

Curricular Learning Assessment Plan

Assessment of Student Learning and Curricular Effectiveness for the Doctor of Pharmacy Program

There are three aspects to the Assessment of Student Learning and Curricular Effectiveness Plan (commonly referred to as the Assessment Plan): (1) Foundational Aspects including competencies, linking competencies to courses and ACPE standards/appendices; (2) assessment of student learning and curricular effectiveness and (2) evaluation of processes and procedures that impact student learning and curricular effectiveness.

Foundational Aspects – Competencies; Link to Courses; Link to ACPE Standards and Appendices B, C, D				
Assessment	Purpose	Frequency	Responsible Party	Relationship to Previous Plan
Evaluate Competencies	Ensure competencies meet needs of profession and are aligned with CAPE Outcomes and ACPE Standards	Evaluate competency statements at least every 3 years to assess alignment with CAPE Outcome Statements, ACPE Standards, and needs of profession. Also review competencies based upon (a) information from student learning/competency assessment (i.e., need for greater clarity, need additional competency statement to support a given domain goal, etc) or (b) recommendation from CLAC or faculty.	CLAC	Created definition of when to re-evaluate
Map Competencies to Courses	Ensure curriculum provides the opportunities to learn and achieve the stated program competencies	Map courses to competencies upon: (a) revision of competencies, (b) curricular revision, (c) concern of curricular drift, or (d) recommendation from CLAC or faculty. Map curriculum to competencies at least every 5 years.	CLAC	Created definition of when to re-evaluate
Map Courses to Appendices, B, C, D	Ensure curriculum meets ACPE standards/Appendix B, C, D (Appendices 1 and 2 for ACPE Standards 2016)	Map courses to ACPE Appendices upon: (a) revision of ACPE Appendices, (b) curricular revision, (c) concern of curricular morph away, or (d) recommendation from CLAC or faculty. Map courses to ACPE Appendices at least once every accreditation review cycle.	CLAC	Created definition of when to re-evaluate
Map Competencies to UNM Student Learning Goals	Articulates to University how our program supports UNM Student Learning Goals (Knowledge, Skills, Attitude/Responsibility) and UNM Accreditation by Higher Learning Commission of (HLC) the North Central Association	Map competencies to UNM learning goals upon: (a) revision of competencies, or (b) recommendation from CLAC or faculty. Frequency as needed or as requested by University	CLAC	Created definition of when to re-evaluate

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Assessment	Description/Purpose	Frequency	Benchmark	Responsible Party	Procedures/Support Documents/Resources	Modification Since 2009
Course Review	<p>The CLAC systematically reviews the content of all courses in the curriculum according to a standardized process. Multiple sources of data are used for course assessment, including the course syllabus, handouts and lecture notes, assignments, examinations, and student teaching evaluations.</p> <p>Purpose: The Course Review captures 5 different areas of assessment including course content and relationship to learning outcomes/competencies, student assessment, Instructor of Record performance (IOR), individual faculty teaching performance and recommendations. The intensive course assessment process minimizes unwanted drift of the curriculum, facilitates continuous quality improvement in courses and in cases defines needs for faculty development.</p>	Annual	100% review of all courses	CLAC	<p>Course Review Process and Form</p> <p>American Journal of Pharmacy Education. 2011; 75(8): Article 157 http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3220338/pdf/ajpe758157.pdf</p>	Process revised based on use of a standardized syllabus which facilitates review.
Key Assessments	<p>Since 2009, the COP has used KAs as an underpinning of its Assessment Plan. While the actual KAs have changed over the years based on evaluation of the specific metric(s) to assess the stated competency.</p> <p>Purpose: This information has been used over the years to (a) assess student competency, (b) readiness for progression (Calculations KA), (c) retention of information (Calculations KA as its assessed over 3 years) and (d) to revise the curriculum.</p>	Annual All required courses have at least 1 KA	<p>% of Students Passing the Given KA at the CLAC articulated passing score (usually >70%)</p> <p>The programmatic benchmark is that 90% of the students pass each KA.</p>	CLAC	Key Assessment process	KAs evaluated for rigor and revised as necessary to further enhance assessment of competency
Student Self-Assessment of Competency	<p>Students evaluate their perceived competence for each of the COP competency statements on a scale of 1 to 10.</p> <p>Purpose: This assessment (a) provides the students with a framework of what is expected of them, (b) allows them to reflect on their ability and (c)</p>	Annual	<p>100% of students complete evaluation</p> <p>P4 students > 90% at pharmacist level or above.</p>	CLAC with Student Services	Self-Assessment Survey	Performed annually since 2009

