

Assessment Plan
Purdue University – College of Pharmacy
Doctor of Pharmacy (Pharm.D.) Program

Introduction

The Purdue University College of Pharmacy is dedicated to encouraging the growth and development of our students, and facilitating their achievement of our stated educational outcomes. The mission of the College is to: 1) educate and train students to become leading pharmacists and scientists, 2) advance scientific discovery and development, and 3) maximize global health outcomes through patient care and public service. It is with this mission in mind that we have developed a plan for continuous and comprehensive assessment in our college. Program assessment is meant to assess the entire program, its students, curriculum and the processes surrounding the program. Our goal in conducting various assessment activities is to provide for continuous improvement in our academic processes through the evaluation and utilization of relevant assessment data.

Student Learning Outcome and Program Assessment Data

Faculty in the College established a set of Professional Program Outcome Ability Goals in the 1990's. The most recent revision of these student outcomes was approved by the faculty in 2007 for the Doctor of Pharmacy program (Appendix A). These program-specific outcome abilities are established to ensure the student's transitional growth across the didactic curriculum and throughout the introductory and advanced pharmacy practices experiences resulting in professional competency and the ability to provide patient-centered care by meeting the criteria of good science, professional skills, attitudes, behaviors, values, and evidence-based practice. A parallel set of outcome ability goals has been established for the Bachelor of Science in the Pharmaceutical Sciences (BSPS) program as well as the graduate programs in the three departments in the College. This document focuses on the assessment plan for the Doctor of Pharmacy program, but it is anticipated that comparable processes will be employed for the BSPS program College-wide and within the departments for their graduate programs.

In addition to evaluation of the extent to which individual students acquire the outcome ability goals for our program, there is a need to examine the extent to which broader outcomes related to other aspects of the College mission are achieved. This includes evaluation of such things as student performance on national licensure examinations, accomplishments related to the strategic plan of the college, and information and feedback on various aspects of our program obtained through surveys of faculty, students, preceptors and alumni.

Use of Assessment Data for Improvement

Assessment data collected are intended to provide the College with information about the

areas where we are doing well in the professional program as well as areas where improvements are needed. The data are not intended to evaluate individual faculty. It is important to recognize that assessment data collected require interpretation and that results obtained should not be taken out of context. It is important to collect data from multiple sources, both quantitative and qualitative in order to draw valid conclusions. **The overall goal in collecting these data is to provide evidence documenting the extent to which we are achieving the desired outcomes that we say we wish to achieve in the various aspects of our program.** There are a number of established assessment activities currently in place within the College. Some are regularly scheduled to collect data in a longitudinal fashion whereas others are completed on a periodic basis to provide a snapshot of student or College performance in a particular area. Appendix B lists these ongoing and periodic assessments. The ongoing assessments are summarized in an attached table as well. The various parties responsible for assessment within the College have established a variety of reporting requirements in order to obtain the data necessary to evaluate our progress in assisting students in achieving our outcomes as well as determining our success related to the broader components of our mission. In designing these reporting requirements, the goal is to make the data reporting straight-forward and to have the data collected be part of the standard activities undertaken by faculty and staff within the College.

Assessment Responsibilities

Assessment responsibilities within the College lie with several groups: 1) the Assessment Committee, a standing committee in the College charged by the dean to plan and review assessment activities, 2) the Curriculum Committee, a standing committee in the College charged by the dean to review the curricular structure and functioning and to make recommendations for improvement to the faculty, including course assessment activities, 3) the Faculty of the College for providing assessment data and responding to recommendations from the previously named committees, 4) the Students in the College for completion of assessments and information requests related to activities both within and outside the classroom, 5) the Office of the Dean, where the Senior Associate Dean has responsibility for coordinating assessment activities in the College, and the 6) College Executive Committee, which sets policy for the College. Specific responsibilities include the following:

