

FAMOUS ASSESSMENT PLANNING FORM

Instructional Programs (IP)	
SECTION I _ GENERAL INFORMATION	
Degree Program	Doctor of Pharmacy (PharmD)
College/School	College of Pharmacy & Pharmaceutical Sciences
Contact Person(s)	Drs. Ellen S. Campbell or Gervin Robertson
Academic Year	2010 – 2011
Date Submitted, Steps 1-3	November, 2010
Date Submitted, Steps 4-5	October 31, 2011
Date Submitted, Step 6	October 31, 2011

SECTION II_ INSTITUTIONAL MISSION/GOALS CONNECTION	
Excerpt(s) Citing Linkage to University Mission Statement	<p>... dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. ... committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. ...enhance the lives through innovative research and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.</p>
Excerpt(s) Citing Linkage to University Goal (s) Statements	<p>Goal 5.1: Produce diverse and culturally astute graduates for the global workforce. Strategy 5.1.2: Become a top producer of African Americans with graduate and professional degrees in the Science, Technology, Engineering and Mathematics (STEM), law and health.</p>
Program Mission/Goals	<p>The primary mission of the College of Pharmacy and Pharmaceutical Sciences, in concert with Florida A&M University, is to prepare students for life-long learning and careers in an evolving profession of pharmacy. The College reinforces its mission through an active role and responsibility in the delivery, outcome, and study of pharmaceutical care services it shares with other healthcare providers. The College is committed to the advancement of pharmaceutical knowledge through teaching, research, and service in a supportive and caring environment that enhances the attainment of educational excellence and the highest standards in professional and ethical practice. The College inculcates cultural sensitivity and diversity through its faculty, student body, and patient care.</p> <p>Goals</p>

	<p>To fulfill the mission of the Florida A&M University College of Pharmacy and Pharmaceutical Sciences, the goals of the College are set forth as the following:</p> <p>Goal 1: Prepare pharmacy graduates with the attitudes, knowledge, skills, and abilities, to become highly qualified pharmacists. These graduates will work with patients and other health care providers to screen for, prevent, and resolve medication-related problems, as well as provide health promotion, disease prevention and disease- management services.</p> <p>Goal 2: Produce pharmaceutical scientists, who through teaching, research and service, contribute to the body of pharmaceutical knowledge.</p> <p>Goal 3: Promote pharmaceutical research and knowledge generation through the acquisition of extramural funding and published research data.</p> <p>Goal 4: Build and nurture an environment, which satisfies work, career opportunities and professional growth for faculty, and staff.</p> <p>Goal 5: Provide programs, resources, and services to our patients and the community.</p>
<p>Program Expected Outcomes</p>	<p>Outcome Statements</p> <ol style="list-style-type: none"> 1. Student outcomes: <ol style="list-style-type: none"> 1.1 The student shall be able to communicate verbally and in writing with patients, caregivers and other health care practitioners. 1.2 The student shall be able to participate in drug-use decision-making process assisting patients and health care professionals in the establishment of therapeutic and diagnostic outcomes. 1.3 The student shall be able to demonstrate knowledge of the drug-use process by counseling patients and advising other health care professionals. 1.4 The student shall be able to make clinical decisions to identify and solve drug-related problems in a logical and coherent manner. 1.5 The student shall be able to plan, organize, direct and control (i.e. manage) pharmaceutical care systems and resources. 1.6 The student shall be able to integrate ideas, information and skills to provide optimum pharmaceutical care. 1.7 The student shall be able to provide high quality pharmaceutical care utilizing ethical and moral standards. 1.8 The student shall be able to demonstrate the ability to continually update their knowledge base as changes in pharmaceutical care occur. 1.9 The student shall participate in activities that emphasize disease prevention, health promotion, patient safety, and health literacy. 1.10 Graduating seniors will demonstrate the ability to critically think, analyze, and solve problems to make judgment and pharmacy decisions. 1.11 Graduates will be prepared to sit for the NAPLEX exam. 2. Graduate program outcomes are reported on separate MS and PhD

