

# Program Evaluation: Dalhousie College of Pharmacy

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## Objectives

- Describe the strategic framework used to develop the program evaluation initiatives
- Discuss the current stage of development
- Discuss lessons learned
- Describe next steps

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## History

- 2002-2010: developed and used *Program Evaluation Framework*:
  - ▶ based on workshop provided by Dr. David Fielding at AFPC meeting 2002
- 2011: reviewed *Framework* and *APFC Evaluation Guide*
  - ▶ Identified need to update our *Program Evaluation Framework*
  - ▶ Objective: comprehensive framework that articulated
    - 1) College activities and desired outputs and outcomes
    - 2) Process to monitor and measure extent of achievement of outputs and outcomes

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## Process

- External consultant with expertise in Performance Management: Frank Schwartz
- Reviewed “Management for Results and Accountability (MRA)”
  - ▶ “a life-cycle approach to management that integrates strategy, people, resources, processes and measurements to improve decision-making, transparency and accountability”
  - ▶ “In an era of accountability, shareholders, stakeholders, partners and funders want to know what we are achieving **NOT** how busy we are”

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## MRA Framework

- A blueprint for managers to help them focus on measuring and reporting on results.
- Components
  1. Profile
    - ▶ Description of organization (program, project or initiative)
    - ▶ Rationale
    - ▶ Key objectives
    - ▶ Client groups
  2. Logical Framework (Model & Matrix)
  3. Performance Measurement Strategy
  4. Monitoring and Reporting Strategy
  5. Evaluation Approach

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## Definition of Logic Model

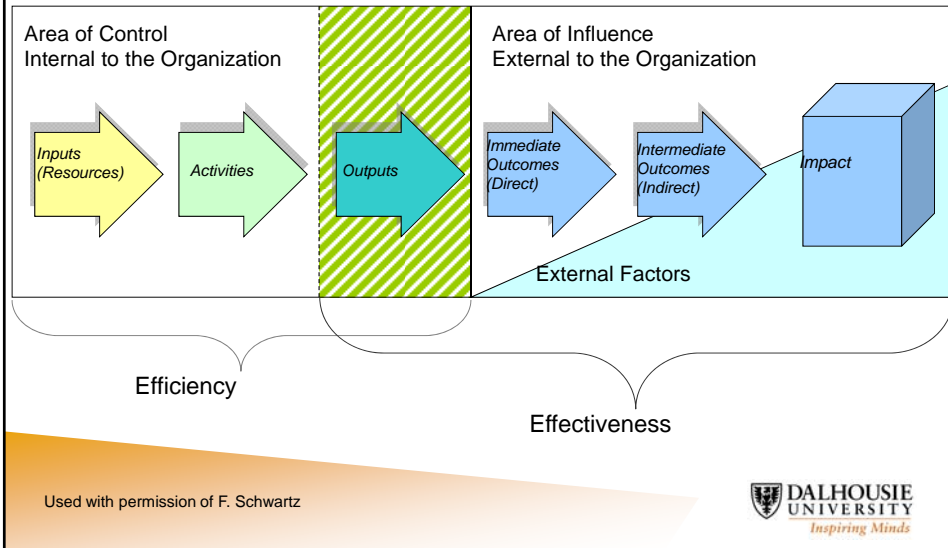
- A Logic Model is a depiction of the causal or logical relationships between activities, inputs, outputs and the outcomes of a given organization policy, program or initiative.

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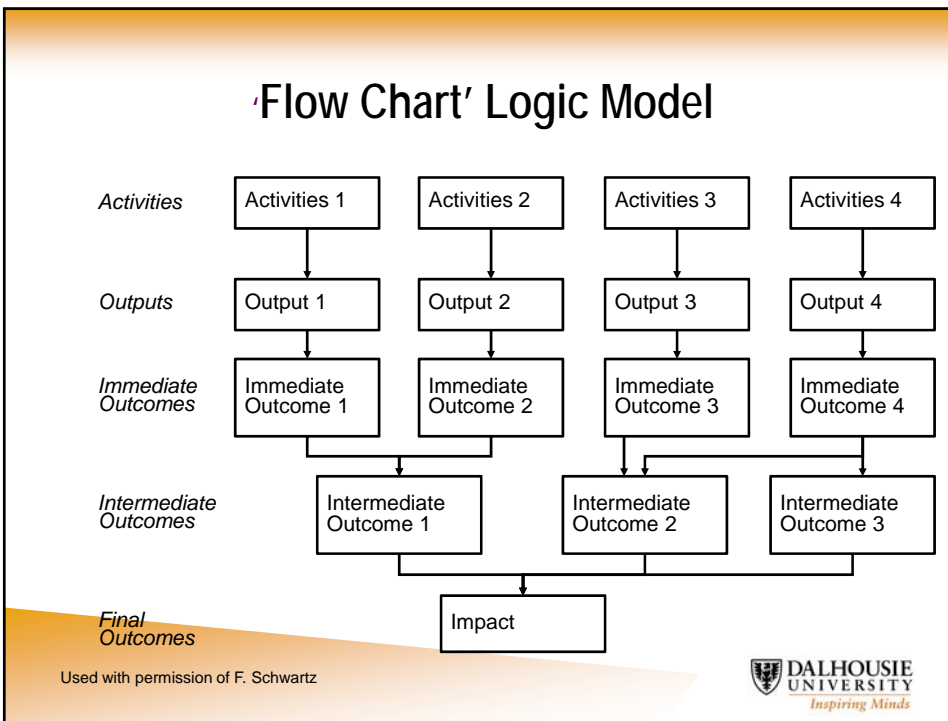
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## 'Results Chain' Logic Model



## 'Flow Chart' Logic Model



## Elements of an MRA Framework

### Part 3: Performance Measurement

A Performance Measurement Framework provides a framework for measuring progress on and achievement of outputs and outcomes.

- A Performance Measurement Framework is the next step after developing a Logic Model:
  1. Setting out performance indicators
  2. Identifying data/information sources related to the indicators
  3. Describing data collection methods and analyses
  4. Assigning responsibilities for collecting and assembling the data
  5. Specifying the frequency of information collection

- **Part 4: Monitoring and Reporting**

- **Part 5: Evaluation**

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### College of Pharmacy Performance Management Framework

College of Pharmacy, Faculty of Health Professions, Dalhousie University

The College of Pharmacy's Performance Management Framework (PMF): what we expect and how it will be achieved.

Developed by a Subcommittee of the Self-Assessment Committee  
Professor Rita Caldwell, Ms. Dianne Cox, Professor Susan Mansour, Dr. Anne Marie Whelan, Consultant: Frank Schwartz  
1/1/2013

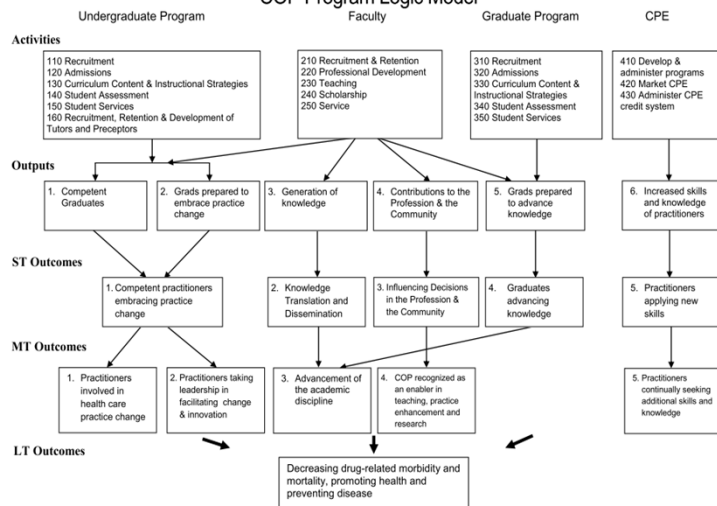
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## 3 Table of Acronyms

<b>ACC</b>	Admissions Committee Chair
<b>ADPC</b>	Association of Deans of Pharmacy of Canada
<b>ADPE</b>	Associate Director, Program Evaluation
<b>ADR</b>	Associate Director, Research
<b>ADUE</b>	Associate Director, Undergraduate Education
<b>CASA</b>	Critical Appraisal Series Administrator
<b>CC</b>	Course Coordinator
<b>CCAPP</b>	Canadian Council for Accreditation of Pharmacy Programs
<b>CCC</b>	Curriculum Committee Chair
<b>CCE</b>	Coordinator, Clinical Education
<b>CCEP</b>	Coordinator, Community Experience Program
<b>CCPE</b>	Coordinator, Continuing Pharmacy Education
<b>CPC</b>	Chair, Professionalism Committee
<b>CP-PEC</b>	College of Pharmacy Practice Experience Committee
<b>DIR</b>	College of Pharmacy Director
<b>DSPS</b>	Dalhousie Student Pharmacy Society
<b>FAR</b>	Faculty Annual Report (called "Annual Reporting Form for Regular Academic and Professional Activities")
<b>FM</b>	Individual Faculty Members
<b>GC</b>	Graduate Coordinator
<b>PEC</b>	Practice Experience Committee
<b>PMF</b>	Performance Management Framework
<b>SPCC</b>	Student Promotions Committee Chair
<b>SAC</b>	Self Assessment Committee
<b>SLA</b>	Skills Lab Administrator
<b>SP</b>	Strategic Plan
<b>SPC</b>	Student Promotions Committee
<b>STD</b>	A Standard, as described in the CCAPP Accreditation Standards
<b>UCA</b>	Undergraduate Curriculum Administrator

## COP Program Logic Model



#### 4 COP Work Breakdown Structure (by Program and Activity)

The scope of work for fulfilling the College's Mission can be expressed in a Work Breakdown Structure (WBS), which identifies program components and their major activities. A WBS is the workload equivalent of an organization's financial Chart of Accounts - it is an organization's Chart of Work Activities. The major components of the WBS are tied to the College's core services - Undergraduate program, Faculty, Graduate Program and CPE. For purposes of fully covering the COP's work, we have included a fifth activity category, Management and Administration, to cover all the efforts which support the four core services. Accordingly, there are five high level work activity components, which together account for all the work that the College undertakes.

College of Pharmacy Work Breakdown Structure

100 Undergraduate Program	200 Faculty	300 Graduate Program	400 CPE	500 Management & Administration
110 Recruitment	210 Recruitment and Retention	310 Recruitment	410 Develop and administer programs	510 Governance
120 Admissions	220 Professional Development	320 Admissions	420 Market CPE	520 Finance, Budgeting & HR
130 Curriculum Content and Instructional Strategies	230 Teaching	330 Curriculum Content and Instructional Strategies	430 Administer CPE credit system.	530 External Relations
140 Student Assessment	240 Scholarship	340 Student Assessment		540 Planning, Monitoring & Evaluation
150 Student Services	250 Service	350 Student Services		550 Learning & Research Infrastructure
160 Recruitment, Retention and Development of Tutors & Preceptors				

College of Pharmacy PMF - S/pharmacy curriculum programmevaluation COPPerformanceManagement framework2011-2016 PMF development-FrankSwartz-2011-12/2013-Jan9-2013-COP PMF Jan 9-2013-FINAL  
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Expected Results	Examples of Evidence	Data Sources/ Collection Methods	Dates	Responsible
<p>privacy legislation.</p> <p><b>Criterion 17.2:</b> Student services personnel within the Faculty must be appropriately trained to provide necessary services, and be familiar with the range of support services available at the university to refer students as appropriate.</p>	<p>Faculty(17.2)</p> <p>d) provision of information about financial aid (17.2)</p> <p>e) facilitation of access to health services (17.2)</p> <p>f) procedures for immunizations and for meeting the requirements of the experiential practice sites (17.2)</p> <p>g) provision of academic advising and career pathway counselling (17.2)</p> <p>h) policies pertaining to human rights legislation (17.2)</p> <p>i) orientation programs prior to the start of the formal curriculum (17.2)</p> <p>j) Policies for student accommodation</p> <p>k) College organization(17)</p>	<p>programs</p> <p>d) Dal calendar, Annual Solicitation of Applications for Financial Aid, Bursaries &amp; Awards</p> <p>e) Student Service Brochure; ADUE Open Door Policy</p> <p>f) Admissions Letter, Orientation and PEP Manual</p> <p>g) Orientation, Presentations from Professional Organizations, Residency Night Event, ADUE University/College Admissions and Accommodations policies</p> <p>h) Orientation Schedule &amp; Manual</p> <p>i) University policies</p> <p>j) COP Org Chart</p>		<p>e) ADUE</p> <p>f) CCE</p> <p>g) ADUE</p> <p>h) DIR</p> <p>i) ADUE</p> <p>j) DIR</p> <p>k) DIR</p>
<p><b>160 Recruitment, Retention, Development &amp; Support of Tutors and Preceptors</b></p>	<p><b>Preceptors</b></p> <p>a) Number of preceptors</p> <p>b) Number of sites</p> <p>c) Recruitment issues</p> <p>d) Preceptor development activities</p> <p>e) % of preceptors who have completed development modules</p> <p><b>PBL Tutors</b></p> <p>f) Number of positions available</p> <p>g) Number of tutors trained</p> <p>h) Tutor development activity</p> <p>i) Reasons for turnover</p> <p><b>Skills Lab Tutors</b></p> <p>j) Number of positions available</p> <p>k) Number of tutors trained</p> <p>l) Tutor development activity</p> <p>m) Reasons for turnover</p>	<p><b>Preceptors</b></p> <p>a) PEP Web-based Database</p> <p>b) PEP Web-based Database</p> <p>c) CCE files</p> <p>d) <a href="http://www.dal.ca/preceptor/">www.dal.ca/preceptor/</a></p> <p>e) CCE files (see also STD 29.3 and STD 30.2)</p> <p><b>PBL Tutors</b></p> <p>f-h) UCA</p> <p><b>Skills Lab Tutors</b></p> <p>i-m) SLA</p>	<p>June</p>	<p><b>Preceptors</b></p> <p>a)-e) CCE</p> <p><b>PBL Tutors</b></p> <p>f-h) UCA</p> <p><b>Skills Lab Tutors</b></p> <p>i-m) SLA</p>
<p><b>SP1.4 Increase practitioner involvement</b></p>	<p>a) A pool of pharmacist skills lab tutors</p> <p>b) A pool of trained preceptors</p> <p>c) Practitioners providing mentoring (outside formal curriculum)</p>		<p>Mar &amp; Aug</p>	<p>a) SLA</p> <p>b) CCE</p> <p>c) DIR</p>
<p><b>STD 30</b> An adequately resourced administrative office or system must be in place to manage the experiential program including practice sites and preceptors, and the quality assurance program for the practice experiences.</p> <p><b>Criterion 30.1:</b> The administrative office or system must be led by an individual or</p>	<p>a) staffing for this office or system (30; 30.1)</p> <p>b) preceptor orientation and training program (for new &amp; experienced preceptors)</p> <p>c) Standards or criteria for selection and evaluation of preceptors and practice sites</p> <p>d) Skills and experience of PEP CCE (30.1)</p>	<p>a) COP Org Chart; job descriptions, "matching program"</p> <p>b) CCE, see Activity 160</p> <p>c) Criteria for Selection document,</p>	<p>2014</p>	<p>a) DIR</p> <p>b) CCE</p> <p>c) CCE</p>

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College of Pharmacy PMF

## Where are we now?

- *Performance Management Framework* developed
- **Prioritization**
  - ▶ Reviewed status of “Examples of Evidence”
    - Some evidence being collected and collated routinely
    - Some evidence we have available but not collated
    - Some areas where no evidence
  - ▶ Where do we put our efforts? Consider:
    - Curricular Reform
      - Curricular map
      - Stakeholder meetings regarding PEP
    - CCAPP
    - Strategic Plan

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## Lessons Learned

- Need expertise
- Time consuming
- Need commitment
- Need to prioritize
  - ▶ What is needed for continuous quality improvement?
  - ▶ What needs to be evaluated only occasionally?
  - ▶ What is of most value to us in moving the undergraduate program forward?

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Questions  
are  
guaranteed in  
life;  
Answers  
aren't.

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