Introduction

The Purdue University College of Pharmacy is dedicated to encouraging the growth and development of our students, and facilitating their achievement of our stated educational outcomes. The mission of the College is to: 1) educate and train students to become leading pharmacists and scientists, 2) advance scientific discovery and development, and 3) maximize global health outcomes through patient care and public service. It is with this mission in mind that we have developed a plan for continuous and comprehensive assessment in our college. Program assessment is meant to assess the entire program, including its students, curriculum and the processes surrounding the program. Our goal in conducting various assessment activities is to provide for continuous improvement in our academic processes through the evaluation and utilization of relevant assessment data.

Student Learning Outcome and Program Assessment Data

Faculty in the College established a set of Professional Program Outcome Ability Goals in the 1990's. The most recent revision of these student outcomes was approved by the faculty in 2007 for the Doctor of Pharmacy program (Appendix A). These program-specific outcome abilities are established to ensure the student’s transitional growth across the didactic curriculum and throughout the introductory and advanced pharmacy practices experiences resulting in professional competency and the ability to provide patient-centered care by meeting the criteria of good science, professional skills, attitudes, behaviors, values, and evidence-based practice. A parallel set of outcome ability goals has been established for the Bachelor of Science in the Pharmaceutical Sciences (BSPS) program as well as the graduate programs in the three departments in the College. This document focuses on the assessment plan for the Doctor of Pharmacy program.

In addition to evaluation of the extent to which individual students acquire the outcome ability goals for our program, there is a need to examine the extent to which broader outcomes related to other aspects of the College mission are achieved. This includes evaluation of such things as student performance on national licensure examinations, accomplishments related to the strategic plan of the college, and information and feedback on various aspects of our program obtained through surveys of faculty, students, preceptors and alumni.

Use of Assessment Data for Improvement

Assessment data collected are intended to provide the College with information about the areas where we are doing well in the professional program as well as areas where improvements are needed. The data are not intended to evaluate individual faculty. It is important to recognize that assessment data collected require interpretation and that results obtained should not be taken out of context. It is important to collect data from multiple sources, both quantitative and qualitative in order to draw valid conclusions. The
Overall goal in collecting these data is to provide evidence documenting the extent to which we are achieving the desired outcomes of our program. A number of assessment activities are currently in place within the College. Some are regularly scheduled to collect data in a longitudinal fashion whereas others are completed on a periodic basis to provide a snapshot of student or College performance in a particular area. Appendix B lists these ongoing and periodic assessments. The ongoing assessments are summarized in an attached table as well. The various parties responsible for assessment within the College have established a variety of reporting requirements in order to obtain the data necessary to evaluate our progress in assisting students in achieving our outcomes as well as determining our success related to the broader components of our mission. In designing these reporting requirements, the goal is to make data reporting straightforward and to have data collection be part of the standard activities undertaken by faculty and staff within the College.

Assessment Responsibilities

Assessment responsibilities within the College lie with several groups: 1) the Assessment Committee, a standing committee in the College charged by the dean to plan and review assessment activities, 2) the Curriculum Committee, a standing committee in the College charged by the dean to review the curricular structure and functioning and to make recommendations for improvement to the faculty, including course assessment activities, 3) the Faculty of the College for providing assessment data and responding to recommendations from the previously named committees, 4) the Students in the College for completion of assessments and information requests related to activities both within and outside the classroom, 5) the Office of the Dean, where the Senior Associate Dean has responsibility for coordinating assessment activities in the College, and the 6) College Executive Committee, which sets policy for the College. Specific responsibilities include the following:

**Assessment Committee** – The Assessment Committee has the responsibility to work with faculty to collect curricular mapping information, evaluate course outcome achievement data as reported through student course evaluations and the faculty-completed Course Outcomes Assessment Template (COAT) as well as evaluation data from experiential rotations. Faculty will provide the Assessment Committee with information regarding modification of course outcomes that will be used to update the College’s curricular mapping document. Faculty also will be asked at the end of each semester to forward to the Assessment Committee data from assessments completed as part of a course or through projects evaluating the impact of extracurricular activities as well as the results of course evaluation items that assess student achievement of key course outcomes. The results of ongoing assessment projects or assessment data collected by the Office of the Dean will also be forwarded to the Assessment Committee for review. Based on analysis of this information, the Assessment Committee will make recommendations to the Curriculum Committee, the Dean’s Office, the College Executive Committee or individual course faculty, as appropriate. The Chair of the Assessment Committee will also provide regular reports to the faculty on its findings and recommendations. The Assessment Committee will develop an annual report to the faculty that addresses the following:

a) A summary of findings regarding the extent to which outcome abilities are being achieved by our students.

b) Identification of areas where the Doctor of Pharmacy program is successful in achieving its
c) Identification of areas where improvements are needed with respect to achievement of outcome abilities or other components of the program mission.

