

# D'Youville

## D'Youville College School of Pharmacy (DYCSOP) Programmatic Evaluation and Educational Assessment Plan

**\*\*This is a revision from the version approved back on August 15, 2013. This revision was approved unanimously by vote of the DYCSOP Faculty/Staff on April 6, 2016\*\***

### Preamble

Evaluating and improving the School of Pharmacy's performance is essential for the School's continuing success. Programmatic evaluation analyzes the extent to which the School achieves its overall mission and goals, including research and other scholarly activities, service and practice. This is complemented by educational assessment which analyzes outcomes of the School's PharmD program, focusing on assessment of student learning and evaluation of curricular effectiveness. Both are undertaken as part of systematic improvement efforts. This document spells out the principles that guide each of these processes, outlines how these processes connect to other activities and groups within the School, and identifies who holds responsibility for deciding upon and for carrying out specific activities.

The details for measuring specific outcomes are delineated in the **Assessment Grid Plan/Report** which describes all assessment activities undertaken by all bodies in the SOP throughout the year. The Assessment Grid/Report is facilitated by the assessment committee and is created with input from stakeholders of the DYCSOP.

### I. Overview of the DYCSOP

#### A. Mission

The DYCSOP prepares students to be tomorrow's pharmacy practitioners and advances the profession through critical inquiry, research, scholarship and service.

#### B. Administrative Organization

The School's internal organization supports activity in all mission related areas. The faculty is organized into two academic departments: Pharmacy Practice (PP), and Pharmaceutical, Social/Administrative Sciences (PSAS). School wide efforts are led by numerous standing and *ad hoc* committees. Administrative offices provide support to all functional areas throughout the School.

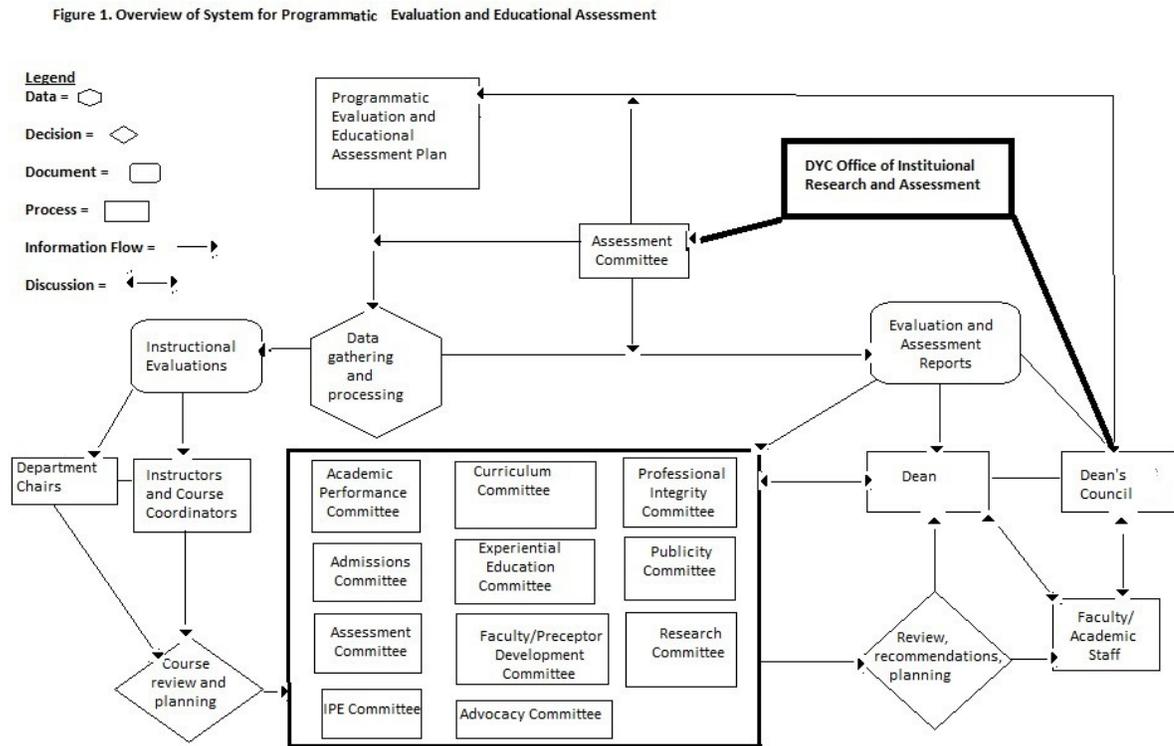
#### C. Academic Program

The School only offers the Doctor of Pharmacy (PharmD) - a professional doctoral program.

