Assessment Committee Annual Report

Assessment Committee Membership:

Candace Barnett (Chair)
Lea Bonner (Dept. Pharmacy Practice)
Phillip Bowen (Dept. Pharmaceutical Sciences)
Liza Chapman (Alum)
Joseph Dye (Dept. Pharmacy Practice)
Annesha Lovett (Dept. Pharmacy Practice)
Jared Safran (Student)
Haileen Zhang (Dept. Pharmaceutical Sciences)
Objectives (Status ✓ = complete)

2011-12 Objectives:
1. Examine remediation process for students failing comprehensive progression “end of year” examinations. Make recommendations. (✓)
2. Survey recent graduates on the P4 Pharmacotherapy case conference (capstone) course. Make recommendations. (✓)
3. Examine the rubrics and procedures used for the evaluation of experiential teaching and preceptor evaluation of the student, distribution of results, and use of results for improvement. Make recommendations. (✓)
4. Identify a measure of perceived stress and administer to faculty and staff. Examine and transfer results to data users. (✓)
5. Update the community service survey and administer to faculty and staff. Examine and transfer results to data users. (✓)
6. Update guiding documents (Profile of PharmD Graduate, Goals, Core Values & Modeled Behaviors) and map along with Vision to Accreditation Standard 1 and Appendix A. (✓)
7. Recommend measures to increase understanding and articulation of the College mission. (✓)

On-going objectives:
1. Update the College Evaluation Plan. (✓)
2. Examine and distribute results from AACP standardized surveys and other recurring assessments (including licensure examination results, graduating students’ practice intentions survey, P3 self-assessment of preparedness for entering the fourth year, and Comprehensive Progression Examinations). Request disposition reports from data users on selected items. (✓)
3. Examine data on correlates of success in the Doctor of Pharmacy Program and transfer to appropriate data users. (✓)
4. Remain available as individuals and a group to advise on assessments on an as-needed basis. (✓)

Remediation Process for Comprehensive Progression “End of Year” Examinations (EOY). After review of feedback from the faculty members and student involved in the most recent EOY remediation, the Committee recommended continued use of the current process, which includes mandatory review periods and written and oral examination components.

Pharmacotherapy Case Conference. The Committee designed and administered a survey to gain feedback from 2011 graduates about the pharmacotherapy case conference, specifically impact of the main sections of the course and recommendations for additional topics. The data was transferred to the course coordinator in March 2012, with the recommendation that this capstone activity continue along with additional topics for inclusion. Revisions were made to the course before its offering in April 2012.

Evaluation of Experiential Teaching. The Committee recommended and assisted in the design of changes to the preceptor evaluation of the student at midpoint. For APPEs an overall rating of “exceeds expectations” or “competent” on the 5 point rating scale, means the remainder of the form need not be completed, and likewise for IPPEs and a rating of “above average” or “average” on the 3 point scale. The Committee requested and reviewed from the directors of APPE and IPPE a description of the process by which APPE and IPPE sites and preceptors are evaluated by students and how results are distributed and used for improvement. These descriptions were reviewed and were posted to the College shared drive.

Perceived Stress and Community Service Survey. After reviewing several instruments, the Committee selected the standardized “Stress in General (SIG) Scale” to survey pharmacy faculty and staff. Minor updates to the community service survey were made. The two instruments were administered in one electronic mailing to faculty and staff in April 2012. The SIG normative score percentile rank for faculty and staff overall
indicated we are in the 51st percentile. Breakdowns by faculty rank and open-ended responses were reviewed by the Dean and sent to department chairs for discussion as an agenda item at departmental meetings. Staff members were in the 39th percentile, well below the national average for perceived stress. Regarding community service, approximately 69% of faculty and staff volunteered time to community service activities in 2011. Looking at the results per month, our faculty and staff spend an average of 4.2 hours each, per month, in voluntary service to the community—at-large, and an average of 1.4 hours each, per month, in voluntary service to Mercer, i.e., not part of normal job responsibilities. When compared to data collected in 2007, we continue to spend almost the same amount of time in voluntary service, but the current distribution of effort has shifted a little to increased voluntary service to Mercer.

