# UAMS College of Pharmacy Comprehensive Assessment Plan

Introduction

Programmatic Assessment

The vision of University of Arkansas for Medical Sciences (UAMS) is to transform healthcare throughout Arkansas and beyond. The mission of the UAMS College of Pharmacy (COP) is to improve the health of culturally diverse populations by educating pharmacy leaders to address community health needs, advancing scientific discovery to produce innovations in healthcare, and fostering progressive pharmacy practice through service to the profession. This mission is central to all of our activities, including our Educational Outcomes and assessment initiatives. Assessment is the process of evaluating outcomes and change in order to promote programmatic improvement for all areas of our mission (education, scientific discovery, and service). Each aspect of the assessment process includes structure and plan development (input), collection of data (throughput), and monitoring and reporting of outcomes (output).* This comprehensive assessment plan allows us to measure outcomes in all aspects of our mission and vision, including the COP curriculum and program, while prompting use of these metrics to critically evaluate and refine our efforts.

Model of Assessment
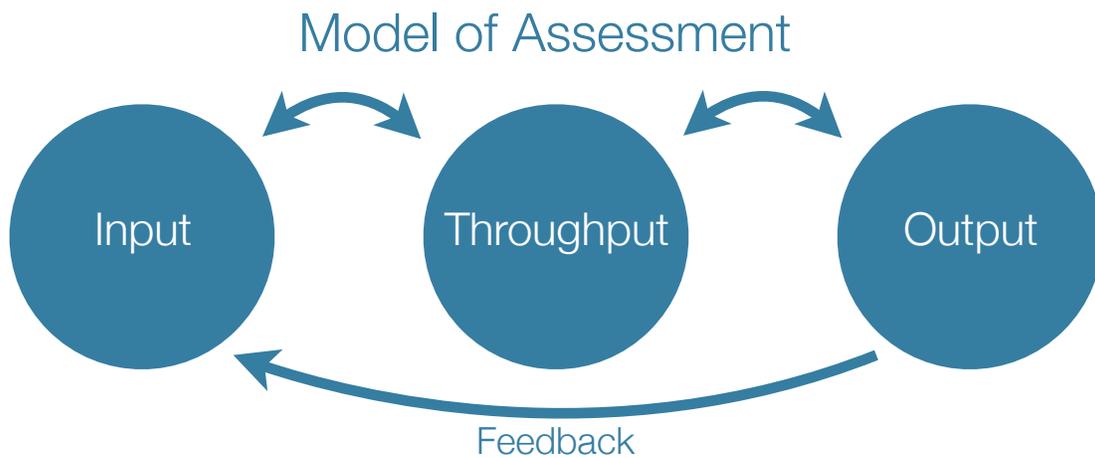
*Astin AW. *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. Westport, CT: American Council on Education and The Oryx Press; 1993.

Table of Contents

Curriculum Assessment Plan

Learning Outcomes

Summative Exam 1

Input

This progression exam, developed by the Assessment Committee in 2008, may contain multiple-choice and fill-in the blank questions with both live and pre-test items delivered by computer. Items include scientific foundations from the P1 & P2 coursework along with commonly prescribed drugs. Items are mapped to the UAMS COP Competency Statements and/or other nationally recognized tools.

Annually, the examination items are identified from previously tested items based on the desired blueprint. New questions are pre-tested that will meet the needs of the changing curriculum and/or in areas of need based on the blueprint. Modified Angoff is performed by the Assessment Committee to determine the passing standard for the exam.

Throughput

Schedule

- 1st Attempt: Following P2 finals week and before starting P2 institutional-IPPE
    - Failure warrants individualized remediation that may include assessment of study behaviors, on-line and/or face-to-face tutorials, Office of Educational Development evaluation, etc.
- 2nd & 3rd Attempts: May retake up to 2 additional times at least 30 days between each attempt with last attempt occurring no later than the 1st week of August after the P2 year
- Fail the 3rd attempt: Referred to Scholastic Standing Committee for consideration of progression

Regional Campus

This exam serves as a baseline assessment of student performance to compare both campuses in subsequent semesters.

Governance

Assessment Committee | Chair: Elected annually from committee membership

Executive Committee | Chair: Dean

Output

The Director of Assessment or Dean's designee compiles, analyzes, and maintains the examination results. Analysis includes linking exam results with additional data to help determine student probability of success. An annual report will be provided to the Assessment Committee and Executive Committee and presented to the faculty. Each student receives an individual score report card outlining performance. The Director of Assessment and/or Associate Dean of Administrative and Academic Affairs releases scores and meets with students who do not pass the exam. Assessment of all factors related to program outcomes will be analyzed annually to inform curricular revision.

