

**Assessment Report 2003-2004:  
Assessment Structure, Activities and Plans**

**University of Wisconsin-Madison  
School of Pharmacy**

**September 2004**

# **Assessment Report 2003-2004: Assessment Structure, Activities and Plans**

## **I. BACKGROUND**

### **A. THE SCHOOL OF PHARMACY AND ITS EDUCATIONAL PROGRAMS**

#### **Mission and Faculty Divisions**

The School of Pharmacy at the University of Wisconsin-Madison is the only pharmacy school, public or private, in the state. The mission of the faculty and staff of the School is to educate, train, and maintain competency of pharmacy practitioners and scientists, and to create, transmit, and apply knowledge based on research in the basic and applied pharmaceutical sciences to enhance the quality of life through improved health. The School's faculty is organized internally within four divisions: Extension Services in Pharmacy (ESP), Pharmaceutical Sciences (PS), Pharmacy Practice (PPD), and Social/Administrative Sciences (SAS).

#### **Doctor of Pharmacy Program**

Educating future pharmacy practitioners is accomplished via the Doctor of Pharmacy (Pharm.D.) professional degree program. This program began as an entry-level degree program in 1997. It consists of a minimum of two years of pre-pharmacy college course work and four years of study in the professional pharmacy curriculum within the School. Admission to the Pharm.D. program is highly competitive. Students transfer into the program from colleges and universities throughout the state; out-of-state residents typically comprise less than 10% of a Pharm.D. class. Graduates must pass external licensing examinations (discussed under *External Assessments* on page 3) in order to practice pharmacy.

Three of the major faculty divisions (PS, PPD, and SAS) are involved in delivering curriculum in the Pharm.D. program, making it the key interdisciplinary effort of the School. The professional curriculum includes three years of classroom-based coursework in a variety of areas, including bacteriology, drug action and delivery, physiology, statistics, pathology, drug literature evaluation, pharmaceutical biochemistry, biotechnology, medicinal chemistry, pharmacology, pharmacotherapy, pharmacy law, pharmacy economics, and professional communication. Didactic coursework is followed by one year of clerkship experiences in community and hospital, managed care, long-term care, and other pharmacy settings. The School has a network of over 180 practice sites and more than 300 pharmacists and other health professionals who serve as volunteer clinical instructors for experiential courses or who provide selected lectures.

#### **B.S. Pharmacology/Toxicology Program**

The School offers an undergraduate degree, the B.S. Pharmacology and Toxicology (PharmTox). Taught chiefly by members of the School's Pharmaceutical Sciences division, this degree provides a strong academic background for careers in the pharmaceutical industry, in government agencies, or as preparation for graduate or professional study. Admission to the B.S. PharmTox is competitive and requires two years of pre-School of Pharmacy preparatory coursework that is similar to what is required for the Pharm.D. program. Following admission to the PharmTox program, students enroll in a four-semester sequence involves required coursework in pharmacology, toxicology, drug action and delivery, pharmaceutical biochemistry, genetics, physiology, laboratory techniques, and statistics. Opportunities exist for a wide range of electives and independent study courses.

#### **Graduate Education**

The School of Pharmacy offers graduate programs in a variety of areas. The Pharmaceutical Sciences division offers the M.S. and Ph.D. degrees and uses the stages in the drug development process – drug discovery, drug action, and drug delivery – as a unifying rubric. The Social and Administrative Sciences division also offers the M.S. and Ph.D. degrees. Most students' programs draw on traditional social science disciplines (e.g., economics,

sociology, psychology); concentrations in continuing education in pharmacy and in history of pharmacy also are possible. Finally, the Master of Science in Pharmacy is a terminal masters degree that emphasizes hospital pharmacy management. The program is offered in coordination with the University of Wisconsin Hospital and Clinics as a two-year combined residency and academic degree program. Professor Bill Mellon, Associate Dean for Graduate Studies and Research, has responsibility for oversight of all graduate programs.

#### **“Maintaining the Competency of Pharmacy Practitioners”**

Believing that its role in pharmacy education extends beyond the boundaries of campus, and to address Wisconsin’s continuing education requirements for renewal of pharmacist licensure, the School has an active continuing education and outreach program. Each year, numerous educational programs are conducted on-campus for state pharmacists. Other programs are taken directly to pharmacists to help them keep up-to-date with the changes occurring in the profession.

