



Appendix 25.1b. Listing of Assessments Conducted within Howard University College of Pharmacy

- I. Practice Readiness (Activity 1-5)**
- II. Interprofessional Education (Activity 6-12)**
- III. Assessment of APPE Readiness (Activity 13-19)**
- IV. Programmatic Assessment of Experiential Program (Activity 20-24)**
- V. Assessment of Curricular Effectiveness (Activity 25-38)**
- VI. Programmatic Assessment of Admissions / Office of Student Affairs (Activity 39-45)**
- VII. Assessment of Co-Curricular Activities (Activity 46-52)**
- VIII. Faculty and Staff Productivity and Well Being / General Programmatic Assessment (Activity 53-70)**
- IX. Student Well-Being Productivity (Activity 71-81)**
- X. Graduate Program Assessment (Activity 82-87)**
- XI. NTDP Assessment (Activity 88-98)**

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
# 1-5	Practice Readiness				
1	NAPLEX Scores	Minimal competency to enter practice from patient care perspective	NABP	Dean's office	Three trimesters each year
2	MPJE Scores	Minimal competency to enter practice from legal perspective	NABP	Dean's office	Three trimesters each year
3	Pre-NAPLEX scores	Preparedness to take NAPLEX licensure exam	Pre-NAPLEX scores from P4s	Pre-NAPLEX readiness coordinator	Spring of P4 year
4	Preceptor evaluation of students in educational outcomes during APPEs	Students ability to apply skills and professionalism that are needed for successful patient care	Preceptor's Assessment of P4 and NTDP students in last year	Experiential office	Throughout P4 Year and last year of NTDP Program
5	Preceptor evaluation of students on EPAs	Student's degree of independence to perform in pharmacy	Preceptor's Assessment of P4 and NTDP students in last year	Experiential office	Throughout P4 Year and last year of NTDP program
# 6-12	Interprofessional Education				
6	Modified IPKAS One	Introductory assessment of knowledge, beliefs, and attitudes towards interprofessional behavior	P1 students in PPR1 course	PPR 1 course coordinator	Fall of P1 year
7	Self-assessment of student's ability to collaborate with another health professional in an institutional setting	Basic level of proficiency in working with another health professional	Student self-evaluation during IPPE 2	Experiential office	Summer of P2 year
8	Preceptor assessment of student's ability to collaborate with another health professional in an institutional setting	Basic level of proficiency in working with another health professional	Preceptor evaluation of P2 students during IPPE 2	Experiential office	Summer of P2 year

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
9	Modified IPKAS One	Intermediate assessment of knowledge, beliefs, and attitudes towards interprofessional behavior	P3 students in Ethics course	Ethics course coordinator	Fall and Spring of P3 year
10	Self-assessment of student's ability to collaborate with another health professional in an institutional setting	Advanced level of proficiency in working with another health professional	Student self-evaluation APPE	Experiential office	Throughout P4 year and last year of NTDP
11	College wide IPE survey	To measure growth in IPE readiness from P1 year to P4 year	All traditional students	IPE Champion	Fall for P1 students and spring semester for all other students
12	Preceptor assessment of student's ability to collaborate with another health professional in an institutional setting	Advanced level of proficiency in working with another health professional	Preceptor evaluation of student during APPE	Experiential office	
# 13-19	Assessment of APPE Readiness				
13	Individual PCOA scores for third year students	Demonstration of minimal competency in pharmacy-based knowledge	NABP	Dean's office	Spring of P3 year
14	Individual PCOA scores for second year students	Demonstration of minimal competency in pharmacy-based knowledge in comparison to second year students	NABP	Dean's office	Spring of P2 year
15	Final Examinations in didactic courses	Demonstrated proficiency in each course of the didactic curriculum	Students in didactic curriculum	Course coordinators	Spring and Fall semesters of P1, P2, and P3 years

