

Florida A&M University
College of Pharmacy & Pharmaceutical Sciences
Evaluation Plan

College of Pharmacy & Pharmaceutical Sciences Mission and Goals

The College of Pharmacy recognizes its responsibility to prepare students for the professional and business aspects of community and hospital pharmacy practice and to provide a fundamental background for further study in other areas of the profession. The curriculum is designed to equip the student for citizenship in the world of intellectual and moral responsibility based on a thorough knowledge of his or her own profession. Specifically, the College of Pharmacy aims to:

1. Prepare students to enter the practice of pharmacy with competencies demanded by his or her role in health care and to provide breadth of scientific and professional background so as to allow versatility of practice within the subsystems of pharmacy practice;
2. Stimulate and nurture in the student the processes of intellectual creativity, imagination, curiosity, problem-solving, and public service;
3. Instill attitudes of professionalism and ideas for the cultivation of optimum execution of duties and responsibilities in rendering quality health care service;
4. Develop knowledgeable appreciation of the pharmacist's legal, ethical, moral and social responsibilities;
5. Convey a positive attitude about on-going and continuous updating of professional knowledge and competencies;
6. Promote membership in professional organizations and learned societies as an integral part of competent growth and development; and
7. Emphasize appropriate relationships with other health care professionals, especially with co-professionals on the health care team.

Assessment Committee Mission and Goals

The Florida Agricultural and Mechanical University (FAMU) College of Pharmacy and Pharmaceutical Sciences' (COPPS) mission is to educate and train students in the practice of Pharmaceutical Sciences to prepare them for their roles and responsibilities in delivering Pharmaceutical care through innovation and collaboration in pharmacy practice, education, research, and public service. In realizing the College's mission, the Assessment Committee uses a formative approach to ensure an efficient, dynamic and continuous assessment process for COPPS to improve student learning, academic environment, scholarship and strategic planning.

This mission of the Assessment Committee is achieved through the following goals:

1. Develop the assessment guidelines for the COPPS based on the achievement of the stated objectives in the strategic plan.
2. Determine the methods for assessing and measuring student achievement at different stages in the Doctor of Pharmacy program using qualitative, quantitative, direct, indirect, formative and summative tools.
3. Develop feedback mechanisms to use results of findings in the assessment process for programmatic improvement.

4. Establish a time schedule of events for the annual assessment activities.
5. Formulate and manage the overall assessment plan for the COPPS.
6. Identify critical assessment needs, processes, tools, and data sources.
7. Define infrastructure and resources needed to manage program assessment and implement the assessment plan in congruence with FAMU FAMOUS plan.
8. Analyze the assessment data to identify areas of improvement for COPPS.
9. Disseminate the assessment data appropriately through feedback to the administration, the divisions and appropriate programs/committees.
10. Continuously review the assessment plan annually and revise if necessary.

Assessment in the COPPS serves the following three major purposes.

1. Program and service improvement;
2. Accountability aimed at demonstrating institutional responsiveness to external constituencies by ensuring that students demonstrate basic academic competencies and skills mandated by state and federal licensure exams; and
3. Institutional effectiveness aimed at meeting requirements by accrediting agencies.

Assessment Philosophy

At FAMU assessment is “a systematic process of documenting and analyzing the effectiveness of the teaching and learning processes to ensure that the expectations and standards are met in fulfilling the mission of FAMU”. Assessment at FAMU COPPS is based upon the University’s FAMOUS assessment approach which involves six sequential and precise steps. Each letter of the acronym “FAMOUS” represents an important step that is connected to the next step in a chain that ultimately comes together to contribute to the goal of successfully developing and implementing an effective assessment plan. The assessment planning forms at FAMU, therefore, facilitate the documentation of the six steps.

