

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:

2016-17 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:

2016-17 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

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

Progress:

2016-17 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

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

Progress:

2016-17 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:

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

2016-17 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:

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

2016-17 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:

Assessment Method

Knowledge Exam

Portfolio

Benchmark: Competency defined by faculty

2016-17 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:

Assessment Method

Portfolio

Mentor Evaluation

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

PharmD Pharmacy

Start: 7/1/2016

End: 6/30/2017

Progress:

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)		PCOA (National Exam)		NAPLEX (National Exam)
Skills					
2.1 Patient-Centered Care	OSCE		OSCE	OSCE	
2.2 Medication Use Systems Management	OSCE		OSCE	OSCE	
2.3 Health and Wellness Promoter	OSCE		OSCE	OSCE	
2.4 Population-based Care Provider	Population Health Project		OSCE		
3.1 Problem-solver	OSCE		OSCE	OSCE	
3.2 Educator	IRAT Score		Portfolio	Portfolio	
3.3 Patient Advocate	IRAT Score		Portfolio	Portfolio	
3.4 Interprofessional Collaborator	Team Assessment		OSCE	OSCE & Portfolio	
3.5 Includer (Cultural Sensitivity)	OSCE		OSCE	OSCE & Portfolio	
3.6 Communicator	OSCE		OSCE	OSCE & Portfolio	
Professional Behavior					
4.1 Self-aware	Career Coach Assessment	Career Coach Assessment	Career Coach Assessment	Career Coach Assessment	
4.2 Leadership	Module Quiz Score				
4.3 Innovator	Module IRAT Score				
4.4 Professional	Career Coach Assessment	Career Coach Assessment	Career Coach Assessment and OSCE	Career Coach Assessment	

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)

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

Assessment	2016-2017	2017-2018	2018-2019	2019-2020	
SLOs					
1.1 Knowledge	Post-graduation		PCOA (National Exam)		NAPLEX (National Exam)
Skills					
2.1 Patient-Centered Care	Years 1 and 3	Years 1,3 and Year 4	Years 1,3 and Year 4	Years 1,3,4	
2.2 Medication Use Systems Management	Years 1 and 3	Years 1,3 and Year 4	Years 1,3 and Year 4	Years 1,3,4	
2.3 Health and Wellness Promoter	Years 1 and 3	Years 1,3 and Year 4	Years 1,3 and Year 4	Years 1,3,4	
2.4 Population-based Care Provider	Years 1 and 3	Year 1 and 4	Years 1,3 and Year 4	Years 1,3,4	
3.1 Problem-solver	Years 1 and 3	Years 1,3 and Year 4	Years 1,3 and Year 4	Years 1,3,4	
3.2 Educator	Year 1	Year 1	Year 1	Years 1,3,4	
3.3 Patient Advocate	Year 1	Year 1	Year 1	Years 1,3,4	
3.4 Interprofessional Collaborator	Year 1-Team Assessment and OSCE, Year 3- OSCE	Year 1-Team Assessment, Year 3 and Year 4 - OSCE	Year 1-Team Assessment, Year 3 and Year 4 - OSCE	Years 1,3,4	
3.5 Includer (Cultural Sensitivity)	Years 1 and 3	Years 1,3,4	Years 1,3,4	Years 1,3,4	
3.6 Communicator	Years 1 and 3	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 1-4	Years 1-4	
4.2 Leadership	Year 1	Year 1	Year 1 and Year 4	Year 1 and Year 4	
4.3 Innovator	Year 1	Year 1	Year 1 and Year 4	Year 1 and Year 4	
4.4 Professional	Years 1-4	Years 1-4	Years 1-4	Years 1-4	

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.ua.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)
NABP Board Exam (Administered upon Graduation):

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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.

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.

Population Health Project Rubric:

Year 1 students enrolled in PHA5007 will be grouped into teams to complete this assignment. Each team will be expected to complete a final project on an assigned special population that incorporates concepts learned throughout the course and culminates in a final poster presentation by the team. Teams will work to identify relevant health issues and corresponding determinants of these health issues for their assigned population.