## **B. STRUCTURE FOR ASSESSMENT**

### **Dean, Associate Dean, and Academic Planning Council**

The Dean chairs the Academic Planning Council (APC), the body that oversees school-wide assessment activities. Members of APC are elected by the faculty and consist of representatives of the faculty divisions within the School. The APC shares assessment responsibilities with the Educational Policy and Planning Committee, a standing committee within the School that has primary responsibility for curriculum development, review, and revision.

A new Associate Dean for Academic Affairs, Associate Professor Jeanine Mount, began her administrative duties in July 2004 and has been appointed to the University Assessment Council. Her responsibilities include assessment of the professional and undergraduate programs. Assistant to the Dean Ken Niemeyer supports many of the School’s ongoing assessment activities.

### **Experiential Learning Program Office and Quality Review Council**

Experiential learning is an essential component of professional pharmacy education. It is included in each year of the Pharm.D. curriculum: brief experiences in three coursework-based years of the Pharm.D. curriculum lead to three semesters of full-time clerkship experience in the last year of the program. A system is in place to ensure that sites and instructors involved in the experiential learning program meet quality standards; the School’s Experiential Learning Program (ELP) Office and Clerkship Quality Review Council (QRC) are key within this system.

The School’s Experiential Learning Program (ELP) Office is directed by Mara Kieser, Experiential Education Coordinator and Clinical Assistant Professor. The ELP Office holds administrative responsibility for, among other things, development and implementation of educational objectives, clerkship site development, clinical instructor training, and clerkship evaluation by/of students and clinical instructors.

All experiential sites are visited initially by a School of Pharmacy faculty or staff member for the purpose of viewing the pharmacy site, meeting with the clinical instructor, reviewing planned clerkship activities, and answering clinical instructor questions. Follow-up visits are also made periodically following the initial visit. All such visits are documented by the School’s ELP office. Any pharmacist wishing to participate as a clinical instructor is required to attend training regarding the experiential curriculum, its organization, and objectives. In addition, the School of Pharmacy each clerkship site is required to maintain an action plan, which documents how the site will accomplish clerkship activities, as well as how it will provide students with opportunities to develop competencies in nine professional practice areas. Action plans are dynamic, online documents, thus allowing sites to continually update such plans. Action plans are reviewed by the ELP office.

The Clerkship Quality Review Council (QRC) provides oversight to the Experiential Learning Program. QRC members include six pharmacists, a member of the Wisconsin Pharmacy Examining Board (PEB), two faculty members from the School’s Pharmacy Practice Division, and two student members. The QRC assists in

1) developing/implementing educational objectives and 2) ensuring that experiential sites meet the quality standards, thus providing an environment in which students can develop their professional competency.

### **External Assessments**

The Doctor of Pharmacy degree program and its graduates are subject to a variety of external assessments. The Accreditation Council for Pharmacy Education (ACPE) is the national accreditation body for Doctor of Pharmacy degree programs. For Pharm.D. graduates from UW-Madison to be eligible for licensure as pharmacists, accreditation of our School by ACPE is required. ACPE generally follows a 6-year program review/accreditation cycle. The School's last re-accreditation review occurred in the 1999-2000 academic year so the next on-site review is scheduled for the 2005-2006 academic year. In preparation for this, the School is conducting a detailed self-study during this academic year; details are presented below in *III: Assessment Plans 2004-2005*.

All School of Pharmacy graduates seeking professional licensure as pharmacists must complete a series of national and state licensure examinations. The North American Pharmacist Licensure Examination (NAPLEX) is utilized by the boards of pharmacy as part of their assessment of competence to practice pharmacy; the Multistate Pharmacy Jurisprudence Exam (MPJE) combines federal and state-specific law and serve as the state law examination. Both the NAPLEX and the MPJE are administered in close proximity to a Pharm.D. student's graduation from the School. Additionally, Wisconsin's Pharmacy Examining Board administers its own Practical Examination, an oral examination that assesses the candidate's ability to communicate medication information to patients/consumers.

Finally, the Masters in Pharmacy program is reviewed by the American Society of Health-System Pharmacists (ASHP) for accreditation of the residency portion of this combined academic degree and residency program. Accreditation reviews are conducted on a 6-year cycle; re-accreditation occurred in the summer of 2004.

## **II. ASSESSMENT ACTIVITIES 2003-2004**

### **A. Overview of Current Assessment-Related Activities**

Overviews of assessment-related activities in the School of Pharmacy are presented in Tables 1 and 2. Table 1 identifies Academic Program and Student Outcomes assessment using the standard reporting grid. Table 2 focuses on assessment activities designed by and carried out within the School of Pharmacy. It presents further description about what currently is assessed and how it is assessed within the School.

### **B. Highlights of Current Assessment Activities**

#### **External Assessments: Success Rate of UW School of Pharmacy Graduates on Licensure Examinations**

Graduates of the School of Pharmacy professional (PharmD) program seeking professional licensure in Wisconsin must complete national pharmacy board examinations and state licensure testing. The particular examinations required continue to change and evolve; in the past, candidates for licensure were required to pass the North American Pharmacist Licensure Examination (NAPLEX), the Federal Drug Law Examination (FDLE), and the Wisconsin Pharmacist State Board Examination.

Historically, University of Wisconsin-Madison School of Pharmacy graduates have been very successful on the NAPLEX examination. The table below provides a recent comparison between the percentages of UW-Madison School of Pharmacy graduates who passed the examination, and the success rates nationally of pharmacy graduates.

## PASS RATE STATISTICS - NAPLEX

| Year | UW-Madison SOP Success Rate* | National Success Rate |
|------|------------------------------|-----------------------|
| 1993 | 93.8%                        | 84.7%                 |
| 1994 | 95.5%                        | 83.2%                 |
| 1995 | 94.8%                        | 84.5%                 |
| 1996 | 97.4%                        | 83.7%                 |
| 1997 | 98.1%                        | 80.0%                 |
| 1998 | 99.5%                        | 78.8%                 |
| 1999 | 97.7%                        | 84.6%                 |
| 2000 | 100.0%                       | 88.8%                 |
| 2001 | 98.1%                        | 90.5%                 |
| 2002 | 98.0%                        | 91.2%                 |
| 2003 | 100%                         | 89.9%                 |

\*Predominantly B.S.-Pharmacy graduates; all Pharm.D. graduates as of 2001.

Beginning in January 1999, Wisconsin replaced the FDLE with the Multistate Pharmacy Jurisprudence Exam (MPJE), which combines elements of federal pharmacy law and Wisconsin pharmacy jurisprudence. On the former FDLE, the passing rates of UW-Madison School of Pharmacy graduates historically were consistently higher than the passing rates of pharmacy graduates nationally. The table below provides a comparison between the percentages of UW-Madison School of Pharmacy graduates who passed the MPJE, and the percentage of out-of-state pharmacists seeking licensure in Wisconsin who passed the MPJE. Also provided, in the right-most column, are the passing success rates of UW-Madison School of Pharmacy graduates on other states' MPJEs.

## PASS RATE STATISTICS - MPJE

| Year | UW-Madison SOP Graduate Success Rate on Wisconsin MPJE* | Out-of-State Graduate Success Rate on Wisconsin MPJE | UW-Madison SOP Graduate Success Rate on Other States' MPJE |
|------|---|--|--|
| 1999 | 100.0%  | 82.7%  | <i>Not Available</i>                                       |
| 2000 | 100.0%  | 96.6%  | 93.0%  |
| 2001 | 100.0%  | 95.6%  | 96.0%  |
| 2002 | 94.9%   | 97.5%  | 96.9%  |
| 2003 | 98.0%   | 91.4%  | 98.7%  |

\*Predominantly B.S.-Pharmacy graduates; all Pharm.D. graduates as of 2001.

### **Clinical Instructor Online Survey; Student Evaluations of 3<sup>rd</sup> and 4<sup>th</sup> year Clerkship Rotation**

The second annual online survey of clinical instructors of 4<sup>th</sup>-year PharmD students highlighted three strengths of the 2004 PharmD class—their pharmacotherapeutic knowledge, their drug information retrieval skills, and their eagerness to learn. Criticism of the class was directed mainly to a lack of practice confidence, and deficiencies in hospital pharmacy-specific and administrative pharmacy-specific skills (the latter results related to these pharmacy specialties are expected in a generalist program such as ours). Approximately ninety percent of student evaluations

of clerkship rotations were positive in nature. The predominant theme in student complaints with clerkships related to the lack of time a student's assigned clinical instructor spent with him/her.

### **Course Evaluations**

Dean Jeanette Roberts initiated a new review sequence for course evaluations in 2003-04. All course evaluations now are first directed to the dean's desk. They are then all distributed to the Associate Dean for Academic Affairs (a new position created in 2003-04, as referenced earlier). Division chairs receive all divisional course reviews, and faculty receive evaluations for the courses they were directly involved in.

Piloted in the spring of 2004 were *online* course evaluations for two courses. This experiment proved encouraging, and it is planned that all School of Pharmacy courses will be evaluated online in the fall 2004 semester and thereafter. In general, students in those pilot courses enjoyed completing the evaluations at a time and place convenient to their schedules. We look forward to the increased speed that such feedback will reach pertinent stakeholders, and with the increased ability online course evaluations will allow us to collect written comments.

### **Quantitative Assessment of Math Skills**

First-year students who took the August 2003 Quantitative Assessment performed at a higher level on 16 of the 17 skills, as compared to students who had taken a similar assessment in the three years 2000-2002. First-year students who took the August 2004 Assessment had more mixed results, but did outperform the previous year's class on five skills; on nine other skills they came in second as a class compared to years 2000-2003. Thus, in general, we are experiencing a higher level of quantitative preparation of first-year students in the past two years compared with years 2000-2002. It is undetermined whether such is due to better calculus preparation by students, the revised calculus requirements of the School, and/or more preparation time of incoming students for the assessment (math review packets have been distributed in the summer prior to enrollment for the past four test administrations). Another area to explore for the future is whether students from these recently enrolled classes actually performed better in *Pharmaceutical Sciences 420-421*, to see if this math assessment is indeed a true grade predictor for those set of courses as intended.

### **Town Meetings**

Dean Jeanette Roberts chose to continue the practice of annual "Town Meetings" with each of the professional and undergraduate classes, as had been the practice of her predecessor. While not formal "assessment", these town meetings did allow the dean to meet on a more personal basis with members of the student body and did facilitate communication, as they have in the past.

Comments shared in the town meeting with the first-year PharmDs in April 2004 led to ways we chose to streamline information at orientation this past August, and may impact on how we reiterate/refresh key information to first-year students when they return in January. Another recommendation will be entertained by the Educational Policy and Planning Committee—that of having *one* author write team-taught course *exams*, and thus provide an overarching style and more unified exam content. The town meeting with third-year PharmDs in February elicited strong support for the Dean's internal initiative to investigate the future of joint degree programs, such as PharmD-PhD, PharmD-MBA, and PharmD-MPH (a faculty task force has been assigned to that topic). In all town meetings, the dean sought anecdotes from students on how state budget cuts may have impacted their educational experience and asked for student opinion on how the former pharmacy library space should be redesigned.

### **Alumni Association Survey**

The Pharmacy Alumni Association (PAA) launched an alumni survey, directed to *all* School of Pharmacy graduates on its mailing list (approximately 6000 individuals), in February 2004. Two hundred and five responses were obtained, unfortunately, this represented only a 3% return rate. The majority of respondents were B.S.-Pharmacy graduates. The survey provided the PAA with information on ways that alumni are engaged with the university, and what types of responsibilities alumni feel they have to the School of Pharmacy and to the profession. Other goals of the survey were to better understand alumni interests and needs, and to measure alumni involvement in and

satisfaction with PAA products and services. On one specific note, the PAA's recently launched *Mentor* program, which tries to connect first-year PharmD students and pharmacist mentors statewide, was rated neutrally.

### III. ASSESSMENT PLANS 2004-05

#### A. Accreditation

##### Self-Study

A primary activity of the School in 2004-2005 will be completion of a Self-Study, as mandated by the Accreditation Council for Pharmacy Education (ACPE) in preparation for on-site visit of the Doctor of Pharmacy program that will occur in spring 2006. Completed Self-Study documents will be submitted to ACPE in fall 2005, for review in advance of their on-site visit.

The Self-Study focuses on ACPE's established standards for a Doctor of Pharmacy program. The standards fall into eight areas: mission, planning, and assessment; organization and administration; curriculum; students; faculty; library and educational resources; physical and practice facilities; and financial resources.

Three faculty Self-Study co-chairs, Associate Professors Ron Burnette, Barry Gidal, and Dave Mott, have been appointed, as have eight faculty/staff subcommittees that correspond to the eight program standards areas. Activities of these subcommittees will be coordinated with activities of relevant standing committees within the School.

