1. Program Information

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a. Program:	This is the title of your degree program/program (for non-academic units)
b. College or Administrative Division:	This is the College or Over Arching Administrative Division that contains the program
c. Subunit(s)	This is the subunit(s) [e.g. department(s)] that contain the program (may not be applicable for some - write N/A)
d. Report Submitted By:	Type the name and position/role with the unit
e. APAA Submission Cycle Due Date:	15-Apr

2. How do you communicate program level student learning or student success-related outcomes to the students and the public?

3. Program Outcomes Matched with Measures and Results

a. List your program level student learning (SLO) or student success-related (SSO) outcome(s) .	1. Program level student learning outcome	2. Program level student learning outcome	3. Program level student learning outcome
b. Is this SLO/SSO new or revised since the last year you reported on it? (write no, new, or revised)			
c. What year will you be reporting on this outcome?			
d. List the measures/methods /instruments used to assess the outcome.			
e. Are the measure(s)/methods/instruments direct (D) or indirect (I)?			
f. What benchmarks are you using to determine if the outcome has been satisfactorily met by the students?			
g. What do the data show about student learning or student success relative to the outcomes you are reporting on this year?			
h. Describe any course-level or, for student success units, activity-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines.			

i. Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from SLO or SSO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors).	
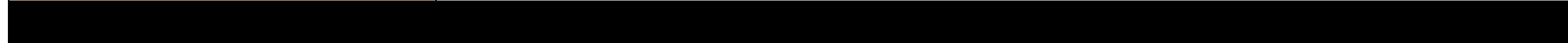
4. Process	
a. How did your unit reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?	
b. What data are you archiving? Where and how? How long are you archiving the data? Are there specific archiving notes for the outcome(s) you are reporting on in this report?	

5. Plans	**5. Plans**
a. Describe the unit's (or sub-units) assessment plans for the upcoming year.	

6. Attachments	
a. Please share any relevant attachments related to the items/results you are reporting in this report.	

What this report is asking for:

>>> This report is asking for a clear, succinct accounting of full-cycle assessment activities for each degree program. This means the program needs to engage in and report the following:

>> Each degree program must have **clear, measurable student learning outcomes** that represent the knowledge, skills, and values a graduating student will possess.

> The outcomes need to be meaningful to the faculty and other professionals in the field and represent what OSU students need to succeed and be valued in the field.

> The outcomes will likely have sub-components that help further define the outcome. If you develop sub-components, those can be submitted as an attachment to the report. For this report you can just list the primary outcome.

>> Each year one or more of the program outcomes must be in some stage of the assessment cycle (data collection, review/consideration of the data, implementation of changes as a result of the data) such that **ALL outcomes have been assessed and reported in a period of 5 years**.

> A plan must be in place to measure all outcomes within 5 years. A plan is built into this annual assessment report under questions 3.c. and 5. Separate, detailed plans are encouraged.

> A cycle of fewer than 5 years is fine. If the program has fewer than 5 outcomes, it will be on a shorter cycle (e.g. 4 outcomes = 4 or fewer years).

> If the program has >10 different outcomes and needs a longer cycle, please contact the APAA to develop an alternative plan. We are glad to work with you.

> If programs are in the developmental phases for program-level assessment and/or have new learning outcomes, start with assessing FEWER outcomes and ASSESS THEM WELL! Please communicate with the APAA if this is the case or if you want some help with designing an efficient assessment plan.

>> Each outcome must have **at least one direct measure** identified and aligned to it, but more than one measure is best practice and far more reliable.

> Indirect measures can be used to support or triangulate the data from the direct measures.

> In some cases indirect measures are the primary means of data collection. This is the exception rather than the rule. If indirect measures are the sole source of data, then please provide an explanation for its selection.

>> Use the student learning data to **inform programmatic decision-making** to maximize student learning and improve the strength, effectiveness, and efficiency of the program.

> You will be asked to describe the process your unit uses/d to reflect upon the data, how results of assessment efforts relate to strategic planning, and plans for any course, curricular, or unit level changes based upon the data.

Why are we asking for this?

>>> The number one reason we are asking for this information is to ensure the **use of evidence and data to inform curricula and pedagogy**.

>> Just as in our scholarly and creative work, evidence and data are essential supplements to the professional competence and commitment that we dedicate to our students.

>> Additional reasons, which should be compelling to educators and members of the academic community, are that we owe it to the the students and we must demonstrate genuine, full cycle assessment to our accrediting body, the NWCCU. Remember, accreditation is voluntary but necessary.

How this report and the associated tracking and submission process works:

>>> By switching to an Excel spreadsheet format your program can **report multiple years of data in one document**. Just use a new tab for a new year and label the tab.