Assessment Committee – The Assessment Committee has the responsibility to work with faculty to collect curricular mapping information, evaluate course outcome achievement data as reported through student course evaluations and the faculty-completed Course Outcomes Assessment Template (COAT). Faculty will provide the Assessment Committee with information regarding modification of course outcomes that will be used to update the College’s curricular mapping document. Faculty also will be asked at the end of each semester to forward to the Assessment Committee data from assessments completed as part of a course or through projects evaluating the impact of extracurricular activities as well as the results of course evaluation items that assess student achievement of key course outcomes. The results of ongoing assessment projects

or assessment data collected by the Office of the Dean will also be forwarded to the Assessment Committee for review. Based on analysis of this information, the Assessment Committee will make recommendations to the Curriculum Committee, the Dean's Office, the College Executive Committee or individual course faculty, as appropriate. The Chair of the Assessment Committee will also provide regular reports to the faculty on its findings and recommendations. The Assessment Committee will also develop an annual report to the faculty that addresses the following:

- a) A summary of findings regarding the extent to which outcome abilities are being achieved by our students.
- b) Identification of areas where the Doctor of Pharmacy program is successful in achieving its educational mission.
- c) Identification of areas where improvements are needed with respect to achievement of outcome abilities or other components of the program mission.

The Assessment Committee will review this College Assessment plan regularly and update it when needed.

Curriculum Committee – The Curriculum Committee has established a new course approval checklist (Appendix C) requiring faculty to provide information about baseline knowledge and skills related to the College's outcome abilities upon course entry, the outcomes to be addressed during the course, the assessment methods related to these outcomes, and the specific assessment data to be provided to the Assessment Committee in order to monitor student achievement of the outcomes. In addition to its role in initial course approval, the Curriculum Committee will review all courses in the curriculum on a regularly scheduled basis (every four years). Included in this review is an evaluation of the identified course outcomes, student course evaluations related to achievement of these outcomes and data on student achievement related to core course outcomes as provided through the (COAT). The Curriculum Committee will make recommendations to core course faculty based on the information as well as for course modification of course outcomes/material based on an evaluation of curricular mapping activities and assessment data provided by the Assessment Committee.

Faculty of the College – Faculty are responsible for:

- a) Reviewing and regularly updating their stated course outcome abilities and designing instructional and evaluation approaches to ensure that students are successful in achieving these outcomes,
- b) Including questions on their course evaluations related to student achievement of their stated course outcomes, and
- c) Providing assessment data on student achievement of core course outcomes through completion of the Course Outcomes Assessment Template (COAT) each time the course is offered.

Beyond these individual faculty course responsibilities, the course coordinators within each professional year and between professional years of the new Doctor of Pharmacy curriculum will meet at least annually to assure the coordination, sequencing, and integration of content to encourage the use of optimal teaching methods to achieve our stated curricular outcomes. Individual faculty members are also responsible for pursuing professional development opportunities intended to improve their assessment-related knowledge and skills.

Students in the College – Students are required to maintain a performance portfolio throughout their time in the professional program, complete requested reflections related to the portfolio and other course-related assignments, participate in classroom/laboratory assessments to the best of their ability, and respond to requests for completion of survey instruments related to assessment, including course evaluations.

Office of the Dean – The Dean’s Office coordinates overall assessment activities within the College, which includes monitoring and reporting to internal and external audiences. The Senior Associate Dean has the responsibility for compiling student performance and program assessment data and sharing those data with the faculty and other appropriate groups and individuals for follow-up. The Dean’s Office also provides support for and coordination of faculty development activities related to student performance assessment and program assessment.

College Executive Committee – The College Executive Committee reviews compiled information related to student performance and achievement of the overall educational mission and strategic planning goals of the College and sets policy related to assessment initiatives, including endorsement of specific activities to be completed by faculty and staff in the three departments in the College.

Annual Timeline for Assessment Committee and Core Course Instructors

August

- Assessment Committee requests from faculty: 1) changes in fall course outcomes (for curricular mapping update), 2) a reminder to plan to identify questions for use in completing the COAT template for courses, and 3) a reminder to plan to include questions on student achievement of key course outcomes on the end-of-semester course evaluation.
- Students receive instructions for completion of portfolio requirement for upcoming year as well as feedback on reflections from previous year (continuing students)

September

- Annual Assessment Committee report to faculty

December

- Assessment Committee requests from faculty: 1) changes in spring course outcomes (for curricular mapping update), 2) a reminder to plan to identify questions for use in completing the COAT template for courses, and 3) a reminder to plan to include questions on student achievement of key course outcomes on the end-of-semester course evaluation.
- Faculty include a listing of professional development activities related to assessment on their annual report

January

- Faculty provide Assessment Committee with completed COAT template data and results of course evaluation items on key course outcomes for fall semester courses. This information is shared with the Curriculum Committee

April

- Students turn in portfolio compiled over the current academic year.

