

D'Youville College School of Pharmacy

March 2011 Assessment Report

OVERVIEW

Assessments of DYCSOP Individuals (Students & Faculty)

Assessments of individual student and faculty performance are starting to be undertaken with a system of e-portfolios using Taskstream Learning Achievement Tools (LAT). With each individual student portfolio, assigned faculty advisors track the progression of each individual student on the D'Youville College School of Pharmacy (DYCSOP) ten (10) educational outcomes and competencies (EOCs) and thirty-six (36) ability-based outcomes (ABOs). Our students take responsibility for maintaining their individual portfolio by attaching authentic, reflective and validating evidence, and writing reflective notes that support their individual progression towards proficiency on the DYCSOP EOCs and ABOs. Furthermore, our department chairs and our promotion and tenure committee track the performance of our faculty on the dimensions of teaching, service and research. Our faculty takes responsibility for maintaining their individual portfolio by attaching authentic, reflective and validating evidence and writing reflective notes that support their individual progression towards promotion and tenure.

Assessments of DYCSOP Course Activities, Assignments and Examinations

Assessments of individual course activities, assignments, and examinations that are linked like "sentinel events" to our DYCSOP 10 EOCs and 36 ABOs are starting to be undertaken on the Taskstream Accountability Management System (AMS) in what is called the "instructional program workspace." During each academic year cycle, beginning with this 2010-2011 cycle, our program assessment plan, program assessment results, program operational plan and program operational report involve a close examination of individual course activities, assignments, and examinations and how they demonstrate student progression on the DYCSOP 10 EOCs and 36 ABOs.

Assessments of Desired DYCSOP Outcomes to Meet ACPE Standards (2007) and Guidelines 2.0

Assessments of our efforts to meet our DYCSOP outcomes (which as of this academic cycle have been revised to "mirror" the increasingly prescriptive ACPE standards and associated guidelines), are starting to be undertaken on the Taskstream AMS in what is called the "unit workspace." During each academic year cycle, beginning with this AY 2010-2011, we now link our assessment plan, assessment findings, operational plan and status report for each academic cycle more directly to the ACPE standards and associated guidelines. That is, during each academic year cycle we look at six areas: 1.) Mission, Planning, and Evaluation, 2.) Organization and Administration, 3.) Curriculum, 4.) Students, 5.) Faculty and Staff, and 6.) Facilities and Resources. Our measures are tied directly to the specific newly revised guidelines. It should be understood that not all desired outcomes (and associated standards) are being addressed each academic cycle. Rather, each academic cycle the assessment plan addresses those standards we determined to be most important.

This is in sharp contrast to last year's assessments which were all paper-based and followed our assessment plan which mirrored our "intermediary" strategic plan. So, we have been transitioning away from our previous six focus areas (1. Advancing Academic Excellence; 2. Shaping Pharmacy Practitioners; 3. Contributing to the Service Mission; 4. Developing a Community of

Scholars; 5. Excellence in Human, Financial & Physical Management; and 6. Cultivating Personal & Professional Development).

Transparency

Full access to Taskstream is shared by Mark Eckstein, Director of Institutional Assessment (D'Youville College), and David Gettman (D'Youville College School of Pharmacy). View only access has been given to all full and part-time faculty. Temporary view only access can also be granted for specific purposes (e.g., ACPE site team members). Some of our assessment activity reports (e.g., our recent student survey results) have been placed in a Moodle Account (i.e., the "College of Pharmacy Assessment" module) for students to view. It is anticipated that when the new website is implemented soon, most of these assessment reports will be made available to the public with the proper website links.

SUMMARY OF ASSESSMENT FINDINGS

Assessments of DYCSOP Individuals (Students & Faculty)

The portfolio is emerging as an efficient and effective method for evaluating program outcomes and professional development in pharmacy education. Although there is a host of literature about the use of portfolios in health care programs in general and pharmacy in particular, fewer reports exist about their evaluation.