## D. Evaluation and Assessment Responsibilities

Programmatic evaluation and educational assessment activities involve the School’s faculty, staff, and students. Lead responsibility for these activities lies with several specific groups. The Assessment Committee, a standing committee in the School whose faculty members are appointed and student members recruited by the Assistant Dean of Faculty & Student Affairs, is charged by the Dean to plan, oversee and review all evaluation and assessment efforts. The Office of Student Affairs, which includes the Assistant Dean of Faculty & Student Affairs, and with the Director of Assessment, provide ongoing administrative support for evaluation and assessment activities. The Director of Assessment also works closely with the D’Youville College Office of Institutional Research and Assessment (Director and Assessment Coordinator) to make certain that the DYCSop’s mission and goals are aligned with the D’Youville College’s (institutional) mission and goals.

The Dean’s Council, a body consisting of representatives of the School’s leadership, provides oversight through regular review of evaluation and assessment policies and planning. As chair of the Dean’s Council, the Dean, assisted by the assistant dean, the department chairs, and the directors is responsible for assuring the quality of all functional areas within the School. Evaluation and assessment efforts engage numerous School committees and administrative units. These groups and their evaluation/assessment related roles are illustrated in Figure 1.



## II. Programmatic Evaluation

### A. Principles and Approach

Programmatic evaluation addresses how effectively the School is performing in each area within its stated mission. It includes two different but interrelated components. The first focuses on performance of mission/goals & core functions of the School. The second focuses on achievement of strategic initiatives identified through the strategic planning process.

Successful programmatic evaluation is an ongoing, systematic effort that focuses on processes and outcomes that are important, employs processes that are minimally intrusive and effectively link into ongoing activities, applies metrics that are meaningful, and yields results that are useful in identifying areas and directions for improvement.

### B. Strategic Planning

The School's mission drives and informs its Strategic Plan and the identification of strategic initiatives. Thus, linking programmatic evaluation with strategic planning assures that evaluation: focuses on processes and outcomes that are important to the School, links to ongoing activities, and produces results that can be readily incorporated into improvement efforts.

#### Plan Development

The School's strategic plan addresses a 5-year period. The strategic planning process involves 5 steps. Plan development begins with review/revision of the School's Mission, Vision and Guiding Principles statements and review of the College's strategic plan. Next, a trained facilitator assists the representative faculty, staff, students and stakeholders in the development of the over-arching goals within the strategic plan along with the objectives. A faculty/staff retreat is used to review the strategic plan, offer feedback on the objectives, and formally approve the plan. Finally, during each year of the plan, the Executive Committee revisits the action plan, updating it as necessary, and identifying annual strategic initiatives.

#### Strategic Initiatives and Action Items

Each summer, the Dean's Council in consultation with faculty, staff, students and other stakeholders establish strategic initiatives and an action plan for the following academic year. These initiatives address the areas within the strategic plan and each includes one or more action items. For each action item, resources needed to accomplish it, the point person(s) who holds lead responsibility, and other relevant groups (e.g., committees, academic departments, support units) are identified.

The strategic plan creates the framework for the school's strategic initiatives and action plans however it is not the sole driver of decision-making. For example, curriculum is the responsibility of faculty and is overseen operationally by the Curriculum Committee. When a targeted outcome (such as curricular revision) requires faculty approval, a recommendation from a committee is introduced, discussed and voted upon by the faculty.

## Monitoring Process

The school had adopted Taskstream<sup>®</sup>, as a cloud-based platform to support implementation of the strategic plan. In the unit workspace, this system did provide a mechanism to identify strategic initiatives, their related action items, and who has lead responsibility for each; to document activities and progress; and to allow ongoing monitoring by faculty, students, staff, and other relevant groups.

