

Academic Assessment Plan

University of Florida

Academic Affairs

Academic Colleges

College of Pharmacy

Pharmacy (PharmD)

PharmD Pharmacy Mission

The University of Florida, College of Pharmacy promotes the health and welfare of the citizens of Florida and the Nation by preparing graduates in Pharmacy to take independent professional responsibility for the outcome of drug therapy in patients. Graduates will have a strong scientific foundation, sensitivity to cultural diversity, and the ability to assume leadership roles in practice, the community, and the profession.

Responsible Roles: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Program: Pharmacy (PharmD)

Progress: Ongoing

2015-16 PG 1: Admit high-quality competitive students

Admit high-quality competitive students.

Evaluation Method

Application to Admission Ratio (Ratio of the number of completed applications received and number of students admitted): >3:1

Mean PCAT Score: >80th Percentile

Science GPA (Admitted Class): >3.4

Responsible Role: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Progress: Ongoing

2015-16 PG 2: High quality curriculum

Students experience a high quality curriculum

Evaluation Method

National Survey (AACP Survey): The AACP/ACPE Survey is administered to graduating students in the following College of Pharmacy programs: a) entry-level Pharm.D. degree program on Gainesville campus, b) entry-level Pharm.D. degree program on 3 distant campuses, and c) nontraditional Pharm.D. degree program offered nationally. (All programs are accredited by the Accreditation Council for Pharmacy Education [ACPE].) {The AACP/ACPE Survey is a nationally developed survey and administered to all students graduating from a College of Pharmacy in the US. This provides benchmark data. The Survey includes 42 items that measure the quality of the curriculum in 7 areas. }

Benchmarks: College of Pharmacy is within 5% of Peer Institutions highest percentage

Responsible Role: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Progress: Ongoing

2015-16 PG 3: Students are satisfied with their education

Students are satisfied with their education from COP.

Evaluation Method

National Survey (AACP Survey): AACP/ACPE Survey - Item 86: "If I were starting my pharmacy program over again I would choose the same college/school of pharmacy."

Benchmarks: College of Pharmacy is within 5% of Peer Institutions highest percentage

Responsible Role: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Progress: Ongoing

2015-16 SLO 1: Foundational Knowledge

1.1 Knowledge: Develop, integrate, and apply knowledge from the foundational disciplines (i.e., *pharmaceutical, social/behavioral/administrative*, and *clinical sciences*) to evaluate the scientific literature, explain drug action, assess and solve therapeutic problems, and advance population health and *patient-centered care*.

SLO Area (select one): Knowledge (Grad)

Responsible Role: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Progress: Ongoing

Assessment Method

NABP Board Exam (Administered upon Graduation): The NAPLEX Exam is required for licensure and measures 3 knowledge areas according to a blueprint (**application of knowledge related to SLOs 1-3**). (See - National Association of Boards of Pharmacists website for blueprint details: <http://www.nabp.net/programs/examination/naplex/>)

Benchmark: >95% pass rate; above both State and National Passing rate

2015-16 SLO 2: Essentials for Practice and Care

2.1 Patient-Centered Care: Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize patient needs, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2 Medication use systems management: Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

2.3 Health and wellness Promoter: Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

2.4 Population-based care Provider: Describe how *population-based care* influences *patient-centered care* and influences the development of practice guidelines and evidence-based best practices.

SLO Area (select one): Skills (Grad)

Responsible Role: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Progress: Ongoing

Assessment Method

SLOs 2.1, 2.2, 2.3:

Skills Lab OSCE: An OSCE (Objective Structured Clinical Exam) requires students to perform practice skills during an encounter with a patient-actor. Students progress through a series of stations (each is 5-10 minutes in length) where they encounter a patient with a problem. The exam is developed using a blueprint of the SLOs and is designed so there is validity and reliability. See **Appendix I** for examples of two rubrics used at each OSCE station. **The example in Appendix I measures SLO 2.1.**

Benchmark: Rubrics define competency

SLO 2.4:

Population Health Project

Benchmark: Competency defined by faculty

-  [Appendix I](#)

2015-16 SLO 3: Approach to Practice and Care

3.1 Problem Solver: Identify and assess problems; explore and prioritize potential strategies; and design, implement, and evaluate the most viable solution.

