

HCOP Assessment Plan: A Guide for Measuring Educational Quality

Responsible Administrator: Director of Assessment

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Harrison College of Pharmacy (HCOP)

Assessment Plan:

A Guide for Measuring Educational Quality

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Table of Contents

- 2.) Assessment Plan Overview.
- 3.) Specific Assessment Plan Components.
- 4.) Building a Culture of Evidence-Based Assessment.
- 5.) Stakeholders & Areas of Emphasis for the 2021-2022 Academic Year.
- 6.) PharmD & Practice Ready Curriculum.
- 7.) Health Outcomes, Research, and Policy (HORP).
- 8.) Drug Discovery & Development (DDD).
- 9.) Student Affairs & Diversity, Inclusion, & Equity.
- 10.) Technology & Physical Space.
- 11.) Assessment.
- 12.) Data Sources.
- 13.) Calendar, Semester Project Map.
- 14.) Resources.



AUBURN UNIVERSITY
Harrison College of Pharmacy

"It is not enough to do your best, you must know what to do, and then do your best." ~W. Edwards Deming.

Assessment Plan Overview

Overall Vision and Mission of Assessment Plan

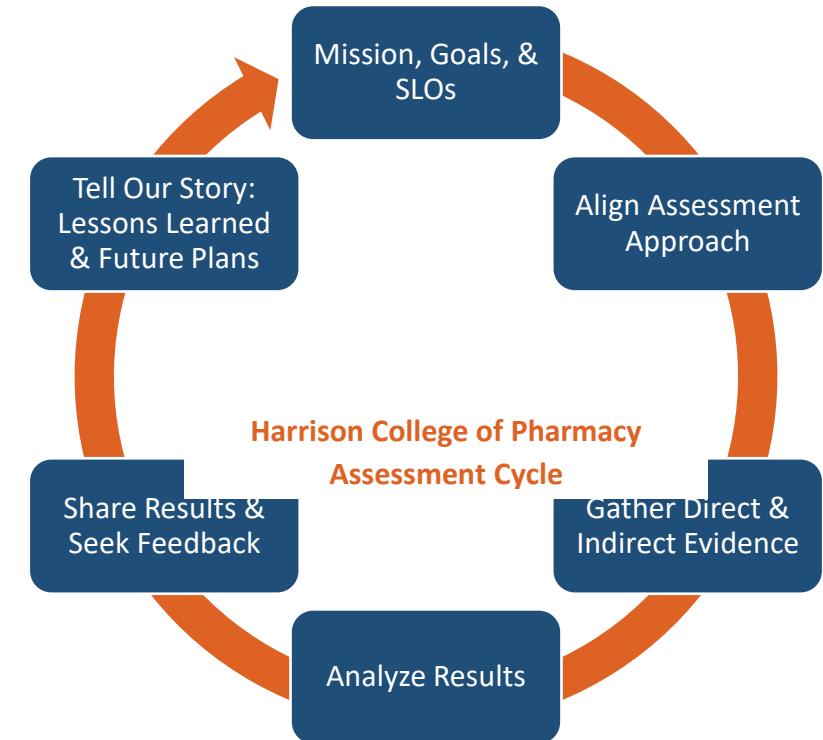
The Harrison College of Pharmacy (HCOP) assessment plan is a guide for measuring educational quality at the college. Assessment is most effective when it is an iterative, collaborative, and ongoing practice. Therefore, the HCOP assessment plan is designed to be a living document and faculty, staff, and administrators, are encouraged to continually provide feedback about the plan. This process of improvement helps to ensure that the assessment plan stays up to date with the HCOP and its many programs and initiatives.

The primary goal of the HCOP assessment plan is to provide the college and its stakeholders with the formative and summative feedback necessary to make more informed decisions. Assessment results should provide stakeholders with meaningful information to complete action plans for improvement. A cyclical process occurs when a program or initiative is assessed, improvements are then made based on those results, and then the efficacy of those improvements are subsequently evaluated. This process is often called continuous quality improvement (CQI). The assessment cycle to the right provides a visualization of this best practice at the HCOP.

The HCOP assessment cycle is like those found at other colleges and universities. However, it has several notable points of emphasis. For example, the HCOP assessment cycle makes clear the importance of appropriately aligning assessment approaches with the mission, goals, and student learning objectives (SLOs) of the college. The assessment cycle also illustrates the attention given to gathering both direct and indirect evidence and seeking feedback about the results that are shared. Finally, the assessment cycle incorporates telling the HCOP story. Assessment narratives are a powerful way to share our history, lessons learned, and successes, as we plan for the future.

