

Report of the Task Force to Assess Student Services
February, 2010

Members: Stanley Hem, Greg Hockerman, Jane Krause, Susan Holladay,
Matthew Murawski, Chair

Charge:

The Task Force was charged to:

1. Assess the quality and breadth of services provided to students in the under-graduate, professional, and graduate programs of the School. This assessment should not be limited to the Office of Student Services, but should also include services provided through faculty and teaching assistants.
2. Identify both areas of strength and weakness in our current services.
3. Provide recommendations for improvements, particularly any steps that are envisioned to improve student success.

Definition of Success:

Student success, for the purposes of this report, was considered to consist of: first: entry into and graduation from the professional program, second: transition of pre-pharmacy students not selected for entry into the professional program into other Purdue University programs, and third: post-graduation success and performance.

Interpretation of the Charge:

Prolonged discussion amongst members of the task force regarding the nature of the charge, the time constraints imposed by the proscribed deadline, and the resources available to the task force resulted in the decision to significantly narrow our interpretation of the charge.

Specifically, the task force determined that, for the BSPS program, the current state of flux created by the ongoing re-evaluation and re-structuring of that program created an impediment to realistic assessment of the meaning of student services within the context of the BSPS program. This was felt to be especially true given the high likelihood that whatever future version of the BSPS program might emerge would be unlikely to resemble the current program, and thus render any recommendations of the task force based on investigation of current programmatic characteristics moot.

Upon discussion regarding the issue of services provided to graduate students within the College of Pharmacy, those members with graduate faculty status were of the opinion that within-school services to graduate students were quite limited, consisting primarily of the application process. Also, as what services are offered are provided by a single individual, Janine Mott, the task force considered evaluation and assessment of an individual (as opposed to programmatic evaluation) a managerial activity and therefore outside the task force's legitimate functions.

Finally, it was the opinion of the task force that focus group interactions convened for the specific purpose of evaluation of services provided via faculty and teaching assistant modalities

were unlikely to result in explicit criticism from students who directly benefit from those same modalities due to the student's legitimate concern with anonymity. As an example, discontentment with the level or nature of student organization faculty advisement during a focus group meeting with that same student organization would by definition be specific as to the faculty member in question.

More importantly, given the limited number of likely sources of such expressions of student dissatisfaction in most student organizations, a real concern was that discussions of this nature might place any student willing to express honest negative opinions at risk for sub-optimal relations with the faculty advisor involved. With these issues in mind, the task force instead chose to engage in repeated general purpose focus group discussions with multiple student organizations, and made the assumption that should any substantial concerns with faculty/teaching assistant services exist they would manifest themselves within those forums.

Therefore, the task force spent the majority of its time and effort on an in-depth evaluation of the services, structure, personnel and functions associated with the Office of Student Services (OSS).

Documents Reviewed, Data Examined and Activities Performed:

- Focus group meetings with the following student groups (President's Council & Pre-Pharmacy Club, October 28th; PSSHP November 2nd; ASP November 3rd) Lead questions used for discussion, the responses noted, and a summary of consistent responses are listed in the Appendix.
- All members of the OSS (clerical and staff) were interviewed for 30 minutes by the chair of the Task Force, between December 1st and December 8th, 2009. A summary report of the comments made in those interviews was distributed to the members of the task force and used in deliberations.
- The faculty of the College of Pharmacy was surveyed regarding their knowledge and opinions of OSS services and functions.
- A document prepared by OSS at the bequest of Chair of the Task Force, detailing the summative activities of the staff of OSS, the "University and School of Pharmacy and Pharmaceutical Sciences activities related to corporate or individual initiatives within the Office of Student Services (OSS)" was reviewed. See Appendix.
- Counts of in-state and out of state pre-pharmacy admissions were obtained for the years 2004-2009 and percentages calculated.
- That portion of the self-study document created for the 2006 AACP Evaluation Team Visit (AACCP Standards 15-22) was reviewed.

- The AACCP Evaluation Team Report Of The Professional Program Leading To The Doctor Of Pharmacy Degree, April 11-13th, 2006, was reviewed for material pertinent to student services.
- The 1st floor Plan of the Heine Pharmacy Building was reviewed.
- Photographs of the new Krannert Students Affairs complex were obtained and examined. (See Appendix)
- The January, 2004 Academic Affairs Committee Academic Advising Evaluation Proposal for Purdue University (draft one) was reviewed.
- The January, 2005 Student Opinion Survey: PHRM 900 Pharmacy Student Services Survey, Spring 2005 was reviewed and those quantitative results relevant to OSS were extracted (see APPENDIX DATA, Information Extracted from 2005 Survey, Quantitative Responses). Qualitative responses were reviewed but not extracted.
- The Final Revision of The Office of Student Services Strategic Plan 2009-2014, final revision 9-4-09 was reviewed.
- The survey of the most recent graduating PharmD. Class (The Class of 2009) was reviewed for material pertinent to student services.
- Samples of student advising surveys from The University of North Carolina at Greensboro (2002 version) and The IUPUI Advising survey (1999 version) were reviewed.

Findings:

OSS Facilities

1. OSS staff was very concerned about the amount and condition of the space available to OSS. The waiting area is inadequate, and the offices are inadequately sound-proofed to the extent that confidentiality may be compromised, as observed by the committee.

2. In addition, the space is tucked away in a relatively inaccessible part of the building, and is under the animal care facility. Inadequate heating and cooling are also problems that are affecting comfort of staff, students and guests. A new space with a more prominent location with more waiting area is needed.

3. The percentage of out of state pre-pharmacy admissions has increased dramatically over recent years:

<u>year</u>	<u>resident</u>	<u>non-resident</u>	<u>total</u>	<u>% non-resident</u>
2004	248	87	335	25.97014925
2005	239	68	307	22.14983713
2006	238	109	347	31.41210375
2007	227	104	331	31.41993958
2009	175	87	262	33.20610687
2009	177	136	313	43.45047923

There is evidence for a much more competitive environment for Purdue in terms of high-end student recruitment than has existed in the past. In addition, the pervasive effect of PharmCAS means Hoosier students are likely to be applying to other schools and colleges of pharmacy in addition to Purdue more so than has been the case historically, again, changing the competitive position of the College of Pharmacy in terms of recruitment of the best students.

4. Students had concerns about access to student organization mailboxes during lunch and evening hours.

Advisor Access

1. Students would like access to advisors, on a walk-in basis, not necessarily their own, without having to schedule well in advance. This would require that more time be budgeted for OSS staff to be available to students.
2. Students had concerns about the inaccessibility of the OSS office during the noon hour.
3. OSS staff feels that involvement in some responsibilities (including committees) distracts them from fulfilling their primary advising mission.
4. Although the Task Force initially planned for a survey of the entire student body after focus group sessions with selected student groups, review of the transcripts of the focus groups and comparison to the results of earlier student surveys and the most recent survey of graduating students (Class of 2009) made clear that, overall, students are very pleased with OSS services as they understand them, and that what issues do exist have not changed significantly in the interim.
5. Overall, students are quite happy with their advisors and the services provided by OSS.

Improving Services/Activities of OSS

1. There were students that felt that OSS staff did not have a high degree of expertise in career counseling outside of traditional PharmD career paths.
2. Pre-pharmacy students are not receiving career guidance for alternate career paths in case they don't gain admission to the professional program.
3. Students were concerned that OSS staff did not have a high degree of knowledge regarding electives in other schools.
4. OSS Staff and student focus groups both indicated need for counseling specifically tailored toward career path development to maximize student achievement post-graduation.
5. A significant gap exists in the relationship between pre-pharmacy students between the PP1 year and the eventual admissions process- students are essentially lost to OSS during their second PP year.
6. OSS staff provides an essential, foundational service to ultimate student development, but are not subject to evaluation by the students they serve.

Understanding of OSS Services

1. Faculty have a limited understanding of the breadth and scope of OSS activities, with only advising, admissions, Multi-Cultural programs and recruitment recognized by 90%+ of the faculty, which are also seen as the most valuable contributions of OSS by faculty. This suggests a need for better communication between OSS and the faculty, especially for Indianapolis faculty.
2. OSS staff were concerned that students weren't taking full advantage of the services that they offer. They also specifically mentioned that many students were not handling the shift to the My Purdue system well.
3. Non West-Lafayette pre-pharmacy students state that they are at a disadvantage because they are not as aware of the services offered by OSS and other activities in the school and on campus.

Concerns from OSS Personnel

1. The nature of professionalism and the professionalization process is perceived differently. OSS sees their efforts to instill professionalism in the students as not being supported by all faculty members.
2. OSS staff would like faculty to value what they do, and occasionally be allowed time before classes to make announcements.

Role of the OSS in the School

1. Some faculty mentioned that they were uncomfortable with the number of OSS staff on some school committees and the influence they have on curricular and admissions decisions.