May

- Faculty provide Assessment Committee with completed COAT template data and results of course evaluation items on key course outcomes for spring semester courses. This information is shared with the Curriculum Committee

June

- Portfolios are evaluated and feedback developed for students

July

- Assessment Committee reviews portfolio assignment from previous academic year and develops plan for the upcoming year.
- Assessment Committee begins to draft annual report to faculty based on materials reviewed for the past academic year

Ongoing activities throughout the year:

- Faculty and staff provide the Senior Associate Dean with results of assessment surveys and course or program assessments when available
- Senior Associate Dean provides Assessment Committee (as well as the Curriculum Committee and/or the Executive Committee, when appropriate) with results of assessment surveys and course or program assessments completed by or forwarded to his office.
- The Executive Committee reviews progress on Strategic Plan implementation and facilitates new initiatives related to overall program mission and goals.
- Assessment Committee evaluates the results of assessments (including COAT and course outcome evaluations) and makes recommendations to Curriculum Committee, faculty of the college, the Dean's Office and/or College Executive Committee, as appropriate.
- Assessment Committee provides regular updates on assessment at scheduled faculty meetings.
- Assessment data entered into University BALOTS system
- Assessment Committee conducts regularly scheduled meetings every two weeks
- Faculty participate in ongoing professional development activities related to assessment

Faculty Development in Assessment

The College has an obligation as part of our overall assessment planning to encourage the development of faculty knowledge and skills related to student assessment. Faculty in the College have been involved with a variety of assessment projects over the past 20 years, including some of the first assessment initiatives in pharmacy education funded by the Department of Education through the Fund for the Improvement of Post-secondary Education (FIPSE) and the Grant Awards for Pharmacy Schools (GAPS) program. Several faculty members are currently involved in a variety of local and national initiatives related to assessment. At Purdue University the College participates in the Student Learning Outcome Assessment Working (SLOAW) group that provides guidance to the University Director of Assessment regarding University-wide initiatives including the computerized BALOTS assessment tracking system. This group also oversees the University Assessment Grant initiative that is intended to provide seed funds to course-related assessment projects. Members of the faculty also participate in the CIC Big-Ten Pharmacy Assessment Committee that provides a forum for information sharing, instrument development, and multi-institutional assessment project activities.

Although these aforementioned activities have provided a foundation for our current assessment initiatives, they have involved only a subset of our faculty. For the College assessment program to be successful, all faculty need to develop their knowledge and expertise and contribute to the process. One approach to facilitate this is to develop an expectation that individuals involved in assessment activities as noted above regularly share information and experiences related to assessment with the faculty as a whole. However, it will also be important for faculty to take an active role in their own professional development. There are a number of opportunities for individual faculty to pursue assessment as a personal development activity. The American Association of Colleges of Pharmacy (AACCP) has a long history of providing programming related to assessment through their Institute workshops, the Assessment SIG, and national meeting pre-conferences. The Dean's office also works to facilitate faculty understanding and skill development in assessment through external guest seminar presentations. Faculty members are encouraged to participate in these development activities with the goal of improving assessment approaches within the curriculum. Faculty should routinely report significant professional development activities related to assessment through their annual report process.

Approved by the Faculty, November 2010

Appendix A

PURDUE UNIVERSITY

College of Pharmacy

Professional Program (Pharm.D.) Outcome Ability Goals

These outcome abilities are established to ensure the student's transitional growth across the didactic curriculum and throughout the pharmacy practice experiences resulting in professional competency and the ability to provide patient-centered care by meeting the criteria of good science, professional skills, attitudes, behaviors, values, and evidence-based practice.

