CHICAGO STATE UNIVERSITY

College of Pharmacy

Chicago, Illinois

Programmatic Assessment Plan

Fall 2021

Table of Contents

Introduction

The College conducts programmatic evaluation for the continuous monitoring and improvement of College structure and processes and achievement of College Mission, Professional Competencies, and Educational Outcomes (Appendix A) in conjunction with meeting the ACPE Accreditation Standards. The Assessment Plan (Appendix B) guides the evaluation of College of Pharmacy curriculum, student learning outcomes, organizational effectiveness, and other key college activities for the continuous improvement of programmatic quality. The programmatic evaluation is a continuous process and the Assessment Plan is itself assessed, improved, and redistributed by the Director of Assessment. The College's Assessment Plan includes two closely related processes: Educational Outcomes Assessment and Structure and Process Assessment.

Educational Outcomes Assessment

Assessment of Educational Outcomes ensures students' achievement of professional competencies and program outcomes and readiness to enter pharmacy practice throughout the pharmacy program. It uses a variety of formative, summative, and standardized assessments to support evidence-based changes to the didactic and experiential curricula and other college activities for the continuous improvement of student learning.

Structure and Process Assessment

The Assessment Plan includes continuous evaluation of college organization and processes to support students' attainment of Educational Outcomes. The Plan includes the assessment of organizational effectiveness, curricular structure, content, and delivery, faculty development and productivity, interprofessional education, and admission criteria. Structure and Process Assessment includes an ongoing and systematic collection, analysis, and reporting of data to advance overall programmatic quality.

Responsible Parties

Director of Assessment – Leads the Assessment Committee and oversees the execution of the College Assessment Plan.

Assessment Committee - Collaborates with faculty, administration, staff, and key College offices and committees to gather and analyze assessment data and prepare reports. Based on the reports, the Director and the Committee identify areas for improvement and gaps in assessment. The Committee then works with those offices and committees to make recommendations to key stakeholders for the improvement of educational processes and their assessments to increase program quality.

Executive Committee – Provides direction and guidance on strategic and operational planning and overall assessment of the College. The Committee helps in data collection and reporting from key College Offices. It includes College Dean, Director of Assessment, Department Chairs, Deans of Academic Affairs and Students Affairs, and the Office of Experiential and Continuing Professional Education.

Faculty Committees – Design, execute, and/or evaluate key college functions such as curriculum, admissions, inter-professional education, scholarship and awards, faculty and staff development,

and assessment. Each committee includes both senior and junior faculty. All Committees have student representation as well except faculty development, inter-professional, and capstone committees, which seek student input as needed. Each committee is responsible for assessing their performance and sharing relevant assessment data with the Director of Assessment and the Assessment Committee for critical analysis and recommendations.

Faculty – Facilitate assessment activities at the student, course, programmatic, and College level to ensure student learning and programmatic effectiveness.