Organizational Structure of OSS

1. OSS functions lay the ground work for long-term relationships between the College of Pharmacy and the alumni of this institution. In many ways, OSS functions in the original sense of *Alma Mater*- the “nourishing mother” that fosters long-term loyalty between the College of Pharmacy and its graduates.
2. OSS recruitment related activities and substantial role in the application and admissions process significantly and positively impact the quality of raw material the faculty has to work with, in terms of students admitted.
3. The OSS staff members are dedicated professionals with superb work ethics and true commitment to the institution’s mission and most emphatically the well-being and success of the students they advise. These findings are supported by the previous (2006) self-study document and report of the Evaluation Team for the ACPE site visit, which make clear that OSS is a strength of the College, and a service that differentiates Purdue College of Pharmacy from other institutions. One of the most impressive documents reviewed was the document prepared by OSS staff, the “University and School of Pharmacy and Pharmaceutical Sciences activities related to corporate or individual initiatives within the Office of Student Services (OSS)”. This document made clear that the breadth of responsibilities handled by OSS, committee service at all levels, and the advising work load is substantial. We feel that most faculty members would be surprised to learn that the *average* door count visits per day at OSS is 263/day, by the number of committees served on by OSS representatives (55), or by the sheer number of functions performed by this office. (See Appendix for full document).
4. OSS staff felt that the chain of command was somewhat unclear, and that Dean Mason is too busy to give his full attention to OSS.

RECOMENDATIONS:

Recommendation 1:

The current space for OSS is inadequate, both in quality and quantity, for an institution facing a progressively more competitive environment for the most capable students. For potential students and their families, the office space currently occupied by OSS is the face of the College of Pharmacy. On a hot day during some of the highest levels of recruitment activity, that face is not necessarily complimentary.

In addition, the nature of the space, the high levels of sound transmission and openness of the common area contribute to a distinct and perceptible sense of closeness within OSS. The chair of the Task Force was able to discern tone of voice and in some cases individual words in discussions occurring in any of the advisement offices while sitting in the student waiting area. It seems reasonable to conclude younger ears would be capable of much higher levels of audio fidelity. Student confidentiality is clearly a matter of concern in the current installation as a direct consequence of the sound-carrying characteristics of the current space. Also, as will be discussed in a later recommendation, the need for additional services provided by OSS would require at least one additional FTE, and office space for any additional hires seems impossible in OSS's current setting.

The recent renovation of similar space at the Krannert School of Management was especially thought provoking. Clearly, Krannert's analysis of the competitive environment for students led them to conclude the expenditure of considerable resources in order to provide a first class setting for student affairs a worthwhile investment.

Our best suggestion for enhancing the placement and recognition of the Office Student Services and, most importantly, communicating the importance of those services to outside constituents would be to move OSS to the laboratory area currently opposite the Purdue Pharmacy, the laboratory space designated room 112, and shift current room 112 functions to the space currently occupied by OSS. Floor space appears to be comparable, the foyer provides an ample and discreet waiting area, and the placement at the front of the school (directly across from the Pharmacy) with an appropriate entrance into the foyer area (between the portraits of prior Deans) has the potential for a great impact on visiting students and their families.

This would entail a significant expenditure of funds, which, given the current budgetary environment, may not be immediately possible. It was the opinion of the Task Force, however, that, given the fealty to OSS that many alumni have, the cost of such a renovation would represent an excellent development opportunity.

As interim measures, some effort should be made to reduce sound transmission within the OSS space, possibly by the use of sound deadening materials in the decorative motif (drapes, etc.) and/or installation of sound deadening titles on the walls and the

installation of rugs, which should alleviate some of the issues with sound transmission. Some sort of white noise source might also be helpful. In order to meet the crushing demand for space, the possibility of annexing room 141 for OSS functions (conference room/clerical support functions/additional office space) should be strongly considered.

Recommendation 2:

Students also expressed concern with access to the student organization mailboxes housed with the office space of OSS, especially during off hours. We recommend that the combination lock mailboxes currently located in the 502 office complex be re-installed in the OSS complex area, so that each organization can access materials whenever necessary, with OSS staff having access to the master list of combinations to allow the boxes to be filled as material arrives.

Recommendation 3:

In a related issue, students expressed a need for rapid, non-appointment driven access to student advising for minor issues and quick questions. In discussions with staff, it is apparent such needs are currently met with an informal system that many students apparently are not aware of. Establishment, and, most importantly, the communication to students about the existence of a formal “PRN” advisor system for minor issues and short questions, rotating through staff, may help alleviate this issue.

Recommendation 4:

Students concern with access to OSS services is, in itself, a testimony of the value of OSS to those students. Specific recommendations from discussions with the student groups that would be of value would be to provide services during the lunch hour through the use of rotation of staff, as the lunch hour represents a prime “free time” period for students.

Recommendation 5:

The single service that repeatedly came forward as an issue in student focus groups and interviews with OSS staff was the paucity of available career pathway counseling (career counseling) for students in all programs. Several staff members have training in this area (Sylvia Howell, Tiffany Mousel) but are not in a position to provide

those services in any depth given the substantial work load generated by current functions. Making such guidance available to our students should be a high priority, as there is ample evidence such services positively impact post-graduation success and would assist pre-pharmacy students who do not select the professional program direction towards alternative career pathways with Purdue University. At one time, this need was met through use of the Glaxo Pathways Program. It is unclear at this time if freeing up personnel to provide this service would require another advisement FTE to meet the work load requirements, or if the shift in administrative responsibilities to the recommended OSS head would suffice.

Recommendation 6:

There is a need to review the overall participation of OSS staff on College committees for the purpose of optimizing both OSS contributions to College committees and OSS contact time with students.

Recommendation 7:

The gap between the PP1 year and admission into the professional program suggests the strong need for the development of another class in the pre-pharmacy curriculum, a PHPR-200 course that builds on the PHPR-100 course currently in place. We are not certain course content is an appropriate component of our recommendation, but we are confident the existence of some sort of course directly affiliated with the College within this time frame would be of great value in the development of relationships with the pre-pharmacy students, the professionalization of those students, and the enhancement of success for pre-pharmacy student whether they eventually enter the professional program or not.

Recommendation 8:

A strong recommendation of the 2004 Academic Affairs Committee Academic Advising Evaluation Proposal for Purdue University was that academic advisors should be evaluated by the students they serve, in much the same manner as faculty are evaluated within the context of the classes they teach. We strongly agree with this suggestion as means to assess the quality of service provision within OSS, and as a means of demonstrating the commitment to excellence and high performance of OSS staff within the College and to the University as a whole.

Recommendation 9:

An introduction to OSS should be made a part of all new faculty orientation and every effort made to provide similar levels of orientation to the Indianapolis faculty.

Recommendation 10:

Non- West-Lafayette students need a formal mechanism for acclimation and integration into the life of the school, which includes OSS, student organizations, tutoring, and other factors.

Recommendation 11:

There is need for development of a consensus amongst faculty and staff as to what constitutes professionalism and professional behavior, and how that will be communicated to students.

Recommendation 12:

A key issue is the current chain of command and organizational structure of OSS. Advisement and other functions report through the director to the Associate Dean, while Multi-Cultural programs reports directly to the Dean as well as the director. In addition, the staff has assumed an increasing burden of administrative responsibilities, such as determination of scholarship recipients, student awards, admissions responsibilities, career fair, and the BSPS program, etc. This, and extensive responsibilities for representation on various school committees leave the staff facing increased workloads, despite a net increase in the number of personnel. There is also a perception prevalent amongst OSS staff that their contributions to the institution's mission may not be fully recognized by the faculty.

In order to provide a consistent chain of command, enhance communication between the office and the faculty, and consolidate administrative responsibilities in a single individual while freeing advisors for student advisement, we recommend the creation of new position to oversee OSS. The Task Force could not reach consensus on the position's description, with faint support for an Assistant Dean in the position, but did feel the individual with responsibility for oversight of OSS should sit on the Executive Committee.

Our collective impression was that this additional position would ease administrative burden on the OSS staff, free the Associate Dean from day to day responsibilities for oversight, and enhance OSS visibility and communication with the faculty.

In addition to the appointment of an administrative position responsible for day to day functioning of OSS, there is a certain efficiency to be gained in broadening the role

of OSS from its current structure to one more in line with the concept of a Student Affairs Complex. There are a number of functions for which students must interact with different individuals during their progression through the curriculum that do not entail direct class or laboratory instruction that arguably could be accomplished in congruence with current OSS functions. Specifically, the IPPE and APPE experiences, as well as perhaps even the Purdue Pharmacy itself, could function under the guidance of the director. The student Affairs Complex would then function in a manner much like the medical home concept, allowing students to recognize and develop relationships with a single center to which they must go in order to deal with all non-classroom issues.

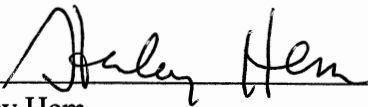
Recommendation 13:

There is some support for organizing a more formal tutoring system within OSS over the current ad-hoc, class-based system in order to enhance student success. Given the work load that OSS staff currently faces, implementation of such a program would have to be considered secondary to other recommendations in this report.

