

University of North Texas

**SYSTEM COLLEGE OF PHARMACY
ANNUAL REPORT FOR ASSESSMENT**

Academic Year 2015/2016



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UNT Health Science Center Vision, Mission, Values

Purpose

Transform lives in order to improve the lives of others.

Vision

Be an extraordinary team, committed to excellence, unafraid to challenge conventional wisdom.

Mission

Create solutions for a healthier community.

Values

SERVE OTHERS FIRST

INTEGRITY

RESPECT

COLLABORATION

BE VISIONARY

System College of Pharmacy (SCP) Vision, Mission & Goals

Vision

To become the team of choice for innovative pharmacy education, research, and service.

Mission

Improve lives through the cultivation and advancement of pharmacy practice.

Goals

1. To produce highly competent pharmacy professionals for the provision of pharmacist-delivered patient care, including comprehensive medication therapy management services, the advancement of the practice of pharmacy and its contributions to society.
2. To produce pharmacy professionals who fully understand the contributions to health care of other health professionals, who embrace and can function in a team approach to health care, and who can serve as effective partners in providing primary care services to improve the health and well-being of their patients.
3. To conduct and disseminate research and other scholarly activity that improves the maintenance of health and delivery of healthcare in Texas and beyond.
4. To prepare graduates with life-long learning skills so they continue to extend their competence through accredited continuing professional education, evidence-based learning and utilizing clinical guidelines in their practices.

5. To create a culture of assessment where in education, research, practice and outreach are continually examined for optimization of outcomes.

The UNT System College of Pharmacy's (SCP) motto is to make healthcare better. Our motto reflects the increasing contribution to healthcare that can be provided by pharmacists trained in the highly interprofessional and primary care environment present at the UNTHSC. This also extends to the contribution that our faculty and graduates will make to develop new and more effective pharmacotherapy. In realizing the College's mission and goals, the Assessment Committee aims for improvement through ongoing evaluation and assessment utilizing a formative process to ensure achievement of goals. To accomplish those goals the Assessment Committee coordinates efforts with review by stakeholders, monitors the strategic plan and accreditation standards and ensures that student learning outcomes are tracked and assessed continuously. The Evaluation and Assessment Plan supports accountability and continuous quality improvement in the assessment of student abilities, knowledge, skills, values, and performance within and beyond the classroom.

Assessment Committee Objectives

The Assessment Committee has two types of objectives, yearly and ongoing. Yearly charges are established at the start of the academic year and emanate from a variety of sources including discussions between the Assessment Committee Chair and Vice Chair, the Dean, the Executive Committee and the strategic planning process. Ongoing charges include the following:

- Maintenance of the Evaluation and Assessment Plan
- Examination of AACP quality surveys and other recurring assessments
- Coordination of the request and distribution of disposition reports from data users of assessments including follow up and action plans
- Electronic maintenance of the results of all assessments related to the SCP program enabling stakeholder accessibility

UNT System College of Pharmacy Assessment Goals for 2015/16

1. Update and manage the overall evaluation and assessment plan for the SCP.
2. Determine the methods for assessing and measuring student achievement at different stages in the Doctor of Pharmacy program using qualitative, quantitative, direct, indirect, formative and summative tools.
3. Develop, document and track feedback mechanisms (dispositions) to use results of findings in the assessment process for programmatic improvement.
4. Review the assessment plans for the SCP based on the achievement of the stated objectives in the strategic plan.
5. Establish a calendar schedule of events for the annual assessment activities.
6. Identify critical assessment needs, processes, tools, and data sources.
7. Analyze the assessment data to identify areas of improvement for the SCP.

8. Disseminate the assessment data appropriately through feedback to the administration, departments and appropriate committees.

The UNT SCP Evaluation and Assessment Plan

A summary of goals as well as outcomes is provided based on the results from the major assessment tools according to the seven question Evaluation and Assessment Plan (EAP) format. During the 2015-2016 Academic Year the Assessment Committee accomplished the following:

1. **Are we attracting and admitting students with the greatest likelihood for success?**

Yes.

