

Understanding the Structure, Resources, and Culture Towards Assessment in US Schools of Pharmacy

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Session Objectives




Participants will be able to:

1. Articulate at least 2 traits that indicate whether a “culture of assessment” has been established
2. Describe the “typical” assessment office/committee structure in US S/COPs
3. Benchmark their own program’s assessment office structure/resources with the survey results
4. Evaluate their own program(s) strength of culture of assessment

Outline

- o Background
- o Study Methods
- o Study Results
- o Trends/Recommendations
- o Audience Discussion



Definition of Assessment

Multiple definitions.....

1. Gathering information about students, staff, and the institution, with the goal of improving a program’s function ¹
2. Focus on the individual and his/her ability to achieve specific learning outcomes


Common themes

- o Systematic collection and review of information and a focus on improving educational outcomes

Definition of Culture of Assessment


Multiple definitions as well.....

1. One in which organizations embodies and demonstrates “values, beliefs, norms, and behaviors that reflect a shared appreciation of assessment practice and its value to institutional advancement” ²
2. Organizational environment in which decisions are based on facts, research, and analysis, and where services are planned and delivered in ways that maximize positive outcomes ³



Definition of Culture of Assessment


3. Institutional, documented system of continuous improvement in curriculum development that is put into operation by administration, faculty, and staff ⁴
4. Others define it in context of student learning ⁵



Definition of Culture of Assessment

Common themes

- Organizational commitment across all levels and multiple stakeholder involvement with clear lines of accountability for achievement of a common purpose



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Pre-requisites Needed To Establish Culture Of Assessment

- Define "culture of assessment" for institution
- Support systems must be in place
 - Data management/reporting systems
 - Reward and recognition systems
 - Training
- Leadership must articulate purpose and importance of assessment
- Integrity and trust must exist in the workplace

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Characteristics Of Institutions With Cultures Of Assessment

- Self critical
- Engage in data-driven decision making based upon multiple sources
- Communicate and act up results



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Education and Engagement Needed for Stakeholders


- Rationale supporting assessment
- Processes involved in assessment
- Artifacts used to report meaningful feedback and evaluation
- Expectations for how results are communicated and used for quality improvement



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Barriers to Culture of Assessment


- Barriers within health education programs
 - Lack of faculty involvement or engagement
 - Lack of resources
 - Ineffective use of assessment data
- Two ways to overcome these barriers
 - Create an assessment plan
 - Establish an assessment-related department or unit



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Developing Assessment Plans

- Goal: set-up continuous improvement loop for curriculum design/redesign, program implementation, teaching, learning, and evaluation
- Must be prospective, ongoing, meaningful, and utilized



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Developing Assessment Plans

- o General components
 - o Identified program goals/outcomes
 - o Required data (details on access/storage points, collection, analysis)
 - o Mechanisms for disseminating and using results
 - o Way to regularly assess the plan itself



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Establishing An Assessment-Related Department/Unit

- o Barriers to overcome in set-up
 - o Develop demand for educational expertise
 - o Overcoming departmental divisions
 - o Overcoming resistance to change
 - o Resource limitations



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Nationwide Survey on Assessment Offices ⁶

- o 89% of reporting institutions required academic department develop assessment plans
- o 67% had an official assessment office/department
- o 27.14% had an assessment professional
- o 49% indicated both college administration and faculty were involved in assessment
- o 26% indicated administration drove assessment

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2000 Survey of 55 Colleges of Pharmacy ⁷

- o 71% had formalized program outcomes
- o 44% had a programmatic assessment plan
- o 98% had curriculum committees but only 49% had an assessment committee
- o 22% employed at least one full time assessment staff member

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2007 and 2016 Studies of Colleges of Pharmacy

- o 2007 ⁸
 - o 79% of 62 colleges/schools of pharmacy had formal written assessment plans
 - o Mean number of faculty positions was 0.65
 - o 84% had a separate committee to oversee assessment
- o 2016 ⁹
 - o 93% of 60 schools had a programmatic assessment plan as well as curricular assessment plan
 - o Efforts were led mostly by dean-level administrators (46%), faculty with assessment admin. appointment (32%), or a professional staff member (14%)