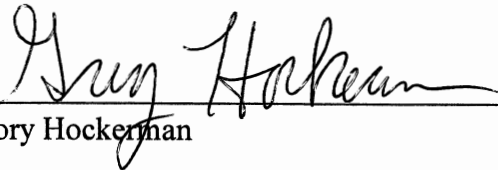
Recommendation 14:

Inter-office efficiency within OSS would be improved substantially by the adoption of standardized scheduling/calendars for all personnel/advisors.

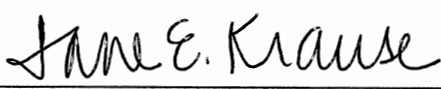
Respectfully, the Task Force to Assess Student Services



Stanley Hem Date 2/10/10



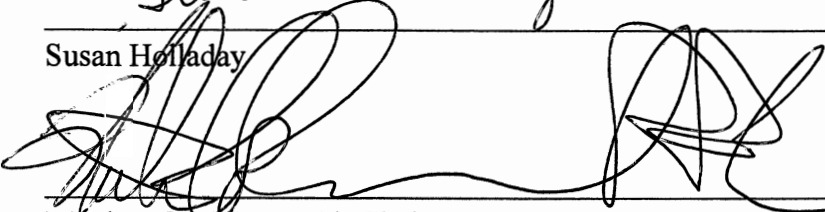
Gregory Hockerman Date 2/9/10



Jane Krause Date 2/9/10



Susan Holladay Date 2/9/10



Matthew M. Murawski, Chair Date 2-9-10

APPENDIX - DATA
KRANNERT Student Affairs Complex Renovation
Before Remodel:



_DAA9897

Krannert school of management third floor renovation of Krannert undergraduate facilities.



_DAA9899

Krannert school of management third floor renovation of Krannert undergraduate facilities.

After Remodel:



DAB0552
Krannert school of management third floor renovation of Krannert undergraduate facilities.



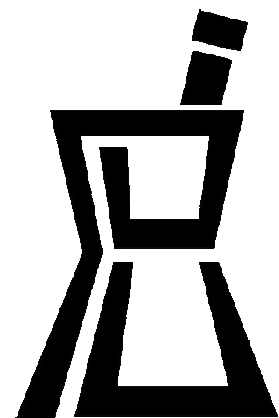
_DAB2369
Krannert school of management third floor renovation of Krannert undergraduate facilities.



.DAB0564
Krannert school of management third floor renovation of Krannert undergraduate facilities.



.DAB2384
Krannert school of management third floor renovation of Krannert undergraduate facilities.



***University and School of
Pharmacy and Pharmaceutical
Sciences activities related
to corporate or individual
initiatives within the
Office of Student Services (OSS)***

OSS Initiatives and Activities

STUDENT ADVISING

- Group and individual academic advising
 - Total students counseled-1267
 - Prepharmacy Students
 - PharmD Students
 - BSPS Students
 - CODO (Change of Degree Objectives) OUT reviews
 - CODO (Change of Degree Objectives) IN reviews
 - High School students
 - Transfer student/applicant inquiries
 - Walk-Ins from other departments on campus
 - Course registration
 - Career, professional, and personal counseling
 - Personal and professional life skills
 - Meet and counsel perspective students & families
 - DOC (Day on Campus)/STAR (Summer Transition, Advising and Registration)
 - Present parent Q&A each day
 - Present student registration session each day
 - Conduct advising session
 - Assist students in registration lab
 - Register students for fall classes
 - Assist student with University requirements in myPurdue
- Preliminary audits (fall)
 - PharmD/P3 preliminary candidate audits
 - BSPS preliminary candidate audits
- On-campus outreach
 - Dissemination of information and updates specific to SOPPS (School of Pharmacy and Pharmaceutical Sciences)
 - Meetings with academic advising units in other schools/colleges/departments
- Accommodate special needs, requests, and serve as a resource for services across campus
 - Office of Institutional Equity
 - Compliance and Disability Services
 - CAPS (Counseling and Psychological Services)
 - PCGC (Purdue Counseling and Guidance Center)
 - Psychology Treatment & Research Clinics
 - Office of the Dean of Students
 - Crisis Management
 - PUSH (Purdue University Student Health Center)
- Plan and prepare documents for group and individual advising sessions
- Implement group registration

- Letters of recommendations for various scholarships, leadership positions, internships, research fellowships, and RA positions
- Inform students of various opportunities across campus that would match their abilities, unique situations so they can be recognized for their achievement

RECRUITMENT

- Assist with Outreach, Recruitment, and Recognition Activities
 - Saturday with Boilermakers/Family Day
 - Visiting Scholars Reception
 - Scholars Day
 - Discover Purdue
 - Purdue's For Me
 - Fall Preview Days
 - Learning for Life Career Development Program
- Responsible for coordinating and executing all recruitment efforts for off-campus, regional and partner school students (prospective prepharmacy and professional program)
 - Ball State
 - Franklin College
 - IPFW
 - Indiana State University
 - IU Bloomington
 - IU East
 - IU Kokomo
 - IU Northwest
 - IU South Bend
 - IU Southeast
 - Ivy Tech
 - IUPUI
 - Purdue Calumet
 - Purdue North Central
 - Southern Indiana University
 - University of Evansville
 - University of Illinois-Champaign Urbana
 - University of Indianapolis
 - Valparaiso University
- Communication Tools that Assist with Recruitment
 - Phone calls
 - Emails
 - Personal Letters
- Educational Board Member
 - Learning for Life Career Development Program
- Answer off-campus student inquiries concerning transferring to the University as a prepharmacy student or applying for admission to the professional program

- Provide effective and efficient communication about our educational opportunity and share our philosophy on advancing the profession to high school and transfer students

UNIVERSITY COMMITTEES

- Office of Provost
 - Minority/ Multicultural Program Directors
 - Diversity Leadership Group
 - Diversity Leadership Group, sub-committee
 - Diversity/ Multicultural Forum Planning Team
 - Purdue Assessment Committee
- Office of Vice President for Human Relations
 - Diversity Round Table
- Office of the Vice President of Student Services
 - SCAN (Scholarship Communication Awarding Network) Advisory Committee
- Office of the Registrar
 - Banner Work Group
 - Banner Subcommittee Committee for the identification of space
 - University Commencement Committee
 - CAPP (Curriculum Advising Program Planning) Committee
 - CAPP (Curriculum Advising Program Planning) Implementation Committee
 - Schedule Deputy Committee
- Office of Admissions
 - Purdue Recruitment Council
 - Recruitment Committee
 - Multimedia Recruitment Task Force
 - Presidential/Trustees/Marquis Scholarship Committee
- SATS (Student Access, Transition & Success Programs)
 - STAR (Summer Transition, Advising and Registration) Taskforce
 - STAR (Summer Transition, Advising and Registration) Work Group
- University Strategic Plan 2008-2014
 - ‘Quality of Life’ tiger team
 - ‘Student Success and the Student Experience’ tiger team
- Head Advisor Committee
 - Convener for Head Advisors (2009-2010)
- PACADA (Purdue Academic Advising Association)
 - Campus Affairs Committee
 - New Advisor Welcoming Sub-committee
 - Chair
 - Advising Syllabus Sub-committee
 - Co-Chair
- Black Caucus of Faculty and Staff
- Clerical Service Staff Advisory Committee
- University Equity Panel

- CCO (Center for Career Opportunities) Advisory Council
- Study Abroad Liaison Committee
- PharmD/MSIA Committee
- MSIA Oversight Committee
- Curriculum Deputy Committee

SCHOOL COMMITTEES

- Admissions Committee
 - PharmD.
 - Tasks
 - Committee consideration/reviews
 - Application evaluation
 - Interviews for PharmD candidates
 - Late Admission Interviews
 - Admissions committee decisions of admit or deny
 - BSPS
 - Tasks
 - Committee consideration/reviews
 - Application evaluation
- Readmissions Committee
 - PharmD.
 - BSPS
- Scholarship/Awards Committee
 - Application evaluation
 - Ranking of candidates
 - Monetary award decisions
- BSPS (Bachelor of Science Pharmaceutical Sciences)
 - BS Pharmaceutical Sciences Committee
 - BSPS Oversight, Admissions, and Awards
 - BSPS Curriculum Task Force
- Student Cases Committee
- Student Appeal Committee
- Curriculum Committee
- PharmD. Curriculum Task Force committee
- OSS (Office of Student Services) Staff Committee
- Departmental Schedule Deputy Committee
- Staff Advisory Council (College of Pharmacy, Nursing, & Health Sciences)
- PharmD/BSPS Academic Standards and Readmissions
- Academic Standards Committee
- Diversity and Inclusion Committee-School of Pharmacy
- Multimedia Taskforce Committee
- Assessment Committee