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
16	Pharmacoepidemiology practicum	Conceptual understanding of principles needed in interpreting scientific literature	P2 students in spring semester	PEPI course coordinator	Spring of P2 year
17	Objective Structured Clinical Examinations	Demonstration of sufficient applied skills related to pharmacy practice	P2 and P3 students in didactic curriculum	Clinical skills coordinator	Spring and fall of P2 and P3 year
18	Preceptor Evaluation of students during IPPE1	Sufficient ability to provide direct patient care in a community setting	Preceptor's assessment of students in summer after P1 year	Experiential program	Summer of P1 year
19	Preceptor Evaluation of students during IPPE2	Sufficient ability to provide direct patient care in an institutional setting	Preceptor's assessment of students in summer after P2 year	Experiential program	Summer of P2 year
# 20-24	Programmatic Assessment of Experiential Program				
20	Evaluation of APPE preceptors	Preceptors teaching and training effectiveness	P4 students and NTDP students in last year	Experiential program	Throughout P4 year and last year of NTDP
21	Evaluation of APPE sites for training effectiveness	APPE sites ability to train students effectively	P4 students and NTDP students in last year	Experiential program	Throughout P4 year and last year of NTDP
22	Evaluation of APPE sites for diverse patients	APPE sites capability to provide students exposure to a diverse array of patients	P4 students and NTDP students in last year	Experiential program	Throughout P4 year and last year of NTDP
23	Percentage of preceptors that have received training	Number of preceptors that are adequately trained to precept students	Experiential program records	Experiential program	Annually
24	Number of external clinical sites in Washington DC	Aim for at least 5% increase each year	Experiential program records	Experiential program	Annually

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
# 25-38	Assessment of Curricular Effectiveness				
25	Aggregate NAPLEX passage rates	Capability of Pre-APPE and APPE curriculum in preparing students to pass clinical licensure examination	NABP	Dean's office	Three trimesters each year
26	Aggregate MPJE scores	Capability of curriculum in preparing students to pass licensure examination measuring competency in jurisprudence	NABP	Dean's office	Three trimesters each year
27	Aggregate PCOA Performance	Capability of Pre-APPE curriculum in providing students with prerequisite knowledge to succeed in pharmacy practice	NABP	Dean's office	Spring semester of P3 and P2 years
28	NAPLEX Scores	Minimal competency to enter practice from patient care perspective	NABP	Dean's office	Three trimesters each year
29	MPJE Scores	Minimal competency to enter practice from legal perspective	NABP	Dean's office	Three trimesters each year
30	End of semester evaluations for didactic courses	Teaching effectiveness and content of course from student perspective	P1-P3 students in didactic courses	Assessment office	End of fall and spring semesters
31	Retention and progression data	Students ability to progress through curriculum in a timely fashion	Records from academic dean	Assessment office	End of each calendar year
32	Curricular Mapping to HU outcomes	Student performance and breadth of exposure relative to Howard College of Pharmacy specific learning outcomes	All assessments in didactic curriculum utilizing ExamSoft	Assessment office	End of each academic year
33	Curricular mapping to NAPLEX/PCOA objectives	Student performance and breadth of exposure on content covered in national standardized examinations	All assessments in didactic curriculum utilizing ExamSoft	Assessment office	End of each academic year

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
34	Peer evaluation	Teaching effectiveness and content of course from peer's perspective	Evaluations from faculty with demonstrated teaching expertise	Associate Dean's office	End of fall and spring semesters
35	Department Chair Review of courses	Teaching effectiveness and content of course from peer's perspective	Course evaluations	Department Chair's	End of academic year
36	AACP Curriculum Quality Perception Survey for Graduating Students	Effectiveness of curriculum from perspective of P4 students	AACP Graduating Student Surveys	Assessment Office	May to July
37	AACP Curriculum Quality Perception Survey for Recent Alumni	Effectiveness of curriculum from perspective of recent alumni	AACP recent alumni surveys	Assessment Office	May to August
38	AACP Curriculum Quality Perception Survey for Preceptors	Effectiveness of curriculum from perspective of preceptors	AACP preceptor surveys	Assessment Office	May to August
# 39-45	Programmatic Assessment of Admissions/Office of Student Affairs				
39	AACP Enrollment reports	Demographic characteristics of student body	Admissions and enrollment records	Assistant Director of Assessment	November-December
40	Interviewee's Feedback on Interviews	Student feedback of interview process	Students interviewing each weekend	Assessment/OSA Office	Throughout interview cycle
41	Interviewer's Assessment of Interviewee's	Initial assessment of student's communication, critical thinking skills and professionalism	Faculty, current students, and alumni interviewing students	Assessment/OSA Office	Throughout interview cycle
42	Admissions math test	Interviewees math skills	Traditional Students interviewing each weekend	Assessment/OSA Office	Throughout interview cycle
43	Orientation survey	Feedback on orientation process and intake of traditional students	Traditional students matriculating into program	Assessment/OSA Office	Prior to fall semester in P1 year
44	NTDP Executive Weekend	Feedback on orientation process and intake of NTDP students	NTDP students matriculating into program	Assessment/OSA Office	Prior to fall semester in first year
45	Assessment of Admissions Criteria and Student Success	How admissions-based criteria correlate with student success	Student admissions and academic records	Assessment and Admissions Committees	Annually

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
# 46-52	Assessment of Co-Curricular Activities				
46	Education	Student ability to provide patient education	Advisor feedback on public health outreach activity	Assessment/OSA Office	End of each semester
47	Patient Advocacy	Student ability to advocate for patients	Advisor feedback on public health outreach and or advocacy	Assessment/OSA Office	End of each semester
48	Cultural Sensitivity	Student competency in cultural sensitivity	Advisor feedback on cultural competency and evaluation of P1 students in cultural humility workshop	Assessment/OSA Office	End of each semester
49	Self-Awareness	Student's self-awareness	Feedback to student on: CPD Portfolio, Fall Professionalism Seminar, Professionalism Board Events, CV Review and Critique, Cultural Humility Workshop, Career Development Workshop	Assessment/OSA Office	End of each semester
50	Leadership	Student's leadership capabilities	Advisor feedback to student within or student achievement of Service to College and Community, Leadership in organization or class, Membership in professional pharmacy organization	Assessment/OSA Office	End of each semester
51	Communication	Student's communication abilities	Advisor feedback to student regarding Public Health Outreach, Required IPE activity outside of didactic course or experiential program Service to College and Community	Assessment/OSA Office	End of each semester

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
52	Professionalism	Student's Professionalism	Advisor feedback to student or attainment of CPD Portfolio, Fall Professionalism Seminar, HUCOP Professionalism Board Event, Required IPE activity outside of didactic course or experiential program, Leadership in organization or class, Membership in professional pharmacy organization	Assessment/OSA Office	End of each semester
# 53-70	Faculty and Staff Productivity and Well Being / General Programmatic Assessment				
53	Progress on General Strategic Plan	Overall Programmatic Assessment of College in Goals relating to Teaching and Learning, Scholarship, Service, Leadership, and Practice	Reports from Priority Area Leaders of Strategic Plan	Assessment Office	Annually
54	Progress on Admissions Strategic Plan	Overall fulfillment of admissions strategic plan	Reports from OSA Office	OSA Office	Annually
55	Progress on Fundraising Strategic Plan	Achievement of objectives desired to increase fundraising	Reports from Project Coordinator	Reports from Project Coordinator	
56	Staff Gallup engagement survey	Standardized means of measuring staff engagement	Staff response to Gallup survey	Faculty Welfare and Amenities Committee/Assessment Office	Annually
57	Faculty Gallup engagement survey	Standardized means of measuring faculty engagement	Faculty response to Gallup survey	Faculty Welfare and Amenities Committee/Assessment Office	Annually

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
58	Faculty Satisfaction/well-being, stress survey	Evaluation of faculty stress, satisfaction, and well being	Faculty response to stress, satisfaction, and well being	Assessment Office	Annually
59	Staff Satisfaction/well-being, stress survey	Evaluation of staff stress, satisfaction, and well being	Staff response to stress, satisfaction, and well being	Assessment Office	Annually
60	To have at least 50% of Junior Faculty apply for HU-Teach or other teaching related grants	Early initiation of junior faculty into grant funded research	Department Chair records, Chair of Research Development and Graduate Programs Committee	Department Chairs, Chair of Research Development and Graduate Programs Committee	Annually
61	Increase grant funding by 10% annually	Faculty productivity in acquiring grants	University Administrative Research Offices	Chair of Research Development and Graduate Programs Committee	Annually
62	To have at least one faculty member receive national or international recognition based upon nomination to present at a prestigious conference annually	Prominence of college faculty in national and international organizations	Chair of Strategic Plan Service Priority Area	Executive Committee	Quarterly
63	To have at least one faculty member on the DC pharmacist association or another local pharmacy organization annually	Prominence of college faculty in local organizations	Chair of Strategic Plan Leadership Priority Area	Executive Committee	Quarterly
64	To have at least 50% of faculty complete a CETLA (Howard Office) training workshop annually	Faculty dedication to professional development in teaching by utilization of internal resources	CETLA online records	Executive Committee	Quarterly
65	To have at least 10% of all faculty attend teaching related training at venues outside of the College	Faculty dedication to professional development in teaching by utilization of internal resources	Chair of Strategic Plan Teaching and Learning Priority Area	Executive Committee	Quarterly

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
66	To have 50% of faculty and administrators participate in CE workshops and seminars outside the College Annually	Degree of recognition of College Faculty as Subject Matter Experts	Chair of Strategic Plan Service Priority Area	Executive Committee	Quarterly
67	To have 50% of faculty in Clinical, Administrative and Pharmacy Sciences implement Clinical Services in Howard University Hospital and provide learning experiences for pharmacy residents	Effort of faculty in providing advanced clinical training experiences	Chair of Strategic Plan Practice Priority Area	Executive Committee	Quarterly
68	To have at least 50% of faculty attend grant writing workshops annually	Engagement of faculty in training for grants	Chair of Strategic Plan Research Priority Area	Executive Committee	Quarterly
69	Faculty Performance Review	Overall faculty productivity in teaching, scholarship, service, clinical, and administrative areas	Annual Faculty Performance Evaluations	Department Chair	End of Academic Year
70	Staff Performance Review	Overall staff productivity	Annual Staff Performance Evaluations	Supervisors	End of Academic Year
# 71-81	Student Well-Being Productivity				
71	AACP Graduating Student Survey/Assessment of Student Satisfaction	Graduating student satisfaction with program	AACP Graduating Student Surveys	Assessment Office	May to July
72	Howard University Graduating Study Survey	Student Readiness to Enter Workforce	Student responses to University Institutional Research and Assessment Office	University Assessment Office	May to June
73	Howard College of Pharmacy Graduating Student Exit Survey	Student's feedback on overall program	P4 and NTDP student's feedback on aspects of program	Dean's Office	End of Academic Year

