Wegmans School of Pharmacy
Assessment Plan Executive Summary

Mission

Preparing pharmacists for lives of intellectual, professional, and civic integrity

Vision

The Wegmans School of Pharmacy will be recognized for preparing pharmacists to provide pharmaceutical care that enhances the health related quality of life of the patients they serve. The School is committed to providing an environment that:

- promotes academic excellence, service and scholarship
- encourages each student's intellectual and personal development
- fosters the development of lifelong learners committed to advancing the profession of pharmacy

Goals

In fulfillment of its mission, the Wegmans School of Pharmacy strives for excellence in:

Intellectual Integrity

- Offer a professional pharmacy curriculum that provides qualified students with the knowledge, skills, abilities, attitudes and values necessary to become a licensed pharmacist providing pharmaceutical care
- Recruit, admit, and retain high quality students of a diverse population
- Engage faculty and students in scholarly inquiry of all forms

Professional Integrity

- Actively involve faculty and students in the profession of pharmacy
- Will provide quality continuing education and life-long learning activities to assist pharmacists in maintaining existing competencies and developing new skills
Civic Integrity

- Involve faculty, staff, and students in service that improves the community
- Maintain an environment that promotes and supports the understanding of and an appreciation for diversity among students, faculty, staff, and the patients we serve

Data Collection Tools and Approaches

The Wegmans School of Pharmacy (WSoP) nurtures a culture of assessment that is guided by an evidence-based approach to continuous improvement in administration, teaching and learning. This approach to assessment is grounded in the Middle States Commission on Higher Education teaching-learning assessment cycle of articulating goals, providing goal-driven experiences, assessing outcomes, and using results. An Assessment Inventory documents the tools, timing, persons responsible, and uses of the data so that any assessment data collected may be efficiently accessed to support this cycle. Assessment strategies include formative, summative, direct and indirect measures that include faculty, students, administrators, preceptors and alumni in the process. The Assessment Inventory is organized around the categories that represent the accreditation standards and guidelines for the professional program in pharmacy leading to the doctor of pharmacy degree as articulated by the Accreditation Council for Pharmacy Education (ACPE).

Student learning is assessed regularly and multiple approaches are employed to evaluate student progress toward meeting learning goals. These approaches include tracking course-embedded assessment data in ExamSoft, experiential performance assessment data in E*Value and nationally benchmarked validated surveys through the American Association of Colleges of Pharmacy. In the third year of the Pharm.D. program, an external, nationally benchmarked exam, the Pharmacy Curriculum Outcomes Assessment (PCOA), is administered to all students to serve as an external check on our internal measures. Post-graduation licensure pass rates serve as a final summative measure of student success in the Pharm.D. program.

Use of the Evidence

Assessment process are guided by a school-wide Assessment Committee that meets monthly throughout the academic year and includes faculty, administrators, outside preceptors, and students. Longitudinal reports summarizing embedded assessment data, annual external survey results, internal survey results, PCOA results, and licensure pass rates are reviewed and stored on a shared drive. All data are also reviewed by department chairs, directors, and members of the WSoP executive committee and used to inform programmatic and curricular change.
At the classroom level, changes are driven by assessment data. Some of the data employed are collected through indirect measures such as course evaluations and external surveys. Importantly, the introduction to computer-based testing allows for the collection and review of data at the granular level, monitoring individual student progress on all school-wide learning goals as well as accreditation standards.

The curriculum review process is a four-year cycle that relies heavily on data collected from all formative, summative, internal, external, direct and indirect measures. Each curricular change is required to be tied to supporting evidence from assessment data.

The strategic plan for WSoP is monitored and updated annually. Progress is documented through regular reporting on the evidence provided by assessment data.

In summary, WSoP employs internal, external, formative, summative, direct, and indirect assessments to provide evidence of progress on articulated goals. This philosophy of evidence-driven action is pervasive. Faculty and administration alike access the large bank of assessments documented in the Assessment Inventory to guide strategic and tactical actions.