



Improving Student and Faculty Success through Comprehensive Learner Records



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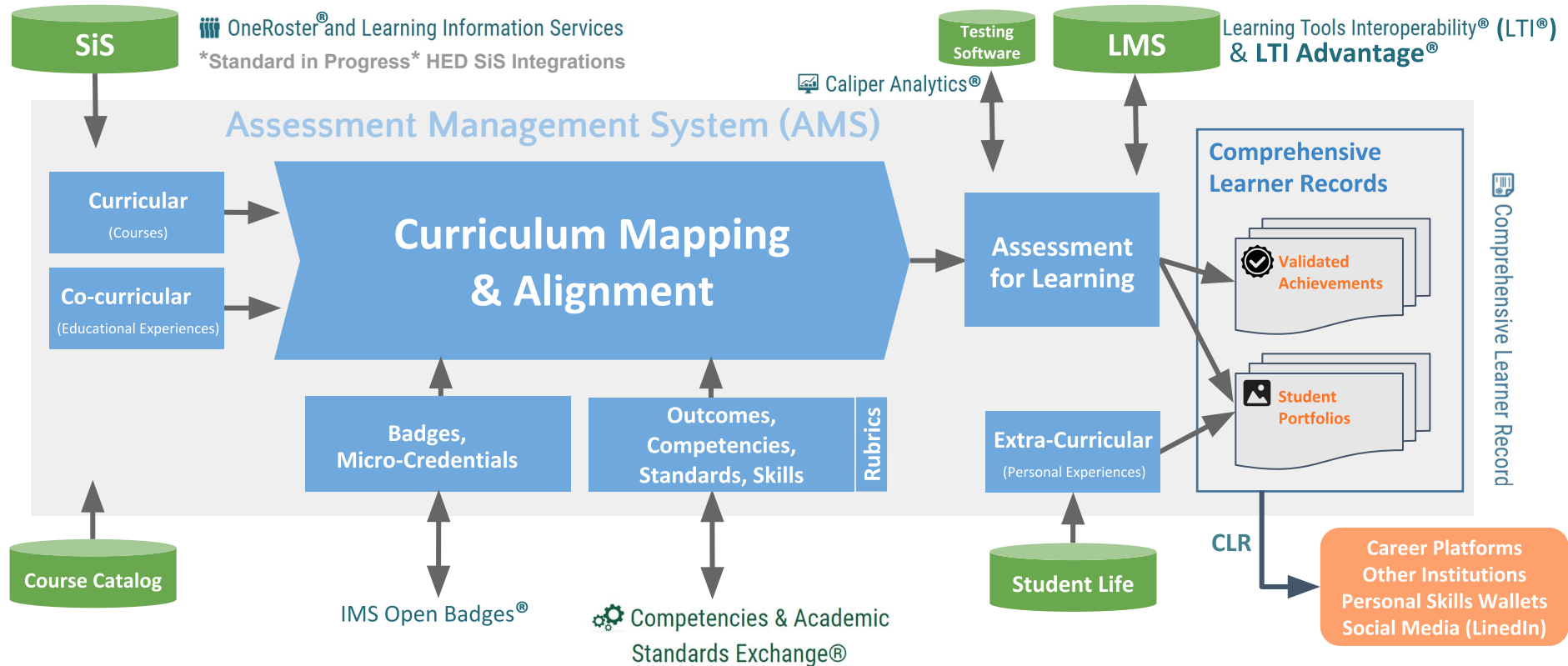