LIAISON WITH UNIVERSITY OFFICES

- Bursar
 - Work with the Bursar and Registrar as student schedules come online to check for correct fee assessment each semester
 - Work with Bursar regarding student cancellations
- Registrar
 - “D” and “F” lists and mailings from the Registrar (Cognos generated)
 - Academic Standards processing with the Registrar (Cognos generated)
 - Informational Form 100 liaison with the Registrar
 - Form 40 monitoring with the Registrar
- Admissions
 - Credit Evaluation
- Financial Aid
 - Liaison with Trudi Horner
 - Financial Advisor
- Dean of Students
 - Crisis Management
- Risk Management
 - Malpractice Insurance
- PUSH (Purdue University Student Health Center)
 - Immunizations
 - Health Insurance
- Competency Center
 - Banner upgrades
- ITAP
 - Cognos
 - Blackboard

STUDENT CAREER DEVELOPMENT

- Program/Class Presentations
 - P HPR 100
 - IPPH 100
 - PHRM 301
 - Professional student orientation
 - B SPS individual and group meetings
- CCO (Center for Career Opportunities) Liaison
 - Career Resources
- P3/BSPS-8 Presentations
 - Profile, registration, resume development and interview request workshops
- Career Fair/Pharmacy Days
 - Rotation students

- Visit rotation sites
 - Providence Hospital, Anchorage AK
 - Southeast Alaska Regional Healthcare Consortium, Juneau, AK
- Communication Regarding Student Career Development
 - Library acquisitions, organization, promotion
 - Bulletin board information
 - Distribute career publications for student and prospective student use
 - Web site postings and clerkship newsletter preparation for Pharmacy Days and employment opportunities
 - Web page review
 - Post graduate status summaries
 - Update all career related pages/links
 - Provide BSPS application, procedures, and program information updates
- Administration of the Discovery Tool Career Assessment, coordinated course activity, for PHR 100

PROFESSIONAL DEVELOPMENT

- National Association of Colleges and Employers Annual Conference
- APhA Career Pathway Evaluation Program training
- PACADA (Purdue Academic Advising Association) Activities
 - PACADA Retreat
 - PACADA Winter Open House
 - PACADA Business Meetings
 - “PACADA Presents” Campus Advising Presentations
 - PACADA Student Services Forum
 - PACADA Data Sharing Breakfast
- PACADA Outstanding New Professional Award Recipient
- NACADA (National Academic Advising Association) Outstanding New Professional Award Recipient
- PBAO (Purdue Black Alumni Association) Outstanding Staff Award
- Banner Training
 - Advisor
 - Schedule Deputy
- Cognos Training
- Webinars
 - Economic Conditions and Student Hiring
 - Managing Millennials

UNIVERSITY/SCHOOL SUPPORT ACTIVITIES

- Support Pharmacy Days coordination with CCO (Center for Career Opportunities) and University Conferences/Calendar Offices

- Accommodate employer requests for RHPH interviews
 - Rooms/schedules,
 - Informational meetings
- Respond to employer call/referrals
- Employment Professional Opportunities
 - Active Job List
 - Internships, Fellowships, Residences
 - Web sites
 - Bulletin board
 - Newsletters
- Employment Survey
 - Collect graduating student data, compile, summarize for various reports to Deans and faculty
- Summer Experience Survey
 - Collect student summer activity data, compile, summarize, compare for school reports
- Academic High/Low List
 - Spring
 - Fall
- Certification for Graduation
 - Preliminary certification for graduation (P3)
 - Final Certification for graduation (P4)
- Graduation
 - Graduation Reception
 - Procession Marshall
- STAR (Summer Transition, Advising and Registration) Preparation Activities
 - Planning meetings
 - Debriefing with Admissions
 - Preparation of Student Information Form
 - Preparation of mailing to incoming freshmen
 - Advisors meeting
 - Wrap-up
 - Final Report
 - Prepare observational information for the next year's program
- Career Fair/Pharmacy Days (November)
 - 79 employers/companies, 500+ students
 - Planning/organizing Pharmacy Days
 - Served as direct/primary contact
 - Met w/Career Fair planning committee weekly to prepare and evaluate

- Scholarships
 - September
 - Planned/organized annual Family Day
 - Spring Semester
 - Organized all prepharmacy-related scholarships, answered all questions regarding prepharmacy scholarships
 - Awarding of Doctor of Pharmacy (P1-P4) scholarships
- Faculty Fellow
 - Harrison Hall prepharmacy Learning Community
- PHPR 100
 - Diversity and Inclusion Sessions
- Data Management Support
 - Cognos
 - Banner
- Phone-a-thon
 - Alumni Relations
- Rho Chi
 - Candidate eligibility/recognition identification
- P1 Orientation meeting
- OSS (Office of Student Services) Meetings
- OSS (Office of Student Services) Staff Meetings
- Boiler Gold Rush luncheon and meeting
- PHPR 100 kickoff
- Learning Community Planning Meeting
- Pharmacy First Nighter
- Statistical Reporting to Dr. Horne regarding admissions
- White Coat Ceremony
- Competency Center meetings
- International Student mailing about immunizations
- Family Day
- PHPR 100 registration lecture
- Academic Standards review with the Office of the Registrar (Cognos generated)
- Enrollment Management Meeting with Dean Horne
- Pharmacy Days
- Certify student athletes for NCAA (National Collegiate Athletic Association) purposes
- Certify veterans for governmental assistance
- Phi Delta Chi Breakfast
- Fowler Hall Town Meeting for One Purdue Financial System
- Faculty Meetings
- Purdue Scholars Day
- Lecture in GS 119
- Dr. Aziz meeting with Dr. Holladay and Dr. Rattray
- PharmCAS/Banner Meeting with the Competency Center

- OLS 386 Lecture
- MSIA Admissions Meeting with Students
- Senior Banquet
- Enrollment Management Forum
- Schedule monitoring and changing for academic standards purposes
- Dr. Aziz Award
- Certification of blue extern forms for the Health Professions Bureau
- CTR5 (Transfer Credit Evaluation Form) monitoring
- CODO (Change of Degree Objectives) approval
- OSS (Office of Student Services) Newsletter
- American Counseling Association (ACA)
- Multicultural Programs' Employment Program
- SOPPS (School of Pharmacy and Pharmaceutical Sciences) Awards Luncheon
- Community building experiences
- Walgreens' Interview Day
- Indiana Black Expo-School of Pharmacy and Pharmaceutical Sciences Coordinator
- Multicultural Programs
- Liaison/Mentor for 21st Century Scholars
- Super User/Banner for SOPPS (School of Pharmacy and Pharmaceutical Sciences)
- Dean's Joint Advisory Meeting
- Class reunions
- Homecoming Chili Dinner
- Homecoming Alumni Reception
- Distinguished Alumni Recognition
- Purdue Pharmacy Alumni Association
- Spring Fling
- Rx Golf Classic

SCHEDULE DEPUTY/CURRICULUM DEPUTY ACTIVITIES

- Large Lecture course schedule
 - Memo to departmental contacts
 - Fall
 - Spring
 - Summer
 - Prepare, develop, and submit Large Lecture schedule
 - Fall
 - Spring
 - Summer
 - Large Lecture meetings with SMAS (Space Management and Academic Scheduling)

- Departmental course schedule
 - Memo to departmental contacts
 - Fall
 - Spring
 - Summer
 - Prepare, develop, and submit departmental schedule
 - Spring
 - Summer
 - Fall
- COLRI (Course Organization Listing for Reporting Instructors)
 - Memo to departmental contacts
 - Fall
 - Spring
 - Summer
 - Prepare and submit COLRI
 - Spring
 - Summer
 - Fall
- Prepare 16th week finals schedule
 - Spring
 - Summer
 - Fall
- Monitor classroom space
 - Spring
 - Summer
 - Fall
- CERC (Curriculum Requests for Spaces in Courses)
 - Develop and submit CERC
 - Spring
 - Summer
 - Fall
- Monitor Timetabling for accuracy
 - Spring
 - Summer
 - Fall
- Send evening exam request to faculty and staff
 - Spring
 - Fall
- Monitor end of semester grades entered into the system
 - Notify departmental secretaries of non-compliance
- Remind faculty and staff to check their course rosters for accuracy
- Finalize enrollment numbers with Admissions and the Registrar (Consolidated/Detailed Enrollment Report)
- Semi-Annual Schedule Deputy Meeting

- Curriculum Deputy Meeting
- Clinical course/Rotation meeting with the Office of the Registrar
- Academic Progress Report Review with the Office of the Registrar
- Monitor the development of a memo discussing the new fee structure for the non-traditional PharmD's through Continuing Education
- Monitor cancellations and payments of the differential fee by students on rotation
- Monitor the PP, BSPS, and PharmD enrollment
- Monitor transfer students and their previous curriculum
- Develop and implement new curriculum
- Long range planning and preparation for future scheduling needs