Impressions of quality of recruitment program	<p>In 2013, 2014, 2015, & 2016 the target entering class was 100 students. The College admitted 82, 84, 110, and 100, respectively.</p> <p>Class of 2017: 82 matriculated. Class of 2018: 80 matriculated. Class of 2019:110 matriculated. Class of 2020: 100 matriculated. Class of 2021: 100 per class is the goal.</p>
Admissions Data	<p>GPA & PCAT: Based on the incoming class cumulative GPA and PCAT scores, the College continues to attract and admit well qualified and diverse students.</p> <p>Class Cum GPA 3.39 (National 3.31) Math/Science GPA 3.27 (National 3.18) P-CAT Composite 65.3 %ile (National 54.1%ile)</p> <p>Interview Score: Verbal skills are assessed by the interviewers using an evaluation tool with a 1 to 5 Likert scale assessing communication ability and ability to provide evaluative comments. Written communication skills are evaluated by the PharmCAS personal statement, an on-site writing sample done on the day of the interview and PCAT sub-writing test, and a calculations assessment is completed. There is also an Oral Communication and Written Communication section on the Reference Request Form through PharmCAS. This gives the applicants' references the opportunity to rate both characteristics. During their holistic review of an applicant the Admissions Team members review interviewer's comments on communication skills, the personal</p>

	statement, the on-site writing sample, the calculations assessment, and the PCAT sub-writing test.
Attrition	Total attrition related to projected on-time graduation includes academic dismissals, withdrawals, and delays in completing the program. None of these benchmarks for any of the classes exceeds the ACPE alert thresholds.
Work Experience	Based on Appendix 16.5, Applicant Interview Evaluation Form, students who are admitted to the pharmacy program are assessed by interviewers by noting a response to the evaluation item: KNOWLEDGE OF PHARMACY PROFESSION (Applicant's knowledge of the practice of pharmacy, including current trends in pharmacy, health care delivery...). Evaluators note the student's prior pharmacy work experience in this section. The Assessment Committee is working on a method to collect and track this data for quality improvement purposes.
Demographics	Gender Make-Up: 58% Female, 42% Male Under-represented Minority: 18% (National under 14%)
PCOA	The College began utilizing the PCOA with the first entering class graduating in 2017. Currently all students take the PCOA at the end of first and third years. Results can be found below on page 10.
Candidate Surveys correlated with PharmD GPA	Multivariate analyses is completed each year. Pre-matriculation variables or applicant attributes, such as math GPA, science GPA, combined math & science GPA, cumulative GPA, PCAT total score, selected PCAT sub-scores, race, ethnicity, gender, socioeconomic class, and average non-cognitive score assigned by the Admissions Committee are used as the independent variables. The dependent variables are overall GPA at the end of each year, as well as the cumulative overall GPA across years, PCOA scores, and will include NAPLEX scores. To date these analyses show the best correlations were obtained with prerequisite GPA and PCAT together. Since the results have not proved predictive, we are looking at further analyses and/or variables to further explore better assessment of admissions criteria. *Admission criteria are regularly correlated with classroom performance and PCOA results. When first

	year grades are considered, pre-pharmacy GPA has the strongest correlation of any single factor. This correlation is improved when PCAT scores are added to GPA.
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2. Are our learning experiences sequenced correctly, delivered optimally and covering the most appropriate material?

Yes, based on our tracking and review of outcomes.

AACP Benchmark Data, Active learning exercises, improvements suggested, IPE activities, mapping	The Assessment Committee regularly discussed the alignment of the curriculum with pre identified outcomes. Data for discussions was derived from the AACP Faculty and Preceptor Surveys, post course review data provided by the Curriculum Committee, graphs and tables provided by the Curricular Mapping Sub Committee and faculty feedback during monthly faculty meetings. The Committee also reviewed and discussed the Student Satisfaction Survey with a particular emphasis on the sequence of inter-professional education.
Faculty and Student feedback on value of courses, quality and type of instruction	Faculty have cooperated extensively in the alignment of course exam questions with the PCOA categories and session learning objectives to better inform students and faculty with regard to curriculum deficiencies and areas for improvement. All Fall 2016 courses have been appropriately mapped through Examssoft.
Student feedback on value of courses, quality and type of instruction	Student perspectives were obtained through the Student/Faculty Liaison Group and a Dean's Round Table. The Student/Faculty Liaison Group is composed of randomly selected students from each class appointed for a one-semester term. Prior to each meeting representatives were asked to request issues from the student body to be brought before the Student/Faculty Liaison Group. Upon review of the Student/Faculty Liaison Group Meeting minutes, Dean's Forum Meetings minutes and post course student reviews of teaching, there were no major issues noted regarding sequence and delivery of coursework.