Pharmacy Curriculum Outcomes Assessment (PCOA) Exam

Input

The PCOA exam, created and maintained by the National Association of Boards of Pharmacy, assesses student performance in the PharmD curriculum. It provides data to facilitate review of individual students and the curriculum in comparison to national data.

Throughput

Scheduling

- 1st Attempt: Following P3 finals week and before starting P4 APPE rotations
  - Unsatisfactory Performance: individualized remediation – that may include assessment of study behaviors and resources for future success
- 2nd and 3rd Attempts: As deemed necessary by the Assessment Committee

Governance

Assessment Committee | Chair: Elected annually from committee membership

Executive Committee | Chair: Dean

Output

The Director of Assessment and/or Associate Dean of Administrative and Academic Affairs or Dean's designee compiles, analyzes, and maintains the examination results in addition to releasing

scores and meeting with students who do not satisfactorily complete the exam. An annual report will be provided to the Assessment Committee and Executive Committee and presented to the faculty.

Summative Exam 2

Input

This exam, developed by the Assessment Committee in 2008, focuses on assessing UAMS COP Competency Statements by utilizing OSCE cases (10-14 stations) and Pre-NAPLEX exam by NABP administered on computer.

The proposed station outline of the examination is approved by the Assessment Committee annually. The Director of Assessment and/or Associate Dean of Administrative and Academic Affairs or Dean's designee is/are responsible for coordinating case development, review, revision, and Standardized Participant (SP) training. Faculty members contribute as case writers and reviewers. Clinical Skills Center staff support SP recruitment, training, and test day activities. Passing standard is set with the Borderline Method.

Throughput

Schedule

- 1st Attempt: Fall of P4 year
  - Fail: Remediation – Individual plan that may include alteration in APPE rotation schedule and required tutorial sessions
- 2nd Attempt: Spring of P4 year
  - 2nd attempt OSCE will be the same exam using the original passing standard. The student will have the option to take the pre-NAPLEX a second time or use the original score.
  - Fail: Referred to Scholastic Standing Committee for consideration of progression.

Format

The OSCE will be conducted in the Clinical Skills Center with SP electronic grading supported by onsite software. The pre-NAPLEX will be conducted as an online examination with all scores recorded at the conclusion of the exam.

Regional Campus

Comparison between and among students assigned to geographically dispersed campuses will be conducted.

Governance

Assessment Committee | Chair: Elected annually from committee membership
Executive Committee | Chair: Dean

Output

The results of the OSCE will be managed by the Director of Assessment and/or Associate Dean for Administrative and Academic Affairs or Dean's designee. Each student will receive an individual score report card outlining performance. The Director of Assessment or Associate Dean will meet with students who do not pass the exam and those students needing or requesting individual follow-up. An annual report will be provided to the Assessment Committee and Executive Committee and presented to the faculty. Assessment of all factors related to program outcomes will be analyzed annually to inform curricular revision.

Longitudinal Objective Structured Clinical Examinations (OSCE)

Input

OSCE are used to authentically assess student ability to apply knowledge to practice while progressing through the curriculum. Development and maturation of foundational knowledge, patient-centered care and advocacy, problem solving, professionalism, clinical reasoning, communication, and APPE readiness can be assessed using standardized participants in various clinical situations. Students receive feedback on their performance via CHARM report cards. CHARM (Collect, Hand Over, Assess, Recommend, Monitor) aligns with the *Pharmacists' Patient Care Process* model endorsed by the Joint Commission of Pharmacy Practitioners.

Throughput

Courses

- Principles of Pharmacy Practice
- Pharmacology II
- Pharmacy Practice Assessment and Skills
- Therapeutics II and III
- Summative Exam 2

Governance

Course Coordinators and Department Chairs
Assessment Committee | Chair: Elected annually from committee membership

Output

The Director of Assessment and/or Associate Dean of Administrative and Academic Affairs or Dean's designee compiles, analyzes, and maintains the examination results in addition to creating and distributing CHARM report cards and meeting with students who need additional remediation.

Student Electronic Portfolios

Input

Electronic student portfolios are under development to focus integration of didactic and experiential coursework along with the co-curricular activities. Portfolios provide a formative self-assessment process to document personal and professional growth, encourage self-awareness and self-reflection skills, while laying the foundation for a commitment to leadership and continuous professional development.

Throughput

Formative Assessment

- Anchored in particular courses and reviewed/graded by individual course faculty
- Specific outline/structure for the portfolio feedback is being developed
- Assignments document significant experiences, projects, patient cases, and other evidence of learning
    -

Governance

Assessment Committee | Chair: Elected annually from committee membership

Output

Individual student intervention is made at or near the point of assessment. Further change to curriculum may be informed once sufficient data is collected. More detailed reporting and monitoring of this process is still under development.

Longitudinal IPPE & APPE Competencies

Input

Student achievement of competencies during experiential rotations is assessed longitudinally.

- IPPE
    - Students must achieve proficiency of ≥ 3 for all IPPE competencies (scale of 0 to 5)
        - Competency evaluation for P1 and P2 IPPE assessments reviewed by Assistant Dean for Experiential Education and/or designated staff
        - Completion of P3 IPPE required activities reviewed by Assistant Dean for Experiential Education and/or designated faculty or staff
- APPE
    - Students must achieve proficiency of ≥ 4 for all APPE competencies (scale of 0 to 5)
        - Competency evaluation for APPE assessments reviewed by Assistant Dean for Experiential Education and/or designated faculty or staff

Throughput

Student Achievement

- The Assistant Dean for Experiential Education or appropriate OEE member meets with students who have not had opportunity to demonstrate or are not performing at the expected level to develop a plan for development and/or demonstration of competency. The process may include a Consultation, Formal Planning Conference, and development of Individual Education Program according to the Scholastic Rules for Progression as applicable.

Regional Campus

Comparison between and among students assigned to geographically dispersed campuses will be conducted.

Governance

Office of Experiential Education

Output

Individual student intervention is made at or near the point of assessment. Further change to the curriculum may be informed once sufficient data is collected.

Interprofessional Education

Input

Interprofessional education as defined by the World Health Organization occurs "when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes." (WHO, 2010). To become successful clinicians,

pharmacy students and all other health professions students must develop competency in interprofessional practice. The Triple Aim (improve the patient care experience, improve population health, and reduce healthcare cost) provides the UAMS framework for educating students in interprofessional collaboration. Upon program completion, each student shall be able to demonstrate competence in the Interprofessional Education Collaborative (IPEC) Domains of Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, and Teams and Teamwork.

Throughput

UAMS IPE uses a Triple Aim Curriculum Framework of exposure (novice), immersion (intermediate), and competence (advanced) to prepare students for collaborative practice.
- Exposure Phase (P1): A workshop introduces the novice student to the Triple Aim and the four IPEC Domains. Bridge activities help to transition the student from exposure to immersion phases.
- Immersion Phase (P2 or P3): Interprofessional teams design and implement a project that meets the Triple Aim goals and objectives. Teams also participate in a simulation activity.
- Competence Phase (P3 or P4): A workshop delivers advanced Triple Aim content relevant to learners entering practice or post-graduate training. Students complete a practice activity or high fidelity simulation with an interprofessional team. Lastly, the student becomes an educator in an IPE or undergraduate activity.

Governance
UAMS Office of Interprofessional Education
Associate Dean for Administrative and Academic Affairs
Assessment Committee | Chair: Elected annually from committee membership
Curriculum Committee | Chair: Elected annually from committee membership

Output

The Office of IPE compiles, analyzes, and maintains the IPE curriculum data. Annual reports will be provided for the Assessment and Curriculum Committees and campus administration as needed. Ad hoc reports generated upon request.

Programmatic Assessment Plan

Education

Admission Process

Input

The Admissions Committee reviews, evaluates and selects candidates for admission to the College of Pharmacy in accordance with the admissions standards determined by the Faculty; prepares an annual report to the Faculty of applications, admissions, qualifications of those admitted, and other trends, tendencies or such matters as the committee finds necessary or as may be requested by the Faculty. The Committee uses multiple data to assess applicants to the College to ensure a qualified and diverse student body.

Throughput

Application Process

UAMS utilizes the Pharmacy College Application Service (PharmCAS) to manage all admissions data. A supplemental application is requested. If minimum criteria are met, applicants are invited onsite for a Multiple Mini Interview (MMI) process. The extensive and innovative MMI process assesses both written and oral communication skills including communication, professionalism, ethics, empathy, knowledge of pharmacy, self-awareness, critical thinking, leadership/collaboration, and innovation. UAMS participates in the early decision admissions process in PharmCAS.

Regional Campus Assignment

Students will be admitted after signing a statement in the application that they are willing to be assigned to either campus. Campus preference will not be used as a factor for consideration of offers of admission. Assignment will be based first on preference and then through random selection if necessary to fill the cohort on either campus. The desirable number of students for the P3 year on the regional campus will be established annually. Campus assignment gives geographic preference to the assigned campus for advanced pharmacy practice experience (APPE) placement during the P4 year.

Governance

Admissions Committee | Chair: Associate Dean for Student Affairs & Faculty Development

Output

The admission report for each admitted class will be prepared by the Director of Admissions. This report is available on the College's web site and includes mean GPA, mean PCAT, and number of applicants.

The Associate Dean of Student Affairs & Faculty Development will provide a more detailed report annually for review by the Executive Committee and presentation to the faculty. Analysis of admission indicators and predictors of performance will be reviewed annually. Other standing committees will use these data as needed to conduct work of the committee.

The College makes available to the public, including prospective students: a description of the professional degree program, current accreditation status, on-time graduation rates, and most recent NAPLEX first-attempt pass rates.

North American Pharmacist Licensure Examination (NAPLEX)

Input

The PharmD program focuses integration of didactic and experiential coursework along with the co-curriculum to prepare students to pass this licensure exam. A NAPLEX preparation course is delivered annually to students before graduation.

Throughput

Score Release

Starting in 2012, students are asked to voluntarily release their individual scores to the College.

Regional Campus

Performance of graduates by campus will be reviewed.

Governance

Executive Committee | Chair: Dean

Output

The Associate Dean of Administrative and Academic Affairs reports the NAPLEX performance summary to faculty yearly. Analysis of indicators and predictors of performance will be reviewed annually. Other standing committees will use these data as needed to conduct work of the committees.

Teaching Evaluations

Didactic

Input

Evaluations from multiple sources including students, faculty, and administration are done for instructors and courses.

Throughput

Instructor

- Students (anonymous)
  - Annual (at minimum)
  - Decision of which course to evaluate is made by Instructor & Department Chair/Division Head for faculty who teach ≥ 4 contact hours in a required course.
  - Student evaluations are reviewed by the following prior to distribution to instructor:
    - Associate Dean of Student Affairs & Faculty Development or Dean's designee
    - Department Chair/Division Head
- Collegial/Peer
  - Evaluator determined at the discretion of Department Chair/Division Head
  - Evaluation done annually at the discretion of the Department Chair/Division Head
  - Collegial input given to individual instructor using the Peer Observation and Evaluation Tool, modified (POET-M). Review process includes pre- and post-observation meeting between the instructor and evaluator in addition to classroom observation rubric Items.
- Administrative
  - Evaluator and frequency determined at the discretion of Department Chair/Division Head
  - Reviewed during self-assessment/evaluation with paid faculty by Department Chair/Division Head

Course

- Students (anonymous)
  - Annual (at minimum)

- Student evaluations reviewed by the following:
  - Associate Dean of Administrative & Academic Affairs or Dean's designee
  - Department Chair/Division Head
  - Course Coordinator
  - Contributing Course Faculty
- Administrative
  - Annual (at minimum)
  - Reviewed by Department Chair/Division Head and Course Coordinator

Regional Campus

Student input will contain separate campus reports for the P3 year.

Governance

Assessment Committee | Chair: Elected annually from committee membership

Associate Dean of Administrative & Academic Affairs

Associate Dean of Student Affairs & Faculty Development

Department Chairs

Instruments

Instructor Student Rating Form

Course Student Rating Form

Output

Raw data sent to Associate Dean of Administrative & Academic Affairs or Dean's designee who generates annual Didactic Instructor and Course Summary Reports. This report contains descriptive statistics of overall instructor & course performance. Communication and planning will occur, at minimum, with the Department Chair/Division Head regarding improvement plans for instructor and course.

Experiential

Input

Evaluations from multiple sources including students and administration are used to assess the teaching of volunteer and paid experiential instructors (preceptors) and sites for APPE and IPPE experiences.