Strategic Planning, Improvement, and Accreditation

The HCOP assessment plan is intentionally designed to be comprehensive in its approach. The plan is a guide for evaluating quality in both academic degree programs as well as the college's key operational areas. Once more, the HCOP assessment plan is designed to be a living document and faculty, staff, and administrators are encouraged to provide feedback about it. Notwithstanding, the guide is structured around a few general frameworks. For example, for each major area of assessment there is a table that outlines specific assessment goals, methods and data



sources, deliverables, as well as contact and timeline information. These tables are intentionally designed to be accessible and are intended to be used as a working guide to achieve assessment goals. The HCOP assessment plan is also aligned with the college's strategic plan. Many of the assessment goals outlined in this working document also directly support the college's strategic priorities.

Assessment in higher education is typically carried out for both improvement and accreditation purposes. The HCOP assessment plan also focuses on both of these critical processes. However, the HCOP assessment plan focuses more on assessment for improvement. Assessment for improvement helps educators better understand student learning, provides a pathway for a college to grow over time, and if done effectively can provide critical evidence to support accreditation processes. Accreditation ensures that the college follows the national standards put forth by the Accreditation Council of Pharmacy Education (ACPE). The HCOP will engage in an ACPE accreditation process again in 2026.

Specific Plan Components

Traditionally, the HCOP assessment plan has largely focused on assessing the achievement of student learning objectives (SLOs). In many ways this makes sense considering the educational mission of the college and recent developments such as, the PharmD practice ready curriculum. However, it is also important to examine operational and co-curricular areas that contribute to the overall HCOP mission. For example, the HCOP assessment plan also serves as a guide for examining physical space needs, technology, and student affairs. Additionally, the assessment plan is carefully aligned with the HCOP Inclusion and Diversity Strategic plan that was introduced in 2020.

Academic Degree Programs

The HCOP assessment plan is a guide for measuring educational quality within the college. Examining the quality of the curriculum is a key component for achieving this goal. Specific attention is given to assessing student learning that occurs as a result of the college's academic degree programs.

- PharmD (Practice Ready Curriculum).
- Health Outcomes, Research, and Policy (HORP).
- Drug Discovery and Development (DDD).
- Dual Degree Programs (e.g., PharmD / MBA) (Forthcoming).

Operational and Co-Curricular Areas

The HCOP assessment plan also includes important information for evaluating several operational areas. These areas include, but are not limited to:

- Student Affairs.
- Equity, Diversity, & Inclusion.
- Technology.
- Physical Space.

- Assessment.

Building a Culture of Evidence Based Assessment

The HCOP assessment plan is a guide for measuring educational quality. It puts forth specific assessment goals, methods and data sources, contact information and timelines, as well as helpful resources. Not only is it important to plan for and implement assessments, but it is also essential to share assessment results in a transparent way. The visualization on the right is the Transparency Framework developed by the National Institute of Learning Outcomes Assessment (NILOA). The framework shows the specific plan that the HCOP is using to share evidence of student learning. Student learning objectives (SLOs) form the foundation for which educational quality is measured.

The HCOP adheres to best practices and has specific SLOs throughout its academic degree and certificate programs. Collecting direct and indirect evidence of SLOs is a large component of educational assessment. Examining student achievement of SLOs is particularly important in health sciences education because they directly impact patient health and safety. For example, the practice ready curriculum of the PharmD program is designed so that students can learn and then apply the competencies necessary for pharmacy practice. The HCOP assessment plan outlines methods for analyzing SLOs. These practices also help the HCOP to develop and maintain a culture of evidence within the transparency framework.

Stakeholders

The meaningful involvement of HCOP stakeholders is vital to the success of the college's assessment plan. The strength of the plan truly rests in its ability to engage members of the HCOP community in collaborative assessment projects. The following page contains a non-exhaustive list of HCOP stakeholders. Additional



contact and assessment information can be found on the [Faculty Affairs & Strategic Initiatives Google Site](#).

FASI Team

- Dr. Dan Surry: Associate Dean, Faculty Affairs & Strategic Initiatives (FASI).
- Dr. Dan Trujillo: Director of Assessment.
- Dr. Marylin Bulloch: Director of Strategic Operations, FASI, Accreditation Lead.
- Dr. Jingjing Qian, Director of International Programs and Diversity.
- Dr. Sylvia Rogers: Instructional Designer II, FASI.
- Ms. Marian Williams: Administrator, Academic Programs, Mobile Campus.