3.2 Educator: Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3 Patient Advocate: Assure the patient' best interests are represented.

3.4 Interprofessional Collaborator: Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5 Includer (Cultural Sensitivity): Recognize *social determinants of health* in order to diminish disparities and inequities in access to quality care.

3.6 Communicator: Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

SLO Area (select one): Skills (Grad)

Responsible Role: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Progress: Ongoing

Assessment Method

Knowledge Exam

Portfolio

Benchmark: Competency defined by faculty

2015-16 SLO 4: Personal and Professional Development

4.1 Self-aware: Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2 Leadership: Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.3 Innovator: Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.4 Professional: Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

SLO Area (select one): Professional Behavior (Grad)

Responsible Role: Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)

Progress: Ongoing

Assessment Method

Portfolio

Mentor Evaluation

Benchmarks: Portfolio competency defined by faculty; Mentor evaluation rubric defines competency

PharmD Pharmacy**Start:** 7/1/2015**End:** 6/30/2016**Progress:** Ongoing**Providing Department:** Pharmacy (PharmD)**Responsible Roles:** Associate Dean for Curricular Affairs and Accreditation (Beck, Diane)**Research (Graduate and Professional AAPs only)**

The Pharm.D. program is a professional degree and therefore, does not require a research project.

Assessment Timeline (Graduate and Professional AAPs only)

Assessment	Year 1	Year 2	Year 3	Year 4	Graduation
SLOs					
1.1 Knowledge			PCOA (National Exam)		NAPLEX (National Exam)
Skills					
2.1 Patient-Centered Care	OSCE		OSCE	SUCCESS & OSCE	
2.2 Medication Use Systems Management	OSCE		OSCE	SUCCESS & OSCE	
2.3 Health and Wellness Promoter	OSCE		OSCE	SUCCESS & OSCE	
2.4 Population-based Care Provider	Population Health Project		OSCE	SUCCESS	
3.1 Problem-solver	OSCE		OSCE	SUCCESS & OSCE & Portfolio	
3.2 Educator	Yr 1 Exam		Portfolio	SUCCESS & Portfolio	
3.3 Patient Advocate	Yr 1 Exam		Portfolio	Portfolio	
3.4 Interprofessional Collaborator	Team Assessment		OSCE and Portfolio	OSCE & SUCCESS & Portfolio	
3.5 Includer (Cultural Sensitivity)	OSCE		OSCE and Portfolio	OSCE & SUCCESS & Portfolio	
3.6 Communicator	OSCE		OSCE and Portfolio	OSCE & SUCCESS & Portfolio	
Professional Behavior					
4.1 Self-aware	Portfolio Review	Portfolio Review	Portfolio Review	Portfolio Review	
4.2 Leadership	Yr 1 Exam		Portfolio	Portfolio	
4.3 Innovator	Yr 1 Exam		Portfolio	Portfolio	
4.4 Professional	Portfolio Review	Portfolio Review	Portfolio Review and OSCE	SUCCESS and Portfolio Review	

Curriculum Map (UG AAPs only)

Assessment Cycle (All AAPs)

Analysis and Interpretation: Completed by December – each year (Curriculum Assessment Sub-committee completes analysis and interpretation between May and December each year)

Program Modifications: Completed by January – each year (Curriculum Committee recommends any modifications 1 month after analysis & interpretation)

Dissemination: Completed by March – each year (Results are shared with Executive Committee & Faculty Governance Council 2 months after analysis & interpretation; Results are also shared with the College faculty each year; A general report is shared with alumni and other stakeholders)

The table on the following page outlines the Assessment Cycle.

Note about this Table: For each cycle year (row header), the cells within a column indicate what class year is assessed. By 2014-2015, the College will collect the indicated assessment data with each class year of students (ie, all students in Years 1 through 4).