The Assessment Committee will review this College Assessment plan regularly and update it when needed.

**Curriculum Committee** – The Curriculum Committee has established a new course approval checklist (Appendix C) requiring faculty to provide information about baseline knowledge and skills related to the College’s outcome abilities upon course entry, the outcomes to be addressed during the course, the assessment methods related to these outcomes, and the specific assessment data to be provided to the Assessment Committee in order to monitor student achievement of the outcomes for both the didactic and experiential portions of the curriculum. In addition to its role in initial course approval, the Curriculum Committee will review all courses in the curriculum on a regularly scheduled basis (every four years). Included in this committee review is an evaluation of: identified course outcomes, student course evaluations related to outcome achievement, and data on student achievement related to core course outcomes as provided through the (COAT). The Curriculum Committee will make recommendations to core course faculty based on the information as well as for course modification of course outcomes/material based on an evaluation of curricular mapping activities and assessment data provided by the Assessment Committee.

**Faculty of the College** – Faculty are responsible for:

a) Reviewing and regularly updating their stated course outcome abilities and designing instructional and evaluation approaches to ensure that students are successful in achieving these outcomes,

b) Including questions on their course evaluations related to student achievement of their stated course outcomes,

c) Providing assessment data on student achievement of core course outcomes through completion of the Course Outcomes Assessment Template (COAT) each time the course is offered, and

d) Evaluating data from “b” and “c” above to develop strategies, as necessary, to maximize student achievement related to College outcomes featured in their courses.

Beyond these individual faculty course responsibilities, the course coordinators within each professional year and between professional years of the new Doctor of Pharmacy curriculum will meet at least annually to assure the coordination, sequencing, and integration of content to encourage the use of optimal teaching methods to achieve our stated curricular outcomes. Individual faculty members are also responsible for pursuing professional development opportunities intended to improve their student performance assessment-related knowledge and skills.

**Students in the College** – Students are required to maintain a performance portfolio throughout their time in the professional program, complete requested reflections related to the portfolio and other course-related assignments, participate in classroom/laboratory assessments to the best of
their ability, and respond to requests for completion of survey instruments related to assessment, including didactic and experiential course evaluations.

**Office of the Dean** – The Dean’s Office coordinates overall assessment activities within the College, which includes monitoring and reporting to internal and external audiences. The Senior Associate Dean has the responsibility for compiling student performance and program assessment data and sharing those data with the faculty and other appropriate groups and individuals for follow-up. The Dean’s Office provides support for and coordination of faculty development activities related to student performance assessment and program assessment. The Dean’s Office also provides resources (e.g., research assistant, student worker assistance, assessment related travel funds) to facilitate the work of the Assessment Committee.

**College Executive Committee** – The College Executive Committee reviews compiled information related to student performance and achievement of the overall educational mission and strategic planning goals of the College and sets policy related to assessment initiatives, including endorsement of specific activities to be completed by faculty and staff in the three departments in the College.

**Annual Timeline for Assessment Committee and Core Course Instructors**

**August**
- Assessment Committee requests from faculty: 1) changes in fall course outcomes (for curricular mapping update), 2) questions for use in completing the COAT template for courses, and 3) questions on student achievement of key course outcomes on the end-of-semester course evaluation.

**September/October**
- Annual Assessment Committee report to faculty at regular faculty meeting

**December**
- Assessment Committee requests from faculty: 1) changes in spring course outcomes (for curricular mapping update), 2) questions for use in completing the COAT template for courses, and 3) questions on student achievement of key course outcomes on the end-of-semester course evaluation.
- Faculty include a listing of professional development activities related to assessment on their annual report
- Continuing students receive final instructions for the portfolio requirement for current year as well as feedback on reflections from previous year

**January**
- Faculty provide Assessment Committee with completed COAT template data and results of course evaluation items on key course outcomes for fall semester courses. This information is shared with the Curriculum Committee
April

- Students turn in portfolio compiled over the current academic year.

May

- Faculty provide Assessment Committee with completed COAT template data and results of course evaluation items on key course outcomes for spring semester courses. This information is shared with the Curriculum Committee.

June-August

- Portfolios are evaluated and feedback developed for students.
- Assessment Committee reviews portfolio assignment from previous academic year and develops plan for the upcoming year.
- Assessment Committee begins to draft an annual report to faculty based on materials reviewed for the past academic year.

