Education Policy Committee
Marcus Ferrone, Chair

MINUTES
MONDAY, NOVEMBER 21, 2016

PRESENT: Marcus Ferrone, Jaekyu Shin, Michael Grabe, Don Kishi, Scott Myers, Melissa Kobayakawa

Call-In: Rebecca Miller

ABSENT: Sharon Youmans, Patsy Babbit

Action Item Summary:
Action Item: Department EPC Representatives
Remove courses within Course Review website that are no longer being taught or active

Action Item: Marcus Ferrone
Will reach out to course directors to figure out reasoning behind not showing specific exam questions

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1. Curricular Development

Therapeutics:
From October 24th discussion

- Maintain passing grade of 65%
- Under 60% means it's a hard fail (result in 5-year Pharm D)
- Between 60-65% means remediation (during summer quarter)

- Question: Should students receiving 60-65% in CP 120 be required to maintain a 70% of greater at mid-term in CP-121?
- If a student drops Therapeutics, then they could focus on other courses
- Courses are independent and are assessed differently. Justification to relate the grades is flawed
- Therapeutics seems to be treated differently that other courses, mainly because of the difficulty of the course
- Students that struggle at midterm, can still do well on final. Students re-adjust their studying strategy to do better

- What does it mean fiscally for the students? EPC will have to contact financial aid about course load, so the student can maintain financial aid
- It would be worth looking into why the student didn't do well on the first midterm, and if an intervention can be applied
- Students might just take longer to apply critical thinking skills for the course. By the time the students go to remediation they do better
- This might apply for the 2018 curriculum if a student doesn't pass a block
- If a student doesn't pass both CP 120 and CP 121 then they will have a difficulty passing both CP 130 and CP 131
- If a student fails both CP 120 and CP 121 then they have to retake both courses instead of just a remediation
- CP 121: student has to achieve both 70% in the midterm. If they don't maintain that, then they have to at least get an 80% in their final
- Student failing should be reviewed on a case by case basis
- **Conclusion:**
    - Student should maintain 65%
    - Under 60 % is a hard fail
    - Student that gets 60-65 % can remediate and can move on to 121
    - If you fail CP 121 then you cannot remediate both CP 121 and CP 120
    - Student will have to repeat both courses in the subsequent year

2. **Programmatic Evaluation** - Review of Curriculum/PharmD Educational Outcomes

Pharm D Outcomes Voting:

- Draft of Pharm D outcomes was sent
- Pharm D curricular outcomes is posted on website
- Historical implementation starts with objectives, then assessment plans, then determine what content should be delivered and how to deliver it
- Backward planning of new curriculum
- Originate from CAPE outcomes, and include 3 inter-professional CAPE outcomes
- In order for 2018 curriculum to move forward, EPC was asked to endorse the new educational outcomes
- Faculty council will endorse it following the EPC endorsement
- Mitra would like to see where our current course objectives are mapped to the CAPE outcomes to look at gaps
- Qualtric survey will be sent out today, November 21, 2016 at 4 pm. Ballot due date is November 30th

3. CQI

Evaluation Questions:

- CP 111, add 2 questions to the evaluation
- Amount of evaluation questions affects the amount of responses
- 2 question should not make an impact
- OSCE question could be sent out right immediately after the OSCE event

4. Chair's Report

- University EPC Meeting Updates- Interprofessional Education
    - Communication, Delivery of Content becomes difficult
    - Clinical rotation is difficult to assess on how to include some of the schools

- University EPC Meeting Updates- Online Courses in UC System
    - Determining units for online courses
    - The school needs to create an admission guideline on acceptable online courses
    - Link: Site in Office of California that lists all online courses that are offered through the UC system
    - Contact course director if you want to review/audit online course
- Course Directors Meeting
    - Course Directors attendance is problematic
    - Tried to structure it as less informational but more interactive
    - Need to put value on the meetings so course directors attend
    - Education Technology Showcase for course directors to see how they can use technology available to them
- APPE Site Visits
    - December 1st- Laguna Honda

Action Item: If department representatives are aware of courses not being taught, course change form needs to be filled to remove from the catalog

Student Help Desk Efforts

- Smartsheet tracks all student computer issues
- STARS identify classroom technology problems
- Student help desk will run analytics what platforms are most problematic
- Full detailed will report will be provided to OEIS
- EPC Class reporting on course structure and exam structure
- Good way to identify problems worth bringing forward to EPC meetings
- It will help to resolve issues before going forward with the new curriculum

Student Representatives: Exam Question Feedback

- Students would like visibility on problematic exam questions
- Exam Reviews are generalized and not specific questions
- Questions are not disclosed for exam security reason
- Students can go to exam reviews but all belongings should be in the front for security
- Problem may lie with faculty not rewriting questions
- Official key is not disclosed, which poses a problem on how an exam was graded
- PCOL 131: Students are not given a report on exam questions they didn't do well on
- CP 119: Students that fail OSCES didn't get a feedback on what they didn't do well on

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