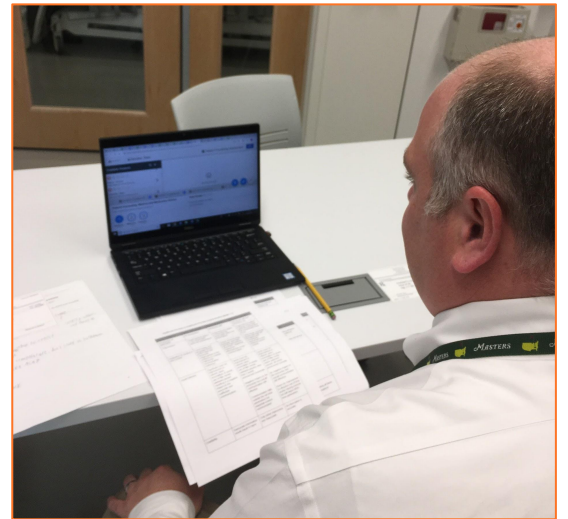
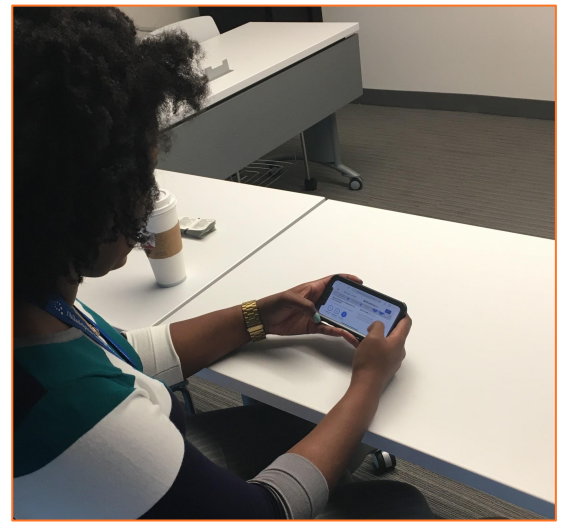
PROVEN RESULTS

