CHICAGO STATE UNIVERSITY

College of Pharmacy
Chicago, Illinois

Programmatic Assessment Plan
Fall 2021
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**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

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

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

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, caregivers, 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.
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| 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 |