Assessment	2015-2016	2016-2017	2017-2018	2018-2019	
SLOs					
1.1 Knowledge	Post-graduation		PCOA (National Exam)		NAPLEX (National Exam)
Skills					
2.1 Patient-Centered Care	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3,4	
2.2 Medication Use Systems Management	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3,4	
2.3 Health and Wellness Promoter	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3,4	
2.4 Population-based Care Provider	Year 1 and 4 - SUCCESS	Year 1 and 4 - SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3,4	
3.1 Problem-solver	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3 and Year 4-SUCCESS	Years 1,3,4	
3.2 Educator	Yr 1 Exam	Yr 1 Exam	Year 1 Exam and Portfolio	Years 1,3,4	
3.3 Patient Advocate	Yr 1 Exam	Yr 1 Exam	Year 1 Exam and Portfolio	Years 1,3,4	
3.4 Interprofessional Collaborator	Year 1-Team Assessment, Year 3 and Year 4	Year 1-Team Assessment, Year 3 and Year 4	Year 1-Team Assessment, Year 3 and Year 4	Years 1,3,4	
3.5 Includer (Cultural Sensitivity)	Years, 1,3,4	Years, 1,3,4	Years, 1,3,4	Years 1,3,4	
3.6 Communicator	Years 1,3,4	Years 1,3,4	Years, 1,3,4	Years 1,3,4	
Professional Behavior					
4.1 Self-aware	Years 1,4	Years 1,4	Years 1,3,4	Years 1,3,4	
4.2 Leadership	Yr 1 Exam	Yr 1 Exam	Years 1,3	Years 1,3,4	
4.3 Innovator	Yr 1 Exam	Yr 1 Exam	Years 1,3	Years 1,3,4	
4.4 Professional	Years 1,3,4	Years 1,3,4	Years 1,3,4	Years 1,3,4	

Methods and Procedures (UG and Certificate AAPs)

SLO Assessment Rubric (All AAPs)

University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.aa.assessment.edu>

Program:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				

Measurement Tools (Graduate and Professional AAPs Only)

Here, describe the measurement tools you use to assess the SLOs, and include at least one example.

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Skills Lab OSCE: An OSCE (Objective Structured Clinical Exam) requires students to perform practice skills during an encounter with a patient-actor. Students progress through a series of stations (each is 5-10 minutes in length) where they encounter a patient with a problem. The exam is developed using a blueprint of the SLOs and is designed so there is validity and reliability. See **Appendix I** for examples of two rubrics used at each OSCE station. **The example in Appendix I measures SLO 2.1.**

SUCCESS Rubric: A rubric that assesses student performance during Advanced Pharmacy Practice Experiences (APPEs). UF Pharm.D. students complete 11 months of APPE rotations during the last portion of their third year and in their fourth year. The current rubric was developed via a collaborative effort involving a Colleges of Pharmacy in the State of Florida. See **Appendix II** for the SUCCESS Rubric. **This Rubric aligns and measures all SLOs Except 3.3, 4.1, 4.2, and 4.3.**

AACP Survey: A survey that is administered nationally to graduating Pharm.D. students, preceptors, faculty, and alumni at all Colleges/Schools of Pharmacy. See **Appendix III** for the Graduating Student Survey. Items (**#10-29**) of this survey provide indirect measures of student competency (**esp SLOs 1-3**). The results include peer and national benchmark data. This survey gathers data that provides data related to not only indirect performance assessment measures but also metrics related to program quality.

Assessment Oversight (All AAPs)

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Diane Beck, Pharm.D.	Pharmacotherapy & Translational Research	beck@cop.ufl.edu	352-283-3262

Note:

The Curriculum Assessment Sub-committee is responsible for planning and interpreting the assessment results each year.

The Curriculum Committee is responsible for making curricular changes to address any needed identified through the assessments.

The College's Program Evaluation Committee and Executive Committee review the assessment reports each year and monitor progress towards achieving the overall program mission.

Academic Assessment Plan Entry Complete:

