Quality Assurance & Evaluation of the PharmD Program

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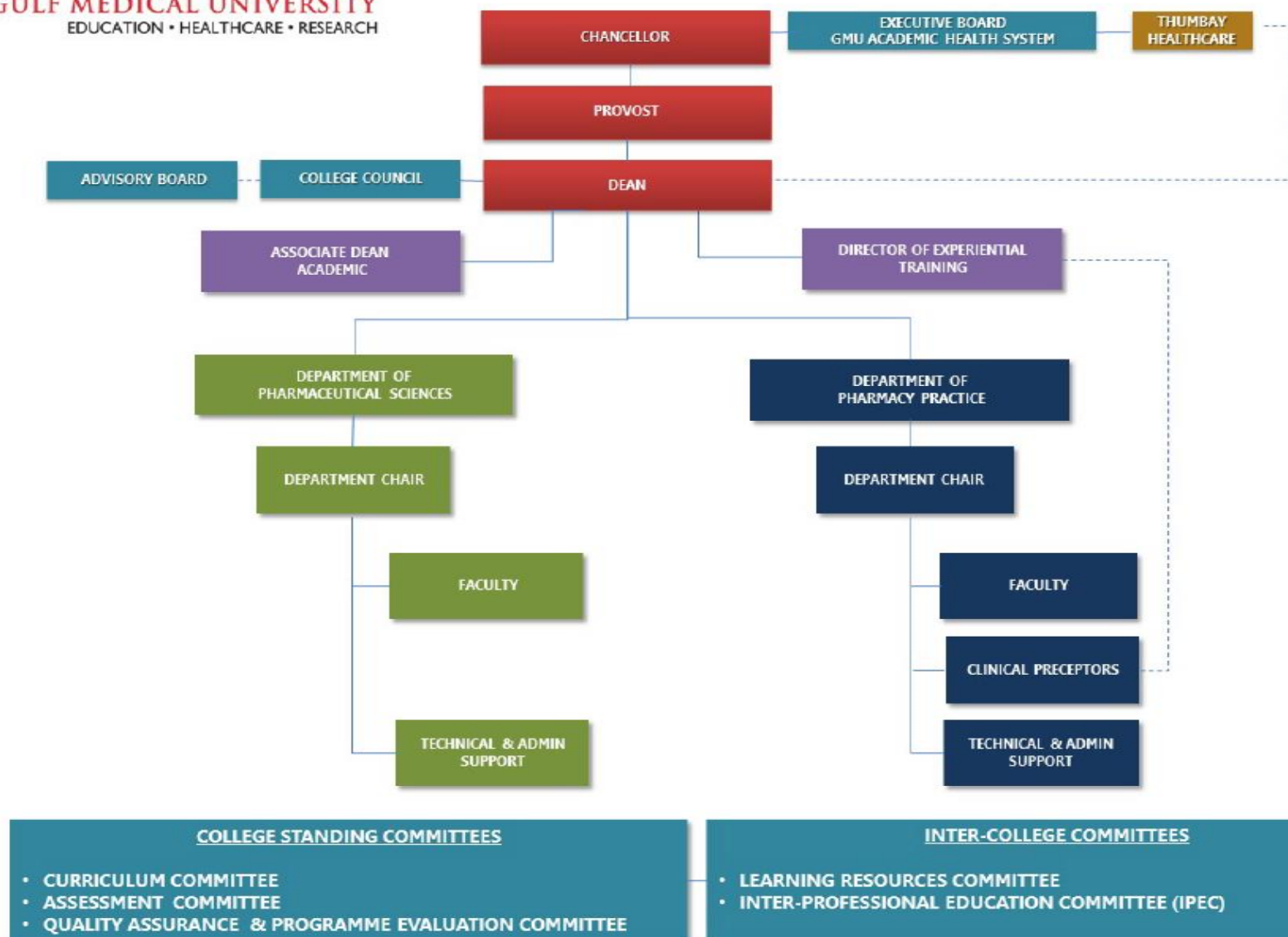
December 3, 2017