SCHOOL ADMINISTRATION RESPONSIBILITIES

- Development of OSS Strategic Plan
- BSPS
 - Meet annually with all students for program/outcomes perspectives
 - Manage Internship program
 - Develop internships
 - Maintain employer relationships
 - Prepare students for internships
 - Visit internship sites
 - APP Pharmaceuticals, Melrose Park, IL
 - Catalent Pharma Solutions, Woodstock, IL
 - BioConvergence, LLC, Bloomington, IN
 - Millipore, St. Louis, MO
 - Pursue student and employer internship/career preparation feedback
 - Develop more/different internship opportunities and subsequent employment opportunities
 - Provide career exploration advice and job search planning to students
 - Meet individually with each graduating student to develop career plans and objectives
 - Employer Relations
 - Promote employer autonomy and objectivity in hiring
 - Meet with employers to determine hiring needs, internship programming
 - Market BSPS program and Career Fair optimization with employers
 - Encourage faculty communication and sharing of employment opportunities for all students
 - Communicate
 - Program information, direction, and student experience options
 - Web pages
 - This Week in Pharmacy
 - Counseling Newsletter

- BSPS Committee
 - Administer admissions process
 - Award scholarships
 - Communicate curricular issues
 - Interface with ABE, PharmD programs/ students seeking dual degrees
 - Present programming information from other campus operations: G-PAL and Co-operative Education
 - Contribute to program outcomes and assessment
- Survey pre/BSPS student interest
 - International internship opportunities
- PharmD Admissions
 - Coordinate the admissions process and co-chair the admissions committee.
 - Coordinate the admissions grade assessment process.
 - Meet with denied and wait-listed applicants.
 - Present information sessions for first and second year prepharmacy students.
 - Coordinate and update PharmCAS information.
- New employee mentoring
 - Serve as mentor and resource for new hires to the Office of Student Services advising environment
 - Provide a binder of helpful information and useful resources to enhance advising
- Office Management
 - Supervision of the following
 - 6 exempt employees
 - 3 non-exempt employees
 - 2 work study student employees
 - Liaison between the Dean's Office and Office of Student Services with respect to personnel
- Multicultural Programs
 - Supervision of overall program
 - Coordinator of mentoring program for students
 - Recruit and retain a talented diverse population of students
- Organizations
 - American Red Cross Club of Purdue University
 - Advisor
 - Purdue Pharmacy Ambassadors
 - Advisor
 - Pre-Pharmacy Club
 - Advisor
 - SNPhA (Student National Pharmaceutical Association)
 - Co-Advisor
 - Pharmaceutical Sciences Club,
 - Co-Advisor

Information Extracted From the 2005 Student Survey - Quantitative Responses

- In 2005, approximately 84% of students saw their academic advisors 1-4 times a year; only 16 % were “intense” users of OSS services, with 4 or more visits/year
- In 2005, pre-pharmacy locations for students were 73.4% WL, 19.4 other Indiana campuses, and 7.1% out of state
- In 2005, 83.1% of students indicated “agree” or “strongly agree” to the statement that OSS meets my needs
- In 2005, 80.5% of students indicated “agree” or “strongly agree” to the statement that their advisors were approachable and available
- In 2005, 86% of students indicated “agree” or “strongly agree” to the statement that their advisor respected them and listened to their needs
- In 2005, 46.8% of students indicated “agree” or “strongly agree” to the statement that they sought advice from faculty or staff other than their assigned advisor, despite a high rate of (89.5% S/SA) agreement that faculty and staff are approachable
- In 2005, 2/3rds of the students found group registration to be scheduled at suitable times and having met their scheduling needs
- In 2005, 81.7% of students indicated “agree” or “strongly agree” to the statement that newsletters and publications from OSS were received in a timely manner
- In 2005, 67% of students indicated “agree” or “strongly agree” to the statement that adequate guidance and career option exploration is available through OSS
- In 2005, 69% of students indicated “agree” or “strongly agree” to the statement that adequate guidance and counseling regarding post-graduate education and training is available through faculty and staff of the school

Information Extracted From the 2005 Student Survey - Qualitative Responses

Reviewed, available elsewhere.

STUDENT GROUP FOCUS GROUPS

PRIMARY QUESTIONS:

1-When you think about the Office of Student Services, what services, what kind of help do you think of receiving from that office?

2-If you could add a single service to those currently offered by OSS, what would it be?

3-Do you feel OSS communicates with students effectively? How could communications be improved?

4-How accessible are OSS staff when services are needed?

5- What suggestions do you have for improving OSS services?

6- What do you think they do well?

7- When considering career options for yourself, does any service provided by the school assist you? (Non-pharmacy or within pharmacy)

SECONDARY QUESTIONS:

What services do your friends receive from different schools that you don't receive or would like?

How would you rate your experiences with OSS? How helpful/beneficial are these services?

How comfortable do you think most students feel going to OSS staff/advisor for help, questions, or advice?

How often do you utilize OSS services?

What is your experience with the services you receive via faculty advisement of student organizations?

SUMMARY OF STUDENT FOCUS GROUP RESPONSES (i.e. consistent responses)

Question 1: When you think about the Office of Student Services, what services, what kind of help do you think of receiving from that Office?

- Advice on scheduling
- Personal support during difficult times
- Focused help depending on year of classification whether it's a pre-pharmacy student needing assistance with the application process or a 3rd year professional student ensuring that their requirements are met in order to graduate without delay

Question 2: If you could add a single service to those currently offered by OSS, what would it be?

- Walk in time to meet with an advisor for quick questions
- Workshops that could help students with resumes, interviewing skills and test taking skills. (But I believe that these are already available)

Question 3: Do you feel OSS communicates with students effectively? How could communications be improved?

- Overall all groups felt as though there was good communication with their advisors and OSS Staff.

Question 4: How accessible are OSS staff members when services are needed?

- Overwhelmingly the groups all agreed that the OSS staff was accessible. Some go over and beyond by allowing students to call their private cell phone or home phones in emergencies.

Question 5: What suggestions do you have for improving OSS services?

- Provide students with information to alternative careers outside the pharmacy degree
- Advisor available for walk-ins

Question 6: What do you think they do well?

- They provide moral support
- They are personable

Question 7: When considering career options for yourself, does any service provided by the school assist you?

- PHRM 100 was excellent in exploration of pharmacy careers. However there is not much information given to students about careers outside of the pharmacy degree.

NOTE: A few of the concerns mentioned by the students (i.e. being able to seek assistance of an advisor other than their assigned, help with resumes and interviewing skills, etc.) are already available. Other concerns such as adding students to a full roster etc. are out of the hands of the advisor's. In all cases this information needs to be communicated with the student. This is more of a concern to the pre-pharmacy students and the transfer students since they are often not aware of the workings of the OSS office.

SUMMARY OF STUDENT FOCUS GROUP RESPONSES (by color)

Meeting 1

Meeting 2

Meeting 3

Meeting 4

PRIMARY QUESTIONS:

1. When you think about the Office of Student Services, what services, what kind of help do you think of receiving from that Office?
 - Advice on Scheduling (classes to take, suggestions for electives)
 - Advice on preparing for application process
 - Supportive when “freaking out”
 - Supportive when sick and helpful in contacting professors
 - Scheduling
 - Candy jar
 - Graduation check—is everything in order
 - Advice—what to do, sequence
 - Relationships—personal friendships
 - 3 students in the room stated this relationship
 - Great to have someone that has seen me grow and develop
 - Source of constructive criticism.
 - Transfer students state not the same opportunity to develop personal relationships
 - One transfer student states OSS services not necessary in her opinion because when you already have a degree, you know “how to take care of yourself.”
 - Scheduling/registration
 - Meet with advisor—class plans
 - Future—WILL I GET INTO PHARMACY SCHOOL???
 - Where we go for info on careers/interests
 - Advice for how to get involved in student organizations
 - P2 said advisors help her understand her course load and help her choose electives appropriate her course load
 - Info on what courses fill up fast
 - Help anticipate the future
 - Help when working out a problem—if I need to drop a class due to grades and if I do drop a class, what alternative courses can I sign up for
 - Reassurance. Am I doing good enough for application
 - Find out where I am lacking (for application)
 - Help with the pharm application process

- Help with anxiety regarding the application
 - Advice on Scheduling (classes to take, suggestions for electives, correct number of credits)
 - Advice on preparing for application process and reviewing application
 - Advice on exploring career options and internships
 - Candy Jar
 - Review resume and CV
 - Supportive when having difficulty with courses
 - Someone to talk to about anything
 - Reference Letters
 - Information on scholarships
 - Student organization mailboxes

2. **If you could add a single service to those currently offered by OSS, what would it be?**
- OSS could help by individualizing “CCO services” for pharmacy students (interviewing, resume development).
 - Advisors should be able to assist more in resolving scheduling conflicts. One student stated that students are told that advisors have no control over schedule with My Purdue system. However, this student believes that advisors in Nursing can offer some control with developing a schedule (i.e., “bump some students out and put other students in”).
 - Better explanation about how to schedule on-line. When scheduling through MyPurdue, there have been problems with linked classes as this was not explained well.
 - Assist with PCAT preparation (for those students interested in applying to other Pharmacy Schools).
 - More assistance with preparing for finals and how to study (for pharmacy students). Once student stated that “the workshops offered on campus didn’t help”.
 - More of a resource for organizations
 - Place to keep credit cards
 - Outreach/support for organizations
 - Discussion regarding moving mailboxes or making mailboxes accessible during the lunch hour.
 - Consensus that the mailboxes do need to be in a secure area—money
 - Ability to update transcripts
 - Walk in time—rotating advisor handling the walk in time.
 - Silence, no response. Prompted by MMM: What about information on alternate career paths? Students answered YES.
 - Personal counseling—help with life
 - MMM: not just academic support but emotional support?
 - Wish they (OSS advisors) were more like guidance counselors.
 - I want to speak with someone who understand my program specifically—a counselor from elsewhere on campus might just tell me ‘it’ll be ok”
 - I want the truth. I want to be told if I am not going to get in
 - Assist with employment for international students.
 - Have RHPH 156 (OSS) open during the lunch hour. This would assist students who just need to drop off something or obtain something from a student organization mailbox.
 - Assist students who are exploring non-traditional employment opportunities.
- Develop a method to help student “walk-ins” who have a “quick question” for an advisor.
3. **Do you feel OSS communicates with students effectively? How could communications be improved?**
- One student had a negative experience with an advisor. The advisor told the student that he/she should not be in the School. The student then switched advisors.
 - Communication could be improved by having another email beyond “This Week in Pharmacy” coming from OSS.
 - Basic consensus is that it communicates well
 - This Week in Pharmacy—great tool.