Staff – Participate in the assessment of operational and strategic components of the Assessment Plan. Staff also assist with identifying and reporting opportunities to increase programmatic efficiency and effectiveness.
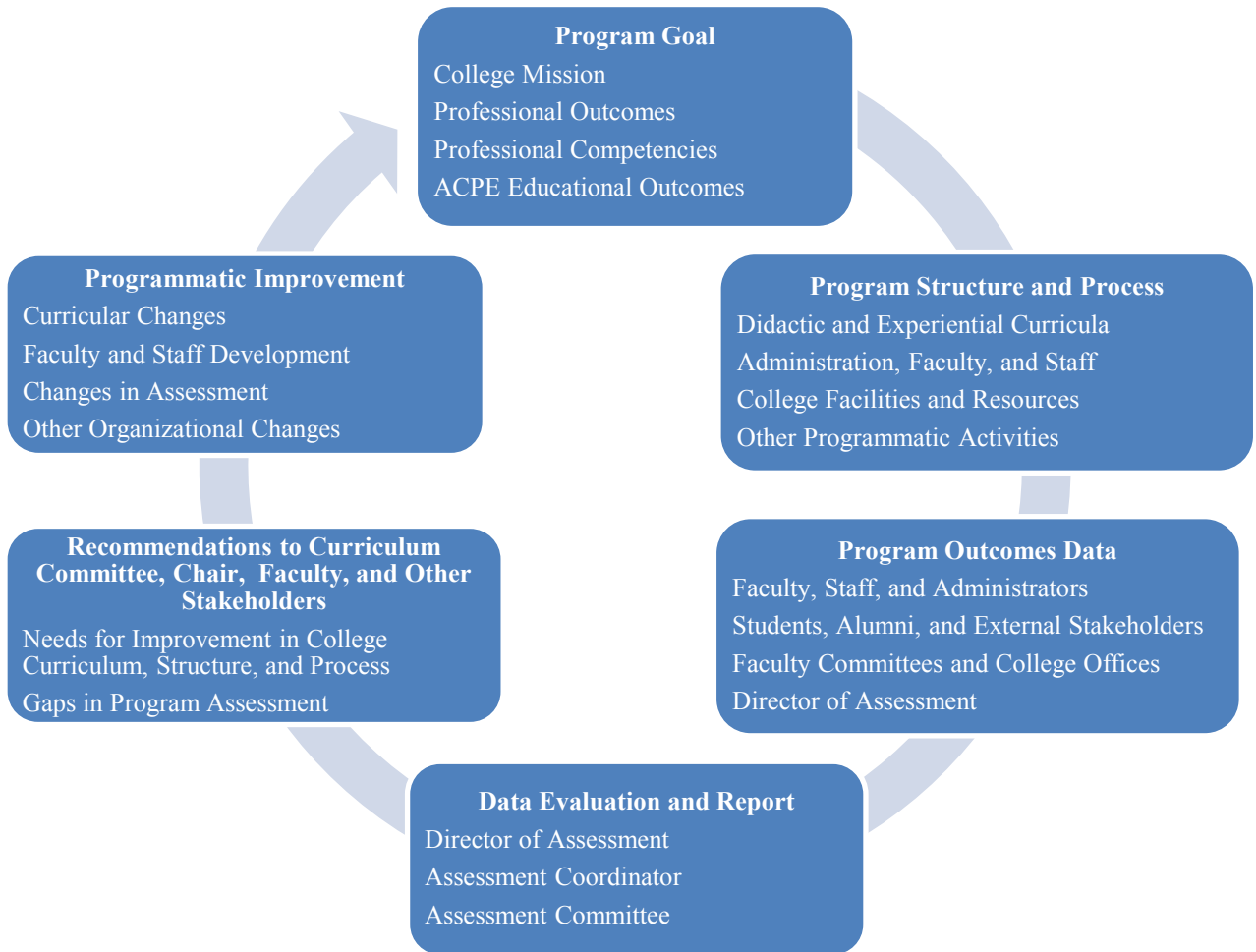
Students, Alumni, and External Stakeholders – Serve on various College committees and provide constructive assessment data and feedback.

Chicago State University

Support from the University Assessment Committee (UAC)

The College of Pharmacy submits annual assessment reports to the UAC for compliance with the assessment criteria of the Higher Learning Commission (HLC) for accreditation. HLC is a regional accreditation agency that accredits degree granting institutions of higher education in the 19-state North Central region of the United States. The UAC coordinates the collection of key assessment data from all units and departments in the University and provides feedback. The UAC also provides training and guidance about best assessment tools and practices to all units and departments at the University.

