

BACKGROUND & OVERVIEW

SIUE is admitting its first pharmacy class for the fall 2005. As part of its commitment to providing excellence in pharmaceutical education, developing pharmacy leaders, and improving the quality of health care services in the region, the School has established comprehensive outcome measures to produce graduates that deliver pharmaceutical care in a manner which promotes positive health outcomes and an interdisciplinary role. In order to assess the activities of the School in achieving these outcomes, an assessment plan that embodies the principles of quality improvement has been developed. This plan includes specific assessment objectives for students, faculty, the program, and external stakeholders and encompasses data that captures: student learning, quality of life, and level of satisfaction; faculty development, scholarly activities, teaching abilities, and service contributions; and the School's contributions to the economic and quality of health status in the community. How the data will be collected and used for programmatic improvement is described. A model that draws on the metaphor of assessment as a 'central processing unit' (CPU) is proposed. This assessment model, built on continuous quality improvement (CQI) principles, will help assure that pharmacy education provides a bridge to quality health care.

ASSESSMENT PLAN OBJECTIVES & DATA COLLECTED

STUDENTS

To demonstrate achievement of learning:

- Course exams and assignments
- Classroom assessment techniques
- Observations of patient care skills
- Cumulative exams
- Standardized patient skills assessment
- Senior project
- Reflective portfolios
- Experiential education evaluations

To measure quality of life:

- Surveys using determinants of QOL

To determine satisfaction with SOP experiences:

- Surveys
- Exit interviews

PROGRAM EVALUATION

To evaluate student's pre-pharmacy preparedness for Pharmacy:

- Baseline assessment of pre-pharmacy foundational competencies
- Admissions criteria – regression analysis of data with 1st year GPA

To evaluate effectiveness of academic programs:

- Student and alumni surveys
- Preceptor and employer surveys
- Student exit interviews
- Student focus groups
- NAPLEX passing rates and scores
- Post-graduate data

To evaluate effectiveness of professionalism of students:

- Professional organization involvement
- Civic engagement

To evaluate effectiveness of faculty development programs:

- Participation in programs
- Teaching portfolios with self reflections
- Faculty performance evaluations

FACULTY

To assess development and documentation of faculty teaching abilities:

- Teaching effectiveness questionnaires
- Peer evaluations
- Self reflection
- Teaching portfolios
- Faculty performance evaluations

To assess development and documentation of faculty scholarship abilities:

- Publications
- Presentations
- Grants
- Faculty annual reports

To assess documentation of faculty service contributions:

- Faculty annual reports
- Committees
- Professional organizations

EXTERNAL STAKEHOLDERS

To evaluate satisfaction with student experiential education:

- Satisfaction surveys of preceptors
- Experiential education advisory council

To document contributions to economic and quality of health status in community:

- Health promotion and wellness efforts
- Drug information services
- Pharmacy practice and experiential education contributions

ASSESSMENT CPU: EVALUATING DATA FOR CQI

Intended uses of data:

- Strategic planning
- Resource accrual & allocation
- Accreditation self studies
- Curricular evolution
- Admissions processes
- Student recruitment & retention
- Faculty recruitment & retention

IMPORTANCE OF CQI IN ASSESSMENT

CQI is to assessment as GPS is to the map, it not only provides an idea of where you are but it also indicates the rate and direction you are heading.

SUMMARY

The proposed CQI model and its breadth of quality indicators will help the SIUE School of Pharmacy assure that pharmacy education provides a bridge to quality health care by creating a learning environment responsive to the contemporary needs of the profession.

ASSESSMENT MODEL

