



COLLEGE OF PHARMACY
Office of Assessment

Assessment
Operating Procedures

Academic Year 18-19

INTRODUCTION

The University of Houston College of Pharmacy is committed to being a leader in education, research, service and pharmacist-delivered patient care in a diverse society to develop life-long learners, to improve health outcomes and significantly advance scientific discovery.

The Mission of the University of Houston, College of Pharmacy is to:

1. Provide comprehensive education that prepares students for pharmacist delivered patient care in a diverse healthcare environment.
2. Prepare students to be innovative practitioners who exhibit the ideals of professionalism, leadership, critical thinking, life-long learning and ethical behavior.
3. Prepare graduate students and post-doctoral trainees to be excellent innovative researchers who become leaders in significantly advancing scientific discovery.
4. Discover and disseminate knowledge by conducting basic and applied research and scholarly activities leading to the discovery of novel therapeutic entities.
5. Assess, evaluate and improve efforts in education, research and delivery of patient care.
6. Raise awareness of the value of pharmacy among consumers, patients, policymakers, the media, all healthcare partners and stakeholders.
7. Contribute to the worldwide systematic improvement of health care delivery and the health of our communities.

Guided by this mission, we have developed a plan for continuous assessment and improvement of the Doctor of Pharmacy professional program.

The Programmatic Assessment Plan (PAP) is designed to evaluate all aspects of the program including organizational governance, culture and processes that drive the program.

The Professional Program Student Learning Outcome (PPSLO) Plan is designed to evaluate and assess student learning as well as the foundation and structure of the curriculum.

Both of these assessment plans utilize direct and indirect measures from a variety of activities to guide continuous quality improvement for the College.

USE OF ASSESSMENT DATA

The purpose of collecting assessment data is to inform the College and its stakeholders of the College's strengths and to identify areas where improvement is needed. Quantitative and qualitative data is collected through multiple sources in order to make meaningful recommendations. Data is intended to evaluate the College as a whole and not individual faculty. The focus of this process is to document how well we are achieving the desired outcomes of our program.

DATA COLLECTION

Assessment is a college-wide endeavor with the expectation that all members of the College contribute to the process. A number of assessment activities have been identified to obtain the necessary data. In identifying these activities, the goal is to have data reporting and collection be a part of the standard responsibilities undertaken by the students, faculty, staff and administration of the College.

ASSESSMENT RESPONSIBILITIES

Assessment responsibilities are shared among various entities within the College:

1. The Office of Assessment
2. The Assessment Committee
3. The Curriculum Committee
4. Faculty and Staff
5. Departments and Areas
6. Students
7. Administration

Specific responsibilities include:

1. The Office of Assessment
 - a. The Office of Assessment coordinates overall assessment activities which includes data collection, analysis and preparation of assessment reports for the professional program.
2. The Assessment Committee
 - a. Performs ongoing assessment of the curriculum and professional program outcomes in order to make recommendations.
3. The Curriculum Committee
 - a. Performs ongoing evaluation of the curriculum to make recommendations for improvement of the design, delivery and outcomes of the curriculum.
4. Faculty and Staff
 - a. Responsible for providing requested data and responding to recommendations from the Assessment and Curriculum committees.
5. Departments and Areas
 - a. Carry out duties as charged by the Executive Council Leaders as well as provide requested data and respond to recommendations.
6. Students
 - a. Responsible for completion of assessments and information requests.
7. Administration
 - a. Responsible for the strategic plan, committee assignments and charges as well as oversight and governance for the College.

PROGRAMMATIC ASSESSMENT PLAN

The Programmatic Assessment Plan was developed during the summer of 2014 and was approved by the faculty in the fall of 2014. The plan was developed based on the layout of the draft 2016 ACPE Standards and was refined in 2015 after the release of the final version of the Standards.

Over the past 3 years the Programmatic Assessment Plan has been in place, the culture of Assessment in the College has grown/changed in utilizing systematic assessment for continuous quality improvement. The experience of the original Programmatic Assessment Plan has helped us to adjust and evolve to make the Plan work better for the UHCOP workflow. We have streamlined the Plan from being so detailed and tedious, and have refined it make it more manageable.