Diagram 1. Programmatic Evaluation and Improvement Process

Program Goal
College Mission
Professional Outcomes
Professional Competencies
ACPE Educational Outcomes

Programmatic Improvement
Curricular Changes
Faculty and Staff Development
Changes in Assessment
Other Organizational Changes

Program Structure and Process
Didactic and Experiential Curricula
Administration, Faculty, and Staff
College Facilities and Resources
Other Programmatic Activities

Recommendations to Curriculum Committee, Chair, Faculty, and Other Stakeholders
Needs for Improvement in College Curriculum, Structure, and Process
Gaps in Program Assessment

Program Outcomes Data
Faculty, Staff, and Administrators
Students, Alumni, and External Stakeholders
Faculty Committees and College Offices
Director of Assessment

Data Evaluation and Report
Director of Assessment
Assessment Coordinator
Assessment Committee

Appendix A

College Mission

The mission of Chicago State University College of Pharmacy is the development of student and faculty scholars who will impact the health care needs of people in the region, state and the nation. The College will provide a strong foundation in the knowledge, integration and application of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to transform students into practitioners who are committed to humanistic service, capable of providing patient-centered care, and innovative leaders in advancing the pharmacy profession. The College embraces the mission of the University to educate individuals from underserved, disadvantaged, and diverse backgrounds to enhance culturally competent care and reduce health care disparities.

Professional Program Outcomes

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon evidence-based therapeutic principles, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact outcomes.

2. Manage and use health care system resources, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.

3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk population, and other health care providers to improve health outcomes.

4. Apply (Utilize) effective verbal, non-verbal, and written communication strategies to patient care, education, and advocacy, and to professional interactions (collaborations) with other health care providers and stakeholders involved in delivery of (various components of) health care.

5. Contribute to improving the profession's knowledge, skills, and values by advancing oneself and the profession through leadership, professional citizenship, innovation, and active involvement in service activities and professional organizations.

Professional Competencies

Pharmacy graduates of the CSU-COP will be able to demonstrate the following competencies:

1. **Foundational Knowledge and Skills:** Demonstrate strong foundational knowledge and skills in biomedical, pharmaceutical sciences, social/administrative/behavioral, and clinical sciences.

a. Demonstrate depth and breadth of knowledge and skills in foundational sciences needed for clinical decision making.
b. Apply foundational knowledge and skills to solve therapeutic problems, provide patient-centered care, and improve population health.

2. **Provide Patient Care:** Utilizing problem solving skills, provide patient-centered care through the design, implementation, monitoring, documentation, evaluation, and adjustment of pharmacy care plans that are patient-specific, address social and cultural factors, and are evidence-based and reflect the standard of care, while serving as the patient's advocate, through the provision of a trusting and established patient-provider relationship.

a. Formulate, provide, and document a patient-centered care plan (design, implement, monitor, evaluate, recommend modifications in drug therapy) to ensure safe, effective and economical drug therapy in collaboration with other health care professionals, patients, and/or their caregivers.
b. Design therapeutic regimens that reflect sensitivity, taking into account: cultural, social, economic, ethnic, religious factors as well as personal patient beliefs, and that are grounded on evidence-based literature.
c. Recommend and monitor a patient's use of nonprescription drugs, diagnostic agents, self-monitoring tools/supplies and non-drug therapy.
d. Serve as a patient advocate, encouraging involvement and integration into patient-centered care.

3. **Provide Population-Based Care:** Provide population-based care through the ability to develop and population-specific, evidence-based disease management programs and protocols based upon analysis of epidemiologic and pharmacoeconomic data, medication-use criteria, medication use review, knowledge of health care systems, and risk-reduction strategies.

a. Analyze epidemiologic and pharmacoeconomic data, medication-use criteria, and risk-reduction strategies
b. Perform medication use review.
c. Utilize knowledge of health care systems to assess the needs and healthcare status of a patient population.
d. Develop and implement evidence-based population-specific disease management protocols and programs.

4. **Manage Resources and Medication Systems:** Manage and evaluate human, physical, medical, informational, and technological resources, in the provision of patient care to implement safe and effective medication usage, identify population and patient-specific data, apply research outcomes, participate in drug use and health policy.

a. Manage systems for storage, preparation, dispensing, administration and control of medication.

b. Apply knowledge of personnel management and fiscal management for efficient and effective operation of a pharmacy.
c. Utilize best practices to identify opportunities for improvement in the organization's medication-use system by utilizing best practices, including informatics.
d. Protect patient security, including confidentiality, at all times while providing optimal patient care.
e. Apply technology, principles of outcomes research and quality assessment to optimize patient outcome and safety.

5. **Promote Disease Prevention and Health Promotion:** Promote the availability of effective health and disease prevention services and health policy through the application of population-specific data, quality improvement strategies, informatics, and research processes to identify and solve public health problems, and to help develop health policy, manage chronic disease and improve overall health and wellness.

6. **Manage Literature and Information Effectively:** Retrieve, analyze, and interpret literature to implement evidence-based practice.

   a. Identify and adequately evaluate different sources of information, including professional, scientific, and lay information.

   b. Use relevant evidence-based information about drugs in providing consultation to other health care providers and counseling of patients, their families or caregivers.

   c. Critically analyze scientific literature to identify emerging health issues, services, and products and their potential implications for disease treatment/prevention, and for providing patient-centered and population-based therapeutic outcomes.

7. **Communicate Effectively:** Communicate and collaborate (verbally, non-verbally and in writing), with patients, care givers, physicians, nurses, other health care providers, policy makers, members of the community, and administrative and support personnel to engender a team approach to patient care.

   a. Interview and counsel patients and caregivers using an organized structure and specific questioning techniques (e.g., motivational interviewing), and counsel patients
   b. Communicate, educate, and collaborate using an organized structure and specific techniques, including structured counseling and motivational interviewing.
   c. Gather, organize, and summarize information effectively in written, verbal, and multi- media format to appropriate audiences.

8. **Demonstrate Moral Reasoning, Clinical Ethics, Professional and Legal Responsibility:** Carry out pharmacy duties in accordance with legal, ethical, social, economic, and professional standards.

a. Demonstrate fundamental ethical principles of autonomy, dignity, beneficence, equality, and non-malfeasance through professional accountability, commitment to excellence, respect for others, honesty, integrity, care, and compassion.

b. Exhibit professional behavior and ethical judgment that safeguards the covenantal relationship between patients, health care providers, and society.

c. Interpret and comply with pharmacy laws and regulations.

9. **Demonstrate Personal and Professional Development**: Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

a. Demonstrate professional competence, critical thinking, and self-directed learning skills.

b. Demonstrate commitment to independent, self-directed, life-long learning through identification, development, and implementation of personal and professional development plans.

c. Seek personal, professional, or academic support to address personal limitations.

d. Engage in professional advocacy opportunities

e. Engage in innovative and entrepreneurship activities.

f. Demonstrate leadership skills in a team setting.

Appendix B. Chicago State University College of Pharmacy Assessment Plan 2020-2021

Row #	Program Outcome Type	Source / Target Participants [Level]	Assessment Goal / Outcome | What is Assessed	Assessment Instrument	Data Collection Interval	Data Collectors	Evaluators
1	Pre-Requisite Foundational Knowledge	Students [P0]	Student readiness for pharmacy school	Pharmacy pre-matriculation benchmark examination under Pathway to Excellence (PTE) Plan	Summer before Matriculation	Director of Assessment & Assessment Committee	Director of Assessment, Assessment Committee, Admissions Committee, Curriculum Committee
2	Student Personal and Professional Development	Students [P1, P2, P3, P4]	Student self-awareness of affective domain behavioral traits as defined in ACPE standards 3 and 4	Personal and professional development Survey	First Week of Fall Semester	Director of Assessment & Assessment Committee	Assessment Committee, Curriculum Committee
		Students [P1, P2, P3, P4]	Curricular and co-curricular learning experiences and personal and professional growth	Professional portfolios Student performance in relevant courses Evaluation of the portfolio scoring guide	End of Each Semester	Learning Community Advisors (Faculty)	Director of Assessment, Assessment Committee, Curriculum Committee
3	Educational Outcomes	Students [P1, P2, P3, P4]	Foundational Knowledge: Achievement of student learning outcomes within the curriculum	Didactic assessments, presentations, faculty feedback, preceptor evaluations Progression, remediation, and on-time graduation rates	Continuous	COP Faculty, COP Preceptors	Director of Assessment, Assessment Committee, Curriculum Committee
		Students [P1, P2, P3, P4]	Approach to Practice and Care: Pre-APPE Readiness	Didactic assessments: Pharmacy Patient Skills I-VI, Pharmacy Professional Practice I-V, Drug Action, Structure and Therapeutics I-VIII Pharmacist's Patient Care Process (PPCP) including case presentations and Subjective, Objective, Assessment and Plan (SOAP) notes Objective Structured Clinical Examinations (OSCEs)	Continuous	IPPE & APPE Directors, COP Faculty, COP Preceptors	Office of Experiential and Continuing Professional Education (OECPE), Director of Assessment, Assessment Committee, Curriculum Committee
		Students [P1, P2, P3, P4]	Foundational Knowledge and Essentials for Practice and Care: Retention of knowledge and skills from the curriculum	P1 & P2 Milemarker, PCOA, and Pre-NAPLEX exams under the Pathway to Excellence Plan Drug Card Exams (P1 and P2) and APPE End-of-Module Quizzes	Continuous	Director of Assessment, APPE Director	Director of Assessment, Assessment Committee, Curriculum Committee
		Students [P4]	Research and scholarly activity	Capstone projects - Poster presentation and manuscript	End of Each Academic Year	Capstone Director, Capstone Mentors, Capstone Day Judges	Capstone Director, Assessment Committee, Curriculum Committee

		Students [Post-P4]	Retention of knowledge and skills from the curriculum	PCOA, NAPLEX, & MPJE Area Scores and Pass Rates	Annually for PCOA scores Each Trimester for NAPLEX pass rates	Director of Assessment	Director of Assessment, Assessment Committee, Curriculum Committee, Admissions Committee
4	Interprofessional Education	Students [P1, P2, P3, P4]	Readiness to work with an interprofessional healthcare team	Interprofessional activity assessment, preceptor evaluations of students, AACP preceptor survey	Continuous	IPE Director, IPPE & APPE Directors	IPE, IPPE, and APPE Directors, IPE Committee, Director of Assessment, Assessment Committee, Curriculum Committee
5	Curriculum Content, Design, Delivery, and Oversight	Curriculum Content	Alignment of course content and learning objectives with PCOA and NAPLEX content areas and ACPE required didactic content	Course Curriculum Mapping and Course Evaluation Review	Each Semester	Curriculum Committee Chairperson	Curriculum Committee, Director of Assessment, Assessment Committee
		Curriculum Depth	Mapping of curriculum with Bloom's Taxonomy (ExamSoft) and reinforcement levels	Curriculum Assessment at Bloom's Taxonomy levels (Knowledge, Application, and Synthesis) Curriculum mapping with reinforcement levels (Introductory, Reinforcement, and Competent)	Each Semester	Curriculum Committee Chairperson, Director of Assessment	Director of Assessment, Assessment Committee, Curriculum Committee
		Curriculum delivery	Pilot of new curriculum content delivery methods including Team based Learning, mandatory attendance and class participation, and lecture capture	Course evaluations by students Student performance in the piloted courses in Fall 20 as compared to Fall 19 Faculty focus group and student feedback survey Overall effectiveness	Fall 2020 and Spring 2021	COP Faculty, Peer evaluators, Chairperson	Assessment Committee, Director of Assessment, Curriculum Committee
		Curriculum Assessment	Curriculum assessment - effectiveness and gap analysis	Analysis of ExamSoft data	Each Semester	Director of Assessment	Director of Assessment, Assessment Committee, Curriculum Committee
		Curriculum Quality	Curriculum Content, Delivery, and Effectiveness	AACP Graduating Student, Alumni, Preceptor, and Faculty surveys On-time graduation rates	Annually	Director of Assessment	Director of Assessment, Assessment Committee, Curriculum Committee
		Curriculum Quality	Course content and design	Course evaluations by students Annual course evaluation process	Each semester Annually for course evaluations	COP Faculty Curriculum Committee	COP Faculty, Department Chairs, Curriculum Committee
		Curriculum Quality	Curriculum content and delivery	Exit interviews with graduating students	End of Each Academic Year	Assessment Committee	Director of Assessment, Assessment Committee, Curriculum Committee