Now that we have student and faculty portfolios being put together by attaching authentic, reflective and validating evidence and writing reflective notes that support their individual progression, our assessment committee needs to develop some sort of e-Portfolio rubric for students and faculty. For example, the University of Wisconsin has the following: <http://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html>

To begin this process, the assessment committee will perform literature searches, hold student and faculty focus groups/committee meetings, drafting of the rubrics, incorporation of feedback, piloting of the rubrics, further refinement of rubrics, development of an evaluation plan, and student and faculty workshops to outline use of our finalized e-portfolio rubrics. The information gleaned will provide direction to our students and faculty as they make decisions about the use of this evaluation method in our pharmacy program.

Assessments of DYCSOP Course Activities, Assignments and Examinations

Although we are two-thirds of the way through this academic cycle (2010-2011 Cycle), our assessment committee has only linked eleven (11) activities, assignments, or examinations to our 36 ABOs in the "instructional program workspace" (see Table 1 on the next page). It will be important for us to make more of these critical links as we want to show that our faculty is providing opportunities for our students to demonstrate progress on all 36 ABOs from novice, to advanced novice, to beginning proficient to proficient, on our professional development framework.

At the end of this academic cycle our assessment committee will assess the utility (value) of these specific activities, assignments or examinations and report to our curriculum committee and experiential committee our results. At that point, we will develop an operational plan and report to be used for the next cohort of first-year students. It is hoped that soon our assessment committee can move to the next level and make the assessments of these specific activities, assignments or examinations that are linked to specific EOCs/ABOs before the courses are taught to the senior students.

Table 1. Links of Yearly Activities, Assignments & Examinations to DYCSOP Ability-based Outcomes

DYCSOP EOCs(numbers)/ABOs(numbers&letters)	Year 1	Year 2	Year 3	Year 4
1a. Concepts				
1b. Scientific method				
1c. Care plans				
2a. Decision-making				
2b. Critical inquiry				
2c. Use of literature				
2d. Data-driven decisions				
3a. Patient relationship				
3b. Rational and ethical decisions				
3c. Initiative and responsibility				
3d. Sensitivity, tolerance, and respect				
4a. Counseling skills				
4b. Professional communication				
4c. Collaboration				
4d. Science Communication				
5a. Care plan evaluation				
5b. Care plan design				
5c. Medication preparation and dispensing				
5d. Disease management				
6a. Time management				
6b. Work teams				
7a. Therapeutic outcomes				
7b. Budgeting				
7c. Resource management				
7d. Distribution of medications				
7e. Medication management				
8a. Professional collaboration				
8b. Data-driven needs assessment				
8c. Wellness and disease prevention				
8d. Disease management				
9a. Commitment to pharmacy				
9b. Community involvement				
10a. Emerging issues				
10b. Implement change				
10c. Self-improvement				
10d. Self-Assessment				

We have also completed most of our pharmacy mappings: curricular map, content map (ACPE Standards-Appendix B), and CAPE Educational Outcomes map. Macro and micro evaluations were made of both the curricular and content maps and suggestions were reported to our curriculum committee to examine to improve the progression of topics and to address possible gaps and redundancies. More recently, we have completed the Year-1, 2, 3 & 4 Pharm.D. Experiential maps (ACPE Standards-Appendix C) and are beginning to work with our Experiential Committee to make certain all experiential activities are addressed in our IPPEs/APPEs. The CAPE Educational Outcomes mapping has been completed and we are also starting to map the

Supplemental Educational Outcomes: Library and Educational Resources; Medicinal Chemistry; Pharmaceuticals; Pharmacokinetics; Pharmacology; Pharmacy Practice; and Social and Admin Sciences. It is hoped that the mapping of these supplemental educational outcomes will help us further refine the content of our curriculum. (All these pharmacy mappings have been printed out and will be made available with this report.)