On August 5, 2013, the school decided to move away from Taskstream<sup>®</sup> to adopt the use of our own Assessment Grid/Report. The Assessment Grid/Report is now being used to manage the assessment of the new ACPE 2016 Standards and progress on our own goals and objectives. In turn, this information is filtered into the Assessment & Accreditation Management System (AAMS)<sup>®</sup> for ongoing accreditation purposes. At the end of each academic year, the Assessment Plan Grid/Report is posted on our DYCSOP Assessment website.

### C. Evaluation

Programmatic evaluation addresses two different but interrelated areas. The first is implementation of the strategic plan and progress on achievement of strategic initiatives, as described above. This is complemented by the second area, performance related to core functions of the School.

#### Core Functions

Core functions of the School generally align with the administrative responsibilities held by the School's Assistant Dean. Their areas of emphasis are: Academic Affairs, Administration, Experiential Education, Faculty Affairs, and Research. Each will identify a small number of high priority indicators of performance within the function area. Indicators will be selected in consultation with the Dean and with input from relevant groups within the School. Performance will be measured annually and results will be included in the School's Assessment Plan Grid/Report.

#### Strategic Initiatives

As described above, the School provides a mechanism for monitoring and documenting progress in addressing strategic initiatives. Those with lead responsibility for specific action items also are responsible for providing updated information regarding progress and achievement. Progress will be measured annually in July and will be included in the School's annual Assessment Report. More importantly, this information will be incorporated into development of strategic initiatives and action plans for the following academic year.

#### Reporting

**Assessment Grid Report** results will be posted to the DYCSOP assessment website for review and follow-up. These include:

- The Dean, to provide guidance in constructing charges for DYCSOP groups, including standing committees of the School, academic departments, and other administrative units.
- The Dean's Council, to assist them with: 1) reviewing School performance, 2) developing strategic initiatives and action plans, and 3) reviewing revision of this plan.
- The Faculty of the School, for review and for informational purposes.

- The students and other appropriate stakeholder groups, for informational purposes.

### III. Educational Assessment

#### A. Guiding Principles

Several general principles underlie the School's approach to educational assessment.

1. Data produced by assessment measures are intended to provide the School with information about successes and about needs for change the Doctor of Pharmacy (PharmD) program offered by the School. Data are not intended to evaluate individual students or faculty.
2. Educational assessment should include both quantitative and qualitative approaches. It is easy to misinterpret an individual numerical datum. Data must be viewed as a whole and individual parts must not be used out of context.
3. Educational assessment must not inhibit innovation or risk-taking in teaching techniques and learning. Rather, assessment processes should be used to encourage trying new pedagogical techniques and to promote evidence-based educational practice.
4. The assessment process builds on and does not replace ongoing curricular review. The School's Curriculum Committee is responsible for periodically reviewing the School's course offerings. Educational assessment processes, including feedback mechanisms, are intended to complement rather than to replace the activities of this Committee.

#### B. Educational Assessment: Doctor of Pharmacy (PharmD) Program

##### Overview

Educating future pharmacy practitioners is accomplished via the School's Doctor of Pharmacy (Pharm.D.) professional degree program. This program began as an entry-level degree program in 2009, graduating approximately 70 students per year. Program graduates must pass external licensing examinations in order to practice pharmacy.

##### Roles and Responsibilities

Assessing an academic program involves 4-step process. The Curriculum Committee holds primary responsibility for step 1 while the Assessment Committee holds primary responsibility for steps 2-4.

1. Articulating the educational goals and objectives for the Doctor of Pharmacy program. Starting with the Class of 2019, there are now 15 overarching educational outcomes (based on CAPE 2013) that are identified as capturing the knowledge, skills, attitudes and values required of all graduates of the D'Youville College School of Pharmacy Doctor of Pharmacy Program. (Note: We are in the process of phasing out our previous 10 overarching educational outcomes that were based on CAPE 2004.)
2. Identifying and describing instruments, methods, and timing for assessing student learning outcomes (specified in step 1) and overall curricular effectiveness.
3. Developing feedback mechanisms so that assessment results generated in step 2 are used for improvement of the Doctor of Pharmacy program.
4. Establishing a process and timetable for continuous improvement in steps 1-3.