Ongoing activities throughout the year:

- Faculty and staff provide the Senior Associate Dean with results of assessment surveys and course or program assessments as available.
- Senior Associate Dean provides Assessment Committee (as well as the Curriculum Committee and/or the Executive Committee, when appropriate) with results of assessment surveys and course or program assessments completed by or forwarded to his office.
- The Executive Committee reviews progress on Strategic Plan implementation and facilitates new initiatives related to overall program mission and goals.
- Assessment Committee evaluates the results of assessments (including COAT and course outcome evaluations) and makes recommendations to Curriculum Committee, faculty of the college, the Dean’s Office and/or College Executive Committee, as appropriate.
- Assessment Committee provides regular updates on assessment at scheduled faculty meetings.
- Assessment data entered into AACP’s AAMS system.
- Assessment Committee conducts regularly scheduled meetings every two weeks.
- Faculty participate in ongoing professional development activities related to assessment.

Faculty Development in Assessment

The College has an obligation as part of our overall assessment planning to encourage the development of faculty knowledge and skills related to student assessment. Faculty in the College have been involved with a variety of assessment projects over the past 20 years, including some of the first assessment initiatives in pharmacy education funded by the Department of Education through the Fund for the Improvement of Post-secondary Education (FIPSE) and the Grant Awards for Pharmacy Schools (GAPS) program. Several faculty members are currently involved in a variety of local and national initiatives related to assessment. At Purdue University the College participates in the Student Learning Outcome Assessment Working (SLOAW) group that provides guidance to the University Director of Assessment regarding University-wide initiatives including the computerized outcome assessment tracking system. This group also oversees
the University Assessment Grant initiative that is intended to provide seed funds to course-related assessment projects. Members of the faculty also participate in the CIC Pharmacy Assessment Collaborative (representing the 8 Big Ten pharmacy programs) that provides a forum for information sharing, instrument development, and multi-institutional assessment project activities.

Although these aforementioned activities have provided a foundation for our current assessment initiatives, they have involved only a subset of our faculty. For the College assessment program to be successful, all faculty need to develop their knowledge and expertise and contribute to the process. One approach to facilitate this is to develop an expectation that individuals involved in assessment activities regularly share information and experiences related to assessment with the faculty as a whole. However, it will also be important for faculty to take an active role in their own professional development. There are a number of opportunities for individual faculty to pursue assessment as a personal development activity. The American Association of Colleges of Pharmacy (AACP) has a long history of providing programming related to assessment through their Institute workshops, the Assessment SIG, and national meeting pre-conferences. The Dean’s office also works to facilitate faculty understanding and skill development in assessment through external guest seminar presentations. Faculty members are encouraged to participate in these development activities with the goal of improving assessment approaches within the curriculum. Faculty should routinely report significant professional development activities related to assessment through their annual report process.

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Approved by Faculty, September 2012
Appendix A

PURDUE UNIVERSITY
College of Pharmacy

Professional Program (Pharm.D.) Outcome Ability Goals

These outcome abilities are established to ensure the student’s transitional growth across the didactic curriculum and throughout the pharmacy practice experiences resulting in professional competency and the ability to provide patient-centered care by meeting the criteria of good science, professional skills, attitudes, behaviors, values, and evidence-based practice.

1. Conceptual Competence: The student must demonstrate evidence-based knowledge of the following theoretical foundations of the profession and apply these to individual practice settings.

   1.1 Basic anatomy/physiology
   1.2 Pathophysiology
   1.3 Diagnostic methods and decision making
   1.4 Principles of pharmacology
   1.5 Pharmacoeconomics/health outcomes
   1.6 Relationship between chemical structure and biological activity
   1.7 Delivery of drugs from various dosage forms
   1.8 Pharmacotherapy
   1.9 Complementary therapies
   1.10 Behavioral modification approaches for promoting treatment adherence and disease prevention.
   1.11 Drug interactions
   1.12 Treatment guidelines
   1.13 Pharmacy law
   1.14 Principles of management and administration
2. **Scientific Comprehension:** The student must demonstrate comprehension of major scientific discoveries and use of the scientific method to make these discoveries.

   2.1 Basic principles of thermodynamics and kinetics and their role in defining chemical processes.

   2.2 Basic principles of drug design and the chemical and biochemical mechanisms of drug action.

   2.3 Basic principles that affect drug release from dosage forms, drug absorption, distribution, metabolism, excretion, and toxicology and the impact of those properties on clinical pharmacokinetics and pharmacodynamics.

   2.4 Fundamental principles involved in maintaining the microbiological purity of compounded dosage forms.

   2.5 Basic principles of study design.

   2.6 The application of statistical methodology to study design and the scientific literature.

   2.7 The relevance of molecular biology, biochemistry, immunology, and pharmacogenomics and apply key principles to disease states and therapeutics.

3. **Mathematical Competence:** The student must be able to use mathematical variables to analyze physical, biological, and socioeconomic phenomena.

   3.1 Perform error-free mathematical calculations with regard to drug dosing and pharmacokinetics.

   3.2 Perform error-free mathematical calculations with regard to compounding dosage forms.

   3.3 Calculate costs of providing products, services, and care.

4. **Integrative (Practice-related) Competence:** The student must be able to meld theory and abilities in the practice setting to enhance positive patient outcomes.