1. **Conceptual Competence:** The student must demonstrate evidence-based knowledge of the following theoretical foundations of the profession and apply these to individual practice settings.
 - 1.1 Basic anatomy/ physiology
 - 1.2 Pathophysiology
 - 1.3 Diagnostic methods and decision making
 - 1.4 Principles of pharmacology
 - 1.5 Pharmacoeconomics/ health outcomes
 - 1.6 Relationship between chemical structure and biological activity
 - 1.7 Delivery of drugs from various dosage forms
 - 1.8 Pharmacotherapy
 - 1.9 Complementary therapies
 - 1.10 Behavioral modification approaches for promoting treatment adherence and disease prevention.
 - 1.11 Drug interactions
 - 1.12 Treatment guidelines
 - 1.13 Pharmacy law
 - 1.14 Principles of management and administration

- 2. Scientific Comprehension:** The student must demonstrate comprehension of major scientific discoveries and use of the scientific method to make these discoveries.
- 2.1 Basic principles of thermodynamics and kinetics and their role in defining chemical processes.
 - 2.2 Basic principles of drug design and the chemical and biochemical mechanisms of drug action.
 - 2.3 Basic principles that affect drug release from dosage forms, drug absorption, distribution, metabolism, excretion, and toxicology and the impact of those properties on clinical pharmacokinetics and pharmacodynamics.
 - 2.4 Fundamental principles involved in maintaining the microbiological purity of compounded dosage forms.
 - 2.5 Basic principles of study design.
 - 2.6 The application of statistical methodology to study design and the scientific literature.
 - 2.7 The relevance of molecular biology, biochemistry, immunology, and pharmacogenomics and apply key principles to disease states and therapeutics.
- 3. Mathematical Competence:** The student must be able to use mathematical variables to analyze physical, biological, and socioeconomic phenomena.
- 3.1 Perform error-free mathematical calculations with regard to drug dosing and pharmacokinetics.
 - 3.2 Perform error-free mathematical calculations with regard to compounding dosage forms.
 - 3.3 Calculate costs of providing products, services, and care.
- 4. Integrative (Practice-related) Competence:** The student must be able to meld theory and abilities in the practice setting to enhance positive patient outcomes.
- 4.1 Provide patient-centered pharmaceutical care.
 - 4.2 Promote health improvement and disease prevention.
 - 4.3 Critically evaluate patient data, literature sources, and drug products.
 - 4.4 Provide specific, sound, cost effective, evidence-based drug and healthcare recommendations.
 - 4.5 Design, implement, and evaluate patient specific pharmacotherapeutic regimens.
 - 4.6 Select the proper drug, dose, and dosage form for a specific patient.
 - 4.7 Design strategies to monitor patients' drug regimens for therapeutic and toxic effects of

medications.

- 4.8 Design risk reduction strategies to ensure patient safety and prevent medication errors and adverse drug events.
- 4.9 Design strategies to avoid or manage drug interactions and adverse drug events.
- 4.10 Identify and implement strategies to encourage patient adherence to therapeutic interventions.
- 4.11 Describe the fundamental concepts and practical considerations necessary to assure the quality of pharmaceutical products.
- 4.12 Demonstrate prescription/drug order preparation and compounding functions for parenteral and non-parenteral preparations.
- 4.13 Demonstrate techniques necessary to maintain the microbiological purity of sterile products and employ associated quality assurance strategies.
- 4.14 Manage informatics and medication use systems.
- 4.15 Apply key business principles, including continuous quality improvement, to the management of pharmacy services, personnel, and obtaining compensation.

5. Critical Thinking and Decision Making Abilities: The student must examine issues rationally, logically, and coherently; and shall acquire, evaluate, and synthesize information and knowledge relevant to an identified problem; and make sound decisions in both familiar and unfamiliar contexts.

- 5.1 Synthesize information in order to draw logical conclusions.
- 5.2 Provide evidence-based support for arguments, recommendations, and solutions.
- 5.3 Demonstrate the ability to make sound decisions given complex scenarios in a time-constrained environment.

6. Communication Skills and Abilities: The student must read, write, speak, listen, and use media, and appropriate technologies to send and respond effectively to communications for varied audiences and purposes.

- 6.1 Demonstrate the ability to present ideas, plans, and data in appropriate written formats to succinctly and effectively communicate with various audiences.
- 6.2 Accurately document recommendations and interventions while assuring patient confidentiality.
- 6.3 Provide appropriate patient education/counseling regarding the safe and effective use of drug products.

- 6.4 Provide appropriate education regarding the use of prescription and nonprescription devices.
- 6.5 Effectively and efficiently perform patient interviews, medication histories, medication reconciliation, and identify drug-related issues and problems.
- 6.6 Interact with other pharmacists, physicians, nurses, and other healthcare professionals to achieve positive patient outcomes.
- 6.7 Interact with technicians and other support staff to develop and maintain a positive and productive work environment.
- 6.8 Effectively present information to colleagues, other healthcare practitioners, and the general public, regarding drug therapy and related topics.
- 6.9 Effectively use information systems and computer software to enhance the delivery of pharmaceutical care.