“FAMOUS” Steps

1. **F**ormulate statements of outcomes/objectives aligned to institutional mission/goals
2. **A**scertain criteria for success
3. **M**easure performance using direct and indirect methods
4. **O**bserve and analyze results for congruence between expected and actual results
5. **U**se result to effect improvement of programs and services
6. **S**trengthen programs and services by continuously evaluating, planning, allocating resources, and implementing new approaches

Assessment Committee Composition

The Assessment Committee membership is comprised of the following:

Director of Assessment (co-chair)

Curriculum Committee Chair

Strategic Planning Committee Chair

Faculty representatives from Basic Sciences, Pharmacy Practice, Economic, Social and Administrative Pharmacy (ESAP) and Institute of Public Health

Student representatives

Staff representative

(Note: The Chair of Assessment Committee is also a member of both Strategic Planning Committee and Curriculum Committee)

Assessment Flowchart

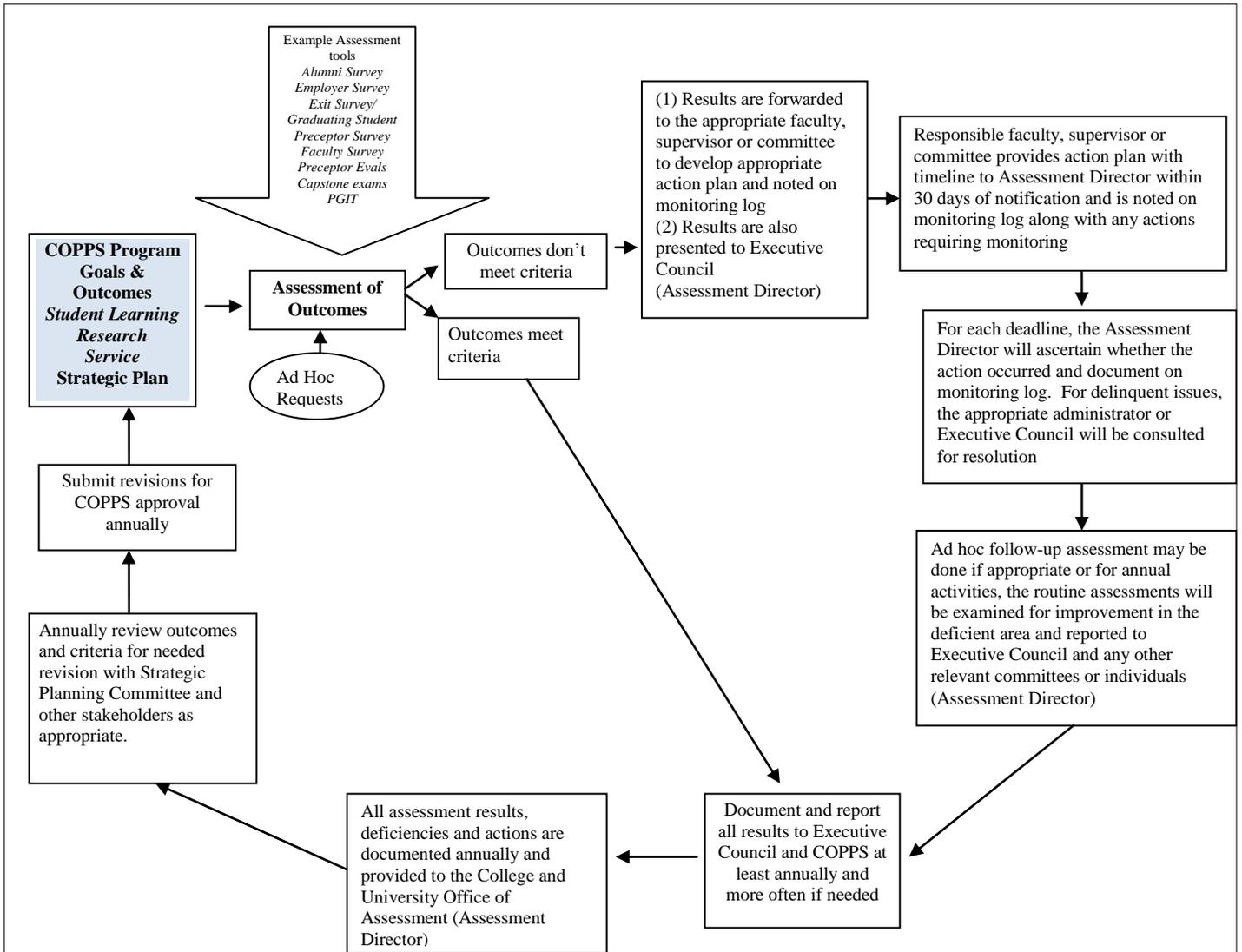
The Assessment process is illustrated in the flowchart below. The process begins each year with the specification of outcomes and criteria for the assessment plan, comprising the first three steps of the FAMOUS process, by the Assessment Committee based on previous year's experience and feedback.