   4.1 Provide patient-centered pharmaceutical care.

   4.2 Promote health improvement and disease prevention.

   4.3 Critically evaluate patient data, literature sources, and drug products.

   4.4 Provide specific, sound, cost effective, evidence-based drug and healthcare recommendations.

   4.5 Design, implement, and evaluate patient specific pharmacotherapeutic regimens.

   4.6 Select the proper drug, dose, and dosage form for a specific patient.
4.7 Design strategies to monitor patients’ drug regimens for therapeutic and toxic effects of medications.

4.8 Design risk reduction strategies to ensure patient safety and prevent medication errors and adverse drug events.

4.9 Design strategies to avoid or manage drug interactions and adverse drug events.

4.10 Identify and implement strategies to encourage patient adherence to therapeutic interventions.

4.11 Describe the fundamental concepts and practical considerations necessary to assure the quality of pharmaceutical products.

4.12 Demonstrate prescription/drug order preparation and compounding functions for parenteral and non-parenteral preparations.

4.13 Demonstrate techniques necessary to maintain the microbiological purity of sterile products and employ associated quality assurance strategies.

4.14 Manage informatics and medication use systems.

4.15 Apply key business principles, including continuous quality improvement, to the management of pharmacy services, personnel, and obtaining compensation.

5. **Critical Thinking and Decision Making Abilities:** The student must examine issues rationally, logically, and coherently; and shall acquire, evaluate, and synthesize information and knowledge relevant to an identified problem; and make sound decisions in both familiar and unfamiliar contexts.

5.1 Synthesize information in order to draw logical conclusions.

5.2 Provide evidence-based support for arguments, recommendations, and solutions.

5.3 Demonstrate the ability to make sound decisions given complex scenarios in a time-constrained environment.

6. **Communication Skills and Abilities:** The student must read, write, speak, listen, and use media, and appropriate technologies to send and respond effectively to communications for varied audiences and purposes.

6.1 Demonstrate the ability to present ideas, plans, and data in appropriate written formats to succinctly and effectively communicate with various audiences.

6.2 Accurately document recommendations and interventions while assuring patient confidentiality.

6.3 Provide appropriate patient education/counseling regarding the safe and effective use of drug products.
6.4 Provide appropriate education regarding the use of prescription and nonprescription devices.

6.5 Effectively and efficiently perform patient interviews, medication histories, medication reconciliation, and identify drug-related issues and problems.

6.6 Interact with other pharmacists, physicians, nurses, and other healthcare professionals to achieve positive patient outcomes.

6.7 Interact with technicians and other support staff to develop and maintain a positive and productive work environment.

6.8 Effectively present information to colleagues, other healthcare practitioners, and the general public, regarding drug therapy and related topics.

6.9 Effectively use information systems and computer software to enhance the delivery of pharmaceutical care.

7. **Responsible use of professional values and ethical principles:** The student must demonstrate sensitivity to personal values and ethical principles in professional and social contexts.

   7.1 Exhibit professional behavior at all times in congruence with the pharmacist code of ethics.

   7.2 Describe strategies to work through ethical dilemmas in the provision of pharmaceutical care.

   7.3 Maintain professional competence through sound judgment, ethical behavior, adherence to legal guidelines and socioeconomic principles.

   7.4 Demonstrate values consistent with the provision of quality healthcare to all patient groups and populations.

   7.5 Treat patients and co-workers with respect.

8. **Social Awareness and Social Responsibility:** The student must demonstrate an understanding of self, the strengths and challenges of cultural diversity, and the historic responses of society in times of rapid change.

   8.1 Demonstrate awareness of key issues and debates in healthcare.

   8.2 Demonstrate cultural competence that includes awareness of the impact that cultural, social, and ethnic differences can play in the provision of healthcare and the workplace.

   8.3 Recognize and address health literacy issues and healthcare disparities.

9. **Professional Abilities and Habits:** The student must effectively self-assess and satisfy learning and continuous professional development on an ongoing basis.
9.1 Acquire new information to answer specific questions from patients, colleagues, or other healthcare professionals.

9.2 Display self-directed learning, acquiring the necessary knowledge and skills to develop and maintain one’s competence to provide optimal pharmaceutical care as a template for lifelong learning and continued professional development.

9.3 Demonstrate the ability to self-assess and take needed steps to achieve competence.

9.4 Take an active role in professional and community organizations and promote advocacy for key healthcare and professional initiatives.

9.5 Exhibit positive, professional, empathic attitudes and behaviors in all intra- and interprofessional communications.

9.6 Demonstrate awareness of and be able to analyze internal and external factors that influence the practice of pharmacy and healthcare policy in an attempt to resolve practice-related problems.