Overview

- Quality Assurance
- Organizational Structure
- Academic Health System
- Roadmap
- Quality Assurance Framework
- Mapping of Program Learning Outcomes
- PharmD Program Quality Indicators & Conceptual Models
- Strategic Plan
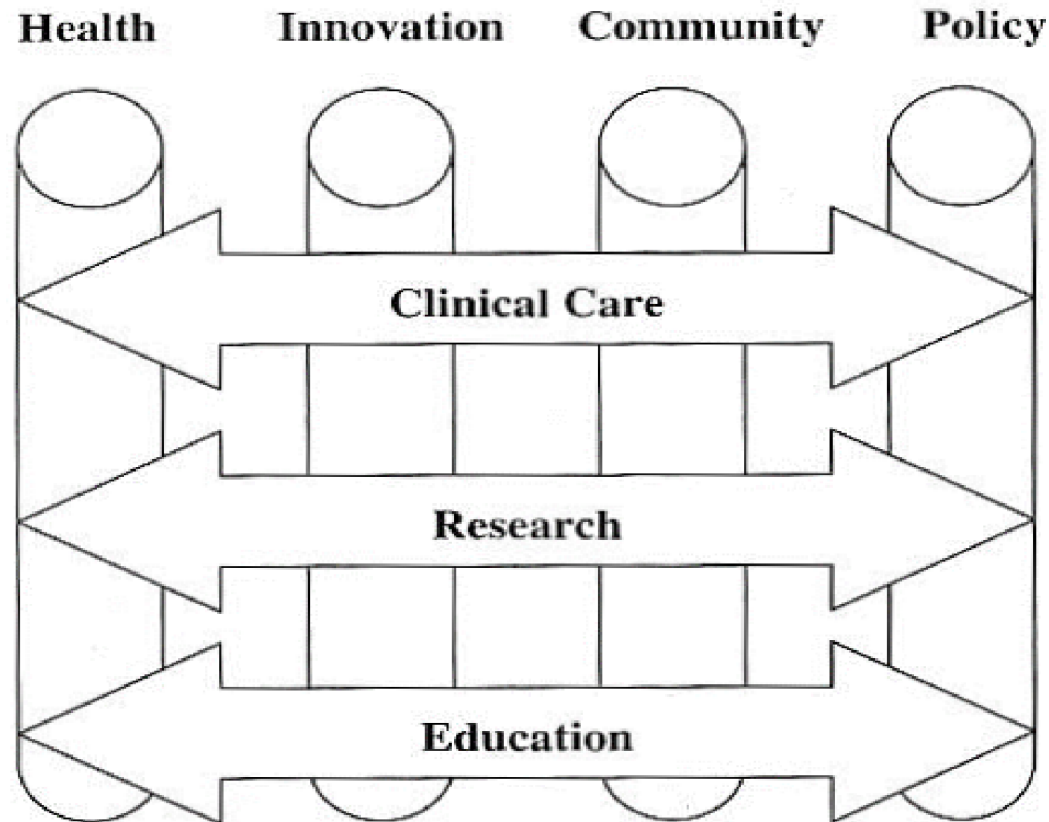- Future goals in program evaluation

Quality Assurance & Quality Enhancement

- Quality and consistency
- Quality and continuous change
- Quality is doing it right, then doing it better

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TECHNICAL & ADMIN SUPPORT

TECHNICAL & ADMIN SUPPORT

COLLEGE STANDING COMMITTEES

- **CURRICULUM COMMITTEE**
- **ASSESSMENT COMMITTEE**
- **QUALITY ASSURANCE & PROGRAMME EVALUATION COMMITTEE**

INTER-COLLEGE COMMITTEES

- **LEARNING RESOURCES COMMITTEE**
- **INTER-PROFESSIONAL EDUCATION COMMITTEE (IPEC)**

Academic Health System

- Borden WB, Mushlin AI, Gordon JE, Leiman JM, Pardes H. A new conceptual framework for academic health centers. Acad Med. 2015 May;90(5):569-73.

Reflecting on PharmD Self-Study

Planning & Preparation

College & University Level Discussions   Review of CAA Standards

Data Collection

Distributing Responsibilites   Source Data Compilation

Data Appraisal

Data Analysis   Data Interpretation

Preparation of the First Draft of the Self-Study Report

Compilation of the Report   Institutional & International Benchmarking

Internal Review

Departmental Peer Review   College & University-level Review

External Review

Prof. David Taylor (EdD), University of Liverpool, UK

Preparation of the Final Draft

Final Editing   Desiging & Printing

Submission of the Self-Study Report to CAA

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Quality Assurance Framework

Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes

1. Learner (Learner)
2. Patient-centered care (Caregiver)
3. Medication use systems management (Manager)
4. Health and wellness (Promoter)
5. Population-based care (Provider)
6. Problem Solving (Problem Solver)
7. Educator (Educator)
8. Patient Advocacy (Advocate)
9. Interprofessional collaboration (Collaborator)
10. Cultural sensitivity (Includer)
11. Communication (Communicator)
12. Self-awareness (Self-aware)
13. Leadership (Leader)
14. Innovation and Entrepreneurship (Innovator/Scholar)
15. Professionalism (Professional)

Medina, M. S., Plaza, C. M., Stowe, C. D., Robinson, E. T., DeLander, G., Beck, D. E. & Strong, M. N. (2013). Center for the Advancement of Pharmacy Education 2013 educational outcomes. American journal of pharmaceutical education, 77(8), 162.