Assessments of Desired DYCSOP Outcomes to Meet ACPE Standards (2007) and Guidelines 2.0

Again, we are two-thirds of the way through this academic cycle (AY 2010-2011). Our assessment committee linked nineteen (19) assessments to fourteen (14) ACPE Standards (2007) and seventeen (17) Guidelines 2.0 in the “instructional program workspace” (see Table 2 below). It will be important for us to make more of this critical links as we want to show that we are attempting to comply with all the standards and associated guidelines.

Table 2. Links of Yearly Assessments to ACPE Standards (2007), and this Academic Year’s Measures to Specific Guidelines 2.0 (blue shaded)

	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015
1. MISSION, PLANNING, AND EVALUATION					
1.1-1. College or School Mission and Goals					
1.2-2. Strategic Plan	2.3				
1.3-3. Evaluation of Achievement of Mission and Goals	3.3				
2. ORGANIZATION AND ADMINISTRATION					
2.1-4. Institutional Accreditation					
2.2-5. College or School and University Relationship					
2.3-6. College or School and other Administrative Relationships	6.1				
2.4-7. College or School Organization and Governance					
2.5-8. Qualifications and Responsibilities of the Dean					
3. CURRICULUM					
3.1-9. The Goal of the Curriculum					
3.2-10. Curricular Development, Delivery, and Improvement	10.1,10.2,10.3				
3.3-11. Teaching and Learning Methods	11.2				
3.4-12. Professional Competencies and Outcome Expectations	12.1				
3.5-13. Curricular Core—Knowledge, Skills, Attitudes, and Values	13.5				
3.6-14. Curricular Core—Pharmacy Practice Experiences	14.7				
3.7-15. Assessment of Student Learning and Curricular Effectiveness	15.1 X 2				
4. STUDENTS					
4.1-16. Organization of Student Services					
4.2-17. Admission Criteria, Policies, and Procedures	17.3,17.8				
4.3-18. Transfer of Credits and Waiver of Requisites					
4.4-19. Progression of Students					
4.5-20. Student Complaints Policy					

4.6-21. Program Information					
4.7-22. Student Representation and Perspectives	22.3				
4.8-23. Professional Behavior and Harmonious Relationships					
5. FACULTY AND STAFF					
5.1-24. Faculty and Staff—Quantitative Factors					
5.2-25. Faculty and Staff—Qualitative Factors	25.8				
5.3-26. Faculty and Staff Professional Development & Review	26.1				
6. FACILITIES AND RESOURCES					
6.1-27. Physical Facilities					
6.2-28. Practice Facilities					
6.3-29. Library and Educational Resources	29.1 X 2				
6.4-30. Financial Resources					

At the end of this academic cycle our assessment committee will reassess the utility (value) of these specific assessments and report to our findings to the appropriate committees. At that point, we will develop an operational plan and report to be used for the next cycle of measures for the next academic year cycle. It hoped that soon our assessment committee can move to the next level and plan the assessments before the beginning of the next academic year cycle.

Focusing on some of the details of each of the above standards: the specific cells of the above table:

1. Mission, Planning, and Evaluation

(formerly referred to as 'Contributing to the Mission'/Stacie Thoman)

Dr. Thoman collected data to determine the extent of participation of students and faculty in various service activities (Legislative Day in Albany, two different Drug Disposal Days, a Haiti Mission Trip, and a Fight For Air Climb)

Drs. Loeffler and Dunn spearheaded an effort to generate funds

Dr. Leopold represented the School of Pharmacy in discussions about the Nativity (interdisciplinary pro-bono clinic) Project; Dr. Dunn represented the School of Pharmacy in discussions about the Brothers of Mercy interdisciplinary project.

Questions in the DYCSOP Student Survey (administered in February 2011) helped determine the extent of student participation in service activities.