	<p>plans</p> <ol style="list-style-type: none"> 3. Research outcomes are reported on the separate Research plan. 4. Environmental outcomes: <ol style="list-style-type: none"> 4.1 Faculty and staff shall participate in professional meetings to stay current in their area of specialization. 4.2 Faculty and staff shall develop a shared vision for achieving the mission of the College. 4.3 Faculty and staff shall provide a mentorship program that enhances the skills and abilities of colleagues. 5. Service outcomes are reported on a separate Service plan 6. Administrative Outcomes <ol style="list-style-type: none"> 6.1 Students will be satisfied with the services provided by College of Pharmacy & Pharmaceutical Sciences Office of Student Services 6.2 Students, Faculty and Staff will be satisfied with the leadership and direction provided by the Administration. 6.3 The Administration will assess program-related stress that impacts the performance in the academic environment among students, faculty and staff. 7. Curricular Effectiveness <ol style="list-style-type: none"> 7.1 Courses will meet stated objectives and competencies in syllabi.
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SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.1		
Step 1	Formulate Objective	The student should be able to communicate verbally and in writing with patients, caregivers and other health care practitioners
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations on ability to communicate</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they have acquired communication skills</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to communicate during their 12 month Advanced Experiences (APPE) using SUCCESS competencies 7d and 9c from their six required rotations. Preceptor evaluation of IPPE students' ability to communicate.</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 130 (100%) out of 130 students were graded as competent in at least one of their required rotations for the following subcompetencies: <i>7d. Provides accurate and pertinent information in appropriate detail.</i> <i>9c. Communicates correct information that is understood and useable by the audience</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i></p> <ul style="list-style-type: none"> • <i>Communicate with health care providers - 90% agreed</i> • <i>Communicate with patients and caregivers – 93% agreed</i>
Step 5	Use of Results for Improvement (Implemented)	Results indicate the program exceeded the criteria.
Step 6	Strengthening Unit Services (Action Plan)	None needed at this time

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.2		
Step 1	Formulate Objective	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.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations on drug-use decision-making.</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable in drug-use decision-making.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability in drug-use decision-making during their 12 month Advanced Experiences (APPE) using SUCCESS competencies 4a and 4b from their six required rotations</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 130 (100%) of 130 P4 students received a satisfactory or better in SUCCESS competencies 4a and 4b from their preceptor on at least one of their six required rotations. <i>4a. Identifies and suggests appropriate therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease).</i> <i>4b. Develops monitoring plan appropriate for patient specific physiologic differences.</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i></p> <ul style="list-style-type: none"> • <i>Gather and use information to identify patient med-related problems – 89% agreed</i> • <i>Develop a care plan to manage each problem – 89% agreed</i> • <i>Work with care team to implement care plan – 89% agreed</i> • <i>Document pharm care activities – 90% agreed</i> • <i>Manage system of med use to affect patients – 90% agreed</i>
Step 5	Use of Results for Improvement (Implemented)	The program has exceeded criteria on the direct measure, and is on the border of achieving the criteria on the indirect measures. This information has been provided to faculty and will be closely monitored.
Step 6	Strengthening Unit Services (Action Plan)	Review curriculum to determine any potential gaps

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.3		
Step 1	Formulate Objective	The student should be able to demonstrate knowledge of the drug-use process by counseling patients and advising other health care professionals
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations on counseling patients and advising other health care professionals</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable of counseling patients and advising other health care professionals</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to counsel patients and advise other health care professionals during their 12 month Advanced Experiences (APPE) using SUCCESS competencies 7j and 11h from their six required rotations</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 133 (100%) of 133 P4 students received a satisfactory or better in SUCCESS competencies 7j and 11h from their preceptor on at least one of their six required rotations. <i>7j. Retrieves and evaluates new information for the purpose of responding to patient questions</i> <i>11h. Provides accurate, organized, and pertinent information relevant to the team's current or future tasks.</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i></p> <ul style="list-style-type: none"> • <i>Communicate with health care providers – 90% agreed</i> • <i>Communicate with patients and care givers – 93% agreed</i> • <i>Manage system of med use to affect patients – 90% agreed</i>
Step 5	Use of Results for Improvement (Implemented)	Results indicate the program met the criteria.
Step 6	Strengthening Unit Services (Action Plan)	None needed at this time