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Methods: Objectives

To obtain information on:

- o Current structure and resources established to support assessment in S/COPs
- o Extent to which S/COPs have achieved a culture of assessment
- o Types of changes S/COPs have made regarding assessment in the past 5 years
- o Relationships between S/COP structure/characteristics and assessment culture

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Methods

Data Collection:

- Survey disseminated to assessment officers at all U.S. schools/colleges of pharmacy using Qualtrics
- Invitation + 3 reminder emails sent
- Non-respondents contacted directly by investigators via email/phone

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Methods

Survey Instrument


- Demographics
- Assessment office structure
- Assessment committee structure
- Culture of assessment
- Changes to assessment at institution
- Professional development of assessment personnel

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Methods

Data Preparation & Analysis

- Formatted/recoded item scales
- Removed duplicate responses from same institution
- Prepared descriptive statistics




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Methods

Analysis: Correlations

- Created 2 separate scales from culture of assessment items
- Faculty engagement with assessment
- Support for institutional assessment process



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Methods

Analysis: Correlations


- Estimated bivariate correlations between both culture scales and
 - School characteristics
 - Office/committee structure
 - Perception of having sufficient FTEs for assessment

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Methods

Analysis

- All analyses conducted using SPSS
- Alpha level of $p \leq .05$ used to assess statistical significance in all correlations



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Results

- o 169 assessment officers at 134 schools/colleges of pharmacy recruited to participate in the study
- o 130 (77%) individuals at 113 (84%) institutions responded to the survey
 - o 59 public institutions (52%)
 - o 54 private institutions (48%)

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Demographics of Institutions

Survey Item	n (%)
Length of PharmD program	
3-year	11 (10)
4-year	102 (90)
Institution Founded	
Before 1996	71 (63)
After 1996	42 (37)
Number of first year students enrolled (mean ± SD, range)	125.8 ± 60.3 (38-252)

SD=standard deviation

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Assessment Office Structure

Survey Item	n (%)
Own dedicated assessment faculty/staff and NOT SHARED with other programs outside pharmacy school	101 (89)
Own dedicated assessment faculty/staff and SHARED with 1 or more programs outside pharmacy school	2 (2)
Both SHARED AND NOT SHARED faculty/staff at pharmacy school	4 (4)
No dedicated assessment faculty/staff supporting pharmacy school	6 (5)

Other units shared include 1) other health care or health science programs, 2) other graduate programs, 3) other

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Assessment Office Structure

Survey Item	n (%)
Number of faculty/staff positions in institution that direct or support assessment as part of job duties	
0	1 (1)
1-2	82 (73)
3-4	20 (18)
5 or more	11 (10)
Number of committees/sub-committees with primary responsibility for programmatic, curricular or student assessment	
0	1 (1)
1-2	83 (74)
3 or more	29 (26)

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Sub-Scales for Culture of Assessment

Faculty Engagement with Assessment Subscale

- o 4.55 (faculty ownership) – 4.87 (faculty/staff participation in assessment encouraged and reinforced)

Support for Institutional Assessment Process

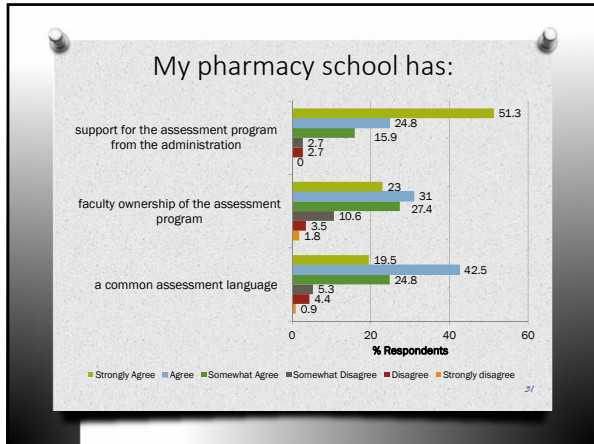
- o 4.09 (assessment plan is supported by and connected with budget and planning) – 5.41 (formal, written plan to ensure assessment is systematic and ongoing)