HCOP Stakeholders

- Dean, HCOP.
- Dr. Karen Marlowe: Assistant Dean for Mobile Campus, Accreditation Site Visit Co-Chair.
- Dr. Lea Eiland: Chair, Professional Education Committee (PEC).
- Dr. Paul Jungnickel: Associate Dean for Academic Programs.
- Dr. Brent Fox: Director of Student Affairs.
- Dr. Brad Wright: Director, PharmD Program.

Areas of Emphasis for the 2021-2022 Academic Year.

- Curriculum Assessment
 - The PharmD program will develop a standardized course review process and benchmark the essential competencies that students need to master before they graduate from the Practice Ready Curriculum. Focus on measuring student learning objectives (SLOs).
 - HOPR is excelling at assessment. Next steps are to build upon this success by creating action plans based on assessment results.
 - DDD program identified a strength in rubric creation and plans to finalize and implement these assessment tools in AY 2021-2022.
- Operational & Co-Curricular Areas
 - Student Affairs is intentionally examining students' engagement in professional organizations.
 - Diversity, Inclusion, and Equity will design and implement a HCOP climate survey.
 - Assessment is making it a priority to streamline the course and instructor evaluation process with the goal of achieving a 50% response rate on all future surveys. Assessment will also begin to build a comprehensive HCOP student data warehouse with the ultimate goal of measuring student learning and progression over time.

- Dr. Forrest Smith: Director of Graduate Programs.
- Dr. Gary Piazza: Department Head, Drug Discovery and Development (DDD).
- Dr. Timothy Moore: Associate Dean for Research, DDD.
- Dr. Salisa Westrick: Department Head, Health Outcomes Research & Policy (HOPR)
- Dr. Kimberly Garza, HOPR Assoc. Professor. Assessment Lead.
- Mr. Daniel Caldwell: Manager, Information and Instructional Technology.
- Ms. Kathy Kyle: Clinical Skills Lab Coordinator.
- Dr. Katie Boyd: Director of Academic Assessment, Auburn University.

External Stakeholders

- [American Association of Colleges of Pharmacy \(AACP\)](#).
- [Accreditation Council for Pharmacy Education \(ACPE\)](#).
- [National Association of Boards of Pharmacy \(NABP\)](#).
- Pharmacy Practice Community.
- Pharmaceutical Research and Development.
- Public Health, Citizens of Alabama.

Academic Assessment

Curriculum & Degree Programs

PharmD. and Practice Ready Curriculum

The PharmD practice ready curriculum began in Fall 2017. The class of 2021 is the first student cohort to graduate from this new curriculum. Attention is given to understanding these students learning experiences and their attainment of competencies essential to pharmacy practice.

Assessment Goal	Additional Details	Methods & Data Sources	Deliverable	Contact & Timeline
Benchmark competencies in Practice Ready Curriculum.	Need faculty collaboration to determine what level of performance a student needs to master each competency.	Should be criterion based. However, historical ExamSoft data may be used to guide discussion. May consider workshop / retreat to complete work.	Benchmarks that are clear and measurable. Students and faculty should know in specific terms what needs to be achieved on assessments for mastery.	Dr. Lea Eiland & PEC. Dr. Brad Wright. Begin in AY 21-22 & ongoing project.
Measure attainment of competencies essential to pharmacy practice. Connect results with Student Success Program (CARP & PEC).	Total of 270 competencies, 76 of which are essential. Examine essential competencies first with a focus on class of 2021.	ExamSoft data: quizzes, tests, PBA scores. Unit assessments, projects. Essential competencies are tagged to questions across multiple assessments. Student projects.	Completed data analysis and visualizations designed for faculty and administrative use. Include Mobile specific information.	Dr. Dan Trujillo. Complete initial project in AY 21-22 & ongoing project.
Examine student learning and progression over time.	Begin to develop HCOP student data warehouse. Tracks progression from admission, to P1-P4, to NAPLEX/MPJE and beyond.	Admissions data. Grades by course and years. Exam scores or pass/fail frequencies. Student projects. Residency attainment & career success.	Develop initial dataset. Design long term and repeatable project plan. Include Mobile specific information.	Dr. Dan Trujillo, Dr. Paul Jungnickel. Dr Lea Eiland, Dr. Dan Surry consultants. Ongoing project.
Implement qualitative assessment strategies to assess student learning & well-being.	Need to gather qualitative (non-numeric) data from students and faculty about Practice Ready Curriculum.	Focus & individual interviews. Written feedback. Classroom & Skills Lab observations. Re-imagine learn team initiative.	Include meaningful qualitative data in assessment reports & presentations.	Dr. Dan Trujillo. Ongoing project.
Monitor and adjust written exams and problem-based assessments (PBAs) as needed.	Monitor development of cases and standardized patients (SPs). Align exam ?'s with course content.	Conduct inter-grader reliability project. Observation. Administer feedback survey to SPs and PBA staff.	Develop short 2-3-page assessment reports with feedback for yearly improvement.	Dr. Dan Trujillo, Dr. Brad Wright, Dr. Kevin Astle, Ms. Kathy Kyle. Ongoing project.