10. **Group Interaction and Citizenship:** The student must demonstrate effective interpersonal and intergroup behaviors in a variety of situations and circumstances.

   10.1 Demonstrate awareness of the roles of various healthcare professionals in multiple healthcare environments.

   10.2 Participate functionally in team efforts within pharmacy and healthcare groups.

   10.3 Discuss and remain open to differences of opinion and defend rational opinions that differ from those of other healthcare professionals.

   10.4 Direct and/or manage other personnel in a pharmacy or healthcare environment.

   10.5 Display habits of service to one’s community and profession.

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*Outcome Ability Goals as Approved by the College of Pharmacy Faculty May 2007*
Appendix B

I. **Regular / Continuing Assessments (See Core Assessment Activities document for summary)**

1) **Assessment Activity:** North American Pharmacist Licensure Examination (NAPLEX)
- **What Assessed:** Pass rate, sub-section scores in comparison to national means
- **Source of Data:** National Association of Boards of Pharmacy
- **Responsibility for Collection:** Dean’s Office
- **Frequency of Assessment:** Annually
- **Implementation Status:** Current
- **Comments:** Represents minimal competency to enter practice

2) **Assessment Activity:** Multi-state Pharmacy Jurisprudence Examination (MPJE)
- **What Assessed:** Pass rate in comparison to national means
- **Source of Data:** National Association of Boards of Pharmacy
- **Responsibility for Collection:** Dean’s Office
- **Frequency of Assessment:** Annually
- **Implementation Status:** Current
- **Comments:** Represents minimal competency to enter practice

3) **Assessment Activity:** Program self-study and re-accreditation review
- **What Assessed:** Curriculum, students, faculty, facilities, etc.
- **Source of Data:** Students, faculty/staff, College
- **Responsibility for Collection:** Self-study Committee
- **Frequency of Assessment:** Regular 8-year cycle
- **Implementation Status:** Current
- **Comments:** Last self-study completed in August 2011

4) **Assessment Activity:** Self-assessment of ACPE standard compliance
- **What Assessed:** Curriculum, students, faculty, facilities, etc.
- **Source of Data:** Students, faculty/staff, standing committees
- **Responsibility for Collection:** Coordinated by Dean’s Office
- **Frequency of Assessment:** Every 2 years
- **Implementation Status:** Will initiate in 2014

5) **Assessment Activity:** AACP Graduating student survey
- **What Assessed:** Core outcomes and student experiences; comparison to national norms
- **Source of Data:** P-4 students just prior to graduation
- **Responsibility for Collection:** Dean’s Office
- **Frequency of Assessment:** Every other year
- **Implementation Status:** Current
- **Comments:** Last survey in 2011
6) **Assessment Activity: AACP Faculty survey**
- **What Assessed:** Administrative system; Recruitment and Retention; Infrastructure: Role and Governance; Faculty Development, Curriculum, Teaching and Assessment; Developing and Supervising Students; and Academic roles
- **Source of Data:** Faculty
- **Responsibility for Collection:** Dean’s Office
- **Frequency of Assessment:** Every other year
- **Implementation Status:** Last survey in 2011

7) **Assessment Activity: AACP Alumni Survey**
- **What Assessed:** Development/Communications, Curriculum, General Impressions
- **Source of Data:** Graduates from past 5 years
- **Responsibility for Collection:** Dean’s Office
- **Frequency of Assessment:** Every other year
- **Implementation Status:** Last survey in 2010
- **Comments:** Concerns about response rate (national rate is 17%) and the ability to obtain e-mail addresses from alumni. In 2014 will collect data from graduates of last three years (vs. 5 years)

8) **Assessment Activity: AACP Preceptor Survey**
- **What Assessed:** Communications, Curriculum, and Resources/Support
- **Source of Data:** Current Preceptors
- **Responsibility for Collection:** Dean’s Office
- **Frequency of Assessment:** Every other year
- **Implementation Status:** Last survey in 2010
- **Comments:** Concerns about response rate; Experiential Programs Office is also collecting data from preceptors

9) **Assessment Activity: APPE Rotation Performance Evaluations**
- **What Assessed:** Clinical skills and professionalism
- **Source of Data:** P-4 student evaluations by preceptors
- **Responsibility for Collection:** Office of Experiential Programs
- **Frequency of Assessment:** For each 4 or 8 week rotation
- **Implementation Status:** Current
- **Comments:** Comprehensive reporting/summary system in development

10) **Assessment Activity: IPPE Rotation Performance Evaluations**
- **What Assessed:** Developing clinical skills and professionalism
- **Source of Data:** P-1 - P-3 students
- **Responsibility for Collection:** Office of Experiential Programs
- **Frequency of Assessment:** Annually
- **Implementation Status:** Current
- **Comments:** IPPE program is in transition to new curriculum; a comprehensive reporting/summary system is in development
11) Assessment Activity: APPE and IPPE Preceptor and Site Evaluations  
**What Assessed:** Quality of precepting and sites  
**Source of Data:** P-1 -- P-4 students  
**Responsibility for Collection:** Office of Experiential Programs  
**Frequency of Assessment:** For each 4 or 8 week rotation or IPPE experience  
**Implementation Status:** Current  
**Comments:** Comprehensive reporting/summary system in development

12) Assessment Activity: Student Portfolios  
**What Assessed:** Materials related to professional development, cultural competence and career planning  
**Source of Data:** P-1 - P-4 students  
**Responsibility for Collection:** Assessment Committee / Office of Experiential Programs  
**Frequency of Assessment:** Annual  
**Implementation Status:** All students have maintained a performance portfolio  
Including self-reflections beginning in 2009-2010.  P-4 students have maintained a professional performance and development portfolio for a number of years that is used to share with preceptors, prospective residency preceptors and employers.  
**Comments:** Students will begin using an electronic portfolio on a pilot basis through PharmAcademic in 2012-2013.

13) Assessment Activity: Review and Revise College Outcomes  
**What Assessed:** Currency of outcomes  
**Source of Data:** Core course faculty  
**Responsibility for Collection:** Faculty with Assessment Committee Coordination  
**Frequency of Assessment:** Every 5 years (2014)  
**Comments:** Last revision in 2007

14) Assessment Activity: Curricular Mapping to ACPE Appendices B/C  
**What Assessed:** Linkages between course outcomes and content to ACPE appendices B/C  
**Source of Data:** Core course faculty  
**Responsibility for Collection:** Core Course Faculty / Assessment Committee  
**Frequency of Assessment:** Annual review/updates  
**Implementation Status:** Current

15) Assessment Activity: Curricular Mapping to College Outcomes  
**What Assessed:** Linkages between course outcomes and College outcomes and types of student assessment employed  
**Source of Data:** Core course faculty  
**Responsibility for Collection:** Core Course Faculty / Assessment Committee  
**Frequency of Assessment:** Annual updates  
**Implementation Status:** Current

16) Assessment Activity: Course Outcomes Assessment Template (COAT) Data
What Assessed: Specific performance data from core courses on student achievement on selected College outcomes
Source of Data: student exam, project, or laboratory performance
Responsibility for Collection: College faculty and staff / Assessment Committee
Frequency of Assessment: Annually for each core course
Implementation Status: Began in fall 2010
Comments: Faculty report performance on template developed by Assessment Committee for sample of exam questions or projects that are linked to key course outcomes

17) Assessment Activity: Achievement of Course Outcomes
What Assessed: Student self-reports of achievement of course outcomes
Source of Data: Students in core courses
Responsibility for Collection: Faculty through CourseEval system
Frequency of Assessment: Each semester course offered
Implementation Status: Began in fall 2010
Comments: Faculty approved as part of teaching assessment plan in April 2010. This is being done as part of the overall plan to assess teaching effectiveness (see below) and shared with the Assessment Committee

18) Assessment Activity: Student Focus Groups
What Assessed: Curriculum and Overall Program
Source of Data: P-1, P-2, P-3 students
Responsibility for Collection: Dean’s Office
Frequency of Assessment: Each semester
Implementation Status: Current
Comments: Focus groups consist of 6-10 students per class year. Meeting summary minutes are provided to department heads for follow-up. Curriculum-related observations are shared with the Curriculum Committee.

19) Assessment Activity: Monitor Student Stress
What Assessed: Student stress levels and stressors
Source of Data: Students
Responsibility for Collection: Dean’s office and Assessment Committee
Frequency of Assessment: Each semester
Implementation Status: Focus groups conducted each semester; survey being considered by Assessment Committee
Comments: Current ACPE guidelines call for monitoring of student stress

20) Assessment Activity: Assessment of Teaching
What Assessed: Quality and effectiveness of teaching
Source of Data: Students, faculty peers, faculty self-evaluation
Responsibility for Collection: Departments
Frequency of Assessment: Regular; frequency dependent on instructional assignments
Implementation Status: Faculty approved in spring 2010
Comments: This system is a result of recommendations by the Task Force to Assess
Teaching Effectiveness (see below). Student evaluation component has been implemented; peer and self-evaluation implementation vary by department

21) **Assessment Activity: Student Progression**  
**What Assessed:** Student probation, academic progress, and attrition 
**Source of Data:** P-1 - P-4 students 
**Responsibility for Collection:** Dean’s Office 
**Frequency of Assessment:** Each semester 
**Implementation Status:** Current