**Update of Guiding Documents.** The Profile of the PharmD, Goals, and Core Values & Modeled Behaviors were updated to reflect enhancements to the curriculum and program. The guiding documents were mapped to ACPE Standard 1 and Appendix A. The updates were approved at the faculty meeting on 4-18-2012.

**Mission.** The Committee recommended a short video illustrating the mission be prepared and aired at key meetings such as those of the faculty, Council of Students, Alumni Board, between classes, and occasionally on the loop of programming shown in the hallways. The video was finalized in April 2012. The Committee also made additional recommendations (inclusion on business cards, email template, hallway displays) which were transferred to appropriate parties for consideration.

**College Evaluation Plan (CEP).** The Committee updated the CEP in fall 2011. New items added included: An interim audit by faculty of compliance with ACPE standards every 2 years; the updating of the CEP was formally added to the CEP, and the frequency for analysis of correlates between admission criteria and academic success was changed to yearly. The updated CEP was endorsed by faculty vote at their 1-25-12 meeting.

**Recurring Assessments:**

**Examination of Results from AACP Curriculum Quality Surveys.** In 2011-12 we examined the results of the following AACP surveys: Survey of Graduating Students (class of 2011), the Alumni Survey (administered in 2011 to the 2009 graduates), the Faculty Survey, and the Preceptor Survey. The Committee noted the response rate to our Alumni Survey (46%) was markedly higher than in the past due in all likelihood to the efforts of the Director of Communications and Marketing. Data were transferred to the entire faculty and specific parties responsible for using the data, who provided written dispositions of how they would use the data for program improvement.

**Noteworthy findings and dispositions.** Of note, our students feel the campus is safe. Regarding computer resources and classrooms conduciveness to learning, responses were slightly below national; however, improvements made in summer 2011 should boost responses in the future. We are above national on response to student concerns, but it has dropped since the previous year. We will continue to monitor this item. Students’ awareness of opportunities to engage in research is above national. A full 100% of alumni felt the environment and culture promoted professional behavior and harmonious relationships and 100% of graduating students were aware of expected behaviors. Faculty perceptions of professionalism were favorable but can be improved. The Professionalism committee indicated department chairs will be asked to place this topic on a future department meeting agenda. Preceptor knowledge of processes related to professional and academic misconduct requires attention, as does preceptor knowledge of criteria used by students to rate preceptor performance. The Directors of APPEs and IPPEs have begun to address this through educational efforts in their newsletter and in E*Value, the electronic experiential education portal. Graduating students’ perceptions of the value of IPPEs will continue to be monitored in light of the improvements we have made in the IPPE program, particularly with the addition of the simulation laboratory and move to two week, full-time IPPE experiences. Students’ opportunities to apply patient care skills in community settings...
will be monitored as we enhance our education of preceptors, utilize our experiential education advisory board more fully, and address sites where these opportunities require enhancement. Preceptors by and large feel we prepare our students to develop disease management programs, which reflects the emphasis we have placed on MTM in the curriculum. We have been monitoring the graduating students’ views on their preparation to interpret economic data for disease treatment. The most recent results indicate we should continue to monitor this in light of the increased emphasis and coverage we have implemented on this topic. Also based on the graduating students, encouragement to ask questions in class will be emphasized with course coordinators and technological support to assist will be provided. Our tutoring program will continue to be monitored as we include additional tutors to accommodate more students. The library will be participating in small group hands-on evaluation of the health sciences literature in Fall 2012 as part of the curriculum, and the graduating student survey will continue to be monitored to see how the relevant item on preparation to do this is affected. Based on the faculty survey, several actions were taken including, evaluation of administrators and additional programming on promotion and tenure was added to Faculty College. As our new advising program is refined, the College will continue to monitor survey items related to academic and career advising. Alumni satisfaction with Mercer has increased tremendously over previous years, and this may be attributable to the efforts of our Senior Director for Communications and Marketing.