HCOP Strategic Plan Notes: Assessment goals connected to the Academic Programs Strategic Priority with an emphasis on Curriculum.

Accreditation Standards: 1.1, Foundational Knowledge; 2.1-2.4 Essentials for Practice and Care; 24, Assessment Elements for Section I.

Health Outcomes, Research, and Policy (HORP) (M.S & Ph.D. Programs)

Assessment within the HORP department is especially strong. The annual assessment report written by Dr. Kimberly Garza received Exemplary Status by the University Assessment Office. HORP should build upon its assessment success. It can achieve this goal by, for example, developing action plans to address problematic areas, sharing SoTL best practices with the college, and engaging in departmental level strategic planning.

Assessment Goal	Additional Details	Methods & Data Sources	Deliverables	Contact & Timeline
Assess student learning objectives (SLOs) in M.S. & Ph.D. programs.	Prior results show greatest need for improvement in presentation & writing skills (SLO #5). Common for both M.S. & Ph.D. programs. See also SLO #2 in M.S. program.	Examine aggregate rubric data (Communication skills, posters, dissertation defenses). Gather feedback directly from students through in class assessments, focus groups, and surveys.	Develop short PPT or executive summary report that shares results directly to HORP faculty & students.	Dr. Kimberly Garza, Dr. Dan Trujillo. AY 21-22 & ongoing project.
Examine students' performance on qualifying exams.	Notable number of students consistently failing Day 1 of written exams.	Planned survey to gather feedback from students who have completed exam.	Provide data that will be used to formulate faculty generated action plan.	Dr. Dan Trujillo, Dr. Kimberly Garza. AY 21-22.
Develop action plans to address problematic areas.	HORP assessment is strong. Move forward, by creating action plans based on results. SLO #5 for M.S. & Ph.D. and SLO #2 for M.S.	Assessment reports. Faculty and administrative feedback.	Collaboratively developed action plans. Plans should have support from faculty. Include specific and measurable goals.	Dr. Kimberly Garza, Dr. Salisa Westrick, HORP Faculty. Focus on SLOs #5 and #2 in AY 21-22.
Conduct assessment regarding Scholarship of Teaching & Learning (SoTL).	Many HORP faculty actively engage in SoTL. Important to learn about these best practices and share them with the HCOP at large.	Online depository of SoTL publications. Individual or focus group interviews with faculty authors.	Consider hosting SoTL open house or information session to share best practices with the HCOP.	Dr. Salisa Westrick, Dr. Kimberly Garza, Dr. Sylvia Rogers. Start project in AY 21-22.
Continue HORP specific strategic planning process.	University Assessment Office rates HORP assessment practices as Exemplary. Next step is to plan for the future.	Prior strategic plan. Associate Dean and Department Head reports. HCOP Director of Strategic Operations.	Continue strategic planning process. Consider using committee to brainstorm potential long-term goals and strategies.	Dr. Salisa Westrick, Dr. Marilyn Bulloch, Dr. Kimberly Garza. Start project in AY 21-22.

HCOP Strategic Plan Notes: Assessment goals connected to Academic Programs Strategic Priority with an emphasis on Curriculum and Graduate Programs. Goals also connected to Research Strategic Priority with emphasis on Scholarly Impact.