##### Review of Assessment Activities and Revision of Assessment Plan

As part of the self-study process, a comprehensive review and revision of the School of Pharmacy's assessment plan has been initiated. The intent is to develop an integrated, systematic plan that incorporates the full range of assessment activities – academic, curricular, administrative – carried out in the School. Thus, some plan components will relate directly to academic program assessment while others will relate more indirectly.

Our goal is to develop a targeted, integrated plan that controls respondent burden, financial costs, and administrative time while providing more meaningful assessment information to the School. To accomplish this, we are beginning with an inventory of current assessment-related activities within the School. The inventory is cataloging all activities and classifying each according to what is being assessed, why, and from whose perspective. This will allow us to identify both "holes" and redundancies in current assessment efforts as well as establish priorities for assessment activities. This process is just being initiated, although we already have identified several assessment-related areas where we will initiate changes during the 2004-2005 year. They are discussed further under *New Efforts*, below.

#### B. Assessment Activities

##### Ongoing Activities

For the 2004-2005 academic year, we plan to continue the various assessment activities identified in Tables 1 and 2. In Table 2, we have identified several areas where review and/or revision is planned. As work proceeds on our Self-Study and on revision of our assessment plan, however, some additional assessment activities may be initiated, modified, or discontinued.

In the area of Academic Performance Assessment, the School continues a special project to examine factors associated with the performance of our Doctor of Pharmacy students. The purpose of this assessment, led by Associate Professor Dave Mott, is to better inform faculty and administration about key factors and sequences of events that contribute to academic success in the Pharm.D. curriculum. This information will help improve our advising of pre-pharmacy and pharmacy students and better inform the admissions process. Further, progression of

students through that program should be improved by having better ability to recognize likely “at risk” students via the predictive model that will be built; early intervention and academic support for such students may improve efficiency and retention rates.

### **New Efforts**

In addition to the broad accreditation-related efforts discussed above, we anticipate several new efforts for the 2004-2005 academic year. Two specific efforts directly relate to accreditation and accreditation standards. These are 1) development and implementation of *formative* course evaluations and 2) a survey of Doctor of Pharmacy (Pharm.D.) alumni. Both are targeted for Spring 2005.

Three assessment-related efforts of a more general nature are planned for the 2004-2005 academic year:

- The first is analysis of cases reviewed by the School’s Academic Progress Committee, to examine patterns and predictors of academic difficulty among Doctor of Pharmacy students.
- The second, as noted in Table 2, is review and revision of the course, instructor, and teaching assistant evaluation forms as well as the data collection and feedback processes used in courses throughout the School of Pharmacy.
- Finally, in Student Services, it is the intent of the new Associate Dean for Student Affairs Kathy Skibinski to institute a way to measure activity and effectiveness in student advising.