- HOWEVER, consistency problem
 - Specifically regarding whether or not a specific course would satisfy a particular requirement.
- Want a user friendly website
 - Newsletter on-line
 - Current events
- Regular times to meet with advisor
 - A couple times a year
 - Time to just "touch base"
- People don't know you can visit other advisors to get different opinions (SRH" student referring to suggestions on making the best application)
- When I share a concern with an advisor, I wish for personalized follow up.
 - If an activity that would suite me based on our last conversation comes up I'd like an email letting me know
- One student commented that there was not enough information on CCO regarding signing up for interviews. Dr. Murawski paraphrased this comment as "better connection to University wide resources".
- Others commented that the newsletter was fine in terms of maintaining communication with students.

4. How accessible are OSS staff when services are needed?

- One student stated that her advisor is always accessible and takes walk-ins and provides cell and home phone numbers to students.
- The website is helpful for scheduling appointments.
- Students stated that they know they can “shoot in” between appointments with their advisors with a quick question.
- Many advisors take phone calls from students.
- Can always talk with another advisor, if own advisor is busy.
- One student states advisor returned call when urgent help was needed when student was overseas
- Quickly schedule?
 - One student schedule three weeks out
 - Another said within 1-1.5 weeks
 - On-line scheduling is good and can often see advisor next day
 - Another student (transfer) stated that on-line scheduling not common knowledge
 - If your advisor is out, you are welcomed to see another advisor
- Possible to change advisors if you develop a relationship—not common knowledge (Comment by Holladay: it is likely this is not common knowledge as to not open a can of worms but available if a student perceives a need and asks)
- Never had a problem (SRH: two students & general agreement)
- One student just drops in and usually only has 10-15 minute wait
- On-line scheduling works well
 - Within reason, yes, the students agreed that OSS staff is accessible.
 - Some students were not aware that they could see another advisor, if necessary.
 - Transfer students were unaware about the services offered by OSS. Is this told to the students during the orientation? Perhaps better communication with transfer students is needed.

5. **What suggestions do you have for improving OSS services?**

- More career counseling. Students currently learn about careers from courses and alumni events.
- Some (but not all) students agreed that their advisor suggested having an alternate plan if didn't get into pharmacy school
- **Elective pre-scheduling requested**
 - Hard to get into electives
 - Not enough room in electives
 - Wish all students of a particular year had the same access. EG all P3 have the same time to begin to register (as opposed to going on # credit hours because people with previous degree has more hours OR problems if there is an error in students' record.
- **Quiet no response;**
 - As mentioned earlier, the suggestion was made to have an advisor available for walk-ins.
 - The newsletter could be more efficient (i.e., headline section). Some of the "filler" information is not necessary. Presenting only the "must-dos" and "really important information" for the students is suggested.

6. What do you think they do well?

- One student stated that her advisor really cares about her students (like family away from home).
- Advisors get to know you personally.
- Scheduling sheet has lots of details—everything you need—only document needed to schedule)
- Excellent info provided during the transition to one purdue
- Group pre-registration meetings very helpful
- GREAT with working ahead and anticipation students needs
- Staff gets to know you/greets you by name
- Personable
- Desire to help students is obvious!
- **Moral support. I feel better when I leave**
 - Really great at explaining what courses are required.
 - Very helpful with questions – especially if the student doesn't know where to start.
 - Helpful in connecting with outside resources.
 - Great with freshman students and high school recruiting.
 - The group scheduling session is helpful, but please consider the exam schedule when scheduling this session.

7- When considering career options for yourself, does any service provided by the school assist you? (Non-pharmacy or within pharmacy)

- OSS can schedule pharmacy but not as knowledgeable on other area's (ex. Foods/nutrition minor)
- Courses like Deans' forum and Ms. Krause class great knowledge
- Purdue is strong in Clinical/hospital/residency However, more info needed for community, etc.)
- PHRM 100 was excellent. BUT it was early in the career. Something needed with more indepth information later in the career—more specific advice.
- I learned about the path I want to follow in organic lecture
- PHRM 100 provides and overview, then I think I need to take electives to find out if that particular area would interest me.
- List of the different things various pharmacists do that lists the strengths and qualities needed by a person in the position
- Aptitude test. Something to match me strengths with a field in pharmacy
- OSS can only do so much, students need to shadow—info has to be hands on
- MMM: OSS could suggest more shadow opportunities (heads nod)
 - Students are interested in having guest alumni speakers on a regular basis. (Comment from Jane Krause: This is already done through as an initiative through the Purdue Pharmacy Alumni Board (organized by Dana Neary). There has been five sessions (*Conversations with Alumni*) this fall semester. The average attendance is about 25 students. The sessions are scheduled based on input from the students in each professional year. And, students are notified through class announcements, OSS newsletter, etc. So, this was an interesting comment, I thought.)
 - Have a list of shadowing networks already set-up and available to students. However, some students commented that Mrs. Howell has such a binder of contact information.

UNIQUE Student response:

- What do I do if I don't get in (lots of nods)
- Should I stay another year?
- Help finding alternate enjoyable careers
- What can I do with the credits I already earned
- What do I do if I don't get in?

UNIQUE Question—MMM: What do you know about the admissions process?

- Student stated she prefers the motivated people find out more information about the process—don't want all students to just all be given the same information
- Want students with initiative to learn about the application process to be rewarded

7. Other random suggestions/comments made by the students (not necessarily connected with OSS):

- Some students want cluster testing (already have tests in clusters, but also have courses, etc.).
- Exams should be scheduled better (can professors communicate about this as they have some control over exam dates?).
- Suggest that all professors use the same system for courses (i.e., blackboard versus other systems).

FACULTY INTERNET SURVEY

Colleagues:

The Task Force to Assess Student Services has been involved in an in-depth examination of the services provided to students. We have meet with various student groups, interviewed each member of the staff of OSS, and reviewed numerous documents and reports pertaining to this topic. During this process, it has become evident to the members of the Task Force that student services have the potential to impact the faculty as well as the students. For example, student recruitment directly influences the raw material we have to work with; ongoing student advising efforts help reduce the time individual faculty need to spend resolving students issues. For these reasons, we have determined that a survey of the faculty should be a key component of our analysis of services provided to the student body. Understanding how student services influence your quality of work/life is something we need in order to prepare a comprehensive report.

In order to fully represent the opinions of the entire faculty in our report, we need your response. Faculty differ tremendously in their level of engagement with students and the professional program; time and experience at this institution and the level of your administrative and research responsibilities all are factors that make each response unique and necessary to providing a comprehensive picture of the faculty's impression of the impact, usefulness and need for services provided to the students.

This survey will be absolutely anonymous. All identifying information from your responses (IP address, etc) will be removed, and the Task Force will only examine the data in the aggregate. The Task Force's analysis is a part of our strategic plan; this is an opportunity for you to voice your concerns and to help this institution function at the highest level possible. The survey should take 15 minutes or less of your time, and will help us reach recommendations that should enhance day-to-day interaction with the student body for all of us.