7. Responsible use of professional values and ethical principles: The student must demonstrate sensitivity to personal values and ethical principles in professional and social contexts.

- 7.1 Exhibit professional behavior at all times in congruence with the pharmacist code of ethics.
- 7.2 Describe strategies to work through ethical dilemmas in the provision of pharmaceutical care.
- 7.3 Maintain professional competence through sound judgment, ethical behavior, adherence to legal guidelines and socioeconomic principles.
- 7.4 Demonstrate values consistent with the provision of quality healthcare to all patient groups and populations.
- 7.5 Treat patients and co-workers with respect.

8. Social Awareness and Social Responsibility: The student must demonstrate an understanding of self, the strengths and challenges of cultural diversity, and the historic responses of society in times of rapid change.

- 8.1 Demonstrate awareness of key issues and debates in healthcare.
- 8.2 Demonstrate cultural competence that includes awareness of the impact that cultural, social, and ethnic differences can play in the provision of healthcare and the workplace.
- 8.3 Recognize and address health literacy issues and healthcare disparities.

9. Professional Abilities and Habits: The student must effectively self-assess and satisfy learning and continuous professional development on an ongoing basis.

- 9.1 Acquire new information to answer specific questions from patients, colleagues, or other healthcare professionals.
- 9.2 Display self-directed learning, acquiring the necessary knowledge and skills to develop and maintain one's competence to provide optimal pharmaceutical care as a template for life-long learning and continued professional development.
- 9.3 Demonstrate the ability to self-assess and take needed steps to achieve competence.
- 9.4 Take an active role in professional and community organizations and promote advocacy for key healthcare and professional initiatives.
- 9.5 Exhibit positive, professional, empathic attitudes and behaviors in all intra- and inter-professional communications.
- 9.6 Demonstrate awareness of and be able to analyze internal and external factors that influence the practice of pharmacy and healthcare policy in an attempt to resolve practice-related problems.

10. Group Interaction and Citizenship: The student must demonstrate effective interpersonal and intergroup behaviors in a variety of situations and circumstances.

- 10.1 Demonstrate awareness of the roles of various healthcare professionals in multiple healthcare environments.
- 10.2 Participate functionally in team efforts within pharmacy and healthcare groups.
- 10.3 Discuss and remain open to differences of opinion and defend rational opinions that differ from those of other healthcare professionals.
- 10.4 Direct and/or manage other personnel in a pharmacy or healthcare environment.
- 10.5 Display habits of service to one's community and profession.

Appendix B

I. Regular / Continuing Assessments

- 1) Assessment Activity: North American Pharmacist Licensure Examination (NAPLEX)
What Assessed: Pass rate, sub-section scores in comparison to national means
Source of Data: National Association of Boards of Pharmacy
Responsibility for Collection: Dean's Office
Frequency of Assessment: Annually
Implementation Status: Current
Comments: Represents minimal competency to enter practice

- 2) Assessment Activity: Multi-state Pharmacy Jurisprudence Examination (MPJE)
What Assessed: Pass rate in comparison to national means
Source of Data: National Association of Boards of Pharmacy
Responsibility for Collection: Dean's Office
Frequency of Assessment: Annually
Implementation Status: Current
Comments: Represents minimal competency to enter practice

- 3) Assessment Activity: Program self-study and re-accreditation review
What Assessed: Curriculum, students, faculty, facilities, etc.
Source of Data: Students, faculty/staff, College
Responsibility for Collection: Self-study Committee
Frequency of Assessment: Regular 6-year cycle
Implementation Status: Current
Comments: Self-study is underway as of May 2010

- 4) Assessment Activity: AACP Graduating student survey
What Assessed: Core outcomes and student experiences; comparison to national norms
Source of Data: P-4 students just prior to graduation
Responsibility for Collection: Dean's Office
Frequency of Assessment: Annually beginning in 2009
Implementation Status: Current
Comments: Data have been collected for the second time

- 5) Assessment Activity: AACP Faculty survey
What Assessed: Administrative system; Recruitment and Retention; Infrastructure: Role and Governance; Faculty Development, Curriculum, Teaching and Assessment; Developing and Supervising Students; and Academic roles
Source of Data: Faculty
Responsibility for Collection: Dean's Office