Mapping of Program Learning Outcomes

- With QF *Emirates*
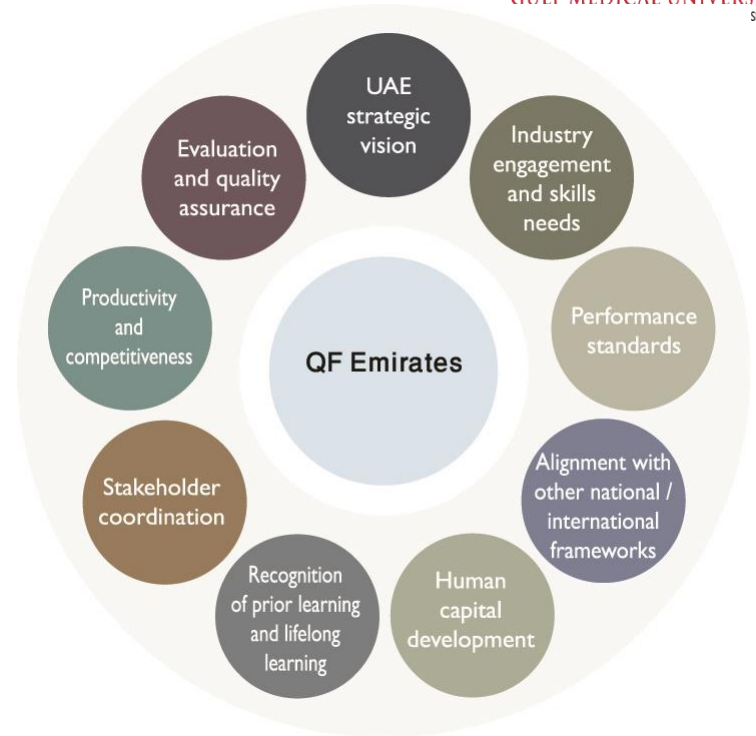
- With Course Learning Outcomes
  - F for Full, P for Partial

- Plaza, C. M., Draugalis, J. R., Slack, M. K., Skrepnek, G. H., & Sauer, K. A. (2007). Curriculum mapping in program assessment and evaluation. American Journal of Pharmaceutical Education, 71(2), 20

An example of the PharmD Program Quality Indicators

IPOO Model	Indicator	Self-Study Standard
Input	Student Enrollment	Standard 3: Educational Program
Process	Student Attrition Rate	Standard 3: Educational Program
Output	Program Completion rate	Standard 3: Educational Program
Outcome	Graduates Employed	Standard 3: Educational Program

Kirkpatrick's Model for the APPE training Evaluation

Levels	Descriptor	Instruments used
Level 1	Reaction	Feedback about the APPE orientation
Level 2	Learning	Case presentation evaluation
Level 3	Behavior	Patient counseling evaluation
Level 4	Impact	Employer survey

- Praslova, L. (2010). Adaptation of Kirkpatrick's four level model of training criteria to assessment of learning outcomes and program evaluation in higher education. Educational Assessment, Evaluation and Accountability, 22(3), 215-225.