Throughput

Students

- Evaluation of Volunteer Preceptors (APPE and IPPE)

- Summary of student evaluations for individual preceptors are reviewed by:
    - Assistant Dean for Experiential Education and/or designated staff
    - Preceptor
- Evaluation of Paid Faculty (APPE)
    - Summary of student evaluations for individual preceptors are reviewed by:
        - Assistant Dean for Experiential Education
        - Department Chair/Division Head
        - Preceptor

Administrative

- Volunteer faculty assessed by Assistant Dean for Experiential Education and/or assigned member of the Office of Experiential Education (OEE)
- Paid Faculty assessed through annual self-assessment/evaluation with Department Chair/Division Head
- Review Frequency
    - Initial Review
        - Prior to assigning students to determine which experiences can be offered.
    - Continuing Review Site Visits
        - Annually for in-state required APPE sites
        - Every 2 years for IPPE and elective APPE sites
        - More frequently if triggered by student evaluation that does not recommend the rotation to future students or other evaluation responses which cause concern
    - Affiliation agreements are reviewed/renewed every 1-3 years or are non-expiring agreements.

Regional Campus

For the P4 curriculum, comparison between and among students assigned to geographically dispersed campuses will be conducted.

Governance

Assistant Dean for Experiential Education
Assessment Committee | Chair: Elected annually from committee membership, as necessary

Instruments

IPPE Preceptor and Site Evaluation Form
APPE Preceptor and Site Evaluation Form

Output

Individual summary report can be generated any time at the discretion of the Assistant Dean for Experiential Education, but summary site and preceptor student evaluation reports are released to

preceptors at the end of each academic year. The Experiential Instructor and Site Summary Report will be done annually by the Assistant Dean of Experiential Education or Dean's designee. Reports contain preceptor and site summative results.

Surveys and Focus Groups

Input

The College uses multiple tools including surveys, advisory groups, and focus groups to gather necessary assessment information from students, faculty, staff, preceptors, and external stakeholders.

Throughput

Surveys
- UAMS Senior Surveys – annually
  - Student Affairs and Curricular Survey
  - Salary Survey
- Employers – every 3-5 years as needed
- AACP/ACPE Curricular Effectiveness Surveys
  - Graduating Senior Survey – annually
  - Faculty – at minimum every 3 years
  - Preceptor – at minimum every 3 years
  - Alumni – at minimum every 3 years

Advisory Groups
- Students
  - Dean's Student Leadership Group
  - Associate Dean for Student Affairs & Faculty Development Group
  - Associate Dean of NW Campus Group
- Faculty/Staff
  - Standing committee input
  - Faculty/Department/Division input
  - Individuals
- Volunteer Faculty/Preceptors
  - Standing committee input
  - Representatives on Dean's Advisory council

- Focus groups and *ad hoc* Preceptor input as needed to review Student performance, changes/needs in the profession
- External Stakeholders
  - Dean's Advisory Council
  - Alumni Association
  - Tripartite Committee – Arkansas Pharmacists Association, Arkansas State Board of Pharmacy, and colleges/schools of pharmacy in Arkansas

Focus Groups
- Participants
  - May include students, faculty, staff, or preceptors appropriate for the type of research being conducted. Selection of participants (randomized or targeted; campus assignment or location) will be considered based on the type of questions being presented.
- Frequency – as needed (with or without an accompanying survey)
- Topic content may come from:
  - Dean
  - Department Chairs/Division Heads
  - Associate Deans, Assistant Deans, and Directors
  - Executive Committee
  - Faculty
  - Standing Committee Chairs
- Facilitator
  - Based on the content topic, 3rd party facilitators (usually a faculty or staff member of the Office of Educational Development) will lead the focus group to minimize bias.

Regional Campus
Representation from each campus is considered for these assessment activities.

Governance
Faculty and Administrators

Output

Survey data will be reported and published as directed by national agencies. Results presented to appropriate groups as necessary. Responses from these activities will be used to implement change to promote programmatic effectiveness.

Committees

The infrastructure of the College committees is designed to maximize efficiency in assessment. Assessment responsibilities are shared with 3 standing committees: Assessment Committee, Curriculum Committee, and Scholastic Standing Committee. By overseeing distinct areas of assessment including planning, collection, analysis, review, implementation, and execution, these committees provide multiple perspectives of assessment and feedback to improve programmatic effectiveness.

Assessment Committee

Input

The Assessment Committee shall recommend to the Faculty a system for assessing effectiveness in instruction and student learning. This shall include identifying assessment needs along with forms and procedures for gathering needed data, and providing guidelines for application of data as one element of annual faculty performance review. The Committee is comprised of faculty, preceptor and student members.

