

# **AUBURN UNIVERSITY HARRISON SCHOOL OF PHARMACY**

## **COMPREHENSIVE ASSESSMENT PLAN**

### **AUHSOP Continuous Quality Improvement (CQI) Program Description**

The ACPE Accreditation standards state that:

“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.”

AUHSOP employs a systematic process to establish a Comprehensive Assessment and Evaluation System, which includes the following.

#### **A Program ASSESSMENT System**

Dynamic, ongoing set of processes used to continually improve the performances and outcomes of a program, whatever its size and scope. These processes include:

- determining goals and objectives,
- reviewing current program quality,
- defining measurable outcomes,
- establishing performance criteria by which to gauge the quality of outcomes,
- developing and refining instruments for collecting data,
- collecting the data,
- analyzing the results, and
- determining future steps in light of those results.

#### **A Program EVALUATION System**

Set of processes used to evaluate the merit of the input variables, performances and outcomes of a program. These processes include:

- determining which aspects of the program are to be evaluated,
- establishing performance criteria for these aspects,

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- establishing standards that must be met in order to satisfy stakeholders,
- collecting the data,
- analyzing the results, and
- determining future steps in light of those results.

### Procedures

Comprehensiveness is assured by a process such as the following which has been used to develop scores of successful program assessment and evaluation systems and is utilized by the Auburn University Harrison School of Pharmacy:

#### **Specifying and Defining the Program**

- Step 1: Write program vision and mission statements.
- Step 2: Identify all program stakeholders and their interests.
- Step 3: Define the appropriate scope (boundaries) of the program; what it is and what it is not.
- Step 4: Identify the top current and future goals for the program; use a 3-5 year time frame.
- Step 5: Identify the top products or assets of the current and future program.
- Step 6: Provide a description of key processes, structures and systems associated with the program that will be assessed.

#### **Establishing Program Quality**

- Step 7: Write clear performance criteria that account for most of the quality of the program.
- Step 8: Identify up to three pieces of evidence for each criterion.
- Step 9: Create a table of measures that includes instruments, timelines, benchmarks, goals, accountability, feedback and CQI mechanisms
- Step 10: Obtain stakeholder buy-in for the program assessment system

#### **Annual Program Assessment**

- Step 11: Assess the program for the previous academic year and produce an annual assessment report.
- Step 12: Assess the assessment program and make adjustments.

These processes are driven by the Strategic Planning Committee and supported by the Office of Teaching, Learning and Assessment. See the Master Assessment Plan and Schedule table below.

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## Master Assessment Plan and Schedule

<b>Name</b>	<b>Description</b>	<b>Participants</b>	<b>Schedule of Administration</b>	<b>Date Last Administered</b>	<b>Next Scheduled Date</b>
Alumni Survey	The alumni survey solicits perceptions of alumni (entry-level Pharm.D. program only) about our program's effectiveness in preparing them to perform our outcome competencies. Based on 1998 CAPE Outcomes, the survey was developed by AACP and is administered through their website. The survey gathers information regarding demographics, engagement in professional organizations, perceptions of how well the school communicates with its students and alumni, and how well the curriculum prepares one to enter the profession.	Alumni	three-year cycle	2009	2012
<b>Name</b>	<b>Description</b>	<b>Participants</b>	<b>Schedule of Administration</b>	<b>Date Last Administered</b>	<b>Next Scheduled Date</b>
Course / Teaching Evaluations	The course / teaching evaluations are designed to: 1) evaluate teaching for the purpose of tenure, promotion and reward, and 2) give feedback to instructors about students' perceptions of their teaching and assessment. This information gives faculty an opportunity to: <ul style="list-style-type: none"> <li>• Communicate the goals and objectives more clearly to students so that their assessments are more congruent with the intentions of the course;</li> <li>• Modify their teaching materials, methods and assessments in order to improve student learning as well as student perceptions about the learning environment.</li> </ul>	All students	Each semester	Spring 2009	Fall 2009
Milestone Assessment	The Milestone Assessment is an Objective Structured Clinical Exam (OSCE) that assesses the ability of students in the P2, P3, and P4 years to assess patients, counsel patients, interact with other healthcare providers, make therapy recommendations, make ethical decisions, and make scientific explanations. The data allow us to compare performance across years.	P2, P3, P4 students	Annually	Spring 2008	Spring 2009

