

## Focused Assessment Plan Grid 2013

### Assessment Activities Predetermined by the DYC SOP Assessment Committee for AY2012-2013

OUTCOME AND QUESTION TO ASSESS	OUTCOME MEASURE	ACPE STANDARD	TARGET	ASSESSMENT CYCLE	GROUP RESPONSIBLE FOR ACTION ON RESULTS	ACTION - <i>changes made based on results</i>
<b>Core Functions</b>						
Faculty Satisfaction  <i>“How do our faculty’s experiences differ from those at other schools of pharmacy?”</i>  <b>Principle: Waite</b>	AACP faculty survey ratings on our: <ul style="list-style-type: none"> <li>• administrative system</li> <li>• recruitment and retention</li> <li>• faculty development</li> <li>• curriculum, teaching &amp; assessment</li> </ul>	3	Ratings for each item will be at or above the average national categorical rating	Annual	Leadership Team	Responses were notably lower than ntnl ave. for items related to admin. system, retention, and faculty development. Results were shared with leadership. Program developed by leadership for all faculty to meet regularly with dept chairs re: goals, efforts and accomplishments. Faculty focus group was run to elicit more specific data, and leadership is addressing individual concerns.
Preceptor Satisfaction  <i>“How do our preceptor’s experiences differ from those who precept for other schools of pharmacy?”</i>  <b>Principle: Koford</b>	AACP preceptor survey ratings on our: <ul style="list-style-type: none"> <li>• communication</li> <li>• curriculum</li> <li>• resources &amp; support</li> </ul>	3	Ratings for each item will be at or above the average national categorical rating	Annual	Experiential Education Committee	Most items were near or at natl ave. Data forwarded to Experiential for review. No recommendations at this time.

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Teaching Effectiveness  <i>“Do our faculty receive regular feedback regarding their teaching skills?”</i>  <b>Principle: Heakal</b>	Teaching evaluations completed by department chairpersons and peers	11	100% of faculty will be evaluated at least once each year by their department chairperson and one peer	Every two years (odd academic years)	Faculty Development Committee	Outcome deferred to AY2013-2014
Student Professionalism  <b>Principle: Lampkin</b>	Professionalism survey results on student commitment to: <ul style="list-style-type: none"> <li>• leadership</li> <li>• life-long learning</li> <li>• altruism</li> <li>• integrity</li> </ul>	23	<p>≥30% of students will actively participate in professional organizations</p> <p>≥65% of students will be members of more than one pharmacy organization</p> <p>≥90% of students will participate in volunteer activities (not associated with experiential education requirements)</p> <p>0 incivilities or integrity violations will be reported</p>	Annual	Office of Student Affairs	<p>Based on student survey administered in 3/2013: 56.1% of students actively participated in prof. orgs; 70.6% of students were members of &gt;1 pharmacy org; 86.7% of students participated in volunteer activities (not assoc. w/ experiential ed. reqs.). Based on this data the assessment comm. will continue to monitor student professionalism annually.</p> <p>The # of incivilities or integrity violations will be reported once info is obtained from the Office of Student Affairs.</p> <p>Following review of the entire student survey, 3 areas requiring more info. were determined: student</p>

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						resources and space; communication with administration; and the advising/mentoring program. The committee coordinated with Sam D'Amato to run student focus groups to obtain more info. about these issues. The student focus groups comments were discussed w/ the assessment comm. and was presented to leadership team. Dean will follow up with students in newsletter & at the next dean's lunch.
Faculty Development <b>Principle: Butterfoss</b>	Faculty contributions to advancement of the profession of pharmacy and/or academia	26	100% of faculty will be involved in a longitudinal scholarly project during the year	Annual	Faculty Development, Research Committee	Outcome deferred to AY2013-2014
<b>Strategic Initiatives</b>						
Program Assessment <b>Principle: Waite</b>	ACPE self-assessment for the professional degree program of developing colleges and schools of pharmacy	3	Administration, faculty and staff will contribute toward the completion of a programmatic self-assessment	Every 4 years	Leadership Team	Voluntary self-study done with involvement of entire faculty & staff. Areas needing improvement were identified and communicated to appropriate committees and offices
<b>Curricular Effectiveness</b>						