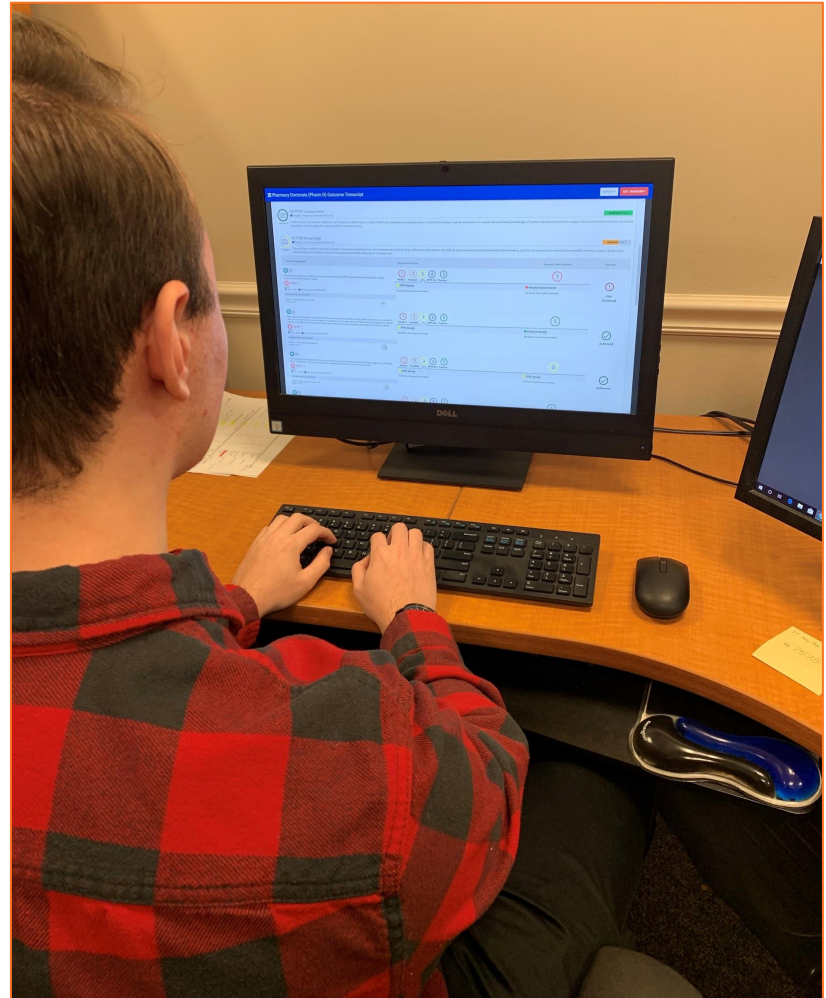
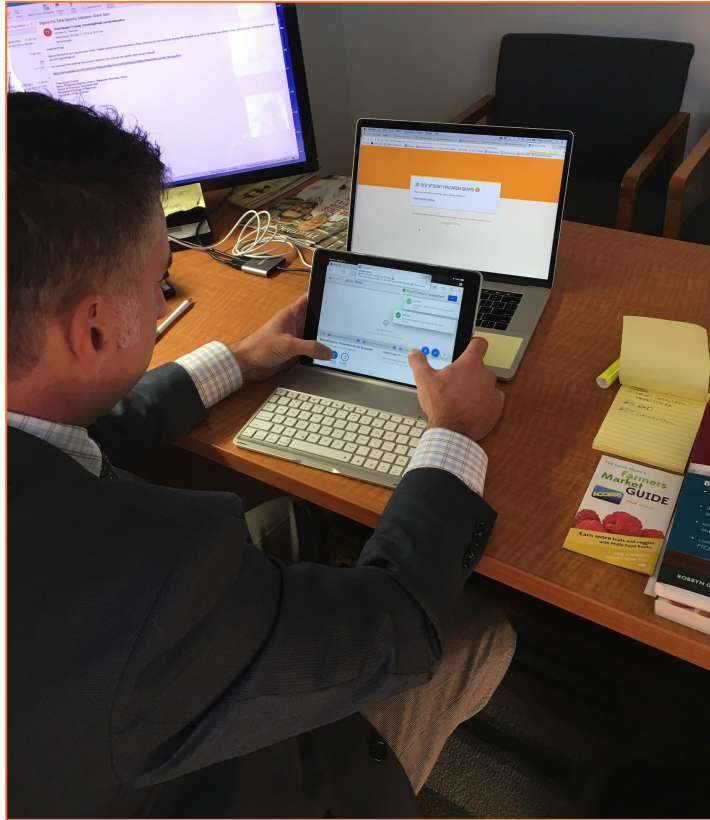
The U.S. Department of Education's College Scorecard confirms that a USciences education is a proven pathway to success.

[Get the Full Story Here](#)

AEFIS Student Centered Assessment for Learning







Improving Student and Faculty Success through Comprehensive Learner Records

IMS February 2019 Quarterly Meeting & Digital Credentials Summit

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*It is impossible to live without **failing** at something, unless you live so cautiously that you might as well not have lived at all, in which case you have failed by default.*