Programmatic Assessment	
Assessment	Data
Strategic Initiatives	<ul style="list-style-type: none">• Strategic Goals and Plan Progress
Committee and Department Progress	<ul style="list-style-type: none">• Committee Charges• Faculty Analysis
Stakeholder Feedback	<ul style="list-style-type: none">• AACP Survey• Student Summit• Student Climate Survey
Admissions Data	<ul style="list-style-type: none">• Stats on Incoming Class
Faculty Activity & Development	<ul style="list-style-type: none">• Stats on Teaching, Research Service & Development
Graduating Student Statistics	<ul style="list-style-type: none">• Employment Rates and Types• Residency Rates
Assessment of Student Learning	<ul style="list-style-type: none">• Achievement of Outcomes• Assessment of Curriculum

The Programmatic Assessment Plan is reviewed annually by the Assessment Committee based upon the yearly assessment cycle.

After the Assessment Committee has reviewed the Programmatic Assessment Plan, results are shared with the responsible parties. Any areas identified as needing improvement require a response and/or plan of action by the responsible party to the Assessment Committee. Progress and improvement are monitored by the Assessment Committee until identified issues have been resolved.

PROFESSIONAL PROGRAM STUDENT LEARNING OUTCOME (PPSLO) ASSESSMENT PLAN

In 2014, the UHCOP adopted a new set of program level outcomes, Professional Pharmacy Student Learning Outcomes (PPSLOs), based on the 2013 CAPE outcomes. The PPSLOs consist of 10 domains with each one having between 2 and 8 sub-domains. These PPSLOs were mapped to didactic and experiential courses as well as the co-curriculum. From this mapping, an assessment plan was formed that pulled data from course exam questions, rubrics from skills, OSCE, assignments or other activities, preceptor end of rotation evaluations from IPPEs and APPEs, student reported outcomes from co-curricular activities and their ePortfolio, PCOA performance, and aggregate data collected from area reports in the college such as number of professionalism charges per year.

In collecting the identified assessment data, we determined that although the identified PPSLOs were being taught, the assessments were not clearly measuring the stated outcomes. Over the past 3 years we have worked with course coordinators and faculty to develop streamlined assessments and implement new educational technology (ie, SimIQ and ExamSoft Rubrics) to better capture PPSLO data.

In addition, we streamlined the PPSLO plan to better align with our College's curricular process. With the rollout of the new/integrated curriculum, we improved and revised processes for assessment of the foundational aspects of the curriculum (course preview, curriculum mapping, course & faculty evaluation, course review) and implemented into the PPSLO Plan.

PPSLO Assessment Plan	
Student Learning	Foundations of Student Learning
National Comparisons	Course Preview
Key PPSLO Assessments	Course Review
IPPE Competencies	Curriculum Mapping
APPE Readiness	Curricular Progress
APPE Competencies	Evaluation of PPSLOs & Competencies
Performance Based Assessments	Progress Rates
Student Self-Assessment of Competency	Stakeholder Feedback Regarding Curriculum
e-Portfolio	Course Evaluation Data
Student Professional Development	
Interprofessional Development	

The PPSLO Assessment Plan is assessed by the Assessment Committee twice yearly, with a mid-spring review of fall data after it has been collected and input into the tracking document, and a late summer review of spring data.

After the all data from the year has been collected, reviewed by the Assessment Committee and referred to either the course coordinator or the Curriculum Committee data is released to the faculty as a whole.

REPORTING TO STAKEHOLDERS

Annually, the Assessment Committee presents the completed Programmatic and PPSLO assessments for the year. In addition, the data is made available via email and postings to the UHCOP internal SharePoint site.

Periodic summary reports of our achievements and areas of needed improvement will be disseminated to all stakeholders via email, newsletter and the UHCOP website.

ASSESSMENT PROCESS