22) **Assessment Activity: Graduating Student Survey**  
**What Assessed:** Job placement, salaries, post-graduation education plans 
**Source of Data:** Graduating students 
**Responsibility for Collection:** Office of Student Services 
**Frequency of Assessment:** Annual 
**Comments:** Survey has been conducted annually since early 1980’s

23) **Assessment Activity: Assessment of Student Advising**  
**What Assessed:** Quality of student advising and programming activities 
**Source of Data:** Student survey 
**Responsibility for Collection:** Office of Student Services 
**Frequency of Assessment:** Every other year (2012) 
**Implementation Status:** Last survey conducted in fall 2010 
**Comments:** Earlier survey was conducted in 2005-2006

24) **Assessment Activity: Strategic Plan Evaluation**  
**What Assessed:** Progress on Meeting Goals of College Strategic Plan 
**Source of Data:** Faculty, staff, task force reports 
**Responsibility for Collection:** Executive Committee 
**Frequency of Assessment:** On-going / Annual 
**Implementation Status:** Current 
**Comments:** The current Strategic Plan is for 2008-2014

25) **Assessment Activity: Clinical Measures**  
**What Assessed:** Impact of clinical interventions by APPE students 
**Source of Data:** P-4 students 
**Responsibility for Collection:** Office of Experiential Programs 
**Implementation Status:** Ongoing / annual 
**Comments:** Useful for showing value-added contribution of APPE students to practice sites
26) **Assessment Activity: Applicant Pool / Entering P-1 Class**  
*What Assessed:* Student quality / performance predictors  
*Source of Data:* Applicants  
*Responsibility for Collection:* Admissions Committee  
*Implementation Status:* On-going / annual  
*Comments:* Additional 4-year admissions predictor study conducted in 2010-2011

27) **Assessment Activity: Core Course Review**  
*What Assessed:* Course outcomes, content and instructional methods  
*Source of Data:* Core course faculty  
*Responsibility for Collection:* Curriculum Committee  
*Implementation Status:* Planned for new curriculum  
*Comments:* Year-by-year course review to occur every four years

28) **Assessment Activity: AAMS Data Collection**  
*What Assessed:* Compilation of assessment data in AACP-ACPE system  
*Source of Data:* Students, faculty, committees  
*Responsibility for Collection:* Assessment Committee inputs data  
*Implementation Status:* To begin entering data in 2012-2013  
*Comments:* Did not use for most recent self-study

II. **Periodic--Not Regularly Scheduled--Assessments** (Note: The periodic assessment list is incomplete and is intended to provide examples only)

1) **Assessment Activity: Assessment of Teaching Effectiveness**  
*What Assessed:* System for regular student, peer and self-evaluation of teaching  
*Source of Data:* Faculty and staff  
*Responsibility for Collection:* Task Force  
*Implementation Status:* Report completed March 2010  
*Comments:* Upon faculty approval, the proposed system will result in a series of regular assessments as indicted above

2) **Assessment Activity: Educational Space Assessment**  
*What Assessed:* Space needs and utilization  
*Source of Data:* Faculty, staff  
*Responsibility for Collection:* Task Force  
*Implementation Status:* Report completed January 2010

3) **Assessment Activity: Assessment of Instructional / Educational Technology**  
*What Assessed:* Present and future technology use and needs  
*Source of Data:* Students, faculty and staff  
*Responsibility for Collection:* Task Force  
*Implementation Status:* Report completed June 2009
4) **Assessment Activity:** Student Services Assessment  
**What Assessed:** Student services provided and future needs  
**Source of Data:** Students, faculty and staff  
**Responsibility for Collection:** Task Force  
**Implementation Status:** Report completed February 2010

5) **Assessment Activity:** Assessment of Electronic Literature Access  
**What Assessed:** Access to electronic literature and unmet needs  
**Source of Data:** Students, faculty, preceptors  
**Responsibility for Collection:** Task Force  
**Implementation Status:** Report completed December 2009

6) **Assessment Activity:** Admissions Predictors  
**What Assessed:** Relationship of admitted student characteristics and subsequent performance and involvement  
**Source of Data:** Admissions information, academic performance data, and student surveys  
**Responsibility for Collection:** Dean’s Office Project  
**Implementation Status:** Completed in 2010-2011  
**Comments:** Used data for 2004-2009 entering classes. Part of the data derive from the student involvement survey (below)

7) **Assessment Activity:** Student Involvement Survey  
**What Assessed:** Student involvement in organizations, work, and volunteer service and leadership activities  
**Source of Data:** P-1 - P-4 students  
**Responsibility for Collection:** Dean’s Office Project  
**Implementation Status:** First survey in 2010, ongoing  
**Comments:** Survey participation required for P-1 and P-2 students as part of their portfolio. Voluntary for P-3 and P-4 students. Data will also be used for admissions study noted above.