Throughput

Tools to Assess Faculty

- Develop and maintain instruments for faculty assessment:
    - Didactic Courses and Instructors
    - Collegial
    - Preceptor and Site
- Forward final recommendations to the Faculty for consideration

Tools to Assess Students

- Responsible for development of summative examination blueprints
- Serve as Modified Angoff committee for Summative Exam 1
- Review and approve report of student outcomes on summative examinations generated by the Director of Assessment and/or Associate Dean of Administrative and Academic Affairs or Dean's designee
- Forward report of student outcomes on summative examinations to the Faculty
- Run multiple "at risk" analyses across the curriculum to identify and remediate struggling students

Governance

Chair: Elected annually from committee membership

ex officio member (non-voting)

Output

Surveys and reports are analyzed and disseminated to other committees, faculty, staff, and students where appropriate in order to implement change and programmatic effectiveness.

Scholastic Standing Committee

Input

The Scholastic Standing Committee is responsible for reviewing and developing policy relative to academic progress and scholastic standards, monitoring the progress of students through the curriculum, and recommending standards for differentiating satisfactory and unsatisfactory progress to the Faculty. In addition, allegations that a student has failed to meet minimal scholastic non-cognitive performance standards will be considered by this committee. This committee reviews in detail the records of students making inadequate progress and makes recommendations to the Dean or Dean's designee.

Throughput

Student Performance
- Academic reviews
  - Progression or remediation reviews
  - Dean's List per class
- Non-cognitive reviews

Committee Processes
- Communication with students
- Documentation and record keeping

Governance
Chair: Elected annually from committee membership
ex officio member (voting)

Output

Annual progression and outstanding academic performance data is published in the Catalog and Student Handbook and on the College website.

Curriculum Committee

Input

The Curriculum Committee is responsible for preparing recommendations of rigorous and contemporary coursework (both pre-professional and professional) required for completion of the professional degree offered by the College. In accordance with accreditation guidelines and other recognized standards, the committee recommends the courses required, the academic credit for each course, the broad outline of the subject matter of each course, and the appropriate place in the curriculum for each course to ensure logical building of scientific and clinical knowledge culminating in the application to practice. The committee receives, solicits and acts on information and proposals from Faculty, students, alumni and others with an interest in the curriculum and responds proactively to changes in pharmaceutical theory and practice. The Committee is comprised of faculty, preceptor and student members.

Throughput

- Review of new courses (required and elective)
- Review of alterations to coursework
- Review of syllabi
- Review of pre-pharmacy curriculum
- Mapping
    - Appendix 1
    - Programmatic Outcomes/UAMS Competency Statements
    - Delivery and Assessment Methods
    - Disease State Topics

Governance

Chair: Elected annually from committee membership

ex officio member (voting)

Output

New courses and course alterations to PharmD and pre-pharmacy curriculum are approved by the Faculty and additions are part of the faculty meeting minutes record.

Scientific Discovery

Scholarship

Input

Scholarship is one of the four areas for promotion and advancement in the College. Scholarship comprises four separate yet overlapping meanings: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Scholarship is demonstrated by abilities and accomplishments of the individual, while in the current rank.

Throughput

Metrics

- Grants
- Contracts
- Patents
- Publications
- Presentations
- Honors/Awards
- Collaborations
- Student Summer Research Fellowships

Frequency

Regularly scheduled evaluation of scholarship determined by Department Chairs.

Governance

Department Chairs/Division Heads
Dean
Student Research Committee

Instruments

Faculty Self-Assessment Forms

Output

Each department chair will report the productivity of the department based on the above criteria to the Dean. This data will be placed in the College's Annual Report. The Student Research Committee will make periodic presentations to the faculty regarding the Summer Research

Fellowship Program and annually report a list of publications and presentations coming from these collaborations between faculty and students. Additionally, students graduating with Honors in Research will be reported each year.

Service

Service Units

Input

Service units exists within the College to support the mission of service to patients, both individual and population, and to provide products that promote patient health.

Throughput

Arkansas Poison Control Center
- Provides education, recommends treatment advice, manages cases, and offers surveillance of poisonings across the state
- Regularly assesses number of cases and outcomes of interventions

Evidence-Based Prescription Drug Program (EBRx)
- Delivers consulting services to assist clients in incorporating evidence based principles into their pharmacy benefits that produce positive fiscal results that are clinically sound
- Regularly assesses call center performance (call volume, hold time, talk time), cost and utilization trends of clients, as well as economic results of recommendations

Medication Therapy Services
- Operates a drug information hotline, provides drug information support for EBRx, manages medication review consultations through various contracts, and operates outbound call center to assist the 12th Street Health and Wellness Center
- Regularly assesses number of calls and reviews per month and outcomes of interventions

Nuclear Education Online Program
- Imparts education and training to healthcare professionals and staff working with radioactive materials across the country and around the world
- Regularly assesses number of program participants and results from programmatic evaluations

Governance
Unit Directors

Dean

Output

Each unit reports to the Dean. Services are reported in the Annual Report of the College.