Drug Discovery and Development (DDD) (M.S. & Ph.D. Programs; Medicinal Chemistry Certificate)

The DDD department and its degree and certificate programs have an opportunity to benefit from intentional assessment. The University Assessment Office has identified areas in need of improvement such as, further developing student learning objectives (SLOs) and examining evidence of student learning. Current assessment goals include developing a DDD assessment committee and finalizing the strong rubrics that faculty have developed to assess students' thesis and dissertation defenses.

Assessment Goal	Additional Details	Methods & Data Sources	Deliverables	Contact & Timeline
Develop DDD Assessment Committee.	Responsibility for assessment projects is unclear. Understandable considering change in structure and leadership.	Faculty collaboration. Assessment consultation.	Institute formal assessment committee. It should have clear mission and meet regularly.	DDD Department Chair, Dr. Forrest Smith, Dr. Dan Trujillo. AY 21-22.
Further develop student learning objectives (SLOs) for degree and certificate programs.	Feedback from University Assessment Office suggests further developing SLOs. Include specific and measurable student learning goals.	Faculty, student, and administrative feedback. Graduation surveys. Consult mission and vision statements.	Present and approve SLOs.	DDD Assessment Committee, Dr. Forrest Smith, Dr. Daniel Trujillo. AY 21-22.
Connect data and measures to DDD SLOs.	University Assessment Committee identifies strong need for more data / direct and indirect evidence of student learning.	Investigate existing data sources. AACP Surveys. Implement new and meaningful assessments of student learning as needed.	Data presentation to DDD Assessment Committee. Propose new session- and course level assessments.	Dr. Daniel Trujillo, DDD Assessment Committee. Ongoing project.
Finalizing rubrics used to measure students' performance on thesis and dissertation defenses.	Dr. Forrest Smith and DDD faculty have developed quality rubrics. Next step is to implement them and conduct reliability analyses.	Aggregate rubric scores. Faculty and student narrative feedback.	Present and formally approve the rubrics. Consistently implement them as assessments of student learning.	DDD Assessment Committee. Dr Forrest Smith. AY 21-22.

HCOP Strategic Plan Notes: Assessment goals connected to Academic Programs Strategic Priority with an emphasis on Curriculum and Graduate Programs. Goals also connected to Research Strategic Priority with emphasis on Critical Infrastructure.

Assessment of Operational & Co-Curricular Areas

Student Affairs

Assessment Goal	Additional Details	Methods & Data Sources	Deliverables	Contact & Timeline
Examine student engagement within the HCOP's various professional organizations & national committees.	These organizations are a pillar of co-curricular learning at the HCOP. Activities moved online during COVID-19.	Gather feedback from students. Design assessments of student learning that occurs as a result of organization participation. AACP Student Survey.	Data showing students' membership in organizations. Design new assessment for measuring student learning (e.g., service project or PSAs).	Dr. Brent Fox, Dr. Paul Jungnickel, Dr. Dan Trujillo. AY 21-22 & ongoing project.
Measure students' sense of belongingness and connectedness to the HCOP.	Gathering formative and summative data on these topics is especially important considering COVID-19.	Collect quantitative and qualitative data from current students. Orientation and cohort specific surveys. Re-imagine learn team focus groups.	Provide student's ratings and written feedback to Student Affairs team. Include Mobile specific information.	Dr. Brent Fox, Dr. Paul Jungnickel, Dr. Dan Trujillo. AY 21-22 & ongoing project.

Diversity, Inclusion, & Equity

Assessment Goal	Additional Details	Methods & Data Sources	Deliverables	Contact & Timeline
Conduct needs assessments to determine support for achieving Inclusion & Diversity Strategic Plan goals (#1-3).	Goals: 1.) implement programs to admit & graduate diverse students; 2.) create inclusive workplace; & 3.) foster community and dialog of understanding & growth.	Formal committees and working groups. AACP Alumni Survey. Informal feedback. Seek other data that informs and promotes goals such as, Climate Survey.	Develop HCOP Council on Diversity, Inclusion, & Equity. Locate key sources of information.	Dr. Jingjing Qian, Dr. Dan Surry, & FASI Team. Initial work in AY21-22 & ongoing project.
Develop climate survey for measuring HCOP diversity, equity, and inclusion.	Need to gather feedback about college climate.	Internal survey with both quantitative and qualitative questions. Needs to be collaboratively developed and supported by robust marketing.	Formal presentations of survey results. Create both faculty / staff and student facing presentations.	Dr. Jingjing Qian, Dr. Dan Surry, & FASI Team. Initial work in AY21-22 & ongoing project.