As indicated above, the School's Director of Assessment provides administrative leadership and the Assessment Committee plays a core role in this process compiles and reviews assessment results, and develops the annual Assessment Report. This report:

1. Summarizes the extent to which each of the Educational Outcomes expected of Doctor of Pharmacy students are achieved,
2. Identifies areas in which the Doctor of Pharmacy program is successful in achieving its educational mission, as established by the School,
3. Suggests revision of the Doctor of Pharmacy curriculum or pedagogy in areas where assessment results detect problems or identify areas for improvement, and
4. Suggests revision in the measures, methods and/or overall plan for educational assessment, if the Committee feels that current practices do not adequately capture needed information.

#### Educational Assessments

The School of Pharmacy uses a variety of assessment instruments and methods. Direct assessments of student performance serve as the primary means for assessing student learning outcomes. These are complimented by indirect assessments that provide useful information regarding diverse aspects of program operations, student experiences, and student achievement.

**Student Learning Outcomes:** Each defined Educational Outcome of the PharmD program will have a key assessment each year to regularly and systematically analyze program outcomes. The Assessment Committee is responsible for identifying these assessments; the Committee's selections will be brought to the School Faculty/Staff regularly for information and discussion. In addition, the Assessment Grid Plan/Report will also be provided at a faculty meeting towards the end of the year. The Assessment Committee is responsible for collaborating with relevant course instructors in establishing the key assessments.

Each key assessment is completed regularly, at specified points in the PharmD program. The Director of Assessment is responsible for coordinating with course instructors and with the Collaboration of the Curriculum Committee in carrying out key assessment processes.

**Curricular Effectiveness:** Program operations, student experiences, and student achievement are assessed using a wide variety of tools and techniques. Survey tools include: the AACCP Curriculum Quality Surveys, Advanced Pharmacy Practice Experience (APPE) site evaluations, and student satisfactions surveys. Qualitative information is gathered through focus groups with and forums with clinical instructors. Records that are reviewed include a review of actions taken by the Academic Performance Committee (case analysis), attrition rates, and grade point averages and trends.

#### IV. Assessment in the ACPE 2016 Standards

In the spirit of continuous quality improvement and transparency, colleges and schools evaluate and report to constituents the extent to which they meet their programmatic goals. Insights gained from the valid and reliable assessment of outcomes related to mission, strategic

planning, educational programs, and other key institutional initiatives are channeled into constructive change to enhance programmatic quality

**Standard 24: Assessment Elements for Section I: Educational Outcomes**

The college or school develop, resource, and implement a plan to assess attainment of educational outcomes to ensure that graduates are prepared to enter practice.

Key Elements:

24.1. Formative and summative assessment–The assessment plan incorporates systematic, valid, and reliable knowledge-based and performance-based formative and summative assessments.

24.2. Standardized and comparative assessments–The assessment plan includes standardized assessments as required by ACPE (see Appendix 3 in the 2016 ACPE Standards) that allow for national comparisons and school-determined peer comparisons.

24.3. Student achievement and readiness – The assessment plan measures student achievement at defined levels of the professional competencies that support attainment of the Educational Outcomes in aggregate and at the individual student level. In addition to college/school desired assessments, the plan includes an assessment of student readiness to:

- Enter advanced pharmacy practice experiences
- Provide direct patient care in a variety of healthcare settings
- Contribute as a member of an interprofessional collaborative patient care team

24.4. Continuous improvement – The college or school uses the analysis of assessment measures to improve student learning and the level of achievement of the Educational Outcomes

**Standard 25: Assessment Elements for Section II: Structure and Process**

The college or school develops, resources, and implements a plan to assess attainment of the Key Elements within Standards 5 – 23.

Key Elements:

25.1. Assessment of organizational effectiveness – The college or school’s assessment plan is designed to provide insight into the effectiveness of the organizational structure in engaging and uniting constituents and positioning the college or school for success through purposeful planning.

25.2. Program evaluation by stakeholders – The assessment plan includes the use of data from AACP standardized surveys of graduating students, faculty, preceptors, and alumni.

25.3. Curriculum assessment and improvement – The college or school systematically assesses its curricular structure, content, organization, and outcomes. The college or school documents the use of assessment data for continuous improvement of the curriculum and its delivery.

25.4. Faculty productivity assessment – The college or school systematically assesses the productivity of its faculty in scholarship, teaching effectiveness, and professional and community service.