Frequency of Assessment: Every other year
Implementation Status: Surveyed in 2009
Comments:

- 6) Assessment Activity: AACCP Alumni Survey
What Assessed: Development/Communications, Curriculum, General Impressions
Source of Data: Graduates from past 5 years
Responsibility for Collection: Dean's Office
Frequency of Assessment: Every other year
Implementation Status: Data are being collected in summer 2010
Comments: Concerns about response rate (national rate is 17%) and the ability to obtain e-mail addresses from alumni. In 2012 will collect data from graduates of last three years (vs. 5 years)
- 7) Assessment Activity: AACCP Preceptor Survey
What Assessed: Communications, Curriculum, and Resources/Support
Source of Data: Current Preceptors
Responsibility for Collection: Dean's Office
Frequency of Assessment: Every other year
Implementation Status: Data are being collected in summer 2010
Comments: Concerns about response rate
- 8) Assessment Activity: APPE Rotation Performance Evaluations
What Assessed: Clinical skills and professionalism
Source of Data: P-4 student evaluations by preceptors
Responsibility for Collection: Office of Experiential Programs
Frequency of Assessment: For each 4 or 8 week rotation
Implementation Status: Current
Comments: Comprehensive reporting/summary system in development
- 9) Assessment Activity: APPE and IPPE Preceptor and Site Evaluations
What Assessed: Quality of precepting and sites
Source of Data: P-1 -- P-4 students
Responsibility for Collection: Office of Experiential Programs
Frequency of Assessment: For each 4 or 8 week rotation or IPPE experience
Implementation Status: Current
Comments: Comprehensive reporting/summary system in development
- 10) Assessment Activity: IPPE Rotation Performance Evaluations
What Assessed: Developing clinical skills and professionalism
Source of Data: P-1 - P-3 students
Responsibility for Collection: Office of Experiential Programs
Frequency of Assessment: Annually

Implementation Status: Current

Comments: IPPE program is in transition, a comprehensive reporting/summary system is in development

- 11) Assessment Activity: Student Portfolios
What Assessed: Materials related to professional development, cultural competence and career planning
Source of Data: P-1 - P-4 students
Responsibility for Collection: Dean's Office / Office of Experiential Programs
Frequency of Assessment: Annual
Implementation Status: P-1 and P-2 students maintained a performance portfolio, including self-reflections in 2009-2010. This is being expanded to P-3 students in 2010-2011. P-1 students will begin using an electronic portfolio on a pilot basis in 2010-2011.
Comments: P-4 students maintain a professional performance and development portfolio that is used to share with preceptors, prospective residency preceptors and employers.
- 12) Assessment Activity: Curricular Mapping / BALOTS System
What Assessed: Linkages between course outcomes and College outcomes and types of student assessment employed
Source of Data: Core course faculty
Responsibility for Collection: Core Course Faculty / Assessment Committee
Frequency of Assessment: Annual updates
Implementation Status: Current
Comments: A new mapping instrument was employed to update course outcomes in spring 2010. BALOTS is a University-wide curriculum mapping / assessment database.
- 13) Assessment Activity: Course Outcomes Assessment Template (COAT) Data
What Assessed: Specific performance data from core courses on student achievement on selected College outcomes
Source of Data: student exam, project, or laboratory performance
Responsibility for Collection: College faculty and staff / Assessment Committee
Frequency of Assessment: Annually for each core course
Implementation Status: To begin fall 2010
Comments: A reporting template was provided to faculty in spring 2010
- 14) Assessment Activity: Achievement of Course Outcomes
What Assessed: Student self-reports of achievement of course outcomes
Source of Data: Students in core courses
Responsibility for Collection: Faculty
Frequency of Assessment: Each semester course offered
Implementation Status: Faculty approved teaching assessment plan in April 2010
Comments: This will be done as part of the overall plan to assess teaching effectiveness (see below) and shared with the Assessment Committee