>>> Submit reports to the APAA Sharepoint website: https://sharepoint.oregonstate.edu/sites/APAA/assessment/default.aspx

>> **Instructions can be found at: http://oregonstate.edu/admin/aa/apaa/assessment-resources**

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Template was developed by Stefani Dawn, PhD, Assistant Director of Assessment, 2013-15

Feel free to send question, comments, or suggestion to stefani.dawn@oregonstateuniversity.edu, 541-737-0919

1. Program Information

a. Program:	This is the title of your degree program/program (for non-academic units)
b. College or Administrative Division:	This is the College or Over Arching Administrative Division that contains the program
c. Subunit(s)	This is the subunit(s) [e.g. department(s)] that contain the program (may not be applicable for some - write N/A)
d. Report Submitted By:	Type the name and position/role with the unit
e. APAA Submission Cycle Due Date:	15-Apr

2. How do you communicate program level student learning or student success-related outcomes to the students and the public?

Provide a description and, if applicable, links. As you expand or modify your communications processes over time then update this section. This section needs to be completed in a thorough manner for the first submission of this new reporting format. In subsequent years, if the process remains the same, you may write "The process remains the same. Refer to the year (list year that is in the tab, such as CY2012 or AY 2012-13) report." Example: Program-level student learning outcomes are communicated to students via several avenues. Each new cohort of students is introduced to the degree-level outcomes during orientation which occurs prior to classes starting in Fall term. Students are then asked to complete a learning outcomes self-assessment survey as a baseline measure of their self-assessment of their current level (introduced, developing or applied) for each degree learning outcome (the survey provides detailed descriptions of what each outcome looks like at the introduced developing or applied levels). The survey is administered at the end of each year. Students also see the relevant program/degree level outcomes on each of the course syllabi. All course syllabi contain course level learning outcomes which are clearly matched to the relevant program level outcome. Lastly, the program level outcomes are prominently displayed on our website for students and the public to see (link).

3. Program Outcomes Matched with Measures and Results

a. List your program level student learning (SLO) or student success-related (SSO) outcome(s). Number your outcomes and add columns as needed. For support units, list those outcomes related to student success, what are the outcomes, thinking, behaviors (skills, knowledge, values) that you want to see in the students? (For those units not directly in contact with students, consider faculty development outcomes that are intended to improve to student success).	**Example:** 1. Design, document, implement, monitor, evaluate and adjust an individualized, evidence-based, pharmaceutical care plan that will maximize patient safety and therapeutic efficacy.	**Example:** 2. Make appropriate selection decisions for multisource drug products.	**Example:** 3. State the trade and generic names, mechanisms of action, warnings, adverse effects, contraindications, drug interactions, dosage forms, and dosing regimens of the top 200 drug products and representatives from other major therapeutic drug classes.	**Example**: 4. Identify and explain the physical, chemical, and formulation properties of a drug that influence its ADME, stability, and dosage form design.	**Example:** 5. Manage pharmacy operations and personnel.
b. Is this SLO/SSO new or revised since the last year you reported on it? (write no, new, or revised)	No	No	No	No	No - but it will be revised
c. What year will you be reporting on this outcome? If you are reporting on an outcome in this year's report then write this reporting year as it is written in the tab field (e.g. AY 2012-2013); If you plan to report on an outcome next year or in subsequent years, then write the year you expect to report about that outcome.	AY 2012-2013	AY 2012-2013	AY 2012-2013	AY 2013-2104	AY 2013-2014
d. List the measures/methods /instruments used to assess the outcome. This response should have enough detail to indicate the nature of the assessment and where it is generally mapped in the curriculum.	Pharmaceutical Care Lab Clinical Cases to develop a care plan (3rd year); Advanced Pharmacy Practice Experience (APPE) Preceptor Evaluation on specific care plan elements (4th year)	Key assessment on multi-source drug selection in Pharm 726 (Pharmacokinetics & Biopharmaceuticals class)	Comprehensive final exam in the Top 200 course: Exam assesses knowledge of dose, dosage form, indication, adverse effects and mechanism of drug action for the Top 200 drugs.	Comprehensive Final Exam: Students will be assigned open-ended questions in which they will a) Select and recommend the best routes of administration and dosage forms for a patient. b) Evaluate data on in-vitro drug dissolution, solubility, stability and absorption. c) Recommend drug alternatives for a patient.	Key Assessment: Pharm 760 Pharmacy Health Care Management & Economics Comprehensive Final Exam: Students will be assigned either open-ended or multiple choice questions in which they will be able to a) Distinguish between different financial aspects of managing pharmacy b) Demonstrate motivation and leadership skills in managing pharmacy personnel. Advanced Pharmacy Practice Experience (APPE) Preceptor Evaluation on specific elements (4th year)

