ASSESSMENT PLAN

Program / Department: Doctorate of Pharmacy / College of Pharmacy
Academic Year: 2019-2020

Department Mission

The mission of Chicago State University College of Pharmacy (CSU-COP) 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 diverse backgrounds to enhance culturally competent care and reduce health care disparities.

Program Objectives [Professional Outcomes]

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, 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 therapeutic outcomes.

2. Manage and use resources of the health care system, 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 members of an interprofessional team of health care providers.

Student Outcomes [Professional Competencies]

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

1. **Provide Patient Care:** Provide patient-centered care through the design, implementation, monitoring, evaluation, and adjustment of pharmacy care plans that are patient-specific, address health literacy, cultural diversity, and behavioral psychosocial issues; and are evidence-based.

    a. Formulate a new or revised 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. Evaluate medication orders and/or prescriptions, accurately and safely prepare in appropriate dosage forms, package and dispense accurately.

    c. Recommend and monitor a patient's use of nonprescription drugs, diagnostic agents, self-monitoring tools/supplies and non-drug therapy.

2. **Provide Patient Care:** Provide patient-centered care through the ability to manage a successful patient-centered practice (including establishing, marketing, and being compensated for medication therapy management and patient care services rendered).

    a. Develop population-specific, evidence based disease management programs.

3. **Provide Population-Based Care:** Provide population-based care through the ability to develop and implement 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.

4. **Manage Resources:** Manage human, physical, medical, informational, and technological resources, through ensuring efficient, cost-effective use of these resources in the provision of patient care.

    a. Manage pharmacy operations

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

        ii. Manage systems for medication distribution and control.

        iii. Apply knowledge of personnel management and fiscal management for efficient and effective operation of a pharmacy.

        iv. Apply technological advancements to pharmacy practice.

5. **Manage Medication Systems:** Manage medication use systems through the application of patient- and population-specific data, quality improvement strategies, medication safety and error reduction programs, and research processes to minimize drug misadventures and optimize patient outcomes; to participate in the development of drug use and health policy; and to help design pharmacy benefits.
    a. Apply principles of outcomes research and quality assessment methods to the evaluation of pharmaceutical care.

6. **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.

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.

8. **Manage Literature and Information Effectively:** Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information and counseling to patients, their families or care givers, and other involved health care providers.

9. **Demonstrate expertise in informatics.**

10. **Demonstrate Moral Reasoning, Clinical Ethics, Professional and Legal Responsibility:** Carry out duties in accordance with legal, ethical, social, economic, and professional guidelines.
    a. Apply legal, ethical, social, economic and professional principles pertaining to pharmacy practice.

11. **Demonstrate Self and Lifelong Learning:** Maintain professional competence by identifying and analyzing emerging issues, products, and services.
    a. Maintain professional competency by committing oneself to being an independent, self-initiated life-long learner.
    b. Provide leadership in professional, community and governance affairs

Chicago State University College of Pharmacy Assessment Plan 2019-2020

Row #	Program Outcome Type	Source / Target Participants / Stakeholders [Level]	Assessment Instrument	Assessment Goal / Outcome | What is Assessed	Assessment Method | Platform	Collection Interval	Data Collector(s) | Due Date	Evaluators | Due Date	Accountability - Responsible Person / Unit | Due Date
1	Pre-Requisite Foundational Knowledge	Students [P0]	Pharmacy Pre-Matriculation Benchmark Examination	Student Readiness	Examination | Exam Master	First Week of Fall Semester	Assistant Dean of Assessment | Fall - September 15	Assessment Committee → Curriculum Committee | Sept 15	Academic Affairs
2	Personal and Professional Development	Students [P0, P1, P2, P3, P4]	Personal and Professional Development Inventory	Raise student self-awareness of affective domain behavioral traits as defined in ACPE Standards 3 and 4.	Survey | Qualtrics	First Week of Fall Semester	Assistant Dean of Assessment | Fall - September 15	Assessment Committee → Curriculum Committee | Sept 15	Academic Affairs
3	Approach to Practice and Care & Personal and Professional Development	Students [P1, P2, P3, P4]	Professional Portfolio	Student self-document curricular and co-curricular learning experiences and articulate how they have grown over time.	Scoring Guide	End of Spring Semester - April 30th	Faculty Learning Community Advisors | April 30	Assessment Committee → Curriculum Committee | Sept 15	Assistant Dean of Assessment
4	Educational Outcomes: Foundational Knowledge	Students [P1, P2, P3, P4]	Didactic Assessments	To ensure students are able to meet and exceed stated expectations on student learning outcomes within the curriculum.	course examinations, exercises, experiences, evaluations | ExamSoft	Continuous	Assistant Dean of Assessment | Fall Data - Dec 15, Spring Data- May 15	Assessment Committee → Curriculum Committee | Sept 15	Assistant Dean of Assessment
5	Educational Outcomes: Essentials for Practice and Care	Students [P1, P2, P3, P4]	Embedded Learning Assessments	Outcome Data - ACPE Standards 12 & 13 - CORE ELMS	course examinations, exercises, experiences, evaluations | ExamSoft, CORE ELMS	Continuous	IPPE & APPE Directors | Fall Data - Dec 15, Spring Data- May 15	Experiential Education → Curriculum Committee | Sept 15	Experiential Education
6	Approach to Practice and Care	Students [P1, P2, P3, P4]	Interprofessional Collaboration Readiness Report	To quantify and qualify student's ability to work with other health care providers	course work and assessments by Preceptor Evaluations	Continuous	IPE Director / IPPE & APPE Directors | Fall Data - Dec 15, Spring Data- May 15	IPE Director → Curriculum Committee | Sept 15	IPE Director with Experiential Education
7	Educational Outcomes: Foundational Knowledge & Essentials for Practice	Students [P1, P2, P3, P4]	Milemarker (P1, P2, PCOA, PreNAPLEX) and Drug Cards (P1, P2)	Retention of knowledge and skills in curriculum	Examination | ExamSoft / Exam Master / RxPrep	Continuous	Assistant Dean of Assessment | Spring - May 15	Assessment Committee → Curriculum Committee | Sept 15	Assistant Dean of Assessment
8	Educational Outcomes	Students [P4]	Capstone Projects - Poster Presentation + Manuscript	Research & Scholarly Activity	Scoring Guide	End of Each Academic Year	Preceptor - Faculty Advisor | Fall Data - Dec 15, Spring Data- May 15	Capstone Director | June 15	Capstone Director
9	Educational Outcomes	Students [Post-P4]	NAPLEX + MPJE First Time Pass Rates	Retention of knowledge and skills in curriculum	Examination | NABP	Post-Graduate	Assistant Dean of Assessment | April 15 the Following Year	Assessment Committee → Curriculum Committee | Sept 15	Assistant Dean of Assessment
10	Curriculum Design, Delivery and Oversight	Faculty - Course Coordinators	COP Course Curriculum Maps	To ensure that course learning objectives are aligned to ACPE Standards - Appendix 1 and 2 are delivered.	Evaluation of curricular and course documents (curriculum mapping) | CSU COP Google Drive	Annually	Curriculum Committee Chairperson | Fall Data - Sept 15, Spring Data- Jan 15	Curriculum Committee | Sept 15	Curriculum Committee