		Experiential Curriculum Quality	Experiential Curriculum Content, Delivery, and Effectiveness	IPPE and APPE preceptor evaluations of students Student evaluations of preceptors and sites	Each semester	IPPE and APPE Director	IPPE and APPE Directors, Director of Assessment, Assessment Committee, Curriculum Committee
6	Student Admissions	Students [P1, P2, P3, P4]	Admission Criteria	Cumulative GPA, Math/Science GPA, PCAT Subarea scores, writing scores, service, letters of recommendation, and interview scores Correlation of students' admission scores with course performance, retention, and professional behaviors	Annually Spring 2021 for the correlation of admissions data with student success	Office of Student Affairs, Admission Committee Assessment Committee	Admissions Committee, Director of Assessment, Assessment Committee
7	Faculty - Qualitative Factors	COP Faculty	Faculty effectiveness in teaching, scholarship, and service	Faculty retention, promotion, and tenure portfolios AACP Faculty Surveys	Annually per the university schedule	COP Faculty	Department Personnel Committee, Department Chairs, Dean, University Personnel Committee
		COP Faculty	Student Feedback on Faculty effectiveness in delivering the curriculum	Faculty evaluations by students	End of Each Semester	COP Faculty	COP Faculty, Department Chairs, Department Personnel Committee
		COP Faculty	Faculty Teaching Evaluation	2 peer and 1 chair evaluation of one lecture from each course taught	Annually	Peer faculty, Department Chair	Department Personnel Committee, Department Chairs, Dean, University Personnel Committee
		COP Faculty	Faculty professional development	Faculty development and continuing education surveys Faculty development webinar surveys	End of Each Semester	Faculty and Staff Development Committee, Office of Experiential and Continuing Professional Education	Faculty and Staff Development Committee, Dean
8	Structure and Process to Achieve Educational Outcomes	Overall Program Quality	Personal and Professional Development, Program Values and Overall Experience	Exit interviews with graduating students	End of Each Academic Year	Assessment Committee	Assessment Committee, → All College Committees and Faculty | Sept 15
		Overall Program Quality	Organizational Effectiveness	On-time graduation rates Residency match rates AACP Graduating Student, Alumni, Preceptor, and Faculty surveys	Annually	Director of Assessment	Director of Assessment, Assessment Committee, Curriculum Committee
		Administrators, Staff	Organization and Governance	HR Administrative / Staff Performance Evaluations	Summer	Office of the Dean	College and University Administration
		Curriculum and College Organization	Student feedback and concerns	Town hall meetings	Annually	Office of Student Affairs	Office of Student Affairs, Director of Assessment, Assessment Committee, Curriculum Committee
		Overall Program Quality	Student Retention and Progression	Academic jeopardy reports Remediation and progression data On-time graduation rates	End of Each Semester	Office of Student Affairs	Office of Student Affairs, Director of Assessment, Assessment Committee

		Student Support Services	Effectiveness of and gaps in student support services	Assessment of measures to enhance student progression Extent of use and impact on student success of student support services including meetings with the learning specialist, student workshops, and tutoring AACP graduating student survey Student need and feedback for support services Early Intervention Processes (EIP)	Annually for AACP surveys and periodically for other student support activities	Office of Student Affairs, Assessment Committee	Office of Student Affairs, Director of Assessment, Assessment Committee