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.4		
Step 1	Formulate Objective	The student should be able to make clinical decisions to identify and solve drug-related problems in a logical and coherent manner.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations on identifying and solving drug-related problems</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable of identifying and solving drug-related problems</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to identify and solve drug-related problems during their 12 month Advanced Experiences (APPE) using SUCCESS competencies 4d and 4e from their six required rotations</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 130 (100%) of 130 P4 students received a satisfactory or better in SUCCESS competencies 4d or 4e from their preceptor on at least one of their six required rotations. <i>4d. Evaluates and alters monitoring plan when necessary as the patient's needs change.</i> <i>4e. Identifies monitoring results, which would require emergency medical attention.</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i></p> <ul style="list-style-type: none"> • <i>Gather and use information to identify patient med-related problems – 89% agreed</i> • <i>Develop a care plan to manage each problem – 89% agreed</i> • <i>Identify and use risk reduction strategies to minimize medication errors – 87% agreed</i>
Step 5	Use of Results for Improvement (Implemented)	The program exceeded criteria for the direct measure and was on the borderline for the indirect measure. As with Outcome 1.2, faculty has been informed of this to monitor during the coming year.
Step 6	Strengthening Unit Services (Action Plan)	We will monitor closely during the coming year and also review curriculum to determine any potential gaps

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.5		
Step 1	Formulate Objective	The student should be able to plan, organize, direct and control (i.e. manage) pharmaceutical care systems and resources.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations of managing pharmaceutical care systems and resources.</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable of managing pharmaceutical care systems and resources.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to manage pharmaceutical care systems and resources during their 12 month Advanced Experiences (APPE) using SUCCESS competencies 1h and 1i from their six required rotations</p> <p>Preceptor evaluation of P2 students' ability to manage pharmacy resources from IPPE summer experience.</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 127 (95%) of 133 P4 students received a satisfactory or better in SUCCESS competencies 1h or 1i from their preceptor on at least one of their six required rotations. <i>1h. Applies ordering, purchasing and inventory control principles.</i> <i>1i. Abides by laws on storage and disposal of medication.</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i> <i>Manage system of med use to affect patients – 90% agreed</i></p>
Step 5	Use of Results for Improvement (Implemented)	Results indicate the program met the criteria.
Step 6	Strengthening Unit Services (Action Plan)	None needed at this time

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.6		
Step 1	Formulate Objective	The student should be able to integrate ideas, information and skills to provide optimum pharmaceutical care
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations on providing optimum pharmaceutical care</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable of providing optimum pharmaceutical care.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to provide optimum pharmaceutical care during their 12 month Advanced Experiences (APPE) using SUCCESS competencies 3d and 3e from their six required rotations</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 100% of P4 students received a satisfactory or better in SUCCESS competencies 3d or 3e from their preceptor on at least one of their six required rotations. <i>3d. Designs and evaluates treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data.</i> <i>3e. Designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psycho-social, ethical-legal, and financial data.</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i></p> <ul style="list-style-type: none"> • <i>Develop a care plan to manage each problem – 89% agreed</i> • <i>Work with stakeholders to engender a team approach to assure appropriate use of health care for patient – 92% agreed</i>
Step 5	Use of Results for Improvement (Implemented)	The program exceeded criteria for the direct measure and one indirect measure and was on the borderline for the other indirect measure. As with Outcome 1.2, faculty has been informed of this to monitor during the coming year.
Step 6	Strengthening Unit Services (Action Plan)	We will continue to monitor closely and examine the curriculum for potential gaps.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.7		
Step 1	Formulate Objective	The student should be able to provide high quality pharmaceutical care utilizing ethical and moral standards
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations on ethical decision-making</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable of applying ethical decision-making</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to apply ethical decision-making skills during their 12 month Advanced Experiences (APPE) using SUCCESS competency 12b from their six required rotations</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 100% of P4 students received a satisfactory or better in SUCCESS competency 12b from their preceptor on at least one of their six required rotations. <i>12b. Demonstrates knowledge and understanding of the pharmacist "code of ethics".</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i></p> <ul style="list-style-type: none"> • <i>Provide patient care in accordance with legal, ethical and professional guidelines – 96% agreed</i> • <i>Included opportunities to develop professional attitudes, ethics and behaviors – 92% agreed</i>
Step 5	Use of Results for Improvement (Implemented)	Results indicate the program exceeded the criteria.
Step 6	Strengthening Unit Services (Action Plan)	None needed at this time