The FAMOUS assessment plan is reviewed, and after modification, approved by the Assessment Committee, the Executive Council, and finally the College faculty before it is submitted to the University Assessment Office by October 1st. Feedback is then provided by Office of University Assessment.

During the year, the outcomes are assessed through various tools to determine whether they meet the specified criteria. If the criteria are met, the results are documented. If the criteria are not met, the results are referred to the appropriate entity (committee, council, or administrator) for action plan development and implementation. In addition, this deficiency is recorded in a monitoring log that lists who is responsible to address the issue. The action taken is also provided to the Assessment Committee for future assessment.

The final steps are usually done by the Assessment Committee during the summer when end-of-year and AACP survey data become available. All of this information is summarized and reported on the FAMOUS assessment document. As before, the document is reviewed and approved by the Assessment Committee, the Executive Council, and the College faculty before it is submitted to the University Assessment Office.

The assessment activities and results are reported formally in an Annual Assessment Report which is distributed to all interested parties. The process begins again when goals and outcomes for the next year are based on the information learned during the cycle and to be consistent with changes in the strategic planning goals and other areas of need determined by previous assessments or stakeholders' input.



3. Nova Southeastern
4. Howard University
5. Xavier University (LA)

Alternate accredited programs used for peer comparisons include:

6. Auburn University
7. Texas Southern
8. Lake Erie (LECOM)
9. South University

Assessment Instruments and Methods

PharmD Student Learning Outcomes (11)	Criterion	Data Collection	Target Audience	Tools Used	Data Analysis
1. The student should be able to communicate verbally and in writing with patients, caregivers and other health care practitioners.	90% satisfactory rating	Student performance in communications coursework and experiences and self evaluation	P1, P2, and P4	Preceptor evaluations (SUCCESS), Graduating Student Survey	Percent rated satisfactory or higher
2. The student should be able to participate in drug-use decision-making process assisting patients and health care professionals in the establishment of therapeutic and diagnostic outcomes.	90% satisfactory rating	Student performance in experiences and self evaluation	P4	Preceptor evaluations (SUCCESS), Graduating Student survey	Percent rated satisfactory or higher
3. The student should be able to demonstrate knowledge of the drug-use process by counseling patients and advising other health care professionals	90% satisfactory rating	Student performance in experiences, self evaluation and job performance.	P4, Graduates	Preceptor evaluations (SUCCESS), Alumni and Employer surveys	Percent rated satisfactory or higher
4. The student should be able to make clinical decisions to identify and solve drug-related problems in a logical and coherent manner.	90% satisfactory rating	Student performance in experiences, self evaluation and job performance.	P4, Graduates	Preceptor evaluations (SUCCESS), Alumni and Employer surveys	Percent rated satisfactory or higher
5. The student should be able to plan, organize, direct and control (i.e. manage) pharmaceutical care systems and resources.	90% satisfactory rating	Student performance in experiences, self evaluation and job performance.	P4, Graduates	Preceptor evaluations (SUCCESS), Alumni and Employer surveys	Percent rated satisfactory or higher