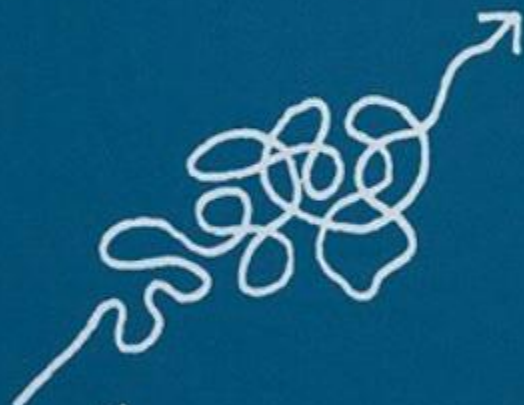


Success



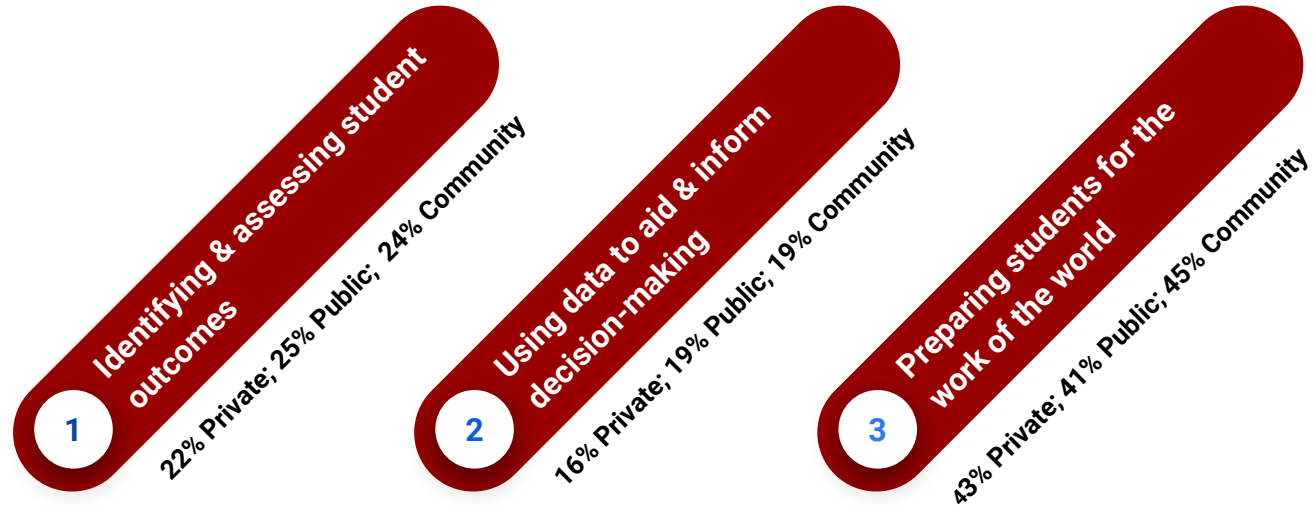
What people think
it look like

Success



What it really
looks like

Inside Higher Education



For Provosts, More Pressure on Tough Issues- January 23, 2019

N= 460



2018 National Survey for Competency-based Education



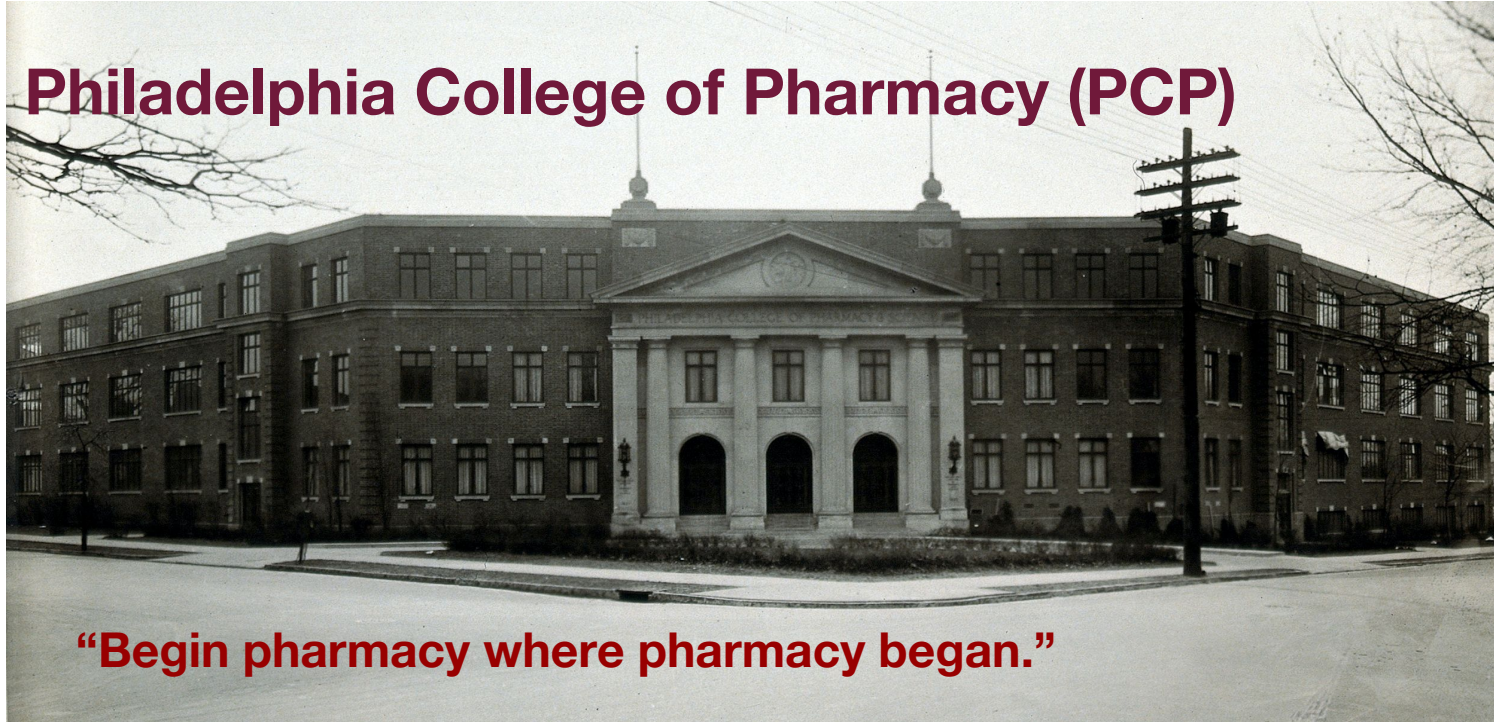
75%

**Expect CBE to grow
significantly within
the next 5 years**

as reported by Encoura Eduventures Research
(based on 500 school leader responses)



Philadelphia College of Pharmacy (PCP)



“Begin pharmacy where pharmacy began.”



New Competency-Driven PharmD Curriculum

P1 Theme: Foundations of Science and Practice Approved by PCP Council on January 19, 2017

Fall P1 semester: weeks

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
RX300	MDI or professional elective (2-3 cr)/Research															
-Prof Orient	RX380- IPPE1: Service Learning/ Community Practice 1 1 cr (34 off campus; 16 other (sim)) 4h ct/wk															
1cr (15L) 15h c/wk	RX310- Practice Skills 1 3cr (^40L:6LB:6R) 13h ct/wk				RX330- FDN of Biomedical Sciences 4cr (^51L:9LB:12R) 24h ct/wk				RX340- FDN of Pharma Sciences 1 3cr (^35L:18LB:12R) 21h ct/wk				RX350-iPSDT1: Disease Prevention & Self-care 3cr (^38L:12LB:6R) 19h ct/wk			
	RX320-Prof Behav/Comm 1 2cr (25L:6LB:6R) 9.25 h ct/wk								E S A R*				E S A R*			
IPE (Interprofessional Education) IPE competencies met via required modules, experiential, electives, co-curriculum																
LEARNING SUPPORT																