Miller's Assessment of Student Outcome Competencies
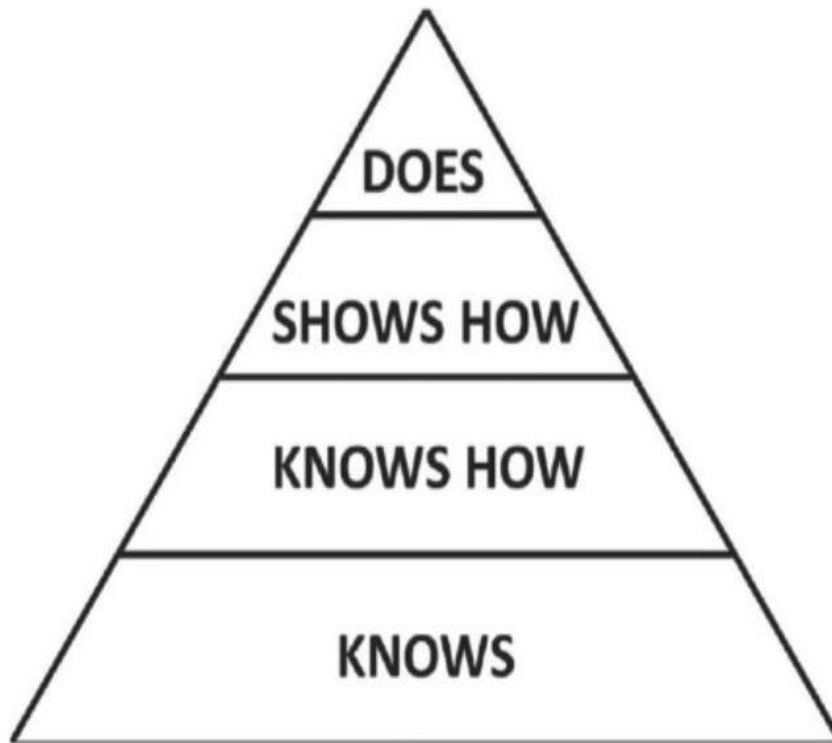
Facilitation

Coaching

Modeling

Instruction

FIP model (5 pillars) in quality of pharmacy education

5 Pillars	Descriptor	Compliance level
Context	Mission & Goals	Q✓
Structure	Organization	Q✓
Process	Learning & Evaluation	Q✓
Outcome	Learning Outcomes	Q✓
Impact	Alumni	Q✓

• Meštrović, A., & Rouse, M. J. (2015). Pillars and foundations of quality for continuing education in pharmacy. American journal of pharmaceutical education, 79(3), 45.

Test blueprint & Student Portfolio

S. No	1	2	3	4	5	6	7			
							Miller's Pyramid			
							Competency Level			
	Theme/Topics/Content area	Course learning outcomes	Program learning outcomes	Assessment methods and number of items in each type	% weight age	Bloom's taxonomy	Knows	Knows how	Shows how	Does

Student Portfolio following CAPE outcomes model.

Strategic Plan 2017-2022

Goal 1. Improving educational quality & growing portfolio of programs.

Objectives;

- Full accreditation by CAA, Ministry of Education.

- ACPE certification process in the January 2018 cycle.

- Perform ongoing program evaluation.

- Initiate partnerships and collaborations with international universities.

- Incorporate team-based learning and OSCEs.

- Continue to attract high quality students.

Goal 2. Developing solution-focused research for public impact.

Objectives;

- Increase number of faculty members.

- Partner with other academic and health institutions locally.

- Disseminate research findings.

- Communicate research news of the College through website and other media.

Goal 3. Building GMU-AHS brand through engagement.

Objectives;

- Partner with internal and external stakeholders.

- Participate in professional activities nationally and internationally.

Goal 4. Structural alignment for efficient and effective GMU operations

Objectives;

- Create an organizational structure and job responsibilities within the College of Pharmacy that is in alignment with GMU and monitor effectiveness in operations.

- Improve communications between faculty, preceptors, and students.

Future Plans in PharmD Program Evaluation

- Assessment of program learning outcomes.
- Mid semester course evaluations.
- End of semester course grades & evaluation.

Assessment of Program Learning Outcomes

- Key Question: Were the PLOs achieved by the PharmD students?

- How is the assessment done?

- Who should do the assessment?

- Should we assess in every course?

- Is it better to assess in year 1 or year 4 courses?

Assessment of Program Learning Outcomes

- Mapping of courses to PLOs
  - I, R, M
- Assessment Cycle
- Assessment Context
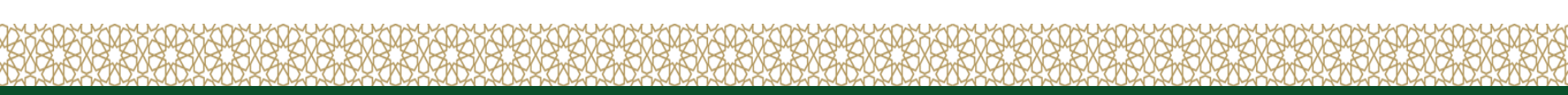- Assessment Tool
- Assessment Rubric

Assessment of Program Learning Outcomes

- Assessors
- Scale (limited, approaching, proficient, outstanding)
- Interrater reliability
- Determine acceptable target for each LO

Assessment of Program Learning Outcomes

- Analysis of results
- Recommendations
- Improvement actions
  - Timeline
  - Person responsible
- Implementation – follow up
- Assessment in the next assessment cycle.

Thank you