

D'Youville

D'Youville College School of Pharmacy Programmatic Evaluation and Educational Assessment Plan

****Approved by DYCSOP Faculty/Staff August 5, 2013****

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 Plan grid which describes all assessment activities undertaken by all bodies in the SOP throughout the year. The Assessment Plan is facilitated by the assessment committee and is created with input from stakeholders of the DYCSOP.

I. Overview of the D'Youville College School of Pharmacy (DYCSOP)

A. Mission

The D'Youville College School of Pharmacy is a teaching and learning community of faculty, students and staff dedicated to educating tomorrow's pharmacy practitioners and advancing the profession. Through its focus on critical inquiry, research, scholarship and service, the school ensures that its graduates are qualified to enter practice as generalist practitioners who are prepared to serve their communities and their profession.

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

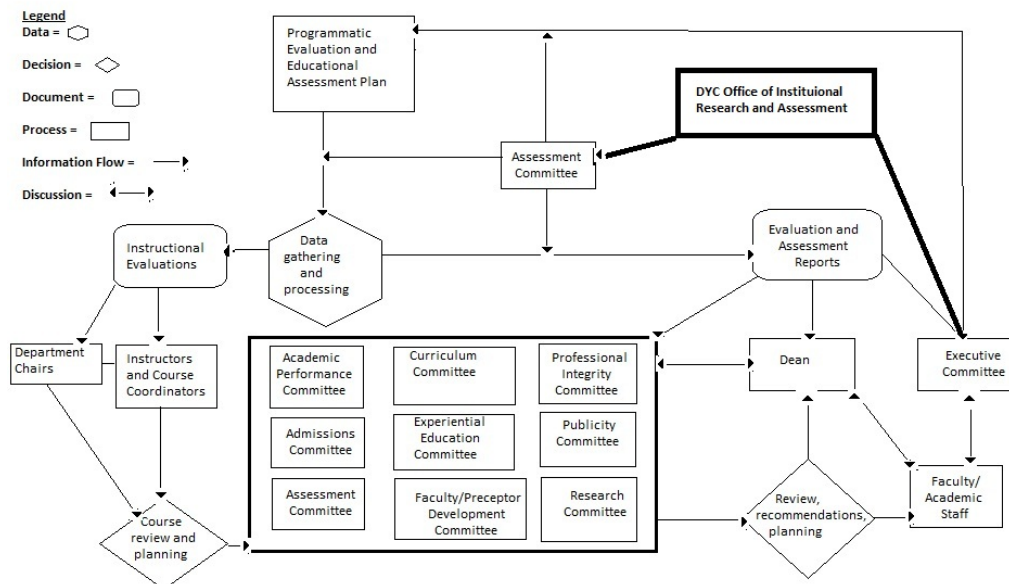
The School only offers the Doctor of Pharmacy (PharmD) - a professional doctoral program.

D. Evaluation and Assessment Responsibilities

Programmatic evaluation and educational assessment activities involve all members of the School's faculty and staff. 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 the Director of Assessment, provide ongoing administrative support for evaluation and assessment activities. The Director of Assessment works closely with the D'Youville College Office of Institutional Research and Assessment (Director and Assessment Coordinator) to make certain, for example, that the D'Youville College School of Pharmacy's mission and goals are aligned with the D'Youville College's (institutional) mission and goals.

The Executive Committee, 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 Executive Committee, 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.

Figure 1. Overview of System for Programmatic Evaluation and Educational Assessment



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 faculty, staff, students and invited stakeholders in the development of the over-arching goals within the strategic plan along with the objectives that are intended to wording with input from faculty, students, staff and other stakeholders. 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. Students from our Doctor of Pharmacy (PharmD) program are invited to participate in the strategic planning process.

Strategic Initiatives and Action Items

Each summer, the Executive Committee 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 has adopted Taskstream, as a cloud-based platform to support implementation of the strategic plan. In the unit workspace, this system provides 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.

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 annual Assessment Report.

Strategic Initiatives

As described above, the School's Taskstream 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

Programmatic evaluation results will be compiled into an annual assessment report written by the Director of Assessment with the assistance of the Assessment Committee. The report will be distributed to relevant bodies 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 Executive Committee, 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 and will (starting in 2014) graduate 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. At present, there are 10 overarching educational outcomes (that include 36 ability-based outcomes) 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.
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 'Programmatic Evaluation and Educational Assessment Plan Report' will be 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 AACP 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 2007 Standards

A. Standards for Mission, Planning, and Evaluation

The college or school must have an evaluation plan, based on assessment measures, that allows for a determination of the degree to which the mission and goals have been achieved.

1. Standard 3: Evaluation of Achievement of Mission and Goals:

The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The college or school must use the analysis of process and outcome

measures for continuous development and improvement of the professional degree program.

C. Standards for Curriculum

Desired curricular content, organization, sequencing, and outcomes, and the type and character of practice experiences needed, are described. In addition, the methods of promoting student learning and development of lifelong learning skills and the need to use assessments to measure, evaluate, and improve student learning and effectiveness are stated.

1. Standard 10: Curricular Development, Delivery, and Improvement

The college or school's faculty must be responsible for the development, organization, delivery, and improvement of the curriculum. The curriculum must define the expected outcomes and be developed, with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments. All curricular pathways must have both required and elective courses and experiences and must effectively facilitate student development and achievement of the professional competencies.

2. Standard 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness

As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

The college or school must systematically and sequentially evaluate its curricular structure, content, organization, and outcomes. The college or school must use the analysis of outcome measures for continuous improvement of the curriculum and its delivery.

C. Standards for Faculty and Staff

The purpose of the standards in this section is to ensure that the college or school has fair and equitable policies and procedures and capabilities to attract, develop, and retain an adequate and appropriate number of qualified faculty and staff to contribute to and achieve the mission and goals.

1. Standard 24: Faculty and Staff—Quantitative Factors

The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.

V. Assessment Committee 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

DECEMBER