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Student Achievement  <b>Principle: Waite</b>	Percentage of students: <ul style="list-style-type: none"> <li>with program QPA <math>\geq 3.0</math></li> <li>progressing to next year in program</li> <li>on the Dean's list (QPA <math>\geq 3.5</math>)</li> </ul>	15	<ul style="list-style-type: none"> <li><math>\geq 75\%</math> of students with QPA of 3.0 or higher</li> <li><math>\geq 95\%</math> of student progressing to next year</li> <li><math>\geq 10\%</math> of students on Dean's list</li> </ul>	Annual	Curriculum Committee	Targets were met for the 2 <sup>nd</sup> and 3 <sup>rd</sup> measure. The % of students with QPA > 3.0 has increased over time but has failed to reach our target. Target may have been unreasonable. Will compare to other schools and consider changing to >50% if appropriate. Will also add '# of student remediations' as a measure for future years.
Admission Criteria as a Predictor of Student Success  <b>Principle: Koford</b>	Correlation of admission criteria to academic performance in program <ul style="list-style-type: none"> <li>aggregated Admission Screening Score to program QPA</li> </ul>	17	$r^2 \geq 0.80$	Annual	Admissions Committee (Office of Student Affairs)	P1 GPA was compared to admission ranking, prerequisite GPA, science GPA and math GPA. The greatest correlation was with science GPA ( $r^2=0.12$ ). Data was shared with Office of Student Affairs. This measure will be followed by the Admissions Comm in the future. They may consider changing the target to a more reasonable $r^2$ .
Teaching Effectiveness  <b>Principle: Dunn</b>	Student evaluations of: <ul style="list-style-type: none"> <li>overall effectiveness</li> <li>availability</li> <li>fairness</li> <li>clarity of presentation</li> </ul>	11	$\geq 75\%$ of SOP faculty will score at or above the college's "middle 60%" for these categories	Annual	Leadership Team	Nearly all targets were met. The only target not met was very close. Will assess again next year. If targets continue to be met, will monitor every 2 years. No faculty development

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						concerns to address at this time.
Faculty Development  <b>Principle: Butterfoss</b>	Self-identification of faculty needs reported through faculty development plan	26	100% of faculty have an individualized development plan that was created in collaboration with their chair	Annual	Leadership Team	Target met. Department chairs will continue to meet with individual faculty members every 2 months to foster faculty goal-setting and achievement.
<b>Student Learning Outcomes</b>						
Scientific Foundation  <i>Do students comprehend scientific methods and understand important scientific principles in depth in order to be able to identify and solve problems related to drug therapies?</i>  <b>Principle: Gettman</b>	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: a. Scientific concepts b. Scientific methods c. Care plans	10, 15	>75% on each outcome measure for P1, P2, and P3 years	Every three years	Curriculum Committee, Course Coordinators	All 9 targets were exceeded. Two notes: *P2 Scientific concepts (PMD702): Dr. Gettman spoke with Dr. Shapiro & formative assessments (pediatrics case and opioids-med chem assignment) were both added to help students do better on summative assessments (3 exams) *P1 Scientific methods (PMD 601) 6 students judged by Dr. Oliveri to have plagiarized writing assignment. Professional Integrity Committee informed. Plagiarism issue will be discussed in Dr. Gettman's ethics class & Dr. Hutcherson's Literature Evaluation class.

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<p>Evidence-Based Practice and Critical Thinking</p> <p><i>Are students able to make decisions about drug therapy based on best evidence from practice or the literature, and do they possess a set of critical thinking skills that enable them to best serve the interests of their patients and communities?</i></p> <p><b>Principle: Gettman</b></p>	<p>Scores on exams, quizzes and skills rubrics that measure abilities in the following areas:</p> <ol style="list-style-type: none"> <li>Decision-making</li> <li>Critical inquiry</li> <li>Use of literature</li> <li>Data-driven decisions</li> </ol>	10, 15	>75% on each outcome measure for P1, P2, and P3 years	Every three years	Curriculum Committee, Course Coordinators	<p>11 targets were exceeded. One note:* P2 (Data-driven decisions) Dr. Gettman spoke to Dr. Heakal about his 2 biostats quizzes in PMD 708. There was need to address the issue of students not showing up to take these two quizzes. Need to ↑ point value. Since P1 &amp; P3 assessments on this are project-based there was need to incorp data-driven decision making also into quizzes in PMD 607 and PMD 810 too for better progression on this.</p>
<p>Patient-Centered Care and Medication Use Management</p> <p><i>Are students prepared to take responsibility for the outcomes of drug therapy by acquiring the knowledge, skills and attitudes necessary for entry level practice?</i></p> <p><b>Principle: Gettman</b></p>	<p>Scores on exams, quizzes and skills rubrics that measure abilities in the following areas:</p> <ol style="list-style-type: none"> <li>Care plan evaluation</li> <li>Care plan design</li> <li>Medication preparation &amp; dispensing</li> <li>Disease management</li> </ol>	10, 15	>75% on each outcome measure for P1, P2, and P3 years	Every three years	Curriculum Committee, Course Coordinators	<p>11 targets were exceeded. One note:* P3 (Medication prep &amp; dispens) Dr. Gettman spoke to Dr. Alfonso in PMD 605 about incorp. capsule filling activity &amp; to Dr. Chinwala in PMD 816 about incorp 'rapid review sessions' to improve progression on this &amp; to help P3s perform better on NY State Part III exam. Rapid reviews ('boot camp') only pass/fail at this time &amp; may need to give % grade.</p>

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