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.8		
Step 1	Formulate Objective	The student should be able to demonstrate the ability to continually update their knowledge base as changes in pharmaceutical care occur
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations on self-learning ability</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable of continually updating their knowledge</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to continually update their knowledge during their 12 month Advanced Experiences using SUCCESS competency 12i from their six required rotations</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: Direct Measure(s) 100% of P4 students received a satisfactory or better in SUCCESS competencies 12i from their preceptor on at least one of their six required rotations. <i>12i. Initiates additional learning opportunities.</i></p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <ul style="list-style-type: none"> • <i>I developed the skills needed to prepare me for continued learning after graduation – 83% agreed</i> </p>
Step 5	Use of Results for Improvement (Implemented)	The program exceeded criteria on the direct measure, but was below criteria on the indirect measure. This information has been provided to faculty and will be closely monitored.
Step 6	Strengthening Unit Services (Action Plan)	Results indicate the need to enhance self-learning capabilities. Monitor these activities during the coming year and review curriculum to determine any potential gaps.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.9		
Step 1	Formulate Objective	The student shall participate in activities that emphasize public health such as disease prevention, health promotion and wellness, patient safety, and health literacy.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations for public health-related competencies/skills</p> <p>100% of P3 students will participate in activities that emphasize disease prevention, health promotion and wellness, patient safety, and health literacy as part of their requirements for PHA 5746 (Patient Counseling), PHA 5005C (IPPE III) and PHA 5006C (IPPE IV) courses.</p> <p>Indirect Criteria for Success: At least 90% percent of respondents to the Graduating Student Survey agree or strongly agree that they are capable of promoting wellness and disease prevention services</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to promote wellness and other public health activities during their 12 month Advanced Experiences using SUCCESS competencies 2e, 2f, 4a, 13a and 13d from their six required rotations</p> <p>Instructors for PHA 5746, PHA 5005C and PHA 5006C will report students satisfactorily completing the public health activities required by the courses.</p> <p>Indirect Assessment Method(s): Online graduating student survey through AACP website</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: Direct Measure(s) 98% of P4 students received a satisfactory or better in at least one of the following SUCCESS competencies 2e, 2f, 4a, 13a and 13d from their preceptor on at least one of their six required rotations.</p> <p><i>2e. Assesses the needs of the target population relative to disease prevention/detection.</i></p> <p><i>2f. Selects and implements an appropriate strategy to prevent (i.e. immunizations) or detect (i.e. blood cholesterol screening) disease in the target population</i></p> <p><i>4a. Identifies and suggests appropriate therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease).</i></p> <p><i>13a. Assesses the religious and socio-economic value systems that affect need and adherence.</i></p> <p><i>13d. Identifies appropriate alternative measures to improve verbal and non-verbal interactions between patient and pharmacist.</i></p> <p>100% of P3 students participated satisfactorily in activities that emphasized disease prevention, health promotion and wellness, patient</p>