1. What services are you aware of that are offered by the Staff of OSS?
(Check boxes for the following possible responses, followed by an open-text responses category for anything not mentioned in this (nearly) exhaustive list)
 - Academic Advising
 - Personal Counseling and Referrals
 - Recruitment/High School and College
 - Multicultural Programs
 - BSPS Oversight
 - Career and Professional Development for Students
 - Professional Admissions
 - Readmissions/Academic Standards
 - BSPS Admissions

- Advisors to Student Organizations
- School Committees
- University Committees
- Scholarships
- Graduation Awards
- Schedule Deputy activities
- Curriculum Deputy activities
- Banner Development
- Liaison to the following offices:
 - Admissions
 - Registrar
 - Bursar
 - Financial Aid
 - Credit Evaluation
 - Dean of Students
- STAR (Summer Transition, Advising, and Registration)
- Scholars Day
- Purdue Preview Day
- Purdue's for Me
- Introducing Purdue
- Family Day
- White Coat Ceremony
- Senior Banquet
- Publications/Information/Website Updates
- NCAA Certification of Student Athletes

2. What is the most valuable contribution that OSS staff brings to the College of Pharmacy?
OPEN TEXT RESPONSE

3. How could the services offered by OSS be improved?
OPEN TEXT RESPONSE

4. How do the services offered by OSS facilitate your teaching in the pre-pharmacy and/or the professional program?
OPEN TEXT RESPONSE

5. What additional services could be offered by OSS that would helpful to you as a faculty member?
OPEN TEXT RESPONSE

6. What additional services could be offered by OSS that would helpful to our students?
OPEN TEXT RESPONSE

7. How could communications between OSS and faculty be improved?
OPEN TEXT RESPONSE

8. Have you worked on a committee with a member of the OSS staff? (yes/no)

Yes/ No

- If yes, how have you found them to be valuable contributors to the committee?

OPEN TEXT RESPONSE

- If yes, what suggestions would you have for improving the involvement of OSS staff on college committees?

OPEN TEXT RESPONSE

9. Have you interacted with the professional staff of OSS outside of their participation on committees /task forces?

Yes/No

- If yes, please give some examples.

OPEN TEXT RESPONSE

10. Please give any additional comments you have regarding OSS and services offered by that Staff.

OPEN TEXT RESPONSE

FACULTY SURVEY RESPONSES

1. What of the following services are you aware of that are offered by the Staff of OSS?

#	Answer	Response	%
28	NCAA Certification of Student Athletes	7	23%
22	Purdue's for Me	9	29%
20	Scholars Day	11	35%
17	Banner Development	12	39%
21	Purdue Preview Day	12	39%
27	Publications/Information/Website Updates	15	48%
23	Introducing Purdue	15	48%
24	Family Day	15	48%
12	University Committees	17	55%
16	Curriculum Deputy activities	18	58%
10	Advisors to Student Organizations	19	61%
19	STAR (Summer Transition, Advising, and Registration)	20	65%
18	Liaison to Admissions, Registrar, Bursar, Financial Aid, Credit Evaluation, & Dean of Students offices	21	68%
14	Graduation Awards	21	68%
2	Personal Counseling and Referrals	21	68%
26	Senior Banquet	22	71%
13	Scholarships	22	71%
15	Schedule Deputy activities	23	74%
6	Career and Professional Development for Students	23	74%
5	BSPS Oversight	23	74%
9	BSPS Admissions	25	81%
11	School Committees	25	81%
25	White Coat Ceremony	25	81%
8	Re-admissions/Academic Standards	27	87%
3	Recruitment/High School and College	29	94%
7	Professional Admissions	29	94%
1	Academic Advising	31	100%
4	Multicultural Programs	31	100%

Statistic	Value
Total Responses	31

2. What other services are you aware of that are offered by the staff of OSS?

Text Response
Career Fair coordination
none
Helping students find tutors for courses
None
N/A
Room reservations and scheduling.
Assistance with Course submission, etc.
The Career Fair.
I'm not terribly familiar with the breadth of their services.

Statistic	Value
Total Responses	9

3. What is the most valuable contribution that OSS staff brings to the College of Pharmacy?

Text Response
Academic Advising
Being there for the student who has needs of some form whether academic or personal
Academic advising
They free faculty from administrative, recruiting, and academic advising responsibilities.
Liaison to Registrar, Dean of Student,... Class scheduling, schedule deputy
Coordinating student registration
Student guidance
Interfacing with students and parents.
The admissions program for the PharmD & BSPS
Advising, counseling students through both pre-pharmacy and professional program
Provide staff support for the PharmD. program
Providing informed advice to our students regarding career options. Mentoring students in preparing scholarship, fellowship and graduate school applications.
Advising and monitoring the progress of students through the program
Coordination of course-work for pre-pharmacy students desiring to enter the PharmD/BSPS program to ensure that they will be on track.
Overall organization of student activities related to professional and academic opportunities.
Interface with students in professional and academic planning
Student advising
Advising
Pre-pharmacy counseling and admissions
Recruitment, Admissions, scheduling and logistics, advising for class enrollment
Academic Advising
Student advising
Academic advising and counseling, Professional development, multicultural program,
Recruitment, Admissions, Advising, Multicultural programs, monitoring progress through the program, awards and ceremonies
Recruitment; assistance with admissions; scheduling of coursework; advising; assist with career counseling
Academic advising, PharmD admissions committee
Academic advising

Statistic	Value
Total Responses	27

4. How could the services offered by OSS be improved?

Text Response

Counseling of prepharmacy students to take the most challenging courses for which they are qualified, rather than merely satisfying the minimum requirements of the program.

Unsure.

They would have more time to focus on core responsibilities if other responsibilities were returned to the faculty.

Do less hand holding to the students. Work to make them more independent.

Students have difficulty finding tutors for courses. Perhaps this effort could be more organized and publicized.

I have no additional suggestions. They always help me with problems.

It is important that OSS staff have fact-based information on career opportunities in various fields, and that this perspective NOT be limited by their perceptions of faculty in these disciplines at Purdue.

better space for activities

I think that the OSS staff often has "favorites" in terms of admission to the PharmD program for reasons that are outside of the ability to succeed in the program or suitability to the program and these opinions are offered in Admissions committee meetings. I believe that this results in students sometimes getting into the program when they may be assessed by faculty as not being suitable.

Making faculty more aware of the services where faculty could help OSS and vice versa.

Stop injecting OSS into activities and responsibilities that should be the sole responsibility of the faculty. For example, re-admissions and academic standards should be determined by the faculty and not OSS.

More focus on career counseling

Working more closely with the faculty for career counseling

work to improve students' understanding of the breadth of their career options earlier in the program

Maintain higher academic standards for readmission.

Increase awareness amongst the staff of clinical services provided by all of the faculty, so referrals can be made for additional advising/mentoring by a PHPR faculty member where appropriate. With the new curriculum, a significant amount of time needs to be spent on re-organizing when/where all of the classes can occur and thinking outside of the box on creating unique course schedules

Sorry, I'm not familiar enough with the services.

Statistic	Value
Total Responses	17

5. How do the services offered by OSS facilitate your teaching in the pre-pharmacy and/or the professional program?

Text Response

Teaching efforts certainly benefit from recruitment of high-quality students AND assurance that the students are as well prepared as possible by their pre-pharmacy course selections.

They handle student's personal problems and problems with a scope greater than just one course.

Readily available

Setting the time and place for classes and scheduling TA office hours.

schedule deputy for elective courses

Monitoring enrollment.

By making certain that only qualified students are allowed to take appropriate courses.

They facilitate logistics and I don't have to worry about it.

Unsure

they don't

do not have to worry about whether students should be (are qualified to be) in my courses; take care of dealing with university offices; provide help in scheduling sessions for students; does a lot of "behind the scenes" work to allow faculty to focus on research and teaching

OSS has been very helpful to me is building and implementing elective courses, and helpful in assuring that only students with the appropriate pre-requisites can take the elective courses. They have also helped me with room assignments for my courses.

Provide notices about electives, assist with office hours, work to schedule special call outs.

N/A

OSS helps with scheduling rooms for TA meetings with students, and help sessions.

Scheduling

The time commitments to advising are eliminated in the current model.

I believe that they carry a significant load of student support that enables us to focus on our didactic teaching missions.

No direct effect on teaching

Takes off burden of advising lots of students. Scheduling rooms and classes.

They get everything scheduled :)

Ensuring that we have quality students.

Statistic	Value
Total Responses	22

6. What additional services could be offered by OSS that would helpful to you as a faculty member?

Text Response
I cannot think of any.
It would be nice if there was some mechanism for faculty mentoring that is connected to OSS. Faculty used to advise students with courses - the task is not necessary but it did allow for us to interact with students outside of classroom activities.
They already do a great deal. Very responsive to my requests.
No suggestions
Occasionally, students need professional counseling for mental health concerns, but are reluctant to make contact with mental health professionals. It would be helpful to have OSS assist with "intermediate" counseling and referral.
N/A
None.
Help promote and advise students of their options in research and elective classes.
I cannot think of any major services that would be necessary. My only suggestion would be to gather more feedback from the faculty regarding career advising, particularly in certain areas, e.g. clinical teaching versus preceptorship as a way to stay involved in education.
help identify students who are interested in post graduate training, and arrange contacts with faculty members
Schedule evening exams
?

Statistic	Value
Total Responses	12

7. What additional services could be offered by OSS that would helpful to our students?

Text Response

I cannot think of any.

Should there be an OSS member at Indianapolis to help with student situations, advising, etc?

We should be offering less in OSS not more.

No suggestions

I think that OSS could be useful in helping students understand the service role of our profession and the need to be willing to provide these services. We struggle every year of the professionalism of our students in the program and need to develop ways to address this even prior to their admission to the program. Maybe OSS could help in counseling students about appropriate behavior in the program - their interactions with faculty and future patients.