25.5. Pathway comparability\*[Note: Not applicable]

25.6. Interprofessional preparedness – The college or school assesses the preparedness of all students to function effectively and professionally on an interprofessional healthcare team.

25.7. Clinical reasoning skills – Evidence-based clinical reasoning skills, the ability to apply these skills across the patient’s lifespan, and the retention of knowledge that underpins these skills, are regularly assessed throughout the curriculum.

25.8. APPE preparedness – The Pre-APPE curriculum leads to a defined level of competence in professional knowledge, knowledge application, patient and population - based care, medication therapy management skills, and the attitudes important to success in the advanced experiential program. Competence in these areas is assessed prior to the first APPE.

25.9. Admission criteria – The college or school regularly assesses the criteria, policies, and procedures to ensure the selection of a qualified and diverse student body, members of which have the potential for academic success and the ability to practice in team-centered and culturally diverse environments.

## V. Recent Changes in Educational Assessment Processes

Starting with the Class of 2019, we will track student learning using our set of revised student learning outcomes that are based on the CAPE Educational Outcomes 2013. The new student learning outcomes will be tracked using the newly adopted Examssoft© online platform. For all our students who have been in the curriculum, we will continue to track their student learning with our ‘legacy’ student learning outcomes that are based on the CAPE Educational Outcomes 2007 using Moodle© until these more senior student move up-and-out of the curriculum.

It should also be noted that for students entering the curriculum, starting with the Class of 2019, are required to prepare a student e-portfolio. Our student e-portfolio system utilizes Google© sites and also is based on the CAPE Educational Outcomes 2013. The e-portfolio system tracks student progression on our revised student learning outcomes from a learning perspective, whereas Examssoft© tracks student progression on our revised student learning outcomes from a teaching perspective.

Finally, we are creating a co-curriculum that is loosely based on what was recently accomplished at the St. Louis College of Pharmacy. It will support student achievement of the CAPE Educational Outcomes 2013 – more specifically the affective domain outcomes of self-awareness, leadership, advocacy and professionalism. To achieve competency in affective domain outcomes, students will be provided a menu of required and optional co-curricular learning strategies to pursue including annual school-wide advocacy and outreach days; interactive professionalism workshops; panel discussions related to pharmacy careers, internships, and post-graduate opportunities; leadership development workshops; curriculum

vitae/resume writing sessions; and interprofessional simulations. Co-curriculum design has been guided by the school's strategic vision, mission and plan.

## VI. Assessment Committee Proposed Annual Timeline

### JANUARY

Review: website to ensure it is up to date  
Review/revise: DYCSOP Student Survey

### FEBRUARY

Send: DYCSOP Student Survey to Sam D'Amato to prepare for administering to students  
Discuss: Supplemental Questions for AACP Faculty Survey  
Discuss: Supplemental Questions for AACP Graduating Student Survey

### MARCH

Solicit: Assessment questions from DYCSOP for upcoming academic year  
Administer: DYCSOP Student Survey (after spring IPPEs, during selected classtime)  
Administer: AACP Faculty Survey (administered late March - early May)  
Administer: AACP Graduating Student Survey (administered late March - early May)

### APRIL

Discuss: Supplemental Questions for AACP Preceptor Survey  
Discuss: Supplemental Questions for AACP Alumni Survey  
Review: DYCSOP Strategic Plan and Assessment Measures

### MAY

Review: DYCSOP Student Survey results  
Discuss & Develop: Assessment Plan grid for coming academic year  
Administer: AACP Preceptor Survey (administered May - June)  
Administer: AACP Alumni Survey (administered May - June)

### JUNE

Review: Results of student learning outcomes measures  
Solicit: data for previous years Assessment Plan grid from DYCSOP

### JULY

Solicit: data for previous years Assessment Plan grid from DYCSOP  
Create: Consolidated Assessment grid for previous academic year based on data submitted

### AUGUST

Review: AACP Graduating Student Survey results  
Finalize: Assessment Plan grid for previous academic year based on data submitted by committees  
Review: website to ensure it is up to date

SEPTEMBER

Review: AACP Preceptor Survey results

Review: AACP Faculty Survey results

OCTOBER

Review: NAPLEX/MPJE/NYS Part III results (work with curriculum committee)

NOVEMBER

Review: AACP Alumni Survey results