2. Organization and Administration

(formerly referred to as 'Shaping Pharmacy Practitioners'/Jack Koford)

Jack Koford worked (in coordination with the Experiential Committee) to develop assessments for IPPE assignments, mid-rotation assessments, final assessments of students, student assessment of site & preceptor, reflection papers, and rotation rubrics

3. Curriculum

formerly referred to as 'Advancing Academic Excellence'/David Gettman)

Curricular "re-mapping" – paper-based to online-based

- Development of a new hybrid professional development scale combining aspects of the rigor/relevance framework and the stages of professional mastery scale outlined in our pre-candidate application to track levels of professional development through the four year Pharm.D. curriculum.
- First draft of curricular map, content map, CAPE Educational Outcomes map and Year-1, 2, 3, and 4 PharmD Experiential Maps were all placed on our Taskstream AMS 'instructional program workspace. Now, when course coordinators make a change in the educational outcomes or content addressed in their course (as reflected in the course syllabus) the changes can be tracked with the online mapping system.

'Super' Rubric development. Three specific rubrics were developed for the first professional year:

- Peer evaluation form (especially for the six-semester sequence of collaborative learning practicums) to incorporate our eight core values.
- Critical thinking rubric
- Presentation rubric for oral and poster presentations delivered by individuals and/or teams

First set of Objective Structured Clinical Examinations (OSCEs) were developed and successfully conducted (2 SAS stations, 2 basic science stations, 1 practice station)

Questions in the DYCSOP Student Survey (administered in February 2011) helped quantify our students' efforts in development of knowledge, skills, and attitudes.

4. Students

(formerly referred to as 'Developing a Community of Scholars'/Dr. Waite and our student representatives – Joseph Kurtz and Kristin Thomas Manzella)

Dr. Waite led a Faculty Development seminar on Taskstream Portfolio Building

Report on activities performed by students during two week Fall 2010 IPPEs

5. Faculty and Staff

(formerly referred to as 'Cultivating Personal and Professional Development'/Chau Nguyen)

The Professional Development Committee administered a faculty needs assessment survey, prepared a list of topics for faculty development, and then organized a series of seminars. Each seminar was evaluated using the Qualtrics online survey system.

Questions in the DYCSOP Student Survey (administered in February 2011) helped determine whether our School cultivates personal and professional development in

our students and whether our School provides mechanisms for student representation.

6. Facilities and Resources

(formerly referred to as 'Excellence in Human, Financial and Physical Resources Management/Joseph Dunn)

Prepared a list of laboratory equipment needs

Summarized library resources made available to pharmacy students and faculty

Questions in the DYCSOP Student Survey (administered in February 2011) helped determine student opinions of our physical facilities, physical resources, and effectiveness of the Office of Students and Faculty

Our Assessment Opportunities and Challenges

It is the opinion of our assessment committee that we are positioned to go to the next level and be more proactive. Until we started using the online Taskstream platform, it appeared to many of us that we had "pockets" of assessments going on with little or no oversight. With the new online platform we are having success in linking these pockets of assessments and putting together a clearer picture of how to better leverage our efforts to produce the best outcomes for our students and faculty. We will continue to apply our success using the Taskstream platform for assessment and evaluation, and will refine these achievements to all of our future evaluation efforts.

Given the transparency of what we are doing faculty and students appear to be more receptive to our assessments. In our first academic cycle, when everything we did was paper-based faculty and students appeared to be resistant to providing information. In the present academic cycle, the flow of information has improved especially between our assessment committee and the other committees (i.e., Leadership, Admissions, Curriculum, Experiential, Faculty Development Performance, and Integrity.)

The most pressing challenges seem to revolve around faculty development. Through assessments such as the mappings it has become clear that to make the link between course objectives and our 10 EOCs and 36 ABOs more faculty development is warranted.

Quality Improvement that have resulted from Assessment Efforts

1. Curriculum (Macro and micro refinements)
2. OSCEs scheduled to address pre-APPE performance domains
3. IPPE quality assurance
4. Faculty Survey that points to need for more staff and promotion and tenure process refinement
5. Student Survey that points to need for more service learning activities tied to more student organizations