HCOP Strategic Plan Notes: Student Affairs assessment goals connected to Outreach Strategic Priority with an emphasis on Co-Curricular Learning. Diversity, Inclusion, and Equity also connected to Outreach Strategic Priority.

Technology

Assessment Goal	Additional Details	Methods & Data Sources	Deliverables	Contact & Timeline
Assess Technology initiatives designed for student engagement and proactive outreach.	Daniel Caldwell wants to reach out to students in a proactive way (e.g., 10 min presentation at Orientation). Assess the efficacy of these initiatives.	Include questions about students' technology use on relevant surveys and in interviews and focus groups.	One-page executive summary with major findings and summary of recommendations.	Dr. Dan Trujillo, Daniel Caldwell. AY 21-22 & ongoing project.
Measure success of responding to HCOP's unique technology needs.	Daniel Caldwell is seeking feedback on how successful his department is in responding to the college's technology needs.	Develop and implement short satisfaction survey connected to ticketing system. Seek feedback from administration on large projects (e.g., classroom redesigns).	One-page executive summary with major findings and summary of recommendations	Dr. Dan Trujillo, Daniel Caldwell. AY 21-22 & ongoing project.

Physical Space

Assessment Goal	Additional Details	Methods & Data Sources	Deliverables	Contact & Timeline
Conduct ongoing assessments of faculty team room.	A faculty team room is currently being developed. Construction may begin within 1-2 years.	Gather feedback from faculty who will actively use the room.	One-page executive summary with major findings and summary of recommendations.	Dr. Dan Surry, Ms. Amy Carbajal, Dr. Dan Trujillo, Dr. Sylvia Rogers. Ongoing project.
Conduct needs assessment of future physical space needs. For example, third large classroom and/or recording space.	Future space planning considerations are critical to the HCOP. Discussion about creating more welcoming environment for our diverse community (e.g., gender neutral bathroom).	Gather feedback from faculty, staff, and students. Consult with budget / finance.	One-page executive summary with major findings and summary of recommendations	Dr. Dan Surry, Ms. Amy Carbajal, Dr. Dan Trujillo, Dr. Sylvia Rogers. Ongoing project

HCOP Strategic Plan Notes: Technology and Physical Space assessment goals connected to FASI Strategic Priority with an emphasis on Facilities.

Assessment

Assessment Goal	Additional Details	Methods & Data Sources	Deliverables	Contact & Timeline
Develop and implement standardized course review process for PharmD curriculum.	Strong need to gather, analyze, and consider data at the course level (ILEs, longitudinals, etc.) through a formal process.	Professional Education Committee (PEC). Rubrics and post-course reporting worksheets.	Need both a standard operating procedure of the course review process and document templates for reporting the results of each course.	Dr. Lea Eiland, Dr. Brad Wright, Dr. Dan Trujillo. Professional Education Committee (PEC). AY 21-22.
Develop HCOP student data warehouse.	Need to formally link student records (e.g., ID #) to learning (competency attainment) and performance outcomes (GPA, NAPLEX Pass / Fail rates, etc.).	Existing institutional data files. ExamSoft, Banner, & Canvas information. NABP Portal data.	Basic data file consisting of demographic, learning, and performance records for each individual HCOP student.	Dr. Dan Trujillo, Dr. Paul Jungnickel, Dr. Brad Wright, Dr. Lori Hornsby. AY 21-22 & ongoing project.
Implement significant projects that measure SLOs and present causal claims of student learning that occurs as a result of the HCOP curriculum.	Primary assessment goal is to measure student learning. Need for significant data & analysis projects as part of this effort.	Utilize HCOP data warehouse to conduct analyses. Undergrad GPAs & PCAT Scores. PharmD exam & PBA scores, cohort GPAs. PCOA, NAPLEX, MPJE data. Graduation and alumni surveys.	Report initial results to FASI, PEC, and administrative teams.	Dr. Dan Trujillo, Dr. Dan Surry, Dr. AJ Good, Dr. Lea Eiland. AY 21-22 & ongoing project.
Achieve a 50% response rate on all course / ILE evaluations.	Response rates on evaluations have been critically low. Refocus assessment team efforts to address this issue.	The online course evaluation allows for lists of non-responders to be generated. May need to make both formal and informal policy changes.	New and comprehensive course evaluation – standard operating procedures document.	Ms. Marian Williams, Dr. Daniel Trujillo. AY 21-22 & ongoing project.
Create and share semi-annual Assessment Updates.	Goal is to share new assessment projects, results, and initiatives in a short 1-2 page / online newsletter.	Seek feedback from FASI team and consumers.	Accessible and meaningful online newsletter.	Dr. Dan Trujillo. AY 21-22 and ongoing project.