**Comprehensive Progression “End of Year” (EOY) Examination Oversight.** In October 2011 the item analyses from the 2011 administration of the End of Year (EOY) examinations were distributed to course coordinators for use in teaching during the 2011-12 academic year and in making revisions to selected items for the 2012 exam. For the P1 exam, 18 of 144 questions were brought to the faculty’s attention, for the P2 exam, 13 of 128 questions, and for the P3 exam, 24 of 128 questions. A new oversight procedure was adopted. The faculty completed a survey which documented which questions they would change and which questions would result in adjustments in teaching practices. The results for the 2012 EOY exams were as follows: The first time pass rates were 98.7% for P1 students, 97.2% - P2, and 100% - P3. Of the two P1 students who failed, one passed on the second multiple choice exam attempt. The other passed after completing the oral examination phase of the remediation process. The four P2 students who failed all went on to pass their second multiple choice attempt.

**Graduating Students’ Practice Intentions.** A survey of our 2011 graduates revealed that 52% planned to practice in chain or independent community pharmacies; 9.4% - hospital pharmacy practice; 23.6% - residencies or a fellowship; 2.4% - other settings including the public health service and industry, and 7.9% undecided. The number of students answering undecided most likely reflects the current job market.

**Examination of NAPLEX and MPJE Results from 2011 Graduates.** The pass rate for Mercer’s 139 first time NAPLEX test takers in May-Aug 2011 was 96.40% compared to the national pass rate of 96.57% and state of 97.64%. It was noted that the 3% drop in comparison to the national pass rate that had occurred in the previous year had disappeared. The pass rate for Mercer’s 100 first time MPJE test takers in May-Aug 2011 was 97.00% (natl=96.05%, state=94.32%).

**Student Evaluations of Didactic and Experiential Teaching.** The cumulative and individual scores for student evaluations of faculty teaching and courses in the didactic and experiential curriculum were compiled and distributed to applicable data users. For the didactic curriculum, on a 5-point scale, the mean rating for course overall was 4.05 for Fall 11 and 4.04 for Spring 12. The mean rating for overall teaching ability was 4.18 for Fall 11 and 4.17 for Spring 12. For the experiential curriculum, the mean rating in academic year 2011-12 for overall teaching ability of primary APPE preceptors was 4.39 and for IPPE preceptors was 4.70 on a 5-point scale. The mean overall rating of the site/experience was 3.63 (4-point scale) for APPEs and 4.47 (5-point scale) for IPPEs.
P3 Preparedness to Enter P4 Year. In spring 2012 P3 students (Class of 2013) rated on a 4-point scale (poor, fair, good, excellent) how well prepared they felt to perform 27 practice activities. Students entered their individual results in their portfolios and were encouraged to pursue self-directed learning prior to starting the P4 year. The cumulative results were examined, noting items where at least 1/3 rated their feelings of preparedness as fair or less. As in the past, only a small percentage of students (0.7%-11.6%) rated their preparedness for the items as poor; however, the percentage rating their preparedness as fair (rather than good or excellent) had increased over previous years. A total of 18 items were brought to the attention of the Director of APPEs who distributed a supplement to the Office of Experiential Education Newsletter (The Mercer Mentor) to sensitize preceptors to these results and request they work with the students on these areas. A separate electronic letter was sent to the Class of 2013 sharing the results, emphasizing the purpose of the P4 year, and encouraging them to pursue self-directed learning in key areas during the P4 year.

Correlates of Success: An analyst examined data from the graduating classes 2007-14. Individual NAPLEX scores from the Class of 2011 were included in the analyses. Results were reviewed by the Assessment Committee and transferred to the Office of Student Affairs and Admissions for consideration by the Admissions Committee. The following factors emerged as important predictors of success: undergraduate GPA, PCAT Reading comprehension, degree, number of additional pre-requisites completed (biochemistry, anatomy, physiology, microbiology, and statistics).