Comments on courses

Overall, results from student performance on in course assessments, end of semester student surveys, preceptor evaluations, faculty/student liaison group meetings, Dean's Roundtable meetings, the PCOA Exam taken at the end of Year 1 and Year 3, combined with impressions of faculty from course director meetings and post course reviews curricular modifications were implemented. Examples of changes in the curriculum and its delivery as a result of assessments are well documented in Standards 24 and 25.

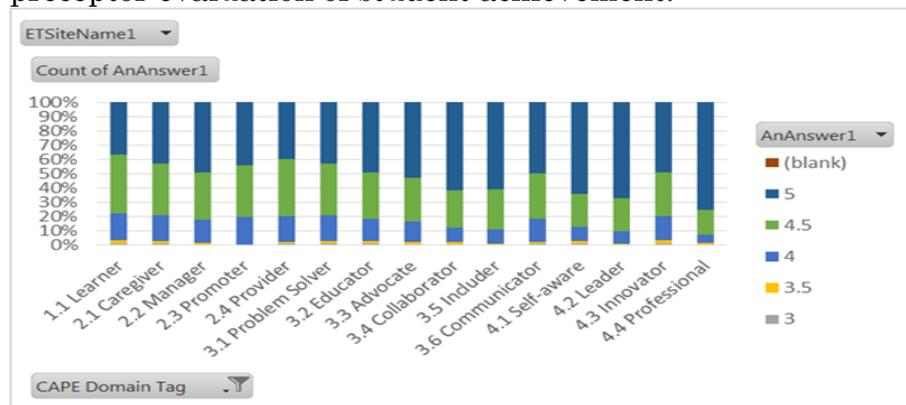
Preceptor perception of skill areas

The following table* reflects the CAPE Domains and preceptor evaluation of student achievement:

CAPE Domain	Preceptor Assigned Score at Final Evaluation (All APPE Rotations 1-5)														Grand Total
	0		2		3		3.5		4		4.5		5		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
1.1 Learner	1	0.13%	3	0.38%	4	0.50%	21	2.64%	149	18.72%	326	40.95%	292	36.68%	796
2.1 Caregiver		0.00%	2	0.22%	4	0.45%	20	2.24%	159	17.79%	327	36.58%	382	42.73%	894
2.2 Manager		0.00%		0.00%	2	0.38%	7	1.32%	85	16.01%	175	32.96%	262	49.34%	531
2.3 Promoter		0.00%		0.00%	1	0.49%		0.00%	39	19.02%	75	36.59%	90	43.90%	205
2.4 Provider		0.00%	1	0.50%	1	0.50%	2	1.00%	37	18.50%	79	39.50%	80	40.00%	200
3.1 Problem Solver		0.00%	2	0.41%	3	0.61%	10	2.03%	89	18.09%	176	35.77%	212	43.09%	492
3.2 Educator	1	0.14%		0.00%	5	0.69%	15	2.08%	112	15.53%	236	32.73%	352	48.82%	721
3.3 Advocate		0.00%		0.00%		0.00%	5	2.16%	34	14.66%	70	30.17%	123	53.02%	232
3.4 Collaborator		0.00%		0.00%	1	0.41%	4	1.65%	24	9.88%	64	26.34%	150	61.73%	243
3.5 Includer		0.00%		0.00%	1	0.32%	2	0.65%	31	10.03%	86	27.83%	189	61.17%	309
3.6 Communicator		0.00%	1	0.15%	4	0.59%	12	1.76%	107	15.67%	220	32.21%	339	49.63%	683
4.1 Self-aware	1	0.12%		0.00%	6	0.72%	15	1.79%	85	10.17%	194	23.21%	535	64.00%	836
4.2 Leader		0.00%		0.00%		0.00%	3	0.65%	41	8.82%	110	23.66%	311	66.88%	465
4.3 Innovator		0.00%		0.00%	2	0.71%	7	2.47%	49	17.31%	86	30.39%	139	49.12%	283
4.4 Professional	2	0.15%	2	0.15%	2	0.15%	19	1.38%	75	5.45%	239	17.38%	103	75.35%	1375
All Domains	5	0.06%	1	0.13%	3	0.44%	14	1.72%	111	13.50%	246	29.80%	449	54.35%	8265

*A larger version of this table is located on the faculty shared drive and can be provided at request.

The following graph reflects the CAPE Domains and preceptor evaluation of student achievement:



3. Are we providing the best environment for the professional development of our students, staff and faculty?

Yes.

<p>Quality of advising, tutoring, psychological assistance, provision for accommodation Library hours, holdings, facilities design</p>	<p>Students participated in a “Student Satisfaction Survey” at the end of the spring semester of 14-15 for the class of 17, and in 15-16 for the class of 17 and 18. Results were tabulated in 15-16 for both classes and the highlights are as follows:</p> <p>Student Satisfaction Survey (% agree/strongly, meet/exceed expectations)</p> <table border="0"> <tr> <td>Overall Satisfied with Teaching</td> <td>91%</td> <td></td> </tr> <tr> <td>Relevance of Curriculum</td> <td>92%</td> <td>Scholarships</td> </tr> <tr> <td>Avail.</td> <td>81%</td> <td></td> </tr> <tr> <td>Quality of Faculty Advising</td> <td>95%</td> <td></td> </tr> <tr> <td>Administrative Support</td> <td>97%</td> <td></td> </tr> <tr> <td>Course Evals Measure Satisfac.</td> <td>96%</td> <td></td> </tr> <tr> <td>Course Evals Measure Proficien.</td> <td>99%</td> <td></td> </tr> <tr> <td>Stress Interferes with Learning</td> <td>45%</td> <td></td> </tr> <tr> <td>Used Services</td> <td>30%</td> <td></td> </tr> <tr> <td>Services Beneficial</td> <td>71%</td> <td></td> </tr> <tr> <td>Electric outlets</td> <td>96%</td> <td></td> </tr> <tr> <td>Library Open Sufficient Hrs</td> <td>100%</td> <td></td> </tr> <tr> <td>Printers/Copiers</td> <td>91%</td> <td></td> </tr> <tr> <td>Wireless Quality</td> <td>92%</td> <td></td> </tr> <tr> <td>Parking Availability</td> <td>44%</td> <td></td> </tr> <tr> <td>Café Services</td> <td>88%</td> <td></td> </tr> </table> <p>Surveys indicate student satisfaction with the quality of faculty advising. For example, in the 2016 survey the percentage of students indicated that “the quality of faculty advising either met or exceeded expectations” was as follows, Class of 2017 (95%), Class of 2018 (94%), and Class of 2019 (95%). Student stress levels are monitored annually using the Student Satisfaction Survey. Full time professional counselors are available if perceived stress or other behavioral health problems are perceived contributors to poor academic performance. The table below shows student stress levels for the first three SCP classes. Although it is difficult to determine if student stress levels are higher than expected without additional years of data,</p>	Overall Satisfied with Teaching	91%		Relevance of Curriculum	92%	Scholarships	Avail.	81%		Quality of Faculty Advising	95%		Administrative Support	97%		Course Evals Measure Satisfac.	96%		Course Evals Measure Proficien.	99%		Stress Interferes with Learning	45%		Used Services	30%		Services Beneficial	71%		Electric outlets	96%		Library Open Sufficient Hrs	100%		Printers/Copiers	91%		Wireless Quality	92%		Parking Availability	44%		Café Services	88%	
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students reported that they did not feel that their level of stress was inordinate.

Question	Class of 2017			Class of 2018		Class of 2019
	2014	2015	2016	2015	2016	2016
Stress interferes with my learning (% strongly agree/agree)	45	56	45	32	47	33
Did you seek assistance for your stress? (% strongly agree/agree)	20	27	30	13	15	18
Were counseling services beneficial? (% strongly agree/agree)	84	89	71	1	75	80

Comments on learning environment

Although we do not utilize a dress code within the college, we have not received any complaints related to professional dress based on faculty and preceptor feedback. In addition, several preceptors have emailed the Office of Experiential Education to express their high regard for our students' professionalism. For example, an email was sent by a preceptor regarding the performance and behavior of one of the students on a rotation: "I wanted to let you both know that I've received positive feedback from some clinical staff members regarding Charles. Yesterday Charles met with our nutritionist to discuss diet in relation to diabetes, HTN and HLD. She informed me that he came prepared with great questions, seems very bright and he's very "on top of things". She said he was noticeably different from the other students I've had speak with her. Right after that, a nurse asked for help with glucometer teaching for a patient. I asked Charles to leave the nutritionist and help with the patient. Without hesitation he sat down with the patient to explain and demonstrate its use. The nurse told me she was very grateful for Charles' help and appreciated how patient he was while explaining the glucometer and lancing device to the patient who was having trouble understanding and getting the hang of things. Today, she brought Charles cookies to show how appreciative she was. I was VERY impressed that a nurse recognized the clinical skill and empathy of a student. I feel that this speaks very highly to

	his training and his clinical progression. Thanks for sending such a great student!”
Faculty/Staff Mentoring	<p>The UNT System College of Pharmacy developed a formal faculty mentoring program to support professional development of new faculty members. New faculty members often need professional development to prepare them to meet their various academic responsibilities. The faculty mentoring program of UNT SCP is one means to improve faculty success and retention. The Assessment Committee developed a Mentoring Program assessment tool to obtain data annually to determine the success of the mentoring program and to be used in quality improvement of mentoring program structure and processes. All faculty have completed at least one year of the faculty mentoring program and the effectiveness of the program has been assessed with results shared at a faculty meeting.</p> <p>A number of faculty development seminars in teaching skills and strategies have been delivered and continue to be well attended. Faculty seek individual help from the Center for Innovative Learning on a range of topics from classroom session review to the development of innovative rubrics.</p>
Staff Development	Staff members are encouraged to, and do, take advantage of staff development programs offered on campus. Staff members are mentored by their supervisors. The College went from 25 to over 38 full time faculty and professional staff went from 11 to 15 to provide adequate numbers for instruction, research and service.
Status of actual resource acquisition vs projected in Academic Plan, review of adequacy with select groups as appropriate i.e. External Advisory Board, Preceptor Committee, departments	The design of the teaching lab and classrooms continue to facilitate instruction.
Active learning exercises, improvements	Liaison Group Meetings and Dean’s Forum Meetings indicated student dissatisfaction with the exam schedule utilized among first year students. Modifications were

suggested, IPE activities, mapping	made during the spring to accommodate student preferences.
Faculty listings of areas of the curriculum they feel competent or are interested in teaching to make assignments and to guide future hiring decisions	Faculty frequently discuss areas of interest and have offered to guide student participation in advancing these areas. Students have been proactive in partnering with faculty to develop and actively participate in professional student organizations and government. Student attendance at Liaison Group Meetings, Dean's Forum Meetings and responses to post course evaluations is near 100%.
Sites and preceptor inventory relative to student need, student preceptor surveys	Based on responses provided on the AACP Preceptor Survey as well as during class, service learning activities, IPPEs and APPEs students perform in a respectful and professional manner.

4. Are we advancing health care and our profession?

Yes.

Peer Reviewed Publications	79
Book Chapters	8
Invited presentations	87
Faculty Serving as PI Grants Awarded	\$1,092,453
Faculty Serving as Co-PI in Support	\$4,761,294
Pre-Clinical Services Grants	\$2,196,883
Total Grants	\$8,050,630
Intellectual Property Disclosures	4
Sponsored project revenue for scholarly activity involving College of Pharmacy faculty as principal investigators (PI)	Grew from \$50K in FY13 to approximately \$3.5 million in FY16.
Sponsored project revenue for scholarly activity involving College of Pharmacy faculty as co-investigators	Grew from approximately \$250K in FY13 to approximately \$5 million in FY16.
Faculty service in their professional practice sites.	Ten faculty began to provide service in their professional practice sites.

5. Are we serving society and our profession?

Yes.

Community/public service projects	Over 69% of faculty and staff volunteered time to community service activities.
Number of individuals served	During the first and second years, pharmacy students participate in the SAGE program. In this program, a team of 3 to 4 students from various disciplines make structured home visits to assigned senior mentors (community dwelling adults 65 years or older). There are six visits in the program. The team prepares prior to visit, conducts the visit, and prepares a written assignment about the visit that is scored by a faculty member. In the college of pharmacy, we allow students 12 hours of service learning for this experience. In addition, students are encouraged to seek further service learning opportunities at health fairs, walks/runs and clinics that allow for interprofessional interaction among students and practitioners of different health professions. Many pharmacy students complete hours at Mission Arlington, the Cowtown Marathon and various senior health fairs alongside their fellow UNTHSC students.
Number of students/faculty involved in service on college, university, national associations, clinical site committees	18/38 faculty are involved in service on college, university, national associations, clinical site committees (e.g. elected officer position in national organizations).

6. Are our students developing the knowledge base, skills, attitudes and behaviors we desire and are needed by society and the profession?

Yes, as we continue to review and track outcomes.

<p>Statistics on student progression, remediation, retention, etc.</p>	<p>At the end of the 2015-2016 academic year, 95% of students who entered the college in August of 2013, 2014, and 2015, passed all of their coursework successfully.</p>																																			
<p>PCOA</p>	<p>The Pharmacy Curriculum Outcomes Assessment was taken by the first entering class at the very beginning of their second year in the college, essentially between the first and second year. Since the college was unable to obtain a national comparator group (scores are combined for three annual testing windows in each year), UNT pharmacy student scores were compared to first and second year student scores. Results were as follows:</p> <table border="1" data-bbox="607 726 1414 1161"> <thead> <tr> <th></th> <th colspan="2">Class of 2017</th> <th>Class of 2018</th> <th>Class of 2019</th> </tr> <tr> <th>Test Date</th> <th>Aug. 2014*</th> <th>May 2016**</th> <th>Aug. 2015*</th> <th>May 2016*</th> </tr> </thead> <tbody> <tr> <td>Percentile, Total Score</td> <td>84</td> <td>58</td> <td>71</td> <td>71</td> </tr> <tr> <td>Percentile, Basic Biomedical Sciences</td> <td>67</td> <td>57</td> <td>53</td> <td>62</td> </tr> <tr> <td>Percentile, Pharmaceutical Sciences</td> <td>83</td> <td>61</td> <td>74</td> <td>77</td> </tr> <tr> <td>Percentile, Social/Behavioral/Administrative Pharmacy Sciences</td> <td>78</td> <td>62</td> <td>69</td> <td>55</td> </tr> <tr> <td>Clinical Sciences</td> <td>78</td> <td>49</td> <td>65</td> <td>66</td> </tr> </tbody> </table> <p>*compared with Year 1 students **compared with Year 3 students</p> <p>PCOA exams are given three times a year, but %ile calculations are done with a comparator group that aggregates results from all three dates into one. Since the UNTHSC students took the exam between the first and second year, %ile calculations against both the first year cohort and the second year cohort were requested from the PCOA administrators. Results above indicate UNTHSC students did considerably better than first year students nationally, and almost as good as second year students nationally. PCOA exams will continue to be given and monitored.</p>		Class of 2017		Class of 2018	Class of 2019	Test Date	Aug. 2014*	May 2016**	Aug. 2015*	May 2016*	Percentile, Total Score	84	58	71	71	Percentile, Basic Biomedical Sciences	67	57	53	62	Percentile, Pharmaceutical Sciences	83	61	74	77	Percentile, Social/Behavioral/Administrative Pharmacy Sciences	78	62	69	55	Clinical Sciences	78	49	65	66
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<p>Portfolio examinations, achievement of learning outcomes using the progression rubric</p>	<p>The Curriculum mapped to the ACPE Standards 2016 competencies and the College’s program learning outcomes provides “at a glance” the development of program learning outcomes at a particular level of proficiency that a student achieves at the successful completion of each course. The program learning</p>																																			

	outcomes are linked to specific courses at various levels of proficiency, and to specific course assessments tagged to this outcome within each course. Using ExamSoft, a “report card” indicating progress in achieving this outcome in each course can be generated. By the completion of Year 4, proficiency in achieving this program learning outcome is documented.
IRATs, GRATs, quizzes, homework assignments, peer assessments, module exams, preceptor evaluations, OSCEs	Faculty were concerned about the level of pharmacy calculation skills in students. The Assessment Committee began plans for a “Math Boot Camp” to be scheduled before the beginning of fall semester classes to raise those skills. The boot camp was offered and attended by a majority of the affected class. Outcomes from this effort will be monitored.
Exam questions mapped to CLOs, portfolio examples linked to CLOs, preceptor evaluations	All exam questions in every course link to Course Learning Objectives and professional competencies using ExamSoft.
IPE Learning outcomes evaluations, student portfolios and preceptor evaluations of students evaluated for IPE, employer surveys	All pharmacy students participate in institutional IPE activities with other education professions at UNTHSC, Texas Christian University, Texas Wesleyan University, and Texas Woman’s University. As part of this broader curriculum, students complete Institute for Healthcare Improvement Modules prior to each IPE activity. At the completion of each module students take a multiple choice quiz which in 2015-16 all pharmacy students passed at an 80% level or better.
Pre-learning session quizzes, preceptor evaluations	Various courses within the curriculum utilize pre-learning session quizzes. For example, in the biochemistry course, students complete brief quizzes covering required reading and study material before class begins. Additionally, pre session learning quizzes are administered in Drs. Pang, Ellis, and Tatachar’s course to enhance student preparation for the courses.

7. Do we have a culture of assessment for improvement and are our improvement processes successful?

Yes.

<p>Pharmacy Assessment Culture Faculty/Staff/ Student Survey developed</p>	<p>The Assessment Committee discussed ideas on how to further explore views on a culture of assessment. As a result, a Culture of Assessment Survey was developed and administered to all faculty, staff and select students. Results were reported during a faculty meeting and have been submitted for poster presentation during the upcoming AACP Annual meeting. Twenty-two respondents completed the survey and the majority agreed/strongly agreed that goals and outcomes have been appropriately mapped to the curriculum (100%) and assessment feedback spurs student growth and learning (92%). There was also interest in revealing failed assessment strategies (100%) and acknowledging/ appreciating assessment participation (93%).</p>
<p>Faculty cooperation with assessment committee requests in a timely manner</p>	<p>The Assessment Committee reported on assessment activities at every faculty meeting. The faculty accept as part of routine functioning the implementation of a variety of assessment instruments such as Student/Faculty Liaison Group meetings, Dean's Forum meetings and end of course reviews and utilize information provided to modify their teaching with the intent of improving. They have readily modified block exam schedules in response to student suggestions, and course content and sequences to improve student performance.</p>
<p>Attendance at assessment committee meetings</p>	<p>The College added a second student member to the Assessment Committee, Ms. Lorelee Phillips (PY2). Student Brenton Hall provided questions for the Culture of Assessment Survey based on feedback of his peers.</p>
<p>Faculty participating in teaching/research development activities</p>	<p>Faculty are conducting assessments on specific portions of courses or on learning activities independently of the Assessment Committee. Two such examples are: 1) Elrod S, Killam-Worrall L, Kominski C. Reflection essay rubric to assess pharmacy student service learning experiences. Presented at the 15th Annual Assessment Conference. College Station, TX.</p>

	February 2015, and 2) faculty members Tatachar, Kominski and Li did an assessment of students' perceptions of a variety of active learning exercises in the team-based learning courses and are preparing a manuscript for publication based on the results. This group is also IRB-approved to examine the impact of these exercises on student performance, perception, and motivation.
Discussions with Executive Committee and External Advisory Committee on activities, progress and resource needs, and on revisions to the Assessment Plan	The Assessment Committee completed additional revisions to the Assessment and Evaluation plan to reflect input from the External Advisory Board.
Strategic Plan Assessment	Assessment of the Strategic plan is conducted annually by the Executive Committee. Results are reported to the Provost and faculty. In addition, the External Advisory Board reviews the strategic plan assessment.

Other Assessment related Activities

- Reviewed progress of assessment activities with the external consultant to the Assessment Committee, Assistant Dean for Assessment Hazel Seeba from the University of Iowa.
- Led the Texas Assessment Collaborative (TAC) with an aim to provide a forum for Texas programs to work together to pool ideas to improve assessment. The collaborative has met five times and is currently working on a joint research project on pharmacy school use and preparation of students to take the PCOA.
- Developed a SOP which included developing a list of peer schools for comparison as well as identifying assessment tools and the flow of assessment strategies.
- Developed a 7 page Assessment Glossary shared it at a faculty meeting and posted a copy on the shared drive.
- Interacted extensively with the Curricular Mapping Sub-committee, the Co-curricular Committee and the Office of Experiential Education to ensure appropriate assessment of relevant items based on AACCP Survey results as well as Committee discussions.
- Completed the process for 2015/2016 to track individual and aggregate attainment of professional competencies by disseminating an Assessment Report Card.

- Updated the Evaluation and Assessment Plan to link it to the new ACPE 2016 Standards.
- Administered new surveys to collect and track outcomes: Faculty Mentoring Survey, Retreat Self Study Survey, Student ePortfolio Use Survey, Culture of Assessment Survey, Faculty and Staff Stress Survey.
- Remained available as individuals and a group to advise on assessments on an as-needed basis. For example, select faculty requested assistance in mapping their course to the curriculum, the development of course specific rubrics and guidance to develop assessment focused research projects to highlight changes in course teaching.