		<p>safety, and health literacy as part of their requirements for PHA 5746 (Patient Counseling), PHA 5005C (IPPE III) and PHA 5006C (IPPE IV) courses.</p> <p>Results of Indirect Criteria for Success: From the 2011 AACP Graduating Student Survey: <i>The PharmD Program prepared me to</i></p> <ul style="list-style-type: none"> • <i>Promote wellness and disease prevention services – 96% agreed</i>
Step 5	Use of Results for Improvement (Implemented)	Results indicate the program exceeded the criteria.
Step 6	Strengthening Unit Services (Action Plan)	None needed at this time

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.10		
Step 1	Formulate Objective	Graduating seniors will demonstrate the ability to critically think, analyze, and solve problems to make judgment and pharmacy decisions
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 90% of students will earn a satisfactory or better on their preceptor evaluations for critical thinking</p> <p>Indirect Criteria for Success: On average, P4 students will score higher than P1 through P3 students on all 5 components of the Health Sciences Reasoning Test.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Preceptor evaluation of student's ability to promote critically think during their 12 month Advanced Experiences using SUCCESS competency 12j from their six required rotations</p> <p>Indirect Assessment Method(s): Student performance on a standardized critical thinking exam (Health Reasoning Test) will be evaluated using first year as baseline.</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 100% of P4 students received a satisfactory or better in SUCCESS competency 12j from their preceptor on at least one of their six required rotations. <i>12j. Synthesizes new information in order to draw conclusions, hypothesizes, or decides a course of action.</i></p> <p>Results of Indirect Criteria for Success: The Health Sciences Reasoning test will be administered in Fall 2011.</p>
Step 5	Use of Results for Improvement (Implemented)	Results indicate the program exceeded the criteria.
Step 6	Strengthening Unit Services (Action Plan)	None needed at this time

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1.11		
Step 1	Formulate Objective	NAPLEX Preparedness: Graduates will be prepared to sit for the NAPLEX (Licensure) Exam
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: NAPLEX pass rates will equal or exceed the national average</p> <p>Indirect Criteria for Success: 100% of P4 students will pass the comprehensive exam prior to graduation.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): NAPLEX and MPJE pass rates for first time takers by FAMU graduates as reported by the National Association of Boards of Pharmacy (NABP)</p> <p>Indirect Assessment Method(s): A comprehensive exam will be administered to P4 students during both fall and spring semesters.</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: NAPLEX first time pass rate for FAMU during 2010 was 72.2% compared to the national average was 94.3% MPJE first time pass rate for FAMU during 2010 was 80.0% compared to the national average of 95.0%</p> <p>Results of Indirect Criteria for Success: 100% of P4 students passed the comprehensive exam administered during their final year</p>
Step 5	Use of Results for Improvement (Implemented)	<p>The college has implemented several changes to help address this issue.</p> <ol style="list-style-type: none"> 1. Purchased a web-based NAPLEX preparation program (ExamMaster.) to use for our mandatory Comprehensive Exam required prior to graduation. 2. The Comprehensive Examinations consisted of questions obtained from ExamMaster. This program has more than 1700 questions that have been developed using the three domain areas as published in the NAPLEX Blueprint as given by the National Association of Boards of Pharmacy (NABP). 3. P4 Students were tested multiple times during the 2010/2011 academic year. All graduating students passed the exam with a score of 75% or higher. 4. Item analysis provided through use of this program identified specific questions where students had difficulty in answering. These questions were matched with the corresponding NAPLEX Blueprint competencies to identify competencies requiring further evaluation and/or instruction. 5. In April 2011 an external company was hired to provide NAPLEX review for the graduating students.
Step 6	Strengthening Unit Services (Action Plan)	The college will continue to do curricular evaluation per Outcome 7.1 to improve course coverage and address any potential gaps. In addition, the college will seek student waivers to obtain detailed NAPLEX results to further identify and resolve potential gaps in the curriculum.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #4.1		
Step 1	Formulate Objective	Faculty and staff shall participate in professional meetings to stay current in their area of specialization.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: At least 50% of faculty will attend a professional meeting to stay current in their area of specialization.</p> <p>Indirect Criteria for Success: At least 50% of faculty will agree or strongly agree that funds are available to promote faculty development.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Faculty reporting attendance at professional meetings.</p> <p>Indirect Assessment Method(s): Online faculty survey through AACP website Faculty survey</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: Direct Measure(s) 68% of faculty attended a national meeting (44 out of 65).</p> <p>22% of staff attended a professional meeting or seminar in their area of specialization (9 out of 41).</p> <p>Results of Indirect Criteria for Success: 37% of faculty responding to the AACP faculty survey agreed with the statement: "Funds are available to support my faculty development".</p>
Step 5	Use of Results for Improvement (Implemented)	The dean has agreed set aside some funds this academic year for faculty development activities.
Step 6	Strengthening Unit Services (Action Plan)	Continue to monitor