6. The student should be able to integrate ideas, information and skills to provide optimum pharmaceutical care.	90% satisfactory rating	Student performance in experiences, self evaluation and NAPLEX pass rates	P4, Graduates	Preceptor evaluations (SUCCESS), Graduating Student survey, NAPLEX results	Percent rated satisfactory or higher and pass rate
7. The student should be able to provide high quality pharmaceutical care utilizing ethical and moral standards.	90% satisfactory rating	Student performance in experiences, self evaluation, MJPE and job performance	P4, Graduates	Preceptor evaluations (SUCCESS), Alumni and Employer surveys, MJPE	Percent rated satisfactory or higher and pass rates
8. The student should be able to demonstrate the ability to continually update their knowledge base as changes in pharmaceutical care occur.	90% satisfactory rating	Student performance in experiences, self evaluation and job performance.	P4, Graduates	Preceptor evaluations (SUCCESS), Alumni and Employer surveys	Percent rated satisfactory or higher
9. The student shall participate in activities that emphasize disease prevention, health promotion, patient safety, and health literacy	90% satisfactory rating	Student performance in experiences and self evaluation	P3, P4	IPPE and other Coursework, Preceptor evaluations (SUCCESS), Graduating Student survey	Percent rated satisfactory or higher
10. Graduating seniors will demonstrate the ability to critically think, analyze, and solve problems to make judgment and pharmacy decisions.	Increase from performance at admission.	Student performance on the Health Services Reasoning test.	P4 compared to P1-P3	Health Science Reasoning test	Test scores
11. NAPLEX Preparedness: Graduates will be prepared to sit for the NAPLEX Exam.	The first time pass rate on the NAPLEX exam will meet or exceed the national average.	Student performance on Comprehensive exam and first time pass rate on the NAPLEX exam	Graduates	the Comprehensive & NAPLEX exams	Pass rates for first time candidates

Graduate Program Outcomes (2 + 4*)	Criterion	Data Collection	Target Audience	Tools Used	Data Analysis
1. Provide Pharmaceutical Education at the undergraduate level	100% of graduate students will participate in undergraduate teaching during their matriculation	Classes taught by student as reported by their major advisor to the Graduate Programs coordinator at the Office of Student Services	MS & PhD students in Pharmaceutical Sciences	Major Advisor Report and Graduate Student Self-Assessment	Percent of graduate students who have taught a PharmD class
2. Graduate students will progress in a timely manner.	80% of graduate students will have satisfactory progression as rated by their major advisor	Students who are judged as progressing in a timely manner by their major advisors and also by self	MS & PhD students in Pharmaceutical Sciences	Major Advisor Report and Graduate Student Self-Assessment	
<i>* Research Outcomes # 4-7 below are also Graduate program outcomes</i>					
Research Outcomes (7)	Criterion	Data Collection	Target Audience	Tools Used	Data Analysis
1. Faculty shall compete successfully for mainstream extramural funding.	50% of full-time tenure faculty will apply for funding, and 20% of full-time tenure faculty will have extramural funded projects.	Faculty who apply for grants and with extramural funding	All full-time tenure-track faculty	Annual activity report	Percent of faculty who applied for grants and percent with funding
2. Faculty shall maintain a consistent publication record in refereed indexed national and international scientific periodicals	70% of faculty will have at least one publication in refereed scientific periodical. 20% of faculty will have at least one publication in a refereed journal with an impact rating of 4.5 or higher.	Faculty who have at least one article published in refereed journal and faculty with a publication in a high impact journal	All full-time tenure-track faculty	Annual activity report	Percent of faculty with at least one publication
3. Faculty shall articulate, communicate and present research findings at national and international meetings.	50% of faculty will attend and present research findings at national meetings	Faculty making at least one presentation at national meeting	All full-time tenure-track faculty	Annual activity report	Percent of faculty with at least one conference presentation

4. Graduate Students will be able to conceive, design, conduct and interpret independent research	50% of MS & PhD students will submit abstracts to major professional meetings each year	Graduate students submitting research abstraction for presentation at a national meeting	all MS & PhD graduate students in Pharmaceutical Sciences	Graduate advisor report	Percent of Graduate students submitting abstracts for presentation at national conferences
5. Graduate Students will publish research findings in refereed indexed national and international periodicals	20% of MS students and 40% of PhD students will submit a manuscript for publication	Graduate students submitting research manuscript for publication	all MS & PhD graduate students in Pharmaceutical Sciences	Graduate advisor report	Percent of Graduate students submitting manuscripts
6. Graduate students will articulate, communicate and present research findings at local, national or international scientific meetings	100% of MS & PhD students will make presentation at a professional meeting at least once during their graduate program	Graduate students presenting at a professional meeting	all MS & PhD graduate students in Pharmaceutical Sciences	Graduation check list	Percent of graduating students presenting at a professional meeting or conference
7. Ph D graduates will compete successfully for external funding (i.e. internship, fellowship, trainingship, or thesis/dissertation funding)	80% of Ph.D candidates will apply for external funding support, and 20% of Ph.D candidates will received external funding support	PhD graduate student applications for external funding	All PhD graduate students in Pharmaceutical Sciences	Graduate advisor report	Percent of PhD graduate students submitted an application for external funding
Service Outcomes (5)	Criterion	Data Collection	Target Audience	Tools Used	Data Analysis
1. The COPPS shall offer six C.E. programs annually.	At least six CE programs will be offered by the COPPS	Satisfaction ratings of participants.	COPPS faculty and staff	Continuing Education Office	Number of CE programs provided
2. Participate in the development of health care policy at the local, state, and national level	At least 10% of faculty will participate in health care policy development via board membership or other advisory capacity	A list of faculty indicating any boards that they are serving on will be compiled	COPPS faculty and staff	Annual activity report	Percent of faculty serving on any advisory board or council