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Graduate Survey	This survey is designed to capture information that will be useful to our program regarding recruitment, graduate placement, and scholarship support.	P4 students	Annually	Spring 2008	Spring 2009
Learn Team	A Learn Team is a focus group of randomly selected students whose purpose is to provide thoughtful, insightful information about the current course(s). It is an organized avenue for students to address problems efficiently and convey their concerns to faculty. It is the responsibility of the Learn Team to work together (brainstorm) to provide suggestions for problem solution. The Learn Team should also responsibly convey faculty concerns, thoughts, and ideas back to their classmates. Learn teams meet weekly or biweekly with the the Director of OTLA and faculty members. Each student has the opportunity to participate in Learn Team once a year.	P1, P2, P3 students	Weekly	Ongoing	Ongoing
Name	Description	Participants	Schedule of Administration	Date Last Administered	Next Scheduled Date
P1 Satisfaction Survey	The P1 Satisfaction Survey was first implemented during the inaugural year of the satellite campus in Mobile. It was administered in January and late April of 2008, to assess student perceptions regarding the use of technology and faculty's facilitation with distance education. The data was used to identify potential areas for improvement in terms of providing high quality and equitable educational experiences for students at the two campuses.	P1 students	Annually	May 2008	December 2009
Peer Assessments	Faculty members ask peers into their classrooms to assess various aspects of the classroom experience – from climate, to learning, to assessment. The goal is to get detailed feedback about issues for which only peers could provide adequate feedback. For example, students are not necessarily able to judge the quality of the curriculum, the appropriateness of tests, or the quality of student input to class discussions.	Faculty	As requested by faculty	Ongoing	Ongoing
Preceptor Survey - Performance Assessment of First Month P4 Students	The Preceptor Survey solicits preceptors' perceptions of students' preparation for their rotations.	Preceptors	Annually	Summer 2008	Summer 2009

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Standardized Performance Assessment (SPA)	The Standardized Performance Assessment (SPA) assesses problem solving in 6 domains as well as the ability to solve pharmacokinetics problems for aminoglycosides, vancomycin, and theophylline. The problem-solving cases involve hypothesis, identification of learning issues, independent learning, and the creation and justification of a treatment plan based on the learning in the Integrated Pharmacotherapy Course Sequence. If students do not pass any component of this assessment, they are required to undertake supplementary instruction and must pass the assessment before they can begin rotations.	P3 Students	Annually	Spring 2009	Spring 2010
Name	Description	Participants	Schedule of Administration	Date Last Administered	Next Scheduled Date
Stakeholder Focus Group Interviews	This assessment is under development. Formal focus groups will be employed to assess preceptors' and employer's perceptions of graduates' abilities.	Preceptors and Employers	Under development	N/A	TBA
Preceptor Evaluation	The Student Feedback reports solicits fourth-year students' perceptions of their preceptor and site for each rotation. Students fill out an online evaluation for each of the 10 rotations they complete.	P4 students	Annually	Spring 2009	Spring 2010
Educational Effectiveness Survey	The Educational Effectiveness Survey asks students to assess a) the degree to which the curriculum provided learning opportunities for and taught defined skills, abilities and knowledge; b) how well foundational courses prepared them for the Integrated Pharmacotherapy (IP) Course in the P3 year, rotations in the P4 year, or graduation. The goal is to provide preliminary information about potential problems with the curriculum or other aspects of the program. Usually, this preliminary information drives subsequent assessments to determine the validity of the results and pertinent details.	All students	Annually	Spring 2009	Spring 2010
Educational Climate Survey	The Educational Climate Survey gathers student perceptions regarding how conducive the HSOP environment is to facilitate learning and collegiality.	All students	Annually	Spring 2009	Spring 2010
Student Perception Survey: Milestone Evaluation	This survey is designed to gather feedback from students regarding the quality of the Milestone Assessment, particularly, how well the assessment aligns with the curriculum.	P2, P3, P4 students	Annually	Spring 2009	Spring 2010

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Faculty Survey	Developed by the AACCP and administered through their website, the survey gathers faculty perceptions regarding issues such as the school's administrative system, recruitment and retention of faculty, infrastructure, faculty development, the curriculum, and academic roles of the faculty.	All faculty	Annually	Summer 2009	Summer 2010
Name	Description	Participants	Schedule of Administration	Date Last Administered	Next Scheduled Date
Course Reviews	The goals of the course review process are to (a) determine the extent to which the course development procedure has been implemented, and where incomplete, to help course coordinators complete the process; (b) discuss the reflections of teaching faculty and course coordinators on the differences between the intended course (as given in the planning document and syllabus) and the taught course (what actually happened in the classroom); (c) help course coordinators and teaching faculty develop increasing congruency between the intended outcomes of the course, the evaluations of learning, and the learning outcomes by evaluating each step of the course development document for feasibility and validity; and (d) increase the quality of the course relative to the criteria for content, teaching, learning and assessment.	All faculty	Every course evaluated on a three-year cycle	Ongoing	Ongoing