Perhaps less would be better. It seems to me that we offer many services that our counterparts across Purdue and our peers do not. The Purdue PharmD students seem to over trained and rehearsed during admissions interviews when compared to outside students. This makes it difficult to get a real "feel" for that person being interviewed.

None.

My only suggestion would be to provide students with well-rounded information about preparing for a career in Pharmacy as early as possible. I find many students will comment that they do not fully understand what the main differences are between different career paths, e.g. what is the difference between career paths in hospital pharmacy (clinical research rewards and opportunities).

Our students are desperately lacking in professionalism. OSS should take steps to early and frequently reinforce that: (1) students need to take an active role in learning, and that preparation is an expectation in a professional program; (2) the purpose of their classes is to prepare them to function as pharmacists, not to provide them with the minimum amount of information they need to know for the purpose of an examination

?

Statistic	Value
Total Responses	10

8. How could communications between OSS and faculty be improved?

Text Response
unsure
more with Indianapolis faculty
Carefully consider what messages most benefit the faculty. Providing details on services is not critical for faculty. OSS should think about carefully selecting the communications to the faculty to enhance the impact of those messages.
Email and telephone communication seems to work well.
The current system works for me
More details of what they can provide to students - this would helpful during new faculty orientation
additional presentations at faculty meetings
I usually get the info that I need from OSS.
Brief announcements about the services that OSS provides.
It is OK now.
Quarterly newsletter about important issues.
I would advocate that every OSS staff member have a defined network of faculty partners as a resource.
This is a profound question since the faculty may be rate-limiting here. I would suggest a potential dialog at a retreat might be the best way to facilitate communication. Another might be through conducting and sharing survey results assessing our student's strengths and weaknesses, which is an Assessment task that we are working on. Maybe a small grant program and recognition in each department for developing joint initiative that would benefit our students.
Provide some orientation for new faculty regarding the role and function of OSS
Individuals on-campus understand the OSS far better than those faculty based off-site (either in Indianapolis or in several other locations); I don't have great ideas on how to improve this communication however
Perhaps a presentation at a faculty meeting to help us understand the scope of their services.

Statistic	Value
Total Responses	16

9. Have you worked on a committee with a member of the OSS staff?

#	Answer	Response	%
1	Yes	22	76%
2	No	7	24%
	Total	29	100%

Statistic	Value
Mean	1.24
Variance	0.19
Standard Deviation	0.44
Total Responses	29

10. if yes, how have you found them to be valuable contributors to the committee?

Text Response

Very significant insights into student experiences, course conflicts, scheduling issues, recruitment and retention issues.

yes

very valuable

yes

They provide us with non-academic insights into the students.

The non-pharmacist staff add different perspectives to discussion

Sometime yes, sometimes they offer superfluous information that hinders the progress of the committee. The issue is that OSS has an agenda that does not always meld with the mindset of faculty with regards to academic excellence. This is not to be unduly harsh of OSS, it is simply that they are not academics and thus, do not fully appreciate the academic side of the university.

Yes

They are knowledgeable about specific students, and how they are doing in the program.

Yes, they are knowledgeable and helpful

It is mixed. They are excellent resource people, but their influence in matters that should fundamentally be the purview of the faculty (curriculum, admissions) is WAY out of proportion.

Yes

Yes, in that they know the students well. Again, a challenge is when the OSS staff person has developed a relationship with the student so that the OSS staff provides feedback or opinions on admission that may not be relevant (or may be detrimental) to the program and these opinions are acted upon in a non-useful way by those in a position to allow a student admission even though faculty may not agree.

Many have institutional/administrative knowledge that not all faculty have. I also have concerns that several members assume significant professional and academic knowledge.

yes

-Network and information about other academic units on campus and off-campus -Personal/educational profiles of applicants -Different perspective (or voice) of the student

In general, I have found all of the OSS members to be valuable and helpful, particularly when dealing with statistics and student relations. There were some differences in staff knowledge with regards to understanding the intricacies of the professional/technical knowledge that either helped or hindered committee progress at points.

yes

In some cases absolutely. In some cases not.

OSS members have devoted a lot of time to reviewing and ranking applications on the PharmD admissions committee. They have provided insight into non-academic traits that are essential for our PharmD applicants.

Yes

Statistic	Value
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Total Responses	21
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11. If yes, what suggestions would you have for improving the involvement of OSS staff on college committees?

Text Response
I cannot think of any.
OSS staff should serve as NON-VOTING members of the re-admissions/academic standards committee. This committee should be the sole control of the faculty.
They should mostly serve as liaisons, not full members of the committees--serve as reference sources. Decisions should be left in the hands of the faculty.
If anything it is the FACULTY who need to be more involved in student selection and guidance.
I feel strongly that OSS staff should not have votes on School committees, especially in decisions regarding curriculum and re-admissions. They should serve in an advisory role only.
None
OSS staff should NOT be voting members of the admissions (or readmissions) committee! OSS staff should NOT be voting members of any committee responsible for curriculum.
I think it's very important for OSS staff to sit on college committees. Their input is invaluable. I think that we as faculty need to evaluate how their input is used.
In some cases, they appear to be over-represented relative to faculty (i.e. admissions/readmissions). Multiple staff may not be needed for some of the committees (i.e. a representative or two could be sufficient). Many tasks completed on the admissions committee could be completed by well-trained clerical staff member.
Become more knowledgeable regarding career planning for students.
I would not advocate in general additional staffing of committees by OSS personnel unless specifically related to the job tasks. If they do serve on committees outside the boundaries of student advising, they should be present for information only.
I am not sure what would be done here. The only minor suggestion would be to potentially enable the OSS members to provide more input into what committees they are assigned to committees based on their strengths and weaknesses.

Statistic	Value
Total Responses	12

12. Have you interacted with the professional staff of OSS outside of their participation on committees /task forces?

#	Answer	Response	%
1	Yes	22	81%
2	No	5	19%
	Total	27	100%

Statistic	Value
Mean	1.19
Variance	0.16
Standard Deviation	0.40
Total Responses	27

13. If yes, please give some examples.

Text Response
Obtaining information and solving problems related to course scheduling. Student registration issues.
Discussions of web site development when revising the web site in 1999-2000.
I work with OSS staff on academic awards and on student group advising.
will get referrals to meet with students about various professional topics (residency, organizations)
awards ceremonies, banquets, etc.
Talk with them about specific students.
I stop by to ask questions, they help me with problems I'm having with students, registrar, bursar, etc
Admission interviews
problem-solving for student illnesses/absences
Graduation, course coordination - facilitating room assignments and appropriate prerequisites for course participation, pharmacy admissions interviews.
Lunch, homecoming, and other student/alumni events.
I communicate with Jackie Jimerson to hire students in Multicultural Program as undergraduate lab techs.
I have worked with OSS regarding student advising and room scheduling. I have also obtained useful and in some cases essential information about students.
Intervening when students have health or emotional issues.
-University recruitment activities off campus -General discussions about professional development and directions of pharmacy education
Participation in addressing different Advisory Councils at Dean's Forums. Worked with a few OSS members through different student organizations and student events (e.g. the Career Fair.
admissions interviews
School social and award events.
Course scheduling, advising, quantifying teaching efforts
Dealing with difficult students on rotation Interviewing admission candidates with them

Statistic	Value
Total Responses	20

14. Please give any additional comments you have regarding OSS and services offered by that Staff.

Text Response

Most of the staff is quite knowledgeable and genuinely helpful. At least one staff member could be a much better representative of the school to outside constituents.

I suggest that the admissions process not involve OSS staff and should be done entirely by faculty. The OSS staff is too close to their advisees and has a conflict of interest when it comes to their individual cases.

They are dedicated and professional. However, in some respects they have taken on responsibilities (particularly the re-admissions/academic standards committee) that belong to the faculty.

In the era of online registration, we should be looking for ways to gain efficiencies in OSS with LESS personnel. OSS tends to develop personal relationships with students, particularly prepharmacy students, thus, clouding their ability to impartially evaluate the students at admissions/readmissions. Our system makes in extraordinarily difficult for students from outside PU-WL to gain admission as OSS steers the students to meet admissions criteria. We miss out on a lot of excellent external students (with BS degrees!) because of this system.

I feel that, to some extent, having OSS staff on the PharmD admissions committee is a conflict of interest. They are the ones telling the students what they need to do to get into the program and they know the Purdue-WL students well. It's hard to expect them not to have a favorable bias toward the students that they have had personally favorable interactions with.

I believe that the OSS staff works to provide good services to students so that they can understand the program. I think that more focus should be given to evaluating students for professionalism.

It would be of great interest to see how we compare with regards to services and the actual number of staff to our peer institutions that have similar programs.

OSS staff has undue influence on issues relating to admission and readmission. These issues should be left to faculty who are involved in educating our students. They should not be allowed a vote on committees

My main complaint is that OSS seems to have the power to set academic standards and policies that should be performed exclusively by the faculty. A good example would be student re-admissions.

NA

OSS staff should probably not have as much weight in re-admissions decisions as they do presently.

Statistic	Value
Total Responses	11