Concurrent
for practicing skills 12

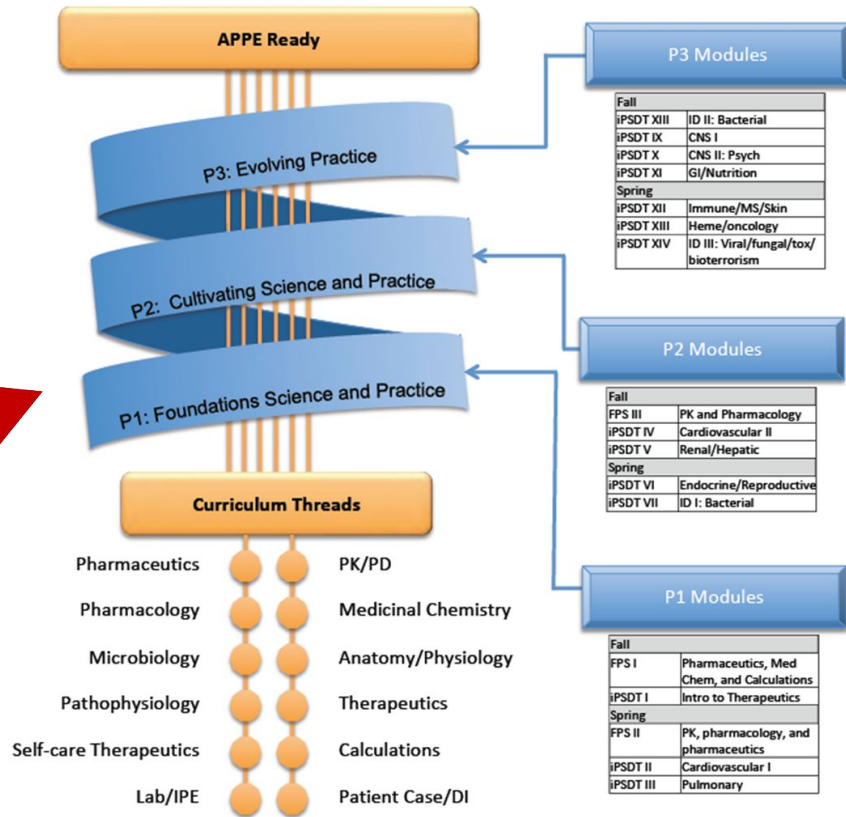
Competency-Driven Curriculum

Essential Skills for Pharmacists

1. Patient Safety
2. Basic Patient Assessment
3. Foundational Knowledge
4. Drug Related Problems
5. Pharm Calculations
6. Behaviors
7. General Communication
8. Patient Counseling
9. Drug Information
10. Health/Wellness
11. Insurance/Healthcare
12. Innovation/Entrepreneurship



Foundations and Integrated Science & Practice series



Visible Learning (Hattie, 2008). Real-time data of student learning



PCP's Learning Journey



P1 students have access to their assessment data (CLR) on their dashboards

AEFIS University Outcomes Transcript

Biomedical Engineering

Michael Student
 Program: Biomedical Engineering
 Cumulative Transcript as of September 7, 2018

Institutional Outcomes Performance Summary

76%
81 of 106 Goals Achieved

TOTAL OUTCOMES: 10
 GOALS ACHIEVED: 81
 GOALS REPORTED: 106

Winter Quarter 14-15 Spring Quarter 15-16

AEFIS University Institutional Outcomes Summary

- 82% Achieved** Communication: Employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media.
- 67% Achieved** Creative and Critical Thinking: Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical strategies, approaches, or products).
- 100% Achieved** Ethical Reasoning: Assess their own ethical values and the social context of ethical problems, recognize ethical issues in a variety of settings, and propose alternative actions.
- 100% Achieved** Information Literacy: Possess the skills and knowledge to access, evaluate, and use information effectively, competently, and creatively.
- 100% Achieved** Leadership: Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.
- 100% Achieved** Professional Practice: Apply knowledge and skills gained from a program of study to the achievement of goals in a work, clinical, or professional setting.
- 81% Achieved** Research, Scholarship, and Creative Expression: Make meaningful contributions in their chosen field, participating in use-inspired (e.g., inspired by and applied to real-world problems) research, scholarship, and creative expression.
- 100% Achieved** Responsible Citizenship: Create and sustain a healthy, engaged public life.
- 100% Achieved** Self-Directed Learning: Establish goals and monitor progress toward them by developing an awareness of the personal, environmental and task-specific factors that influence learning.
- 80% Achieved** Technology Use: Make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, and conduct research, as well as foster creativity and life-long learning.

