

# HOWARD UNIVERSITY COLLEGE OF PHARMACY

## ASSESSMENT PLAN



**Submitted by**

**The College of Pharmacy Outcomes Assessment Committee**

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## A. **Introduction**

The pharmacy program at Howard University was established in 1868 and is currently the only College of Pharmacy that exists in the District of Columbia. It offers both traditional and nontraditional pathways to earning a Doctor of Pharmacy (Pharm.D.) degree. In addition, it offers the Doctor of Philosophy (Ph.D.) in the Pharmaceutical Sciences. The goals of the College of Pharmacy are:

- To provide pharmaceutical education and training experiences which will develop exemplary pharmacists and pharmaceutical scientists, who will be capable of engaging in a variety of contemporary professional practices
- To promote scholarly research which contributes to the growth and development of basic and clinical pharmaceutical sciences
- To recruit and retain a cadre of faculty dedicated to the tasks of teaching and mentoring students, conducting research, and pursuing other scholarly activities that contribute to the growth and development of basic and clinical pharmaceutical sciences
- To provide postgraduate and continuing professional education through traditional and nontraditional pathways. Therefore, an assessment plan has been developed to assess the entire program and to ensure these goals are accomplished by the college

The assessment plan is designed to promote and enable a continuous, ongoing process of data-based evaluation within the College of Pharmacy. The assessment plan provides a framework for ongoing quality improvement by evaluating the College's achievements and effectiveness in multiple domains. This goal is achieved through the collective efforts of several stakeholders to make sure the College of Pharmacy is able to achieve its Mission and Vision while accomplishing the stated objectives on the strategic plan.

### **Mission Statement of Howard University**

The Mission statement of the University at large is as follows: Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research, and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

### **Vision Statement of Howard University**

The vision for Howard University is to boldly deliver on its mission in a contemporary context. Howard will provide a world-class global educational experience to every student. Howard will become a top 50 research institution, providing research and advancement to impact Black communities. And Howard will attract and sustain a cadre of faculty who are committed to excellence, leadership, truth, and service.

### **Core Values of Howard University**

Core values define the norms and belief system that are utilized to implement the University's vision. The core values are:

- Excellence
- Leadership
- Service
- Truth

### **Vision Statement of the College of Pharmacy**

Howard University College of Pharmacy strives to be a premier College in teaching, learning, research, leadership, and service locally and globally.

### **Mission Statement of the College of Pharmacy**

The mission of Howard University College of Pharmacy is to provide pharmacy education of excellent quality to students possessing high academic, scholarship, and leadership potential, with particular emphasis upon the recruitment, retention, and graduation of promising African American and other ethnically diverse minority students.

The College fosters the creation of new knowledge through innovative research and scholarship, commitment to community service, continuous professional development, and dedication to superior pharmacy practice locally and globally.

### **Core Values of College of Pharmacy**

The College has values that are consistent with the Mission and Vision statement. More specifically, the values are

- Leadership
- Excellence
- Accountability
- Diversity
- Engagement
- Relationship
- Service

### **Organizational Structure**

The College of Pharmacy is divided into two departments, each with a Department Chairperson:

1. Department of Clinical and Administrative Pharmacy Sciences
2. Department of Pharmaceutical Sciences

Howard University College of Pharmacy's administrative oversight is provided by the Dean, the Associate Dean of Academic Affairs and Assessment, the Assistant Dean of Student Affairs, the Chairpersons of the Departments of Pharmaceutical Sciences and Clinical and Administrative Pharmacy Sciences, and Directors of the Experiential Program, Nontraditional Pharm.D. Program, Admissions and Professional Development. The Dean is the Chief Administrative and Academic officer of the College as well as the Chairperson of meetings of the Faculty and the Executive

Committee of the College. Please refer to the College of Pharmacy's organization chart for the complete organizational structure ([Figure 1 of Appendix](#)).

Additionally, the Dean meets at least once each month with student leaders to discuss academic, social, cultural, and other matters of student concern. The Office of the Dean (Dean, Associate Dean, and the Assistant Dean) communicates directly with course coordinators.

Within the College of Pharmacy there are 11 Standing Committees that are responsible for a major component of the governance of the College:

- Appointment, Promotions and Tenure Committee
- Faculty Nominations, Awards, Development, Evaluation, Welfare and Amenities Committee
- Faculty Grievance Committee
- Student Grievance Committee
- Curriculum and Instructional Resources Committee
- Continuing Professional Education and Alumni Affairs Committee
- Assessment, Evaluation and Strategic Planning Committee (AESPC)
- Admissions, Retention and Recruitment Committee
- Research Development and Graduate Programs Committee
- Academic Progression and Retention Committee
- Financial Aid and Awards Committee

Each Standing Committee consists of faculty and, where appropriate, students. Except where expressly provided in the College of Pharmacy's Articles of Organization/By-Laws, each Standing Committee shall be composed of at least three full-time faculty members (1 or 2 from each department and one at-large) elected by The Faculty with staff and alumni representation, as appropriate, and one student representative elected/appointed from the student body, as appropriate. The Chairperson of a committee shall be appointed by the Dean each academic year and shall serve for 2 years without vote. During subsequent years except for the Outcomes Assessment, Admissions, Retention and Recruitment Committee, and Curriculum and Instructional Resources committees, the committee may elect a chairperson after the first year of committee meetings to serve as the chair elect for the remainder of the academic year. Individuals selected as Chairperson must work collaboratively with the sitting Chair have experience with the committee for continuity purposes and be able to willingly conduct the business of the committee for favorable results and accomplishment of assigned charges.

The Executive Committee consists of the Dean, who shall serve as Chairperson, the Associate Dean(s), the Assistant Dean(s), the Departmental Chairpersons, Directors, Student Council President, an elected staff member, Secretary to the Faculty and other administrators as deemed necessary by the Dean, including the Director of Assessment. The Committee meets at least once monthly to discuss matters related to the day-to-day management of the College's instructional, scholarly, and service activities. Chairs of select standing college committees shall also sit in and provide regular feedback to the Executive Committees on related matters. Chairs of the Admissions, Retention and Recruitment Committee, Curriculum and Instructional Resources committees, and Outcomes Assessment Committees will be required to attend on a regular basis. Other committee chairs will be invited on a scheduled/rotating basis.

The Executive Council is one of the decision-making bodies of the college comprising of a group of elected members who shall be responsible for those matters delegated to it by the faculty and shall act for the faculty when the full faculty cannot be expeditiously convened in the event of an urgent college matter. All actions of the Executive Council or reports submitted to the Council shall be presented to the faculty for information. The Executive Council is comprised of the Dean, who shall be the Chairperson; the Associate Dean who, in the absence of the Dean, serves as the Chairperson; the Assistant Dean(s); one full-time faculty member elected by each department; two full-time faculty members elected at large by The Faculty; the President of the Student Council; and a representative of the College's Alumni Association. Please refer to the College of Pharmacy's Articles of Organization/By-Laws for a complete description.

In alignment with the College's Articles of Organization/By-Laws, the AESPC is comprised of: The Director of Assessment, The Assistant Director of Assessment (standing appointment and staff representation), The Associate Dean for Academic Affairs, at least one faculty member from the Department of Clinical and Administrative Pharmacy Sciences, at least one faculty member from the Department of Pharmaceutical Sciences, and at least three student members.

**B. Institutional and Programmatic Assessment**

In 2005, the AESPC was created when it was discovered that a standing committee was needed to implement appropriate assessment activities.

The mission of the AESPC is to develop, promote and support ongoing assessment of activities conducted in the College of Pharmacy. Through close collaboration with the faculty, Associate Dean for Academic Affairs, Director of Assessment, Assistant Director of Assessment, Curriculum and Instructional Resources Committee, students, and alumni, the AESPC makes recommendations to modify, and improve the assessment efforts for the College with the primary goal of improving student learning and ensuring program quality and success in fulfilling the mission.

The Associate Dean for Academic Affairs has ultimate administrative responsibility for Assessment activities in the college. The Director of Assessment, Assistant Director of Assessment, and the Chair of the AESPC report to the Associate Dean for Academic Affairs. In addition, the Assistant Director of Assessment reports to the Director of Assessment.

The College implements several forms of institutional and programmatic assessments. The institutional and programmatic assessments are intended to serve as a tool to evaluate the overall effectiveness of the College and its constituent programs. Moreover, the institutional and programmatic assessments serve as a means of determining how well the College and individual programs are doing at accomplishing the respective Mission, Vision, and Core Values of the College. In general, institutional, and programmatic assessments are guided by measurement of specific objectives within the Strategic Plan. Many of the strategic plan objectives correspond directly to the Mission, Vision, and Core Values of the College. For example, the college has specific goals relating to faculty members serving in positions of Leadership in the Washington DC Pharmacists Association which corresponds to the College having a strong local presence. There are about 98 individual assessments conducted within the College listed under 11 principal areas of assessment as described in Table 2 of the Appendix. The areas highlighted in the table include

Assessment of Practice Readiness, IPE, APPE Readiness, Experiential program, Curricular Effectiveness, Admissions/Office of Student Affairs, Co-Curricular activities, Faculty scholarship and productivity, Student Well-Being, Graduate Program, and Non-Traditional Doctor of Pharmacy (NTDP) Program.

In addition, the College administers assessments to evaluate the well-being, stress, and collegiality among the faculty and staff.

### **Key Stakeholders/Participants in Assessment**

The key assessment activities and the responsible parties are provided in Table 1 of the Appendix.

#### **Office of the Dean**

The Dean's office provides support for assessment within the College and establishes the Mission and Vision of the College. The Dean's Office also helps to provide resources as needed to ensure that the College is able to meet the goals of the strategic plan.

#### **Institutional Research and Assessment Office**

The Institutional Research and Assessment Office oversees the Assessment activities at a University level. This office also administers certain surveys to all students at the University, including those within the College of Pharmacy. Some of these surveys, such as a graduating student and alumni survey are administered on a scheduled basis. There are other surveys which are administered on an ad hoc basis. These may include for example, surveys designed to monitor student well-being and learning during the COVID-19 Pandemic.

#### **Associate Dean for Academic Affairs**

The Associate Dean is responsible for providing leadership, direction, and administrative oversight for College-wide matters related to institutional assessment as well as academic affairs, the Pharm.D. program, academic policies, accreditation, and joint programs. The Associate Dean for Academic affairs is ultimately responsible for ensuring compliance with accreditation standards related to academic affairs and assessment and also serve as an ex officio member of the OAC. The Associate Dean for Academic Affairs has oversight of all assessment activities in the College such as monitoring academic data to inform decision-making and preparing the annual report for academic affairs and assessment.

#### **Director of Assessment**

The Director of Assessment collaborates with college leadership to develop and maintain a comprehensive evaluation plan to support continuous quality improvement within the college. In addition, the director of assessment manages and administers all aspects of the evaluation plan including data collection, data analysis, interpretation, and reporting. The Director of Assessment also assists the Associate Dean and college leadership in writing, coordinating, organizing, and formatting programmatic reports for the Accreditation Council for Pharmacy Education and other governing agencies. The Director of Assessment is also an ex officio member of the AESPC.

#### **Assistant Director of Assessment**

The Assistant Director of Assessment executes all aspects of the evaluation plan including data collection, data analysis, interpretation, and reporting. The Assistant Director of Assessment also

ensures that there is an ongoing schedule for assessing areas, such as admission related matters, curricular matters, faculty, and staff workload, teaching effectiveness, the experiential programs, and the Interprofessional Education Programs.

#### **Chair of the Assessment, Evaluation and Strategic Planning Committee**

The chair of the AESPC is responsible for convening meetings of the assessment committee. The chair of the committee also presides over all meetings of the OAC and is the chief faculty liaison to the Associate Dean for Academic Affairs.

#### **Assessment, Evaluation and Strategic Planning Committee (AESPC)**

The AESPC is responsible for providing input on assessment instruments for faculty teaching and curriculum effectiveness that evaluate student learning and development outcomes and program/institutional effectiveness. The AESPC is also responsible for providing faculty input related to the process of assessment within the College.

#### **Faculty**

The faculty at large are integral components in several facets of the assessment plan. Faculty are asked to participate in assessments throughout the year that facilitate the process of evaluation from year to year including the ACPE standardized surveys. Moreover, participation from the faculty is vital in several areas that facilitate the fulfillment of the college vision in areas such as scholarship. This is addressed in several objectives of the strategic plan such as those that provides goals for presentations at major conferences and rewarding of grants. The service component of the vision statement is supported by an objective within the strategic plan that evaluates faculty participation in community outreach.

#### **Experiential Program**

Experiential education is a pivotal component of the curriculum within the Howard University College of Pharmacy, and this is reflected within the assessment activities. The Experiential program provides annual progress regarding the training of preceptors. In addition, the experiential program helps to meet the College Mission of "...dedication to superior pharmacy practice locally and globally" by helping to establish international rotation experiences for students. This is also reflected in the objectives of the strategic plan and is evaluated on an ongoing basis. There are also numerous assessments administered during experiential rotations to evaluate student learning outcomes such as student's ability to communicate effectively and care for patients.

#### **Students**

Students are a vital part of assessment within the College of Pharmacy. Students regularly participate in surveys as requested such as the Course evaluations for courses within the didactic curriculum. In addition, student members serve an active role on the College's AESPC, and a concerted effort was made to have their input for the College Strategic Plan.

#### **Alumni**

The alumni help to facilitate completion of several types of assessment activities. Alumni contribute to the well-being of the College in several areas such as financial donations, student



recruitment and career guidance, and as preceptors. The alumni were also able to present their feedback on the strategic plan as well.

### **Preceptors**

Preceptors are included within the assessment plan as a means to help evaluate the quality of experiential education the students receive. Preceptors are asked to provide their evaluation of how proficient the experiential students are in their Entrustable Professional Activities. An ongoing process is dedicated to the evaluation of determining how many preceptors receive orientation annually.

## **C. Student Learning Outcomes**

The Howard University College of Pharmacy is committed to assuring that its Pharm.D. graduates achieve competence in the ability-based outcome areas set forth by the Accreditation Council of Pharmacy Education (ACPE) and the Center for the Advancement of Pharmaceutical Education (CAPE) Educational Outcomes. These learning outcomes provide an organizing structure around which to frame discussions of curriculum design, restructuring, implementation, and assessment. In addition, a well-designed curriculum built around these ability-based outcomes helps to ensure the student's transitional growth across the curriculum resulting in professional competency and the ability to provide excellent patient care upon entry into practice.

The attainment of educational outcomes is ensured by curriculum coverage of program level ability-based outcomes and their related learning objectives. Proficiency in these outcomes ensures general educational competency as well as professional competency in the core domains of Foundational Knowledge, Essentials for Practice and Care, Approach to Practice and Care, and Personal and Professional Development.

The College uses a variety of summative and formative assessments to ensure that students are adequately prepared for APPE experiences, interprofessional education experiences, and ultimately practice ready. Formative assessments are used throughout the curriculum so that faculty may gauge how well students are retaining information and knowledge that has been taught to them. Examples of formative assessment modalities administered include Kahoot, Poll Everywhere, and muddiest point. Summative assessments are utilized to evaluate if students are ready to progress to the next level and determine whether students meet minimum competency standards as it relates to the learning outcomes. The summative assessments include those administered as final examinations which can determine if students are able to progress to the next semester. In addition, the PCOA is a high stakes examination for students within the 3<sup>rd</sup> professional year as students must achieve minimum competency on this examination to progress to APPEs. The Pre-NAPLEX examination, administered during the 4<sup>th</sup> professional year, must also be passed successfully for students to graduate as well.

### **Student performance within curriculum**

Evaluations are conducted on a regular basis to evaluate student performance in several facets. The student progression and retention rates are evaluated on an annual basis as a means of

evaluating the quality of the program. These rates are monitored to evaluate where they stand in relation to the national average. In addition, assessments are undertaken to evaluate the association between admissions related characteristics and student performance within the curriculum. Admissions characteristics evaluated include cumulative undergraduate GPA, undergraduate science GPA, PCAT score (where applicable), and a math assessment designed by the College. The data is periodically evaluated to determine the association between these factors and the student's GPA in pharmacy school, likelihood of progression, PCOA scores, and NAPLEX scores.

### **Surveys to enhance study skills**

A cadre of assessments are also administered to facilitate student learning and progression. These assessments are intended to assist students in being able to enhance the quality and productivity of their time while studying and are administered during an orientation phase. These assessments include a learning styles survey and a study skills survey.

### **APPE Readiness**

Various assessments are used to evaluate student learning outcomes throughout the didactic curriculum. Formative assessments such as pretests and clicker systems are used by faculty to provide feedback on student learning during the time they are lecturing. In addition, faculty administer low-stakes quizzes during the course which may be relatively short and focused in nature. The PCOA is used as a national, standardized formative evaluation for second- and third-year professional students so that they may identify strengths and weaknesses. Students failing to demonstrate minimal competency are referred to a compulsory summer period for reinforcement of key concepts. A variety of methodologies are used in summative testing of students including traditional written examinations, presentations, patient cases, written papers, and objective structured clinical examinations.

### **Team Readiness**

Students are prepared to work with other health professions throughout the didactic and experiential curriculum. The Professional Practice Readiness courses during the 1<sup>st</sup> and 3<sup>rd</sup> professional years incorporate Interprofessional readiness activities. In the 1<sup>st</sup> professional year students are exposed to other health care practitioners such as physicians and may interview them. In the 3<sup>rd</sup> professional year, students go to a local health clinic and provide potential recommendations for pharmacotherapy to physicians. In the 4<sup>th</sup> year course, Healthcare Ethics, students participate in a class that is co-coordinated and taught by faculty in medicine, pharmacy, dentistry, nursing, and allied health. The students collaborate and interact with physicians in the didactic portion of this course.

There are various assessments administered during the course of the pharmacy program. There is an overall Interprofessional Assessment Instruments that is administered to all students within the college. As a part of the Professional Practice Readiness 1 course during the 1<sup>st</sup> professional year, students are given a modified IPKAS survey. An IPA assessment is administered during the

PPR II course. Preceptors, particularly those in APPEs and IPPE 2s are trained to evaluate students on Interprofessional aspects during these respective assessments as well.

### **Practice Readiness**

A variety of methods are used in evaluating practice readiness. These include Pre-NAPLEX assessments, individual NAPLEX examinations, scores on the MPJE, and evaluations received from preceptors on experiential rotations. The evaluations received during experiential rotations evaluate several aspects including student communication, performance as evaluated by Entrustable Professional Activities, and interprofessional education related aspects.

#### **D. Curricular Assessment**

The curricular effectiveness is monitored in a variety of ways. These are summarized in Table 2. The college annually monitors aggregate scores on the NAPLEX, MPJE, and the PCOA. With regards to the NAPLEX, the college regularly monitors whether the first-time passing rates are at or above the national average. With the PCOA, the College has benchmarks of having aggregate scores at or above the 50<sup>th</sup> percentile nationally for P2 and P3 students taking the examination. In addition, the scores from the PCOA are monitored to ensure that the P3 students achieve higher scores as a class than the P2 students.

The evaluations provided by preceptors during experiential rotations are also a valuable source of information regarding the quality of the curriculum. Preceptors are able to evaluate how well students provide direct patient care activities. As a part of APPEs, preceptors evaluate students on achievement of Entrustable Professional Activities which facilitate an evaluation of the student's degree of autonomy. In addition, preceptors evaluate students on the extent of interprofessional learning.

In addition, the college makes use of curricular mapping to ensure that learning competencies are covered sufficiently throughout the curriculum. The Curriculum and Instructional Resources Committee periodically conducts comprehensive reviews of each course. These reviews ensure that the courses are teaching relevant, up to date material that fosters achievement of the learning outcomes. In addition, at the conclusion of each academic year, faculty are provided with feedback on individualized class evaluations to determine how well they delivered the instruction and met the learning objective for the class. The college also evaluates whether sufficient use of technology is being adopted in courses. Standardized AACP Curriculum Quality Surveys completed by graduating students and alumni are also a means of evaluating the curriculum.

#### **E. Areas of Assessment**

The assessment plan was developed to consistently monitor achievement of the college's mission in an inclusive, reliable, and strategic manner. The ultimate goal of the College of Pharmacy's outcomes assessment efforts is to ensure student learning and overall program success. The programmatic assessment of the College is guided largely by the Strategic Plan. The Strategic Plan has five priority areas and provides a systematic method for the collection, interpretation, and use of information for overall program quality improvement. The major areas of evaluation include:

Priority Area One – Holistic Teaching and Learning with the following goals:

- To be a national leader in the use of innovative approaches to learning
- To produce pharmacists at the forefront of culturally competent care
- To consistently rank among the top 25% of Colleges of Pharmacy in standardized tests
- To excel in the assessment and scholarship of teaching and learning

Priority Area Two –State of the Art Practice with the following goals:

- To develop and offer residency and fellowship programs
- To support pharmacy practice experiences both locally and internationally
- To serve as the Washington DC training center for the enhancement of pharmacy practice

Priority Area Three – Venerated Leadership with the following goals:

- To engage with alumni leaders in the local and national community
- To have the College lead in local community-based initiatives
- To create a leadership pipeline for the College

Priority Area Four – Innovative Research with the following goals:

- To strengthen infrastructure and research support
- To expand opportunities for research capable graduate and professional students
- To facilitate continued excellence and improvement in securing funding for research

Priority Area Five – Exceptional Service with the following goals:

- To attain national recognition for excellence in service
- To become an exemplary College in local, national, and global continuing education

The objectives and criteria for the effective evaluation of each priority area have been created by the Assessment Committee along with other stakeholders including the faculty at large, students and alumni. The progress on the achievement of the objectives within the strategic plan is evaluated on a quarterly basis. The progress on the strategic plan is also presented to the executive committee.

#### **F. Feedback for Program Improvement**

The process of assessment for programmatic and curricular improvement occurs in several ways. The Director of Assessment and the Assistant Director of Assessment meet regularly with standing committees such as the Curriculum and Instructional Resources Committee and the Admissions, Retention and Recruitment Committee to present data that has been gathered and discuss the implications of it. In addition, the progress on the strategic plan is presented quarterly to the members of the executive committee along with the respective leaders of the priority areas. In addition, the Director of Assessment presents data to the faculty during annual retreats and to the Board of Visitors Biannually.

**G. Assessment Instruments/Methods for Collecting Data**

A variety of assessment instruments are used in collecting data. The AACCP standardized surveys administered to graduating students, faculty, alumni, and preceptors are routinely used to collect data. A survey instrument is developed for both faculty and staff to determine the perceptions of the work environment and identify any types of stressors in addition to a Gallup Poll that has been used in several settings. The course evaluations provided by the Assessment Committee provide qualitative information for evaluating faculty members teaching effectiveness, and also provide a means to determine whether or not learning objectives were covered. The faculty performance review is conducted during the summer months and elicits various types of information concerning faculty scholarship and teaching loads apart from other types of information. The PCOA, administered in January, is an important means of evaluating students' knowledge levels in comparison to a national cohort of peers.

A variety of instruments for gathering information on IPE are utilized. These include a modified IPKAS survey, IPA assessment, and a college wide survey developed by the assessment committee.

During experiential rotations, students are given both midpoint and final evaluations. These evaluations provide a means of evaluating student's capabilities of providing direct patient care. These instruments also provide an opportunity to evaluate the student's personal and professional development and communication skills. During the APPEs specifically, students are evaluated on their progress in achieving the Entrustable Professional Activities (EPA)

Throughout the curriculum, students are administered an annual student satisfaction survey to assess their attitudes with regards to several facets in the college including infrastructure and technology, effectiveness of faculty teaching, faculty engagement, and overall satisfaction with the program. In the 4<sup>th</sup> year, students are given an exit survey to provide feedback on their college experience.

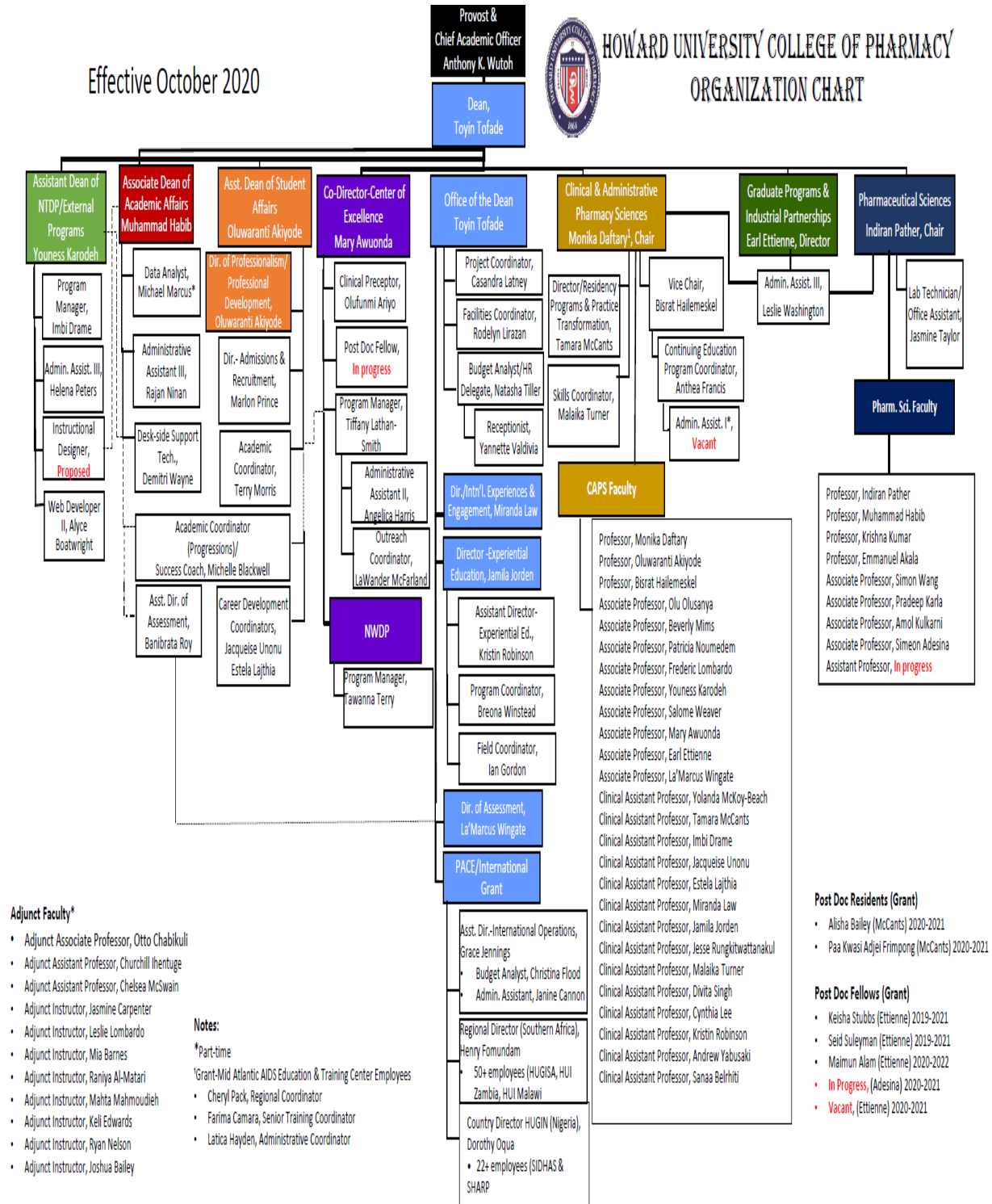
Assessments are also administered to evaluate the ways in which students learn their capabilities. These include a learning styles survey, a critical thinking skills test, and a study skills survey. These are administered to students before they begin their first formal classes. During admissions, a mathematics skill test is administered to students to evaluate their quantitative skills.

**H. Assessment Timeline**

The administration period of various surveys is delineated in Tables 3 and 4 of the Appendix. Moreover, information on when data regarding specific types of objectives is collected is found in these Figures. Assessment data is generally collected through the year. The assessment cycle normally "begins" in September after the start of the school semester.

**I. Appendix:**

**Figure 1: College of Pharmacy Organization Chart (October 2020)**



**Table 1: Key Assessment Activities and Responsible Parties**

<b>Assessment activity</b>	<b>Responsible parties</b>
Develop an effective, written assessment plan and procedure that is updated as needed upon the basis of any substantive changes in accreditation standards or revision of any College related goals	Drafted by Director of Assessment, Edited by AESPC and ultimately approved by Associate Dean for Academic Affairs
Annually assess Strategic Plan with objectives designed to evaluate achievement of college goals	Administered by Director of Assessment with coordination from the chair of the AESPC and support from AESPC members
Collaborate with the Offices of the Dean and external resources including alumni, trustees, and preceptors to collect and analyze assessment data	Executed by the Assistant Director of Assessment and managed by the Director of Assessment and Associate Dean for Academic Affairs
Establish instruments to evaluate student learning	Assistant Director of Assessment with approval from the AESPC
Use assessment results to improve program and student learning/outcomes	The Director of Assessment and Assistant Director of Assessment meet with the standing committees, including the Curriculum and Instructional Resources Committee to discuss the assessment data that is relevant to them.
Periodically evaluate effectiveness and comprehensiveness of assessment plan	Associate Dean for Academic Affairs and Director of Assessment based upon progression and achievement of current goals and in order to maintain alignment with ACPE standards and the college Mission and Vision Statement
Provide oversight for the assessment activities of the College	The Associate Dean for Academic Affairs has oversight of all activities and the day-to-day management, and the execution is carried out by the Director of Assessment and the Assistant Director of Assessment

Table 2: List of Assessment Activities

	Assessment Activity	What is Assessed	Source	Responsible	Frequency
<b># 1-5</b>	<b>Assessment of Practice Readiness</b>				
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
<b># 6-12</b>	<b>Assessment of Interprofessional Education</b>				
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



	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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	
<b># 13-19</b>	<b>Assessment of APPE Readiness</b>				
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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
<b># 20-24</b>	<b>Programmatic Assessment of Experiential Program</b>				
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
<b># 25-38</b>	<b>Assessment of Curricular Effectiveness</b>				
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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
<b># 39-45</b>	<b>Programmatic Assessment of Admissions/Office of Student Affairs</b>				
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
<b># 46-52</b>	<b>Assessment of Co-Curricular Activities</b>				
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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
<b># 53-70</b>	<b>Faculty and Staff Productivity and Well Being / General Programmatic Assessment</b>				
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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
<b># 71-81</b>	<b>Assessment of Student Well-Being / Productivity</b>				
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



	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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
<b># 82-87</b>	<b>Assessment of Graduate Program</b>				
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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
<b># 88-98</b>	<b>Assessment of NTDP Program</b>				
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

	<b>Assessment Activity</b>	<b>What is Assessed</b>	<b>Source</b>	<b>Responsible</b>	<b>Frequency</b>
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

**Table 3: Timeline for Howard University College of Pharmacy Surveys Part 1**

<b>AACP Surveys</b>	<b>JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>
Alumni Survey												
Faculty Survey												
Graduating Student Survey												
Preceptor Survey												

[http://www.aacp.org/resources/research/institutionalresearch/Documents/CQS\\_guide\\_2016.pdf](http://www.aacp.org/resources/research/institutionalresearch/Documents/CQS_guide_2016.pdf)

**Table 4: Timeline for Howard University College of Pharmacy Surveys Part 2**

<b>Howard Specific Surveys/Assessment</b>	<b>JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>
Impact of student stress on programmatic outcomes and morale												
Impact of faculty stress on programmatic outcomes and morale												
Faculty Performance Review												
Student Course Evaluations												
PCOA												
Skills based examination for APPE Readiness												
Traditional Program Graduating student exit interviews												