	provides the CLAC with information on student perceptions that they triangulate with information to make curricular improvements. This assessment also allows assessment of student confidence/perceived competence overtime.					
Performance Based Assessments	<p>Utilize standardized patient instructors or simulation mannequins to assess student performance in demonstrating a given skill (communication, physical assessment, etc).</p> <p>Objective Structured Clinical Exams (OSCE) are routinely employed as summative assessments in all six of our Pharmaceutical Care Laboratories (PCL) and in our Pharmacist Clinician Physical Assessment Course</p> <p>Assessments are mapped to curricular competencies. The CLAC has recently identified the need to improve the validity of the rubrics used as part of these assessments, which will be a focus in the new curriculum.</p>	<p>Summative OSCEs each semester in PCL (6 semesters)</p> <p>Formative regularly used in PCL</p>	<p>Maybe used as a KA or embedded in course.</p> <p>New benchmarks to be defined as CLAC works with faculty to improve validity of rubrics</p>	Faculty in partnership with CLAC	<p>Map of Performance Based Assessments to Competencies</p> <p>Request for SPI (captures purpose)</p>	<p>New to Assessment Plan;</p> <p>Increase Use of Performance Based Assessments (esp. formative assessments) in recent years.</p>
Learning Plan/Learning Record	<p>CLAC originally tried to promote the use of a portfolio system which incorporated key artifacts. Upon review it was determine that the portfolio process was not achieving the attended goal of promoting life-long learning.</p> <p>The learning plan/learning record is based on the concept of continuous professional development and aims to have student learning through reflection to better assess their learning needs. Students are provided feedback on their learning records by faculty or preceptors, as deemed appropriate by CLAC.</p>	Throughout curriculum including IPPE and APPE	Not applicable	Faculty/Precptors under the direction of CLAC	Learning Record Form	Replaced learning portfolio to better promote life-long learning
IPPE/APPE Proficiency	<p>Student competency during IPPEs/APPEs is assessed by preceptors using standard evaluation forms that have been aligned with curricular competencies.</p> <p>Purposes: (a) assess student performance/measure student competency; (b) identify needs for</p>	Each Pharmacy Practice Experience	Individual student: meet or exceed expectations	Office of Experiential Education with the support and guidance	IPPE/APPE Evaluation Forms	Incorporated into Assessment Plan after linking evaluation to Curricular Competencies

	<p>remediation, (c) identify curricular programmatic weakness/gaps and (d) evaluate programmatic processes. The extensive revision of the APPE evaluation and grading process is an example of how this information is utilized.</p> <p>Use at the individual learner level is managed by the Office of Experiential Education in discussion as needed with preceptors and students.</p> <p>Use at the programmatic level is handled by the CLAC and CLAC experiential subcommittee</p>		Programmatic- all students meet expectations	from CLAC and CLAC experiential subcommittee		
Professionalism	<p>Student professionalism is evaluated as part of the Student Self-Assessment Competency Assessment and as part of IPPE/APPE evaluations.</p> <p>Two additional assessment approaches have/are being piloted [(1) a new tool for preceptors to use to assess professionalism during APPE experiences and (2) a more detailed self-assessment survey)</p> <p>Purpose: The CLAC recognizes the need for better approaches to assess professionalism. (work in progress)</p>	Pilot: P4 during APPE and P1 students	In development	<p>Faculty with input from CLAC</p> <p>CLAC to determine future approach to be utilized following review of results from pilot assessments.</p>	In development	In development
Progression, Remediation, and Graduation Rates	<p>Review of on-time progression, remediation and graduate rates</p> <p>Purpose: identify reasons for delayed graduation and potential relationship to student admission metrics, (b) to identify predictive measures for student success, and (c) identify programmatic improvements if needed.</p>	Annual	AACP, >95% on-time graduation	Executive Associate Dean for Education		Long standing programmatic outcome measure
NAPLEX Pass Rates and subscores Programmatic Evaluation	National level exams required to become a licensed pharmacist; provides national comparative data and an indirect assessment of student learning/curriculum	Three times per year. Summarized on annual basis	Benchmark: Prior years pass rates. Target $\geq 95\%$ pass rates based on a 5 yr rolling average;	Executive Associate Dean for Education	NAPLEX blueprint	Long standing programmatic outcome measure

	Purpose: Review of NAPLEX pass rates are used to assess (a) student performance, (b) program performance and (c) identify if needed curricular revision.		National and Peer Benchmarks			
MPJE Pass Rates Programmatic Evaluation	Review of MPJE pass rates are used to assess (a) student performance, (b) program performance and (c) identify if needed curricular revision.	When data is received and formally on annual basis	Benchmark: Prior years pass rates. Target $\geq 93\%$ pass rates based on a 5 year rolling average; National and Peer Benchmarks	Executive Associate Dean for Education		Long standing programmatic outcome measure
Career Plans Programmatic Evaluation	Survey students regarding their initial career plans Purposes: (a) to evaluate diversity of career options that the program prepares students for; (b) curricular revision; (c) assessing competitiveness of our graduates for residencies etc.	Annual	Diverse career choices Undecided < 10% Residency match rate compared to national rate (= or >average match rate)			Long standing programmatic outcome measure
Feedback from key stakeholders	Feedback from key stakeholders via: <ul style="list-style-type: none"> • AACP Graduating Student Survey (Annual) • AACP Preceptor Survey (every 3 years) • AACP Faculty Survey (every 3 years) • AACP Alumni Survey (every 3 years) • Preceptor/Employer/Alum focus groups (as needed but at least every 3 years) • Student Town Hall (annual) • Other focus groups (as needed) 	Varies	Prior years, AACP National Data, Peer Data General AACP benchmarks: If strongly agree/agree is 79%-70% then it is highlighted for consideration, if $\leq 69\%$ then is triggered for further evaluation (e.g. using triangulation with other data or new data collected)	Executive Associate Dean for Education with support of CLAC	AACP Survey Instruments AACP Survey Best Practice Guide Previous focus group questions	Longstanding measures

