The current curriculum is essential to preparing practice ready graduates but is sometimes overlooked in pharmacy education. To respond to this gap, we developed a rubric to assess a co-curricular reflective assignment about professionalism.1

OBJECTIVE
To demonstrate the value of using a feedback rubric to diagnose student learning.2 The poster shows rubric development, data analysis, and results.

METHODS
Methods include collaborative rubric development and data analysis. The rubric was collaboratively developed over three- two-hour working sessions.1 There were four rubric domains including writing conventions and submission, reflection and self-assessment, implementing success strategies, and connections to experience. A three-point Likert scale (1 = beginner; 2 = developing; and 3 = accomplished), with descriptions of expectations, was used to provide feedback to students. Data analysis consisted of descriptive statistics and inter-rater reliability (IRR). Below is the process map showing the three main steps of our rubric project.

RESULTS
During the 2021-2022 academic year, the rubric provided feedback to 544 Pharm.D. students about their professionalism assignments. There were 388 students (71%) who provided informed consent for this study. Results show moderate- to high levels of agreement between graders across rubric domains (by IRR analysis which shows fair strength of agreement between graders across rubric domains (M = 2.31; SD = .71); implementing success strategies (M = 2.24; SD = .88); and connections to experience (M = 2.15; SD = .73). Score validity is supported by IRR analysis which shows high levels of agreement between rubric grades across rubric domains (k = .20; p < .001).

CONCLUSIONS
Rubric development initially requires a high level of resources and time. After implementation, rubrics save time and provide efficient feedback. Our developed rubric provided meaningful and useful feedback to students. Our students need more instruction for implementing success strategies related to professionalism as well as connecting their writing to personal experiences. IRR ratings show a need for improvement in the consistency of faculty grading.

IMPLICATIONS & FUTURE CHANGES
Our project was successful and led to notable findings about the co-curriculum, professionalism self-assessment, and rubric development. As a result of completing our project, we learned that we need to make minor edits to describing the assignment and what is required at each level of the rubric domains. Our team has already begun making these changes and plans to implement them in the 2022-2023 academic year. We also plan to host a team meeting focusing on improving inter-rater reliability.

The success of our project has also encouraged us to move forward with rubric development in other areas of our co-curriculum. For example, we are currently working on a rubric to help us provide meaningful feedback for advocacy participation and reflection. Moving forward, we hope that our successful use of rubrics will result in a greater understanding of the importance of the co-curriculum, meaningful and efficient student feedback, and the holistic assessment of Pharm.D. students.

REFERENCES