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
74	Student Satisfaction Survey	Student's perception of overall program quality, teaching, faculty availability, and career opportunities	Student satisfaction survey responses from all traditional and NTDP students	Assessment Office	Spring of each year
75	AACP Curriculum Quality Perception Survey for Graduating Students	Effectiveness of curriculum from perspective of P4 students	AACP Graduating Student Surveys	Assessment Office	May to July
76	Learning Styles Assessment	Student's preferred means of learning	Traditional students matriculating into program	Assessment/OSA Office	Prior to fall semester in P1 year
77	Critical Thinking Skills Assessment	Student's ability to think critically	Traditional students matriculating into program	Assessment/OSA Office	Prior to fall semester in P1 year
78	Study Habits and Test Taking Skills Assessment	Identification of potential barriers related to studying and test taking that may prevent students from succeeding in curriculum	Traditional students matriculating into program	Assessment/OSA Office	Prior to fall semester in P1 year
79	Pharmacy Biomedical Preview Program Assessments	Students foundational abilities in topic areas essential for success in the first year of the program	Traditional students matriculating into program	Assessment/OSA Office	Prior to fall semester in P1 year
80	Evaluation of advising	Student's attitude and perception of advisers	All students in traditional and NTDP programs	OSA and NTDP Office	End of each academic year
81	Evaluation of tutoring/academic success coach	Perceived helpfulness of tutors and academic success coaches	Students in traditional and NTDP programs utilizing tutoring services and/or meeting with success coach	Assessment/OSA Office	End of each academic year
# 82-87	Graduate Program Assessment				
82	Proportion of students scoring at least 80% on comprehensive examination	Graduate student competency of foundational elements	Graduate students transitioning to candidacy status	Director of graduate programs and industry partnerships	End of each academic year
83	Proportion of students passing dissertation on first attempt	PhD candidate's mastery of subject specific matter	PhD candidates in final stages of program	Director of graduate programs and industry partnerships	End of each academic year

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
84	Percentage of students passing seminar class with a grade of at least 90	Graduate student ability to convey research oriented information adequately	Graduate students within first two years of program	Director of graduate programs and industry partnerships	End of each academic year
85	Total number of students enrolled in graduate program	Ability to maintain sufficient enrollment within graduate program	All graduate students in program	Director of graduate programs and industry partnerships	Beginning of each academic year
86	On time graduation rate	Percentage of students graduating within seven year	All graduate students in program	Director of graduate programs and industry partnerships	End of each academic year
87	Number of enrollees in Pharm.D./MBA program	Participation within the PharmD/MBA program	PharmD/MBA students	Director of graduate programs and industry partnerships	Beginning of each academic year
# 88-98	NTDP Specific Assessment				
88	Preceptor evaluation of students in educational outcomes during APPEs	Students ability to apply skills and professionalism that are needed for successful patient care	Preceptor's Assessment of NTDP students in last year	Experiential office	Last year of NTDP Program
89	Preceptor evaluation of students on EPAs	Student's degree of independence to perform in pharmacy	Preceptor's Assessment of NTDP students in last year	Experiential office	Last year of NTDP program
90	Self-assessment of student's ability to collaborate with another health professional in an institutional setting	Advanced level of proficiency in working with another health professional	Student self-evaluation APPE	Experiential office	Last year of NTDP program
91	Evaluation of APPE preceptors	Preceptors teaching and training effectiveness	NTDP students in last year	Experiential program	Last year of NTDP program
92	Evaluation of APPE sites for training effectiveness	APPE sites ability to train students effectively	NTDP students in last year	Experiential program	Last year of NTDP program

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
93	Evaluation of APPE sites for diverse patients	APPE sites capability to provide students exposure to a diverse array of patients	NTDP students in last year	Experiential program	Last year of NTDP program
94	NTDP Executive Weekend	Feedback on orientation process and intake of NTDP students	NTDP students matriculating into program	Assessment/OSA Office	Prior to fall semester in first year for NTDP students
95	Howard College of Pharmacy Graduating Student Exit Survey	Student's feedback on overall program	NTDP student's feedback on aspects of program	Dean's Office	Last semester of NTDP program
96	Student Satisfaction Survey	Student's perception of overall program quality, teaching, faculty availability, and career opportunities	Student satisfaction survey responses from all NTDP students	Assessment Office	Spring of each year
97	Evaluation of advising	Student's attitude and perception of advisers	All students in NTDP programs	OSA and NTDP Office	End of each academic year
98	Evaluation of tutoring/academic success coach	Perceived helpfulness of tutors and academic success coaches	Students in NTDP programs utilizing tutoring services and/or meeting with success coach	Assessment/OSA Office	End of each academic year