8) **Assessment Activity:** Bio-statistics assessment  
**What Assessed:** Bio-statistics knowledge and interpretation of study results (Outcomes 2 / 4)  
**Source of Data:** P-1 – P-4 students  
**Responsibility for Collection:** Faculty Project (Amy Sheehan/Kevin Sowinski)  
**Implementation Status:** Longitudinal project to be completed in spring 2013  
**Comments:** Received Office of Provost assessment-mini grant to support the project in 2012-2013

9) **Assessment Activity:** Decision-making assessment  
**What Assessed:** Decision-making in a time-constrained environment (Outcome 5)  
**Source of Data:** P-1 students  
**Responsibility for Collection:** Faculty Project (Holly Mason)
Implementation Status: Data last collected spring 2009  
Comments: Results of in-basket simulation in integrated laboratory

10) **Assessment Activity:** Written communications assessment  
**What Assessed:** Performance on consumer interview written paper (Outcome 6)  
**Source of Data:** P-1 students  
**Responsibility for Collection:** Faculty Project (Matt Murawski)  
**Implementation Status:** Data collected beginning fall 2009  
**Comments:** On-going annual course assignment

11) **Assessment Activity:** Pharmacy-specific NSSE  
**What Assessed:** Student engagement  
**Source of Data:** P-1 and P-3 students  
**Responsibility for Collection:** Assessment Committee Project  
**Implementation Status:** Data collected in spring 2010  
**Comments:** Joint project with CIC Assessment Collaborative

12) **Assessment Activity:** Professional Role Assessment  
**What Assessed:** Student’s view of pharmacist roles and predictors of such  
**Source of Data:** Second year pre-pharmacy students  
**Responsibility for Collection:** Graduate Student Project (Mary Kiersma)  
**Implementation Status:** Data collected 2008 and 2010

13) **Assessment Activity:** PHPR 368 Skills Assessment  
**What Assessed:** Dispensing and counseling skills in Purdue University Pharmacy  
**Source of Data:** P-1 students  
**Responsibility for Collection:** Faculty Project (Patti Darbishire)  
**Implementation Status:** 2010-2011 data collection  
**Comments:** Funding through Purdue Provost’s Office Assessment Grant

14) **Assessment Activity:** Mini-OSCE’s  
**What Assessed:** Student clinical skills  
**Source of Data:** P-2 students  
**Responsibility for Collection:** Faculty Project (Steve Scott)  
**Frequency of Assessment:** Annual  
**Implementation Status:** Project completed third year in 2012

15) **What Assessed:** Writing ability in reflection assignment  
**Source of Data:** P-1 students  
**Responsibility for Collection:** Faculty Project (Kim Plake)  
**Frequency of Assessment:** Annual beginning in 2009  
**Implementation Status:** Continuing assignment

16) **Assessment Activity:** Career Fair Evaluation
What Assessed: Career fair and information sessions  
Source of Data: Students, employers  
Responsibility for Collection: Office of Student Services  
Frequency of Assessment: Annually  
Implementation Status: Current
Appendix C

Pharmacy Curriculum 2015 - New Course Cover Page and Checklist

☐ Course number PHRM ________________ Year in Curriculum:  P-1  P-2  P-3  P-4
☐ Title ____________________________________________
☐ Semester offered ____________________________
☐ Hours per week of class/recitation/lab _____________
☐ Credits ________________
☐ Course Director(s): ______________________________________________________
☐ Participating faculty: _____________________________________________________
☐ Course Prerequisites ____________________________________________________

Identify learning outcomes from prerequisite course(s) students should enter this course having been introduced to and/or mastered.*

Identify any School Outcome Abilities students should have addressed and at what level (novice, developing competence, expert) prior to beginning this course.*

☐ Description of course purposes and features*

☐ Rationale for the course content*

☐ Relationship of course to prior or concurrent courses in the curriculum*

☐ Relationship of course to subsequent courses in the curriculum*

☐ Suggested Skills Lab activities related to this course*

☐ Pedagogical approach / teaching strategies to be utilized during the course*

☐ Course learning objectives*

☐ School Outcome Abilities to be addressed during the course*

* - attach to this cover page

Identify whether these outcome abilities will be introduced, reinforced, and/or mastered during this course and at what level students are expected to perform (novice, developing competence, expert).

Description of methods to be utilized to assess student achievement of course objectives, outcome abilities, and assign course grades* Identify those outcome abilities for which annual assessment of outcome data for the course will be sent to the assessment committee.* Indicate how outcome data will be collected and forwarded to the assessment committee.

☐ Detailed course summary outline (syllabus) of course topics, learning activities, assignments to enable students to achieve the learning objectives*

☐ Description of means to be used to monitor progress of course in meeting stated objectives and make refinements for improvement*

* - attach to this cover page