**Table 1: Academic Program and Student Outcomes Assessment Activity, 2003--04**

| School of Pharmacy     |  | Direct Indicators/Measures                      |                |  |   |  |   |  |                    |  |  | Indirect Indicators/Measures  |  |  |  |   |   |
|------------------------|--|---|----------------|--|---|--|---|--|--------------------|--|--|---|--|--|--|---|---|
| Major/Academic Program | Level  | Has an assessment plan                          | National Exams | Local Exams  | Capstone Courses  | Embedded Testing   | Student Portfolios; Pre-Test/Post-Test  | Thesis or Dissertation   | Pre-Test/Post-Test | Performance Evaluation   | Other Milestone Evaluation   | Student Surveys   | Exit Surveys   | Alumni Surveys   | Employer Surveys   | External Surveys  | Other Indirect Measures   |
| 744                    | Pharmaceutical Sciences                        | Graduate (MS and PhD)                           |                |  |   |  |   | M.S. (thesis); Ph.D. (dissertation)  |                    |  | A comprehensive final examination must be passed after completion of the thesis/dissertation |   |  | Administered by the Pharmacy Alumni Association in Feb '04   |  | Every 10 years by graduate school   |   |
| 750                    | Pharmacology and Toxicology                    | Bachelors                                       |                |  | Phm Sci 679<br>Senior Seminar (annually) (presentation of undergraduate research) |  |   |  |                    |  |  | Annually, with random sample of graduating seniors  |  | to all School of Pharmacy Alumni   |  | Every 10 years  | Town Meeting with the Dean; held annually with students (self-selected to participate) of both junior and senior class                                    |
| 756                    | Pharmacy (Doctor of Pharmacy)                  | Professional                                    | Yes            | 2 exams (NAPLEX* and MJPE**) required for pharmacist licensure | State Board Examination (a consultation exam) required for pharmacist licensure   | Annually, each of the fourth-year PharmD clerkships considered "capstone". Case presentations in fourth-year required clerkships; projects in fourth-year elective (specialty) clerkships; drug information questions in all fourth-year clerkships. | OSCE* format presented in one common PharmD elective course: Phm Sci 636, Nonprescription Medications | Portfolios have been in use since 1996; they are used for each fourth-year clerkship course to measure and track student progress toward meeting 9 professional practice competencies. Student self-evaluations are compared to clinical instructor student evaluations. Clinical instructors complete these student evaluations at the mid-point and at the conclusion of the student's rotation. |                    | OSCE* each semester for second- and third-year students. Administered annually for fourth-year students. (OSCEs not administered to first-year PharmDs). |  | Annually; administered to all graduating PharmD students online   | Annually, with random sample of graduating PharmD students |  | Every 6 years (accreditation) by the Accreditation Council for Pharmacy Education (ACPE) | held annually with students (self-selected to participate) of each class (first-, second-, and third-year). (Fourth-year students do not participate in town meetings). These events are primarily viewed as communication, rather than assessment devices. Clinical Instructor Surveys (annual) and Forums (annually in Madison and held periodically--regionally) |   |
|                        | Pharmacy                                       | Graduate (MS) (joint masters-residency program) | Yes            |  | Must be licensed pharmacist in Wisconsin to apply to program                      |  |   | Research project   |                    | Written performance evaluation every two months by major professor summarizing progress in academic coursework and research project                      | Final written evaluation on completion of program by program director and advisor            | Students provide written feedback every 2 months to program director and advisor, evaluating interactions w/advisor | Exit surveys done with all graduates of the program        | Alumni surveys done periodically; they ask for feedback for possible program changes based on requirements of alumni in current position; last done in 2000. | Informal Employer Surveys done at national meetings                                      | Residency portion of program Accredited by the American Society of Health-System Pharmacists (ASHP) every 6 years; last occurred summer 2004 M.S. reviewed every 10 years by graduate school  | Survey is done every 3 years of similar MS/Residency programs nationally to benchmark curriculums, training and research requirements. Last done in 2002. |
| 912                    | Social and Administrative Sciences in Pharmacy | Graduate (MS and PhD)                           |                |  |   |  |   | M.S. (thesis); Ph.D. (dissertation)  |                    | Systematic/structured feedback provided yearly to each graduate student  | A comprehensive final examination must be passed after completion of the thesis/dissertation |   |  |  |  | Every 10 years by the graduate school   |   |

\*NAPLEX=North American Pharmacist Licensure Examination  
\*\*MJPE=Multistate Jurisprudence Exam