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We have sufficient faculty/staff FTEs to assessment in our pharmacy school to:

Statement	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Strongly disagree
support our current assessment plan/process	21.2	15.9	8.8	9.7	8.8
ensure compliance with the 2007 ACPE Standards pertaining to assessment	28.3	35.4	11.5	6.2	4.4
ensure compliance with the 2016 ACPE Standards	19.5	23	19.5	9.7	15.9

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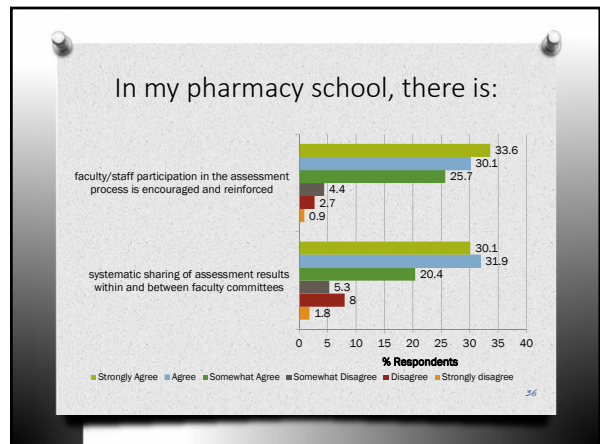
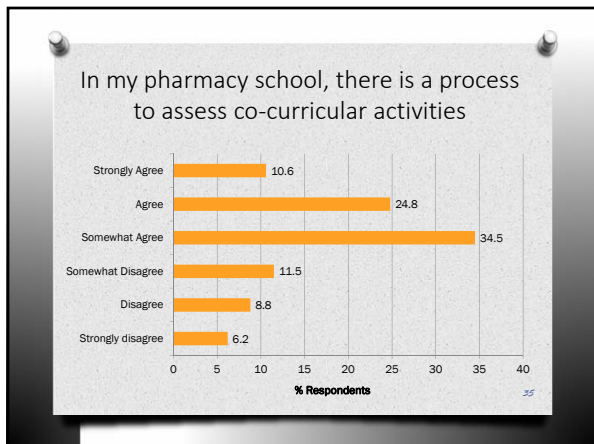
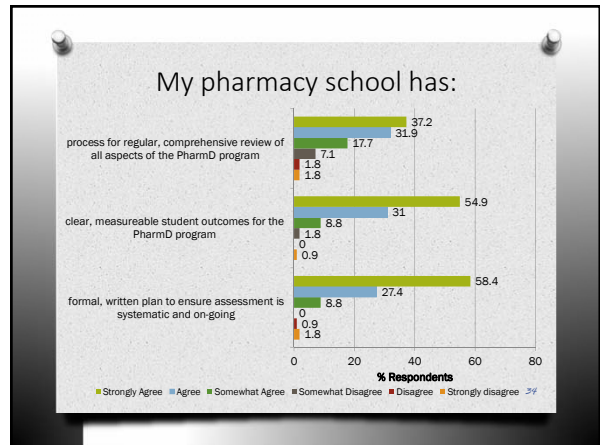


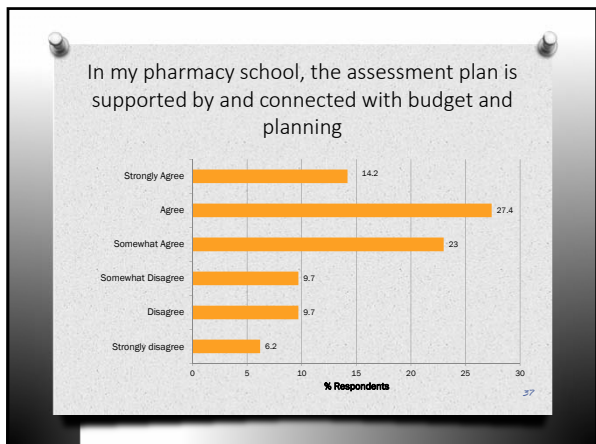
Polling Question

Do you feel that you have sufficient FTEs to support assessment?

