

Professional Education – Pharm.D. Program Assessment Plan

College of Pharmacy
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Professional Education – Pharm.D. Degree Program

College of Pharmacy

A. 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.

B. Student Learning Outcomes and Assessment Measures

1. ***Provide Patient-centered Care - Specifically: Design, implement, monitor, evaluate, and adjust pharmacy care plans that are patient-specific; address health literacy, cultural diversity, and behavioral psychosocial issues; are evidence-based and accomplished in collaboration with other health professionals.***
2. ***Provide Public and Population Health by promoting disease prevention/ wellness and effective drug use.***
3. ***Perform pharmacist responsibilities within the medication use system and relate to the larger health care systems to assure safe and quality patient care.***
4. ***Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals.***
5. ***Collaborate as a member of an interprofessional team when providing patient-centered care.***
6. ***Use pharmacy knowledge in the care of patients and resolution of practice problems.***
7. ***Demonstrate ethical behaviors and adhere to legal requirements in pharmacy practice.***
8. ***Solve complex practice problems (both patient-specific and general practice) using an evidence-based approach, other aspects of good clinical science, and informatics.***
9. ***Demonstrate personal and professional development (professional behaviors {i.e., UF PharmD CORES}, appropriate personal habits, self-directed and lifelong learning abilities, and leadership).***

C. Research

1. The Pharm.D. program is a professional degree and therefore, does not require a research project. Each of the above Student Learning Outcomes requires evidence-based decision-making and critical evaluation of literature. (These abilities are assessed via **SLO 8** (Solve complex practice problems)).

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program Pharm.D. Program College of Pharmacy

Assessment SLOs	Year 1	Year 2	Year 3	Year 4	Graduation
Knowledge					
#1 Provide Patient-Centered Care – (Application of Knowledge required to perform this SLO)					NABP Board Exam (Area 1)
#2 Promote Public & Population Health (Application of Knowledge required to perform this SLO)					NABP Board Exam (Area 3)
#3 Perform Pharmacist Responsibilities within the Medication Use System (Application of Knowledge required to perform this SLO)					NABP Board Exam (Area 2)
Skills					
#1 Provide Patient-Centered Care	PHA 5781 (Pctpy I – Prepare a Self-Care Plan)	PHA 5943 (IPPE 3 – Med Reconciliation)	Skills Lab OSCE	SUCCESS Rubric & AACP National Survey	
#2 Promote Public & Population Health	PHA 5941 (IPPE 1 – Perform a Health-Wellness Assessment)	PHA 5943 (IPPE 3 – Quality Improvement Project)	Skills Lab OSCE	SUCCESS Rubric & AACP National Survey	
#3 Perform Pharmacist Responsibilities within the Medication Use System	PHA 5942 (IPPE 2 – Community Med Use System)	PHA 5944 (IPPE 4 – Hospital Med Use System)	Skills Lab OSCE	SUCCESS Rubric & AACP National Survey	
#4 Communicate Effectively		PHA 5943 (IPPE 3 – Med Reconciliation)	Skills Lab OSCE	SUCCESS Rubric	
#5 Collaborate as an			Skills Lab	SUCCESS	

Assessment SLOs	Year 1	Year 2	Year 3	Year 4	Graduation
interprofessional team member			OSCE	Rubric	
#6 Use knowledge in the care of patients			Skills Lab OSCE	SUCCESS Rubric	
#7 Demonstrate ethical behaviors and adhere to legal requirements			Skills Lab OSCE	SUCCESS Rubric	
#8 Solve Complex Practice Problems			Skills Lab OSCE	SUCCESS Rubric	
Professional Behavior					
#9 Demonstrate Personal & Professional Development	Portfolio Assessment	Portfolio Assessment	Portfolio Assessment	SUCCESS Rubric & Portfolio Assessment	

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Doctor of Pharmacy Program _____ **College of Pharmacy** _____

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).

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1 Provide Patient-Centered Care – (Application of Knowledge required to perform this SLO)		Graduation	Graduation	Graduation	Graduation	Graduation	Graduation
#2 Promote Public & Population Health (Application of Knowledge required to perform this SLO)		Graduation	Graduation	Graduation	Graduation	Graduation	Graduation
#3 Perform Pharmacist Responsibilities within the Medication Use System (Application of Knowledge required to perform this SLO)		Graduation	Graduation	Graduation	Graduation	Graduation	Graduation
Skills							
#1 Provide Patient-Centered Care		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
#2 Promote Public & Population Health		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
#3 Perform Pharmacist Responsibilities within the Medication Use System		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
#4 Communicate Effectively		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
#5 Collaborate as an interprofessional team member		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
#6 Use knowledge in the care of patients		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
#7 Demonstrate ethical behaviors and adhere to legal requirements		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
#8 Solve Complex Practice Problems		Year 4	Year 4	Year 3 and Year 4	Year 3 and Year 4	Years 1-4	Years 1-4
Professional Behavior							
#9 Demonstrate Personal & Professional Development		Year 4	Year 4	Year 1 and 4	Years 1-4	Years 1-4	Years 1-4

F. Measurement Tools

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

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

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 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 9 SLOs.**

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.

G. Assessment Oversight

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.

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

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

Program:		Year:			Comments
Component	Criterion	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.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

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				