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #4.2		
Step 1	Formulate Objective	Faculty and staff shall develop a shared vision for achieving the mission of the College.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: The Colleges strategic plan will be presented and discussed with faculty and staff periodically.</p> <p>Indirect Criteria for Success: 90% of faculty and staff will agree that the College has developed a shared vision for achieving the mission</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Faculty & Staff meeting minutes.</p> <p>Indirect Assessment Method(s): Online faculty and staff surveys</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: The Colleges Strategic Planning Committee worked during 2010/11 to revise our plan to coincide with the University's new plan. This revision was reviewed by various faculty and other stakeholders and was accepted by the College faculty on August 3, 2011</p> <p>Results of Indirect Criteria for Success: 67% of faculty responding to the AACP Faculty survey agreed to the statement: "The college/school effectively employs strategic planning."</p>
Step 5	Use of Results for Improvement (Implemented)	The college met the direct criteria by presenting and obtaining a unanimous acceptance of the new 2010-2020 Strategic Plan at a documented faculty meeting of at least 80% of the faculty. The low value of the indirect measure is likely due to the timing of the AACP survey which closed in June – 2 months prior to the presentation on the Strategic Plan
Step 6	Strengthening Unit Services (Action Plan)	The Strategic Planning Committee will develop a method of monitoring and assessing the accomplishment of the new plan during the coming year.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #4.3		
Step 1	Formulate Objective	Faculty and staff shall provide a mentorship program that enhances the skills and abilities of colleagues
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: All new staff and non-tenured tenure track faculty will be effectively mentored by a senior staff or faculty member.</p> <p>Indirect Criteria for Success: 75% of faculty and staff will agree that mentorship programs are available to new faculty and staff members</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Report from Administrators</p> <p>Indirect Assessment Method(s): Online faculty & staff surveys</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: Administrators have reported that they each have a procedure for mentoring new faculty.</p> <p>Results of Indirect Criteria for Success: 61.5% of faculty responding to the AACF Faculty survey agreed with the following statement: "I receive adequate guidance on career development" 59.6% agreed that programs are available to develop competence in research and/or scholarship 63.4% agreed that programs are available to improve teaching and facilitate student learning</p>
Step 5	Use of Results for Improvement (Implemented)	This issue has been brought to the attention of the Dean's Executive Council.
Step 6	Strengthening Unit Services (Action Plan)	Need to consider developing a formalized mentorship program. New faculty would be assigned to senior faculty.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #6.1		
Step 1	Formulate Objective	Students will be satisfied with the services provided by College of Pharmacy & Pharmaceutical Sciences Office of Student Services
Step 2	Ascertain Criteria for Success	Direct Criteria for Success: At least 75% of P1 students will respond to a satisfaction survey. Indirect Criteria for Success: 90% of students surveyed will be satisfied with the services provided by Office of Student Services
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	Direct Assessment Method(s): Administration of P1 Satisfaction Survey Indirect Assessment Method(s): Results of P1 Satisfaction Survey
Step 4	Observe and Summarize Results	Results of Direct Criteria for Success: The survey was not administered during 2010/11 academic year Results of Indirect Criteria for Success: The survey was not administered during 2010/11 academic year
Step 5	Use of Results for Improvement (Implemented)	Not measured this year
Step 6	Strengthening Unit Services (Action Plan)	The college is considering moving the administration of the satisfaction survey to end of Fall semester of P1 year instead of Spring semester.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #6.2		
Step 1	Formulate Objective	Students, Faculty and Staff will be satisfied with the leadership and direction provided by the Administration.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: All faculty and staff, and at least 25% of students will be administered a leadership satisfaction survey.</p> <p>Indirect Criteria for Success: 90% of those surveyed will be satisfied with the leadership and direction provided by the administration</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Administration of surveys to faculty, staff and students</p> <p>Indirect Assessment Method(s): Results of surveys to faculty, staff and students</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: All faculty and graduating students were administered AACP online surveys which assess leadership in College administration</p> <p>Results of Indirect Criteria for Success: 62% of faculty responding to AACP survey agreed with the statement "The Dean is an effective leader of the college/school." 58% of graduating students responding to the exit survey agreed with the statement "The college/school's administration responded to problems and issues of concern to the student body."</p>
Step 5	Use of Results for Improvement (Implemented)	Although the program is below criteria, the results are likely due to the lack of a permanent dean since January 2011.
Step 6	Strengthening Unit Services (Action Plan)	Need to wait until a permanent dean is appointed.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #6.3		
Step 1	Formulate Objective	The administration will assess program-related stress that impacts performance in the academic environment among students, faculty and staff.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: All faculty and staff, and at least 25% of students will be administered a stress assessment survey.</p> <p>Indirect Criteria for Success: 75% of those surveyed will not be experiencing program-related stress that impacts their performance</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Administration of stress-assessing surveys to faculty, staff and students</p> <p>Indirect Assessment Method(s): Results of stress assessments for faculty, staff and students.</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: No stress surveys were administered during 2010/11, but will be done during 2011/12</p> <p>Results of Indirect Criteria for Success: No stress surveys were administered during 2010/11, but will be done during 2011/12</p>
Step 5	Use of Results for Improvement (Implemented)	Not measured this year
Step 6	Strengthening Unit Services (Action Plan)	Not measured this year