3. Faculty, staff and students shall participate in health promotion and disease prevention programs in the community	At least 10% of faculty, staff, and students will participate in health promotion and disease prevention programs in the community	List of faculty, staff and students participating in health promotion and disease prevention programs within the community	COPPS faculty and staff; (Students captured in Student outcome # 9)	Annual activity report, Summary from Volunteer Coordinator	Percent of faculty and staff volunteering in the community
4. Faculty shall participate in College and University governance	At least 50% of faculty will participate in college and university governance.	List of the college and/or university level committees along with faculty membership	All full-time tenure-track faculty	Annual activity report	Percent of faculty involved in governance
5. Clinical faculty shall provide clinical services to health care practitioners	At least 70% of clinical faculty will provide clinical services to health care practitioners	A list indicating to whom and where faculty provides clinical services to health care practitioners.	All full-time tenure-track faculty in Pharmacy Practice Division	Annual activity report	Percent of clinical faculty providing services
Environmental Outcomes (3)	Criterion	Data Collection	Target Audience	Tools Used	Data Analysis
1. Faculty and staff shall participate in professional meetings to stay current in their area of specialization.	At least 50% of faculty will attend a professional meeting in their area of specialization each year	Number of faculty attending at least one professional meeting	All full-time tenure-track faculty	Annual activity report	Percent of faculty attending at least one professional meeting
2. Faculty and staff shall develop a shared vision for achieving the mission of the College.	90% of faculty and staff surveyed agree that the College has developed a shared vision for achieving the mission	Number of faculty and staff responding agree or strongly agree	COPPS faculty and staff	Faculty and staff survey	Percent of faculty and staff that agree or strongly agree
3. Faculty and staff shall provide a mentorship program that enhances the skills and abilities of colleagues	All new staff and non-tenured tenure track faculty would be effectively mentored by a senior staff or faculty member	Number of staff and non-tenured faculty agreeing that they were effectively mentored	COPPS faculty and staff	Faculty and Staff Surveys	Percent of staff and non-tenured faculty that agree or strongly agree
Administrative Outcomes (2)	Criterion	Data Collection	Target Audience	Tools Used	Data Analysis

1. Students will be satisfied with the services provided by Office of Student Services	At least 25% of students will be administered a satisfaction survey and 90% of students surveyed will be satisfied with the services provided by Office of Student Services	Number of students responding agree or strongly agree	P1, P2, P3, P4	Annual student surveys	Percent of students that agree or strongly agree
2. Students, Faculty and Staff will be satisfied with the leadership and direction provided by the Administration.	At least 25% of faculty, staff and students will be administered a leadership satisfaction survey and 90% of those surveyed will be satisfied with the leadership and direction provided by the administration	Number of students, faculty and staff responding agree or strongly agree	All students, faculty and staff	Annual student, faculty and staff surveys	Percent of students, faculty and staff that agree or strongly agree
Curricular Effectiveness (1)	Criterion	Data Collection	Target Audience	Tools Used	Data Analysis
1. Courses will meet stated objectives and competencies in syllabi	Establishing baseline	Multiple measures including: student's responding favorably on course evaluations and student performance on exams	P1, P2, P3, P4	Online course evaluations each semester, Capstone exams at the end of each professional year	Percent of students that agree or strongly agree and percent correct responses.