#	Area	Population	Tool	Purpose	Data Source	Frequency	Collection	Review	Owner
11	Curriculum Design, Delivery and Oversight	Faculty	Course Evaluation Review	To identify potential curriculum gaps or areas for improvement at the course and program levels.	Report on Course Implementation + Results	Periodic Review	Curriculum Committee | Fall Data - Sept 15, Spring Data- Jan 15	Curriculum Committee | Sept 15	Curriculum Committee
12	Admissions	Students [P0]	Admission Criteria - Retention Analysis	Cumulative GPA, Math/Science GPA, PCAT Subarea Scores, Writing Scores	COP Data Warehouse | CSU COP Google Drive	End of Each Academic Year	Office of Student Affairs + Office of Academic Affairs | Fall Data - Dec 15, Spring Data- May 15	Assessment Committee → Admissions Committee | Sept 15	Admissions Committee
13	Curriculum Design, Delivery and Oversight & Faculty and Staff - Qualitative Factors	Students [P1, P2, P3, P4]	Course & Faculty Evaluations by Students	To evaluate Course and Faculty effectiveness in delivering the curriculum	Survey | IOTA Solutions	End of Each Semester	University Coordinator + Assistant Dean of Assessment (liaison)] Fall Data - January 15, Spring Data - June 15	Chairs / Faculty | Sept 15	Chairs / Faculty
14	Curriculum Design, Delivery and Oversight & Preceptors	Students [P1, P2, P3, P4]	IPPE + APPE Rotation Evaluations of Preceptors by Students	To evaluate rotation and preceptor effectiveness in delivering the curriculum	IPPE Preceptor Evaluations | CORE Elms	End of Each Academic Year	IPPE + APPE Directors | June 1	Experiential → Dean | Sept 15	Experiential Education
12	Organizational Culture	Graduating Students [P4]	Focus Groups	Part A & B: Personal and Professional Development, Part C: Curriculum, Part D: Program Values and Overall Experience	Surveys in Small Groups | Paper	End of Each Academic Year	Assistant Dean of Assessment | May 15	Assessment Committee → All College Committees and Faculty | Sept 15	Academic Affairs
15	Structure and Process to Promote Achievement of Educational Outcomes	Graduating Students [P4], Alumni, Faculty, Preceptors	AACP Surveys	To allow an opportunity for graduating students, alumni, faculty and preceptors to identify strengths and opportunities for improvement.	AACP Graduating Student Surveys | AACP Server	May to June Annually	Assistant Dean of Assessment | May 15	Assistant Dean → Dean + Admissions Committee + Curriculum Committee + Experiential | Sept 15	Dean
16	Faculty and Staff - Qualitative Factors	Faculty	Faculty Retention, Promotion, Tenure Portfolios	To evaluation faculty effectiveness in the areas of teaching, scholarship, and service	Portfolio | AACP Server	Per the University Schedule	DPC / Chairs / Dean | June 15	Chairs → Dean | Sept 15	Chairs
17	Faculty and Staff - Qualitative Factors	Faculty	Faculty Development and Continuing Education Surveys	To determine faculty needs for development	Survey | Qualtrics	End of Each Semester	Faculty Development Committee & Experiential | Fall Data - Dec 15, Spring Data- May 15	Faculty Development Committee & Experiential → Dean | Sept 15	Faculty Development Committee & Experiential Education
18	Organization and Governance	Administrators, Staff	HR Administrative / Staff Performance Evaluations	To document strengths and opportunities for improvement for each employee	Report	Summer	Office of the Dean | July 15	Administration | Sept 15	Dean
19	Student Services & Progression	Students [P1, P2, P3, P4]	OSA Workshop & Tutoring Evaluations	To allow an opportunity for student voice to identify strengths and opportunities for improvement.	Survey	End of Each Semester	Office of Student Affairs | Fall Data - Dec 15, Spring Data- May 15	Student Affairs | Fall Data - March 15, Spring Data - Sept 15	Student Affairs
20	Organizational Culture	Students [P1, P2, P3, P4]	Town Hall Meetings	To allow an opportunity for student voice to identify strengths and opportunities for improvement.	Survey	End of Each Meeting	Office of Student Affairs	Student Affairs → Dean | Sept 15	Student Affairs
	Effective September 2019								