**Table 2:  
Internal Assessment Activities**

| <b>Title of Assessment</b>   | <b>Target of Assessment</b>  | <b>Frequency of Assessment</b>  | <b>Description</b>  | <b>2004-2005 Plan</b>   |
|--|--|---|---|---|
| Quantitative Assessment of Math Skills   | Math preparation of incoming Doctor of Pharmacy and Pharmacology/ Toxicology students                          | Every August at orientation   | This written, paper and pencil assessment examines 17 skills and began in 2000. Done in coordination with UW Math Department's Quantitative Assessment Project.   | Continue; administer without Math Department assistance in '05.   |
| Objective Structured Clinical Exams (OSCEs)  | All 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> -year Doctor of Pharmacy student learning outcomes | An OSCE is administered each semester of the 2 <sup>nd</sup> and 3 <sup>rd</sup> year in conjunction with 4-semester pharmacotherapy course sequence; 4 <sup>th</sup> year students are administered a capstone OSCE in January of 4 <sup>th</sup> -year of Pharm.D. program. | Regular OSCE administration began in 1998. An OSCE is composed of a series of stations that students move through, solving pharmacy-related problems or performing pharmacy-related activities. This tool assesses students' clinical skills.   | Continue  |
| Student Portfolios   | 4 <sup>th</sup> -year Doctor of Pharmacy student learning outcomes   | Annually; 4 <sup>th</sup> -year of Doctor of Pharmacy program   | Portfolios have been in use since 1996 within the 4 <sup>th</sup> -year clerkship courses to measure and track student progress toward meeting nine professional practice competencies. Clinical instructors also evaluate students on these same competencies.   | Continue  |
| Summative Course, Instructor, and Teaching Assistant Evaluations                     | Courses, faculty, and teaching assistants, as applicable   | At conclusion of every required Pharm.D. and Pharmacology/Toxicology course, as well as some larger elective courses. Optional at the graduate level.   | Uniform course, instructor and teaching assistant evaluation forms have been in use in the SOP since Fall 1998. Our plan is to explore developing a "cafeteria style" system that would (a) retain some core questions that would be asked across all courses/instructors and (b) be complemented with questions of specific relevance to the course at hand. The goal is to increase the relevance of evaluations in the eyes of all involved. | Continue. Move all summative course evaluations to online administration by fall 2004. Review and revise forms and process. |
| Student evaluations of 3 <sup>rd</sup> and 4 <sup>th</sup> -year clerkship rotations | Clerkship preceptors and sites   | At the conclusion of each rotation by each Pharm.D. student   | Evaluations are reviewed by the experiential course coordinators and are used to help determine a site's continued viability in the program. If a student does not recommend that a site and/or a pharmacist be allowed to continue as a participating clerkship, immediate action is taken to investigate this situation.  | Continue  |
| Forums with clinical instructors   | Clerkships and the experiential learning program   | Held annually in Madison; a second forum is held annually on a rotating basis in one of 5 other clerkship regions   | Pharmacists who serve as clinical instructors discuss clerkship issues and seeking suggestions for improving the clerkship experience.  | Continue  |

| Title of Assessment                                     | Target of Assessment   | Frequency of Assessment  | Description   | 2004-2005 Plan  |
|---|--|--|---|---|
| Clinical Instructors On-Line Survey                     | Clerkships and the experiential learning program; student performance                                  | Annually, in the spring  | Clinical instructors involved in 4 <sup>th</sup> -Year Doctor of Pharmacy clerkships (i.e., those with known email addresses) receive survey administered by the UW Survey Center annually in spring. Begun in Spring 2003, the 10-question survey asks instructors to rate the appropriateness of clerkship objectives, objectives of required assignments, efficiency of the School's administration of clerkships, helpfulness of clerkship manuals, and availability of clerkship coordinators. Open-ended questions ask instructor to identify major strengths/weaknesses of his/her assigned student(s).  | Continue  |
| "Town Hall" Meetings with the Dean                      | School "climate"; various topical issues   | One town meeting is held annually with each of the first three PharmD classes and with the Pharmacology-Toxicology class | The town meeting format was initiated in 1999 to gather student opinions and suggestions and to respond to student questions and concerns. Self-selected samples of 1 <sup>st</sup> -, 2 <sup>nd</sup> -, and 3 <sup>rd</sup> -Year Doctor of Pharmacy Students; sample group of Pharmacology/Toxicology students   | Continue. Determine whether this should be considered an "assessment" activity. |
| Doctor of Pharmacy 4 <sup>th</sup> -Year On-Line Survey | Overall academic experience (curriculum, courses, climate, etc.) and learning outcomes (self-reported) | Annually, April-May of last Pharm.D. year  | All 4 <sup>th</sup> -Year Doctor of Pharmacy students are asked to complete survey administered by with the UW-Survey Center. Survey assesses satisfaction with: 1) the program overall, 2) specific areas (academic advising, quality of instruction, professional electives, etc.), 3) each clerkship year, and 4) components of the fourth-year clerkship experience. Other questions address School climate and the pre-pharmacy program and its preparation value. Students rate how well the Pharm.D. program helped in self-development in each of 11 competency areas. Students are asked to identify any required courses that they feel should be elective and vice versa. Five open-ended questions were added in 2004 to gather qualitative comments. | Continue. Evaluate usefulness of qualitative data gathering begun in 2004.      |
| Exit interviews with Pharm.D. and Pharm/Tox graduates   | Overall academic experience (curriculum, courses, climate, etc.)                                       | Annually, in April and May   | Conducted with a random sample of graduating Pharm.D. students and all graduating Pharmacology/Toxicology students. Allows for qualitative feedback not achievable with on-line survey tool; interviews cover wide topics to encompass all aspects of the SOP student experience.   | Continue  |