Team Project - Faculty Poster Evaluation					
You've already rated students with this rubric. Any major changes could affect their assessment results.					
Criteria	Ratings				Pts
Project Content (Poster and Verbal Presentation)	Thoroughly but concisely presents main points of the project. Comprehensively identifies needs of the special population and recommendations show thoughtful analysis of the issues. Narration and/or answering of questions is engaging, thorough, and adds greatly	Adequately presents main points of the project. Identifies needs of the special population and recommendations but, analysis of the issues could be improved. Narration and/or answering of questions is adequate and adds to the	Main points of the project are presented but the findings are not as sufficient and/or well-organized. Does not fully identify needs of the special population. Recommendations do not show thoughtful analysis of the issues. Narration and/or answering of	Main points of project are very poorly presented. Does not fully identify needs of the special population. Recommendations do not show thoughtful analysis of the issues. Narration and/or answering of questions is	12pts
Visual Presentation of Poster	Overall visually appealing; not cluttered; Colors and patterns enhance readability. Uses font sizes/variations which facilitate organization, presentation, and readability of the project. Graphics are engaging and enhance the text. Content is clearly arranged so the viewer can understand order without	Visual presentation is adequate. Although overall visually appealing, there are some colors, fonts, and variations that detract the presentation. Graphics are used but may not necessarily	Visual presentation is somewhat lacking. Content. Presentation exhibits at least one of the following: visually cluttered, colors and patterns detract from readability, font sizes/variations are distractions. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without	Presentation lacks significant improvement. The presentation is not appealing, and cluttered. Font sizes/variation are distracting. Graphics do not enhance the text. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration.	6pts
Documentation of Sources	Cites all data/ references. References are excellent and show thoughtful insights in addressing the needs of special populations. 6pts	Cites all data/ references. Most references show thoughtful insights in addressing the needs of special populations. 4.5pts	Cites all data/ references. References are adequate but do not infer thoughtful identification and analysis of information. 3pts	Minimal citation of references/data. References clearly do not infer thoughtful identification and analysis of information. 3pts	6pts
Spelling and Grammar	No spelling and grammar mistakes. 6pts	One or two spelling and grammar mistakes. 3pts	Noticeable spelling and grammar mistakes. 3pts	Spelling and grammar mistakes. 6pts	
Total Points:30					

Career Coach Program Assessment:

Career Coaches will be asked to complete assessments on students. See below for assessment rubric:

- Curriculum Vitae
- Continuing Professional Development (CPD)
 - Fall semester meeting should review the completed CPD cycle with all sections done including Reflection, Plan, Learning Activities, and Evaluation
 - Spring semester meeting should review the draft CPD (Reflection and Plan sections only) and following the meeting with the student the revised CPD (Reflection and Plan sections that are updated based on your conversations with the student during the meeting)

Assessment Questions: (Please note that this assessment does not contribute to the students grades, it is a measure of us to monitor student progression in these areas.)

1. Did you meet with this student face-to-face or via video conference (e.g. Skype, FaceTime, Zoom, etc)?
2. Self-Awareness: How would you rate the student's level of self-awareness? (We define self-awareness as being able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth)
 - a. Needs Improvement: The student has not yet identified his/her strengths and areas for improvement
 - b. Meets Expectations: The student has thoughtfully identified strengths and areas for improvement. During the current CPD cycle, the student has made effort to complete activities to work on areas needing improvement.
 - c. Exceeds Expectations: The student has thoughtfully identified strengths and areas for improvement. For multiple CPD cycles, the student has completed activities to work on areas needing improvement.
3. Professionalism: How would you rate the student's level of professionalism? (We define professionalism as being able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.)
 - a. Needs Improvement: More than 2 of the following need development: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.
 - b. Meets Expectations: The student needs development in 1-2 of the following: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.
 - c. Exceeds Expectations: The student displays all of the following characteristics and skills: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.
4. Career Planning & Continuing Professional Development
 - a. To what extent has the student established a career path?
 - i. Not defined: the student is undecided about his/her career area in pharmacy.
 - ii. Somewhat defined: the student is somewhat sure about the type of pharmacy practice he/she desires. He/She can state a desired future career path, but is contemplating multiple career options.
 - iii. Defined: the student has clearly identified a future career path/area of pharmacy practice.

- b. How would you rate the student's ability to establish personal goals as part of Continuing Professional Development?
 - i. Needs Improvement: The student is unable to create a personal goal that will enable him/her to make steps towards a career path.
 - ii. Meets Expectations: The student is able to create personal goals that will enable him/her to make steps towards a career path.

- c. How would you rate the student's ability to accomplish personal goals as part of Continuing Professional Development?
 - i. Needs improvement: The student did not complete activities that correlated with pre-determined goals.
 - ii. Meets Expectations: The student completed activities that correlated with pre-determined goals, though not all goals were accomplished.
 - iii. Exceeds Expectations: The student completed activities that correlated with pre-determined goals and all goals were accomplished.

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: