




## **The University of Alberta Faculty of Pharmacy and Pharmaceutical Sciences Assessment Plan: Measuring What Matters**




Our process is designed to identify *appropriate* and *accessible* data that can be used to meaningfully inform decision-making to maintain and improve the quality of the current undergraduate program.



## Steps:

1. Define a framework for evaluation
  - a. How should the program be split up into areas of assessment?
2. Identify assessable program outcomes
  - a. What activities happen in each area of assessment?
  - b. What are the outputs of these activities?
  - c. What are meaningful outcomes we can associate with each output?
3. Map the assessment process
  - a. What questions need to be answered to assess each outcome?
  - b. What data needs to be collected to answer each question?
  - c. What tools or processes need to be created to generate the data?
  - d. How often should we collect data/assess each outcome?
  - e. Who is responsible for generating, analyzing and interpreting the data?





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## Framework for Evaluation

### I. Academic Program (Curriculum and Student Learning)

- I.I Educational Outcomes, General Curriculum Design, and Curriculum Management
- I.II Core Curriculum I – Course Content (biomedical sciences, pharmaceutical sciences, behavioural, social and administrative sciences, clinical sciences and practice skills, and interprofessional and intraprofessional Education)
- I.III Core Curriculum II – Experiential Education
- I.IV Teaching, Learning, and Assessment

### II. Student Experience

- II.I Student Services and Activities
- II.II Recruitment & Admissions

### III. Faculty Experience

- III.I Mentorship, Development, & Administrative Support





## Identifying Assessable Outcomes Using Logic Models

Inputs → Activities → Outputs → Outcomes



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## Identifying Assessable Outcomes Using Logic Models


Inputs → Activities → Outputs → **Outcomes**




### *Logic Model for Teaching, Learning, and Assessment*

Inputs	Activities
Committees & Groups Teaching Faculty and Support Staff Preceptors Students <a href="#">Teaching and Learning Committee</a> Peer Teaching Working Group Curriculum Committee Practice Skills Committee Ex Ed Team Assessment Committee  Key Documents Course Outlines Course Syllabi Instruction and Assessment Strategies Curricular Framework AFPC Outcomes NAPRA Professional Competencies for Canadian Pharmacists	Developing and administering/carrying out: <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Practice Skills Labs</li> <li>• Other labs</li> <li>• Experiential Education Rotations</li> <li>• Formative Assessment</li> <li>• Assignments</li> <li>• Summative Exams</li> <li>• Peer Teaching Reviews</li> <li>• <a href="#">Remediation</a></li> </ul>




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Outputs	Outcomes
<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Course materials (notes, slides, references, resources)</li> <li>• Formative Assessments</li> <li>• Assignments (labs, performance assessments)</li> <li>• Scoring tools (Rubrics, answer keys)</li> <li>• Midterms and Final Exams</li> <li>• Knowledgeable/capable students</li> <li>• Criteria, policies and procedures for monitoring academic progression as well as for grounds for academic probation, dismissal, appeals and readmission</li> <li>• <a href="#">Systems for monitoring academic progression</a></li> <li>• <a href="#">Definition of remediation strategies for students identified as at risk based on objective assessment data</a></li> <li>• Peer Teaching Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning activities support the needs and learning styles of diverse learners, while appropriately developing the knowledge, skills, attitudes and judgment required of the pharmacy graduate.</li> <li>• Formative assessments adhere to the principals of formative assessment.</li> <li>• Assessment tools used for summative evaluation of student knowledge and skills (i.e. major assignments, labs, performance assessments, Midterms, and Finals) are of strong psychometric quality.</li> <li>• Student assessment data can be used to monitor individual as well as group progress.</li> <li>• Students identified as at risk are provided with opportunities for remediation.</li> <li>• The Peer Teaching Review systems developed afford faculty the opportunities to receive formative feedback in a collaborative way.</li> <li>• When utilized, the Peer Teaching Review systems lead to changes in teaching and learning.</li> </ul>




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<h2>Mapping the Assessment Process</h2> <ol style="list-style-type: none"> <li>1. Write questions to assess the outcomes</li> <li>2. List data required to answer the questions</li> <li>3. List tools or processes required to generate data</li> <li>4. Indicate a frequency for evaluation</li> <li>5. Specify groups responsible for generating, analyzing, and interpreting data</li> </ol>






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Assessment Map for Teaching, Learning and Assessment					
Outcomes	Questions	Data Required	Assessment Tool/Process	Frequency	Parties Responsible
Teaching and learning activities support the needs and learning styles of diverse learners, while appropriately developing the knowledge, skills, attitudes and judgment required of the pharmacy graduate.	Are the teaching and assessment activities used in courses/practice experiences chosen to align with the outcomes of the course? Do the teaching and learning activities promote life-long learning habits through an emphasis on active, self-directed/self-regulated learning? Do the teaching and learning activities foster ethical responsibility for maintaining and enhancing professional competence? Do the teaching and learning activities used in courses/practice experiences develop critical thinking, problem-solving, and	Course Syllabi/Outlines  Student perceptions  Employer perceptions  PEBC examination results  Course grades	Course Reviews  Student Surveys and Focus Groups  Employer survey  Review of PEBC examination results	Annually	<b>Generating and Analyzing:</b> Assessment Committee, Curriculum Committee and yearly working groups  <b>Interpreting:</b> Curriculum Committee


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## Faculty Input

- Logic models:
  - Are the lists of activities/inputs/outputs complete?
  - Are the list of outcomes reasonable?
- Assessment Maps:
  - Are questions for each outcome the right questions to ask? Are there any questions missing?
  - Is the list of data sources complete?
  - Is the list of tools/process complete?
  - Is the frequency of assessment reasonable?
  - Are these the right groups for the different responsibilities?





## Guiding Documentation

Explicitly defining:

- the intended educational outcomes
- teaching, learning, and assessment strategies
- the intended curriculum framework
- the intended experiential model



## Revising Existing Processes

- Individual course reviews
- Overall curriculum review
- Graduating Students Survey
- Faculty Survey
- Preceptor Survey



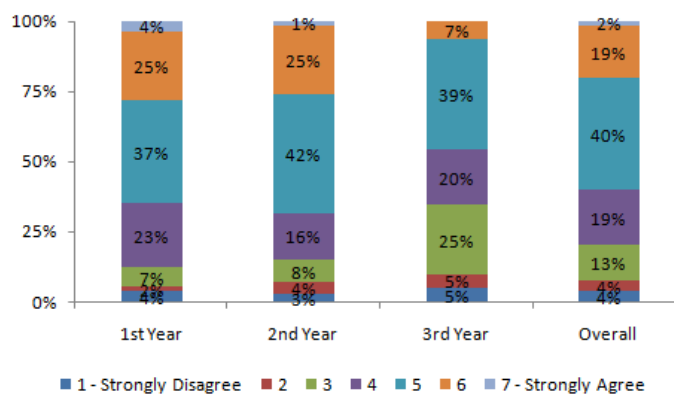


## New Assessment Activities

- Curriculum Mapping Surveys (Faculty and Students)
- Yearly student cohort surveys
- Stakeholder Surveys
- Activity specific as-needed surveys (e.g. Peer-Teaching Review and Student/Faculty IT surveys)



**In general, the teaching and learning activities provided in courses in my current year of the program promote optimal learning.**



$n_{1st\ year} = 57$  ( $rr = \sim 49\%$ )

$n_{2nd\ year} = 73$  ( $rr = \sim 61\%$ )

$n_{3rd\ year} = 61$  ( $rr = \sim 51\%$ )