Staff

Input

Members of the College are involved broadly in service to various constituencies.

Throughput

Patient Care

- Individual Patient Decisions
- Population Based Decisions

Professional Service

- To the department, college, campus, community, state, nation, and world
- To non-patient causes

Graduate/Post-Graduate Education

- Graduate Students
- Residents
- Fellows

Governance

Department Chairs/Supervisor

Output

Evidence of service and leadership is reported on annual self-assessments and reviewed with department chair and/or supervisor during annual evaluations.

Students

Input

Students are involved broadly in service and leadership to various constituencies.

Throughput

Patient Care

- Student Organizations (including Classes)

- Patient Care
- Non-Patient Care
- Experiential Education
    - Individual Patient Care
    - Population-Based Care

Professional Service

- To the department, college, campus, community, state, nation, and world
- To non-patient causes

Governance

Student Leadership
Faculty and Preceptors

Output

Student activities reported in annual student organization reports and health screening reports.

Administrative

College Leadership

Input

The UAMS College of Pharmacy Executive Committee is an administrative working group responsible for the operational aspects of the College. The group is chaired and appointed by the Dean, chief administrative and academic officer responsible for ensuring that all accreditation requirements are met, and meets regularly to offer advice and counsel regarding policy issues and other items of importance. This committee serves as the major two-way conduit between administration and faculty. The organization of the campus and College is represented in our organizational chart.

Throughput

Dean

- Supervisor (Provost)- annually
- 360° Evaluation – every 3 years (at minimum)

Department Chairs

- Supervisor (Dean) - annually

- 360° Evaluation – every 3 years (at minimum)

Assistant/Associate Deans

- Supervisor (Dean) - annually
- 360° Evaluation – every 3 years (at minimum)

Measures

- UAMS Senior Surveys – annually
  - Student Affairs and Curricular Survey
  - Salary Survey
- AACP/ACPE Curricular Effectiveness Surveys
  - Graduating Senior Survey – annually
  - Faculty – at minimum every 3 years
  - Preceptor – at minimum every 3 years
  - Alumni – at minimum every 3 years
- NAPLEX
- Progress toward achieving the Strategic Plan
  - Each section evaluated quarterly

Governance

Dean

Output

College leadership assessed annually by direct supervisor.

Development

Input

The College has in place a development staff for the purpose of advancing the college with the support of a faculty *ad hoc* committee. Development staff work to carry out a program to raise funds.

Throughput

Funding Sources

Funds are requested and received from individuals, corporations, and foundations.

Funding Management

- The Central Advancement Office staff manages the collections, deposits, receipts, and reports for the funds given to the UA Foundation Fund.
- The College of Pharmacy Assistant Dean for Administration manages the collections, deposits, and reports for the funds given to the UAMS Fund.

Governance

Senior Director of Development

Dean

Output

A report is generated at the conclusion of each fiscal year to indicate total funds raised, number of donors, amount of gifts, and funds to which they were designated. This information is shared with the University of Arkansas Trustees, the UAMS Foundation Fund Board, the College of Pharmacy Dean's Advisory Council and any other entities requiring reports.

Summary Table

(Input)	(Throughput)		(Output)		
Structure	Data Collection	Governance	Analysis & Dissemination	Timing	Page
Curriculum Assessment Plan					
Learning Outcomes					
Summative Exam 1	Student performance on an electronic progression exam testing scientific foundations from P1 & P2 coursework	Assessment Committee Executive Committee	Analysis of indicators & predictors of performance reviewed annually; reporting to students, faculty, & committees	Annually, P2 Spring	3
PCOA	Student performance on a national exam administered by NABP	Assessment Committee Executive Committee	Analysis of indicators & predictors of performance reviewed annually; reporting to students, faculty, & committees	Annually, P3 Spring	4
Summative Exam 2	Student performance on OSCE and Pre-NAPLEX	Assessment Committee Executive Committee	Analysis of indicators & predictors of performance reviewed annually; reporting to students, faculty, & committees	Annually, P4 Fall	5
Longitudinal OSCEs	Authentic assessment of student performance through the curriculum in various courses	Course Coordinators Department Chairs Assessment Committee	CHARM Report Cards distributed to students	Longitudinal	6
Student Electronic Portfolios	Formative assessment to integrate didactic, experiential, and co-curricular learning	Assessment Committee	Student intervention made at or near point of assessment	Longitudinal	7
IPPE/APPE Competencies	Student demonstration of competence with remediation as necessary	Experiential Education	Student intervention made at or near point of assessment	Longitudinal	7
IPE	Student demonstration of competence in the Triple Aim and IPEC Domains	UAMS Office of IPE ADAAAA Assessment Committee Curriculum Committee	Annual reports provided to Committees and administration as needed	Longitudinal	8

(Input)	(Throughput)		(Output)		
Structure	Data Collection	Governance	Analysis & Dissemination	Timing	Page
Programmatic Assessment Plan					
Education					
Admissions Data	Pharmacy College Application Service (PharmCAS) manages all admissions data; extensive MMI process	Admissions Committee	Reports available on website; detailed report presented to Executive Committee & faculty	Annually	10
NAPLEX	Student performance on a national licensure exam administered by NABP	Executive Committee	Analysis of indicators & predictors of performance reviewed annually; reporting to students, faculty, & committees when appropriate	Annually	11
Didactic Teaching Evaluations	Instructor evaluations by students, peer, & administration; course evaluations by students & administration	Assessment Committee ADAAAA ADSAFD Department Chairs	Report containing descriptive statistics of overall instructor & course performance reviewed by Department Chairs & instructor	Student & Peer Annually	12
Experiential Teaching Evaluations	Student & administrative review of volunteer & paid faculty for IPPE/ APPE activities plus site evaluations	ADEE Assessment Committee Curriculum Committee	Summary reports of aggregate data released at end of each academic year	Annually and as needed	13
Surveys & Focus Groups	Surveys, advisory groups, focus groups	Faculty Administrators	Reported to national agencies as directed & stakeholders as necessary	As needed	15
Assessment Committee	Assessment of faculty (instructor, course, collegial, preceptor, & site evaluations) & students (summative exams)	Chair ex officio member	Surveys & reports presented to committees, faculty, staff, & students when appropriate	Meets monthly	17
Scholastic Standing Committee	Academic & non-cognitive reviews of student performance	Chair ex officio member	Annual progression data published in the Catalog and Student Handbook located on the College website	Meets as necessary	18
Curriculum Committee	Reviews new course applications, alterations of current coursework & syllabi, & curricular decisions (PharmD & pre-pharmacy requirements)	Chair ex officio member	Recommends change to faculty for approval	Meets monthly	19

(Input)	(Throughput)		(Output)		
Structure	Data Collection	Governance	Analysis & Dissemination	Timing	Page
Scientific Discovery					
Scholarship	Scholarship comprises four separate yet overlapping meanings: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Metrics include: Grants, Contracts, Patents, Publications, Presentations, Honors/Awards, Collaborations, & Student Summer Research Fellowships	Department Chairs Division Heads Dean Student Research Committee	Each department chair will report the productivity of their department based on the above criteria to the Dean; annual reports from the Student Research Committee	Annually	20
Service					
Service Units	Arkansas Poison Control Center, Evidence-Based Prescription Drug Program, Medication Therapy Services, & Nuclear Education Online Program	Unit Directors Dean	Each unit reports to the Dean. Services are reported in the Annual Report of the College	As needed	21
Staff	Members of the College are involved broadly in service to various constituencies including patients, the profession of pharmacy, and post-graduate education	Department Chairs Supervisor	Evidence of service is reported on annual self-assessments and discussed with department chair and/ or supervisor during annual evaluations	Annually	22
Students	Students are involved broadly in service to various constituencies including patients and the profession of pharmacy	Student Leadership Faculty Preceptors	Student activities reported in annual student organization reports as well as health screening reports	Annually	22
Administrative					
College Leadership	Review of Dean, Department Chairs, & Assistant/Associate Deans	Dean	College leadership assessed annually by direct supervisor	Annually	23
Development	Funds requested and received from individuals, corporations, & foundations; Funds managed by Central Advancement Office & ADBF	Senior Director of Development Dean	Report is generated at the conclusion of each fiscal year indicating total funds raised, number of donors, gift amounts, & funds to which they were designated	Annually	24