Polling Question

Do you feel that your faculty have ownership of assessment activities?





Changes in Past 5 Years in Assessment Structure

Survey Item	%
Formation of assessment office/unit	33.6
Re-structuring of existing assessment office/unit	54.0
Creation of 1 or more new assessment positions	25.7
Creation of 1 or more new committees responsible for assessment	20.4
Re-structuring of existing committees responsible for assessment	26.5
No changes have been made	18.6

Factors that Prompted Change in Past 5 Years in Assessment

Survey Item	n (%)
New Dean	24 (21.2)
New Accreditation Standards	62 (54.9)
Recommendations from ACPE site visit	45 (39.8)
New leadership position for assessment in the S/COP (i.e. Associate/Assistant Dean or Director of Assessment)	49 (43.4)
New hire to replace vacant leadership position for assessment in S/COP (i.e. Associate/Assistant Dean or Director of Assessment)	15 (13.3)
Other (please specify)	7 (6.2)

Training and Development Most Beneficial to Respondents

(n=77/113, 68% with responses)

Survey Item	n
National conferences/institutes	31
Networking	16
All forms	8
Reading assessment literature	7
Coursework	3
Other*	8

Other=webinar, presentations, AACP Assessment SIG mentoring, engaging in qualitative research, ACPE Site Visit Training

- ### Correlations
- Number of faculty/support personnel in assessment significantly correlated with
- o Agreement that there is sufficient staff for assessment (r=0.35)
 - o Faculty engagement with assessment scale (r=0.21)
 - o Support for institutional assessment process scale (r=0.25)

- ### Correlations
- Agreement that there is sufficient faculty/staff for assessment is related to
- o Having a process to assess co-curricular activities (r=0.24)
 - o Faculty engagement with assessment scale (r=0.45)
 - o Support for institutional assessment process scale (r=0.56)

Correlations

- o Having a process to assess co-curricular activities is correlated with:
 - o Faculty engagement scale ($r=0.43$)
 - o Support for institutional assessment process scale ($r=0.40$)

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Conclusions: Assessment Offices

- o All but 1 institution surveyed have at least 1 assessment person for their S/COP
- o "Typical" assessment office consists of 1-2 people who devote 41-50% of their time to assessment duties

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Conclusions: Assessment Resources

- o Most S/COPs believed they have sufficient assessment personnel to:
 - o Support current assessment plan
 - o Meet old (2007) ACPE standards
 - o Meet new (2016) ACPE standards

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Conclusions: Strength of Culture

- Majority of S/COPs identified that they have:
- o Administrative support (94%)
 - o A formal assessment plan (97%)
 - o Clear, measurable SLOs (97%)
 - o A common assessment language (89%)
 - o A process for programmatic review (89%)
 - o Systematic sharing of assessment results (84%)
 - o Reinforcement of faculty/staff participation in assessment (92%)
 - o Faculty ownership of assessment program (84%)

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Conclusions: Strength of Culture

S/COPs were less confident about the extent to which they had:

- o A process to assess co-curricular activities (72%)
- o Linked assessment plan with the budget and planning process (72%)

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Conclusions: Changes to Assessment

Most frequent changes were:

- Formation/restructuring of assessment office
- Creation of 1 or more new assessment positions

Changes were most tightly linked to:

- New accreditation standards
- New leadership in assessment
- Recommendations from ACPE visit

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Conclusions: Correlations

- Correlations do not imply causality, however there is some association between
 - Size of assessment office and culture of assessment
 - Number of faculty committees engaged in assessment and culture of assessment
 - Perception of having enough assessment personnel and culture of assessment

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