Evaluation of Processes and Procedures that Impact Student Learning and Curricular Effectiveness

Assessment	Description/Purpose	Frequency	Benchmark	Responsible Party	Procedures/Support Documents/Resources	Modification Since 2009
Assessment of Learning Strategies	<p>CLAC recognizes the need for diverse learning experiences that promote application, problem-solving and critical thinking. As part of the Course Review Process this is assessed for the individual course. On an annual basis the CLAC summarizes approaches utilized throughout the program and discusses needs for faculty development or programmatic changes</p> <p>Purpose: evaluate learning approaches and identify faculty development needs</p>	Annual		CLAC	Template within syllabus for reporting learning strategies	New
Map of Course Assessments to Learning Objectives and/or Appendix B (Appendix 1 for Standards 2016)	<p>As part of the Course Review process, course assessments are evaluated for their alignment with learning objectives. On an intermittent bases (curricular revision, major course revision) a formal detailed mapping of entire course sequence or curriculum is conducted.</p> <p>Purposes: (a) ensure in course assessments align with learning objectives; (b) assess clarity of learning objectives; (c) evaluate rigor of in course assessments; (d) identify needs for learning objective or assessment revision; and/or (e)</p>	<p>Annual as part of course reviews</p> <p>Programmatically –as needed</p>		CLAC	<p>American Journal of Pharmacy Education 2010; 74(5): Article 76. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2907841/pdf/ajpe76.pdf</p>	Formalized into Assessment Plan

	identify need for faculty development					
Quality of Sites/Preceptors	<p>Evaluation of preceptors is conducted via student evaluations of the preceptor and site; site visits; and quality triggers including field encounter information.</p> <p>Purposes:(1) ensure high quality learning experiences which is based in part on quality sites and high quality preceptors; (2) identify needs for preceptor training or individual preceptor remediation; (3) identify needs for programmatic revision.</p> <p>The Office of Experiential Education evaluates individual preceptor/site quality and remediates when necessary.</p> <p>The CLAC and the Experiential Subcommittee working with the Office of Experiential Education reviews the programmatic information and makes recommendations, if needed, for improvement</p>	<p>Individual preceptors- Office of Experiential Education assess information on a monthly basis</p> <p>Programmatic Assessment done Annually</p>		CLAC and the Experiential Subcommittee working with the Office of Experiential Education	<p>Preceptor Evaluation Form</p> <p>Field Encounter Process</p> <p>Site Visit Form</p>	Newly incorporated into Assessment Plan
Evaluation of Teaching	<p>Faculty teaching is evaluated by (a) students, (b) peers and (c) upon self-reflection. This information is incorporated into the course review process</p> <p>Purpose: identify needs for faculty development; formally incorporated into annual</p>	Annual		<p>Dependent on purpose:</p> <p>Department Chairs</p> <p>Budget and Planning</p> <p>CLAC</p>	<p>Student evaluation of teaching form</p> <p>Peer evaluation of teaching form</p>	Newly incorporated into Assessment Plan

	<p>evaluation; assessment of process may lead to programmatic changes.</p> <p>While the process utilized for students to rate faculty teaching was modified in 2014, a number of problems including low response rate were identified with the new system and as such, the Faculty Development Committee is charged with revising the peer assessment of teaching and the student evaluation of teaching.</p>					
<p>Evaluation of Assessment Practices</p>	<p>All assessment approaches should be evaluated on an annual basis to address:</p> <ul style="list-style-type: none"> • Why are we doing this assessment? • Is the approach measuring what it is intended • Is the approach rigorous, reliable and valid? • How is the information being used to assess student learning and curricular effectiveness? What has use of the instrument/approach led to? • Does the approach need to be modified in order to meet the needs of the COP/CLAC 	<p>Annual</p>		<p>CLAC</p>		<p>Formalized into Assessment Plan</p>

Self-Assessment of Assessment Program	<p>It is important to reflect on the overall assessment program in terms of program maturity. (UNM Self-Evaluation Tool)</p> <p>Purposes: (a) reflect and ensure we have a mature assessment program and a culture of continuous quality improvement and (b) inform UNM of our assessment practices</p>	Every 3 years or as requested by UNM		CLAC	UNM Self-Assessment Rubric	Formalized into Assessment Plan
Review with Possible Revision of Assessment Plan	The formal assessment plan should be reviewed and updated on a regular basis based on changes in the program, the development of new approaches/metrics or process.	Every 3-5 years		CLAC		Has existed since 2009