HCOP Strategic Plan Notes: Assessment goals connected to FASI Strategic Priority with an emphasis on Telling Our Story.

Non-Exhaustive List of Data Sources Helpful to HCOP Assessment Projects

Pre-Accreditation Data.

- Pre-Pharmacy GPA (Science GPA).
- Graduate Student (M.S., Ph.D.) GRE Scores.
- Domestic & International Student Applications.
- Interview Data and Other Metrics.

Direct & Indirect Evidence of Student Learning.

- Scores on assignments, quizzes, & exams.
- Rubric scores of student projects and presentations.
- Performance on Problem Based Assessments (PBAs).
- PharmD competency tracking via Exam Soft.
- Course Grades.
- Cohort GPAs.
- Graduation Rate.
- PCOA Scores.

Faculty, Staff, & Student Feedback.

- Student Focus Groups (Previously Learn Team).
- *PBA Standardized Patient Feedback Survey.
- *PBA Student Feedback Survey.
- Peer Evaluations of Teaching.
- Course & Instructor Evaluations.
- *Course Faculty Feedback Survey.

National Exam Scores & Information.

- NAPEX (Pass / Fail) *New Information on 6 Areas:
 - Obtain, Interpret, or Assess Data, Medical, or Patient Information.
 - Identify Drug Characteristics.
 - Develop or Manage Treatment Plans.
 - Perform Calculations.
 - Compound, Dispense, or Administer Drugs, or Manage Delivery Systems.
 - Develop or Manage Practice or Medication-Use Systems to Ensure Safety & Quality.
- MPJE. (College & Statewide Pass Rates)
- Residency Match Information and Job Placement.

HCOP Annual Surveys.

- HCOP Graduation Survey.
- *Orientation Survey.
- *HCOP Diversity Climate Survey.

AACP Annual Surveys.

- Faculty Survey.
- Preceptor Survey.
- Graduation Survey.
- Alumni Survey.

*New data source being introduced in AY 21-22.

Assessment Calendar Semester Project Map

Spring 2021

- Provide leadership by forming collaborative relationships.
- Develop HCOP Assessment Plan.
- Analyze and store legacy NAPLEX, MPJE, PCOA data.
- Administer end-of-year AACP Surveys.
- Collect critical SLO data from 2021 graduates.
 - Focus group with students.
 - Questions on HCOP Graduation Survey.
- Submit annual reports to University Assessment Office.
 - PharmD (Dr. Dan Trujillo).
 - HOPR (Dr. Kim Garza).
 - DDD (Dr. Forrest Smith).
- Host HCOP data meeting #1.

Summer 2021

- Exam Soft Administrator transfer.
 - Dr. Sylvia Rogers to Dr. Dan Trujillo.
- PharmD – Practice Ready Curriculum.
 - Develop course review process.
 - Plan faculty benchmarking workshop.
 - Analyze 76 essential competencies.
 - Examine Class of 2021 performance.
 - Start long-term curriculum strategic planning.

- Begin to develop HCOP student data warehouse.
 - Data used for longitudinal analyses.
- Complete first *Assessment Update*.

Fall 2021

- Implement new Course & Instructor Evaluation process.
 - Need to achieve 50% response rate.
- Conduct student focus groups (reimagined Learn Team).
- Conduct longitudinal PharmD data analysis.
- Implement course review process with PEC.
- Host PharmD benchmarking workshop.
- Review proctor and accommodation processes.
- Host HCOP data meeting #2.
- Complete second *Assessment Update*.

Spring 2022

- Analyze 2021 NAPLEX / MPJE Information.
- Administer PCOA.
 - Need strategy for more valid data.
- Conduct mini- PBA review.
- Implement HCOP Climate Survey.
- Administer end-of-year AACP Surveys.
- Host HCOP data meeting #3.
- Complete third *Assessment Update*.

Helpful Assessment Resources

- Ambrose, S.A., Bridges, M.W., Lovett, M.C., DiPietro, M., & Norman, M.K. (2010). *How learning works: 7 research-based principles for smart teaching*. Jossey-Bass.
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