Michael Student
 Program: Biomedical Engineering
 Cumulative Transcript as of September 7, 2018

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Winter Quarter 14-15 Spring Quarter 15-16 Summer Quarter 15-16 Fall Quarter 16-17 Winter Quarter 16-17 Spring Quarter 16-17

AEFIS University Institutional Outcomes Summary

82% Achieved Communication: Employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media.

Academic Learning

Objective Attempted	Success Level Goal	Success Level Achieved	Result
C1 Ability to concisely describe a problem, issue or situation along with current perspectives and potential new approaches.	1 Novice 2 Apprentice 3 Master 4 Proficient	1 Novice 2 Apprentice 3 Master 4 Proficient	Achieved Evidence Final Project_a_sport.pdf
BME S 382 A - Junior Design Seminar I Faculty: Name Semester: Quarter 15-16	C1 Ability to concisely describe a problem, issue or situation along with current perspectives and potential new approaches.	1 Novice 2 Apprentice 3 Master 4 Proficient	Good industry analysis and as value chain and financial analysis
BME S 492 001 - Senior Design Project II Faculty: Name Semester: Quarter 15-17	C1 Ability to concisely describe a problem, issue or situation along with current perspectives and potential new approaches.	1 Novice 2 Apprentice 3 Master 4 Proficient	Provides a reasonable problem or issue description, Most relevant content areas are addressed. Engineering terms and jargon matches the level of most of the audience.
BME S 491 001 - Senior Design Project I Faculty: Name Semester: Quarter 15-17	C03 Ability to handle audience questions in a professional manner.	1 Novice 2 Apprentice 3 Master 4 Proficient	Demonstrates sufficient knowledge to answer most questions; Understands and answers questions being asked; Does not explain or elaborate beyond minimal answer.
Summer Internship On-Campus Activity	C03 Ability to handle audience questions in a professional manner.	1 Novice 2 Apprentice 3 Master 4 Proficient	Demonstrates sufficient knowledge to answer most questions; Understands and answers questions being asked; Does not explain or elaborate beyond minimal answer.
67% Achieved Creative and Critical Thinking: Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, synthesis)	C03 Ability to handle audience questions in a professional manner.	1 Novice 2 Apprentice 3 Master 4 Proficient	Demonstrates sufficient knowledge to answer most questions; Understands and answers questions being asked; Does not explain or elaborate beyond minimal answer.

1. On BbLearn there is an Excel file titled "DataForQuestion1" which you will use to answer the questions below. The data file contains displacement (in mm) and load (in N) data for a mechanical test that was conducted on an unknown metal. The initial length and diameter of the specimen are also given.

a. Using the data, create an engineering stress-engineering strain graph with proper labeling. The stress axis should be in the units of MPa. Provide the graph with your submission.

Strain = Displacement/45mm
 Stress = Load/15.9043 mm²

Stress vs. Strain

Stress (MPa)

Strain

Point 2

0.2% offset yield strength

Ultimate Tensile Strength

Breaking Point

Current & Upcoming Projects



Current

- Our evidence-based process is aligned to **John Hattie's Visible Learning**
- New onboarding: MBA Program in Pharmaceutical Healthcare and Business
- Pre-health program (Pre-Med, Pre-Dentistry, Pre-Vet)
- Implementation of AAC&U Value Rubrics
- **Comprehensive Learner Record** & continued engagement of higher level leadership

Upcoming

IMS Global Digital Credentials Summit (Scottsdale-Feb)

IMS Global Learning Impact Leadership Institute 2019 (San Diego-April)

CODIE Awards- (San Francisco, CA- June)

AALHE (Minneapolis- June)


AACP (Chicago- July)

ExamSoft On Tour (Philadelphia-Aug)

Drexel (Philadelphia- Sept)





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