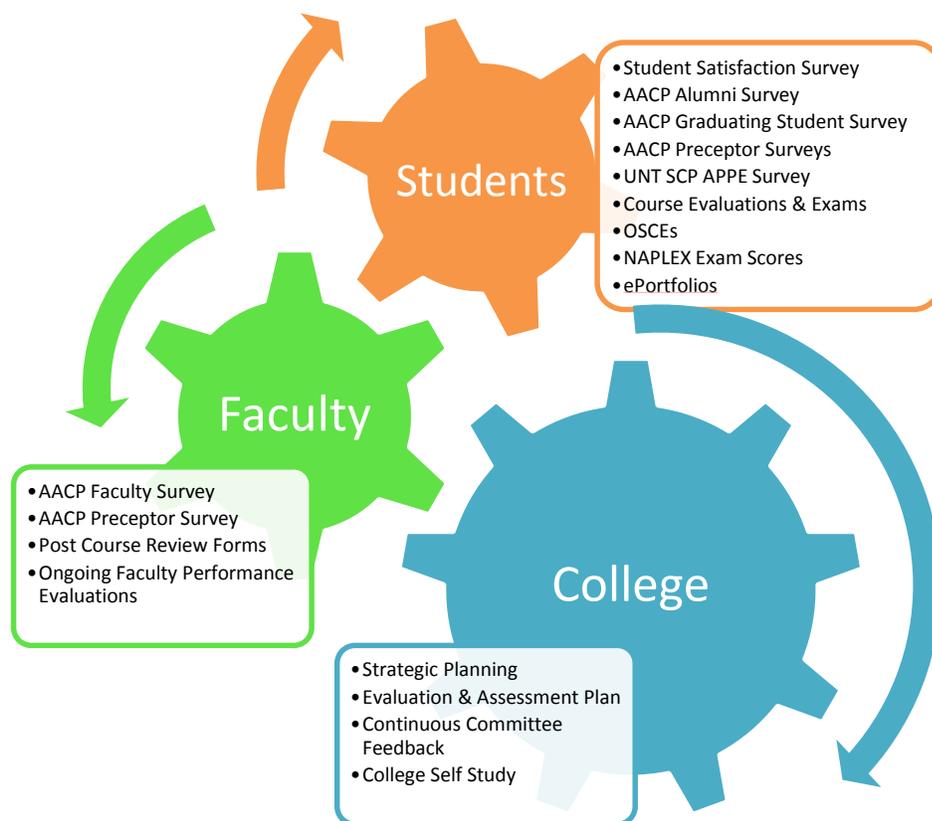
Appendix

The Assessment Committee aims to develop a comprehensive assessment culture within the College of Pharmacy. Towards this aim changes have been implemented to create our ideal mix of measurement of assessments:

1. Standardized tests – e.g. NAPLEX, MPJE, PCOA
2. Objective structured clinical exams (OSCEs)
3. Clerkship/APPE/IPPE performance
4. ePortfolios
5. External examiners
6. Peer assessment
7. Self-assessment

Flowchart for Assessment

The SCP Assessment process is illustrated in the flowchart below. The process is based on review of the previous year's outcomes. Each year, outcomes are identified/refined, appropriate assessment criteria developed and feedback is incorporated. The Assessment Committee shall report regularly on its activities to the Executive Committee and monthly to the faculty of the College of Pharmacy at regular faculty meetings. Together with the Deans and Chairs, it shall ensure accurate assessment data required by UNTHSC and ACPE are collected and provided in a timely manner. The Evaluation and Assessment plan is reviewed, and after modification, approved by the Assessment Committee, the Executive Committee, and finally the College faculty.



Strategic Plan monitoring is done annually by the Executive Committee and reviewed with the faculty, staff, students, preceptors, Advisory Board, Provost, and President. Evaluation and monitoring of the Strategic Plan occurs at several levels. The department Chairs provide extensive feedback and metrics as a result of the faculty led Strategic Planning Retreats. The Assessment Committee reviews the Strategic Plan and comments on the metrics utilized. The Executive Committee reviews the Strategic Plan and makes suggestions to the department Chairs. The Assistant Dean for Assessment and the department Chairs share data during monthly faculty meetings. At least twice a year all College of Pharmacy members attend a meeting to evaluate progress and to modify action items when appropriate. These changes are documented and placed on the shared drive.

Data Collection

The main data sets monitored throughout the College can be categorized into: Admissions; Student Demographics; and Outcome Assessment. Assessment related data is retrieved from ExamSoft, Canvas, Digication, PeopleSoft, WebAdmit/PharmCAS and PharmAcademic. The process of assessment includes a determination of which data should be collected (with input from stakeholders), identification of data collection methods and instruments, data tabulation and storage for longitudinal analyses, and data review, summary, analysis, and reporting.

Flowchart for Data Integration