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #7.1		
Step 1	Formulate Objective	Courses will meet stated objectives and competencies in syllabi.
Step 2	Ascertain Criteria for Success	<p>Direct Criteria for Success: 75% of students will pass ($\geq 70\%$ score) the Capstone (low-stakes) exam for their level</p> <p>Indirect Criteria for Success: 80% of students will agree that the course has met stated objectives and competencies as outlined in the syllabi</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Assessment Method(s): Annual Capstone exams for P1 and P2 students will be administered during final exam week for Spring 2011 semester.</p> <p>Indirect Assessment Method(s): Online course reviews will ask P1 and P2 students whether the course met its stated objectives.</p>
Step 4	Observe and Summarize Results	<p>Results of Direct Criteria for Success: 0 (0%) of 138 P1 students earned a 70% or better on the 2011 P1 Capstone exam 4 (3%) of 128 P2 students earned a 70% or better on the 2011 P2 Capstone exam</p> <p>Results of Indirect Criteria for Success: Fall 2010 online course evaluations the following number of courses had all course objectives achieve 80% student agreement 2 out of 7 P1 courses 1 out of 5 P2 courses 1 out of 5 P3 courses</p> <p>Spring 2011 online course evaluations the following number of courses had all course objectives achieve 80% student agreement 4 out of 7 P1 courses 2 out of 7 P2 courses 1 out of 6 P3 courses</p>
Step 5	Use of Results for Improvement (Implemented)	<p>The college administered a low-stakes motivation survey to the students who took the exams to determine whether low performance was due to their lack of motivation or knowledge. Student input is still being collected.</p> <p>Since the college has just finished implementing a new PharmD curriculum, the indirect results have been provided to faculty so that they can work with colleagues to determine if the low agreement rates are due to improper phrasing of course objectives or lack of coverage during the class.</p>
Step 6	Strengthening Unit Services (Action Plan)	The Assessment committee and Executive Council are currently discussing how to address this deficiency. The results of the motivation survey will be used to develop an action plan for addressing low performance.