- 15) Assessment Activity: Student Focus Groups
What Assessed: Curriculum and Overall Program
Source of Data: P-1, P-2, P-3 students
Responsibility for Collection: Dean's Office
Frequency of Assessment: Each semester
Implementation Status: Current
Comments: Focus groups consist of 6-10 students per class year. Meeting summary minutes are provided to department heads for follow-up. Curriculum-related observations are shared with the Curriculum Committee.
- 16) Assessment Activity: Assessment of Teaching
What Assessed: Quality and effectiveness of teaching
Source of Data: students, peers, self
Responsibility for Collection: Departments
Frequency of Assessment: Regular; frequency dependent on instructional assignments
Implementation Status: Faculty approved in spring 2010; implementation in fall 2010
Comments: This system is a result of recommendations by the Task Force to Assess Teaching Effectiveness (see below)
- 17) Assessment Activity: Student Progression
What Assessed: Student probation, academic progress, and attrition
Source of Data: P-1 - P-4 students
Responsibility for Collection: Dean's Office
Frequency of Assessment: Each semester
Implementation Status: Current
- 18) Assessment Activity: Assessment of Student Advising
What Assessed: Quality of student advising activities
Source of Data: student survey
Responsibility for Collection: Office of Student Services
Implementation Status: Fall 2010 and every other year
Comments: Earlier survey was conducted in 2005-2006
- 19) Assessment Activity: Strategic Plan Evaluation
What Assessed: Progress on Meeting Goals of College Strategic Plan
Source of Data: Faculty, staff, task force reports
Responsibility for Collection: Dean's Office
Frequency of Assessment: On-going / Annual
Implementation Status: Current
Comments: The current Strategic Plan is for 2008-2014
- 20) Assessment Activity: Clinical Measures

What Assessed: Impact of clinical interventions
Source of Data: P-4 students
Responsibility for Collection: Office of Experiential Programs
Implementation Status: ongoing / annual
Comments:

- 21) Assessment Activity: Applicant Pool / Entering P-1 Class
What Assessed: Student quality / performance predictors
Source of Data: Applicants
Responsibility for Collection: Admissions Committee
Implementation Status: ongoing
Comments: 4-year admissions predictor study underway (see #6 below)
- 22) Assessment Activity: Core Course Review
What Assessed: Course outcomes, content and instructional methods
Source of Data: Core course faculty
Responsibility for Collection: Curriculum Committee
Implementation Status: Planned for new curriculum
Comments: Year-by-year course review to occur every four years

II. Periodic (Not Regularly Scheduled) Assessments

- 1) Assessment Activity: Assessment of Teaching Effectiveness
What Assessed: system for regular student, peer and self-evaluation of teaching
Source of Data: faculty and staff
Responsibility for Collection: Task Force
Implementation Status: Report completed March 2010
Comments: upon faculty approval, the proposed system will result in a series of regular assessments as indicted above
- 2) Assessment Activity: Educational Space Assessment
What Assessed: Space needs and utilization
Source of Data: faculty, staff
Responsibility for Collection: Task Force
Implementation Status: Report completed January 2010
Comments:
- 3) Assessment Activity: Assessment of Instructional / Educational Technology
What Assessed: Present and future technology use and needs
Source of Data: students, faculty and staff
Responsibility for Collection: Task Force
Implementation Status: Report completed June 2009

Comments:

- 4) Assessment Activity: Student Services Assessment
What Assessed: Student services provided and future needs
Source of Data: students, faculty and staff
Responsibility for Collection: Task Force
Implementation Status: Report completed February 2010
Comments:
- 5) Assessment Activity: Assessment of Electronic Literature Access
What Assessed: access to electronic literature and unmet needs
Source of Data: students, faculty, preceptors
Responsibility for Collection: Task Force
Implementation Status: Report completed December 2009
Comments:
- 6) Assessment Activity: Admissions Predictors
What Assessed: Relationship of admitted student characteristics and subsequent performance and involvement
Source of Data: Admissions information, academic performance data, and student surveys
Responsibility for Collection: Dean's Office Project
Implementation Status: In progress
Comments: Using data for 2004-2009 entering classes. Part of the data derive from the student involvement survey (below)
- 7) Assessment Activity: Student Involvement Survey
What Assessed: Student involvement in organizations, work, volunteer service and leadership activities
Source of Data: P-1 - P-4 students
Responsibility for Collection: Dean's Office Project
Implementation Status: Survey data being analyzed
Comments: Survey participation required for P-1 and P-2 students as part of their portfolio. Voluntary for P-3 and P-4 students. Data will also be used for admissions study noted above.
- 8) Assessment Activity: Bio-statistics assessment
What Assessed: Bio-statistics knowledge and interpretation of study results (Outcomes 2 / 4)
Source of Data: P-1 and P-2 students
Responsibility for Collection: Faculty Project (Amy Sheehan)
Implementation Status: Project completed spring 2010
Comments:
- 9) Assessment Activity: Decision-making assessment

