibits superior knowledge in subject area</td>
</tr>
<tr>
<td></td>
<td>Responses do not meet level expected of a Ph.D. graduate</td>
<td>Responses meet level expected of a Ph.D. graduate</td>
<td>Responses exceed level expected of a Ph.D. graduate</td>
</tr>
<tr>
<td>Use of communication aids</td>
<td>Communication aids are poorly prepared</td>
<td>Communication aids contribute to the quality of the presentation</td>
<td>Communication aids enhance the presentation</td>
</tr>
<tr>
<td></td>
<td>Too much information included</td>
<td>Appropriate information is included</td>
<td>Details are minimized so major points stand out</td>
</tr>
<tr>
<td></td>
<td>Listeners are confused</td>
<td>Listeners can easily follow the presentation</td>
<td>Information is organized to maximize audience understanding</td>
</tr>
<tr>
<td></td>
<td>Communication aids are used inappropriately</td>
<td>Some material is not supported by communication aids</td>
<td>Influence on communication aids is minimal</td>
</tr>
<tr>
<td>Attribute not applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Findings
The Department has one MS degree student who joined the Department in Fall 2013. The student hasn't defended the thesis proposal.

How did you use findings for improvement?
The Department will review the rubric on July 22. The rubric will be adopted and utilized starting in Fall 2014. It will be administered online.

In the future, to protect students' privacy, we will report students' performance over several years.

Additional Comments

Expected Outcome 4: Students will publish peer reviewed manuscripts
Assessment Method 1: Analysis of publication records

Assessment Method Description
Given a small number of MS students, we will report MS students' publication records over a period of several years.
Findings
The Department usually has a very small number of MS degree students. Since 2012, all three students who completed the MS degree have published the results from their theses in reputable journals (resulting in 3 journal articles with the students as the first author).

How did you use findings for improvement?
We are very pleased with the three graduates who published their results in reputable journals. Graduate faculty will continue to ensure that students publish their work before or after graduation.

Additional Comments