- What Assessed: Decision-making in a time-constrained environment (Outcome 5)
Source of Data: P-1 students
Responsibility for Collection: Faculty Project (Holly Mason)
Implementation Status: Data collected spring 2009
Comments: results of in-basket simulation in integrated laboratory
- 10) Assessment Activity: Written communications assessment
What Assessed: Performance on consumer interview written paper (Outcome 6)
Source of Data: P-1 students
Responsibility for Collection: Faculty Project (Matt Murawski)
Implementation Status: Data collected fall 2009
Comments: On-going annual course assignment
- 11) Assessment Activity: Pharmacy-specific NSSE
What Assessed: Student engagement
Source of Data: P-1 and P-3 students
Responsibility for Collection: Assessment Committee Project
Implementation Status: Data Collected in spring 2010
Comments: Joint project with CIC Assessment Collaborative
- 12) Assessment Activity: Professional Role Assessment
What Assessed: Student's view of pharmacist roles and predictors of such
Source of Data: Second year pre-pharmacy students
Responsibility for Collection: Graduate Student Project (Mary Kiersma)
Implementation Status: Data collected 2008 and 2010
Comments: Follow-up surveys anticipated
- 13) Assessment Activity: PHPR 368 Skills Assessment
What Assessed: Dispensing and counseling skills in Purdue University Pharmacy
Source of Data: P-1 students
Responsibility for Collection: Faculty Project (Patti Darbshire)
Implementation Status: 2010-2011 data collection
Comments: Funding through Purdue Provost's Office Assessment Grant
- 14) Assessment Activity: Mini-OSCE's
What Assessed: Student clinical skills
Source of Data: P-2 students
Responsibility for Collection: Faculty Project (Steve Scott)
Frequency of Assessment: Annual
Implementation Status: Project completed second year
Comment
- 15) What Assessed: Writing ability in reflection assignment

Source of Data: P-1 students

Responsibility for Collection: Faculty Project (Kim Plake)

Frequency of Assessment: Annual

Implementation Status: Continuing assignment

Comments: data being analyzed for fall 2009

- 16) Assessment Activity: Career Fair Evaluation
What Assessed: Career fair and information sessions
Source of Data: Students, employers
Responsibility for Collection: Staff Project
Frequency of Assessment: Annually
Implementation Status: Current
Comments:

Note: The periodic assessment list is incomplete and is intended to provide examples only

Appendix C

Pharmacy Curriculum 2015 - *New Course Cover Page and Checklist*

- Course number PHRM _____ Year in Curriculum: P-1 P-2 P-3 P-4
- Title _____
- Semester offered _____
- Hours per week of class/recitation/lab _____
- Credits _____
- Course Director(s): _____
- Participating faculty: _____
- Course Prerequisites _____

Identify learning outcomes from prerequisite course(s) students should enter this course having been introduced to and/or mastered.*

Identify any School Outcome Abilities students should have addressed and at what level (*novice, developing competence, expert*) prior to beginning this course*

- Description of course purposes and features*
- Rationale for the course content *
- Relationship of course to prior or concurrent courses in the curriculum*
- Relationship of course to subsequent courses in the curriculum*
- Suggested Skills Lab activities related to this course*
- Pedagogical approach / teaching strategies to be utilized during the course*
- Course learning objectives*
- School Outcome Abilities to be addressed during the course*
Identify whether these outcome abilities will be introduced, reinforced, and/or mastered during this course and at what level students are expected to perform (novice, developing competence, expert).
- Description of methods to be utilized to assess student achievement of course objectives, outcome abilities, and assign course grades* Identify those outcome abilities for which annual assessment of outcome data for the course will be sent to the assessment committee* *Indicate how outcome data will be collected and forwarded to the assessment committee.*
- Detailed course summary outline (syllabus) of course topics, learning activities, assignments to enable students to achieve the learning objectives*
- Description of means to be used to monitor progress of course in meeting stated objectives and make refinements for improvement*

* - attach to this cover page