e. Are the measure(s)/methods/instruments direct (D) or indirect (I)?	D - All	D	D	D	D & I - there is an issue with how the outcome is written and what students actually do in their APPEs and PHARM 760. Many exam questions in this case would end up being indirect assessments (see Q. 5 below in plans)
f. What benchmarks are you using to determine if the outcome has been satisfactorily met by the students? (e.g. 95% of the students will be at a 4 or above on the 5 point rubric we use to assess this outcome). Note: Benchmarks are important to identify and articulate because they can be used to trigger the unit to take action in courses, curriculum, or program to improve student learning. It answers the questions "What constitutes success for your student body as a whole?" "What do we expect our students to be able to do and at what level?" Some benchmarks are so important that 100% of the students must have that skill or knowledge - such as CPR in a medical curriculum. Others can be less stringent. Benchmarks are defined by the faculty!	Clinical cases - 95% of the class will receive at least a 75% score on the first attempt; APPE - 95% of the students will receive at least a 70% on each of the element scores.	95% of the class will receive at least a 75% score on the first attempt	95% of the students will receive at least a 70% on the exam.	95% of the students will receive at least a 70% on those key questions	95% of the students will receive at least a 70% on those key questions and matched elements of preceptor evaluations.
g. What do the data show about student learning or student success relative to the outcomes you are reporting on this year? (You may provide support documents such as graphs or rubrics to supplement your description if you would like. If you do so, please indicate in the answer and then place them in the SharePoint folder along with the report. Please make sure the data you share are in reduced form, meaningful, relevant and useful with respect to the student learning or student success-related outcome.)	100% of the students passed both direct assessments at the defined benchmark. This is an improvement from 92% last year for the clinical cases and 90% for the PPEs.	66% of the students passed.	100% of the students passed		
h. Describe any course-level or, for student success units, activity-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines. (This can also include a description of pedagogical changes made to the course as a result of assessment-related reflection.)	Last year we implemented course level changes in the Pharmaceutical Care Lab to provide students with more opportunities to practice writing and receive feedback on their Care Plans. The success of this change is indicated in the student success rate - nothing else was changed (assessments, rubrics, and PPEs remained the same, students were just provided more opportunities for practice and receive feedback).	After evaluating the assessment, we realized that students practiced the multi-source drug selection skill using the Internet-based "Orange Book", but the implementation of the assessment used the paper version of the book. Apparently there are enough differences between the two resources that the format greatly impacted the outcome. All students remediated and passed, the instruction and assessment will be aligned correctly next offering.	Although the students are clearly passing the exam and getting the material, faculty have observed that by the time they enter their classes or APPEs, students have forgotten enough of the material to be of concern. We will be eliminating the Top 200 drugs course (a 1 credit course) and distribute the content across the curriculum. We will still implement a Top 200 exam to assess student learning, but where that occurs in the curriculum still needs to be determined. This discussion and planning will occur with the Assistant Dean for the Curriculum and the Curriculum Committee.		
i. Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from SLO or SSO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors).	None at this point	None at this point	See above (3.h.) and below 4.		

4. Process

a. How did your unit reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review? Assessment of Student Learning Outcomes needs to tie to and inform programmatic considerations.	**Example:** The typical process is that the data collected are presented to the curriculum committee, who then identifies and prioritizes action items and responsible parties. Those action items are shared with the dean's executive committee who presents questions to the curriculum committee, approves the action items and/or allocates resources as needed. As described above, this year we identified that although students are meeting outcome 3, they are forgetting the material by the time they enter the upper division courses, thus we want to approach its instruction differently and distribute the content across the curriculum. The challenge is how to do that effectively and at appropriate knowledge stages for the students. We are currently considering placing that content in the Pharmaceutical Care Labs, however those faculty have expressed concern that their courses are currently too full for the number of credit hours students are receiving. There are other items proposed to be placed in the care labs, so we are discussing the credit hour issue - but that potentially affects other areas of the curriculum, like number of electives. This is a big enough issue that it will be a topic of conversation at the college's annual academic-oriented retreat.
b. What data are you archiving? Where and how? How long are you archiving the data? Are there specific archiving notes for the outcome(s) you are reporting on in this report? It is expected that each program will archive examples of student work to demonstrate what attainment of an outcome looks like. This need not be elaborate, but if someone from the APAA or our accrediting agency (NWCCU) wanted to look at an example of assessments and student output, that needs to be on hand. There may be differences in how data are archived based upon the outcome, so in this question we are asking for a general description of your archiving process and any specific outcome related archiving considerations.	**Example:** We collect three samples of student work for each of the key assessments listed above. The examples represent top quality, passing and not passing. These are stored in a file with the Assistant Dean for Assessment (name) for our program and are archived by outcome until that outcome is programmatically re-assessed. For this reporting cycle, we archived student work from the three outcomes reported on above.

5. Plans

a. Describe the unit's (or sub-units) assessment plans for the upcoming year. For the outcomes you identified above as assessing next year describe your assessment plans (e.g. how you plan to implement the assessments, collect the data, and who are the responsible parties for implementation?)	We plan to assess learning outcome 4 next year. Although this outcome is assessed each year in the course, because we are focusing on this program level assessment of the outcome, the course instructors will meet and develop the specific exam questions for the assessment and then have the questions reviewed by three faculty from the curriculum committee to ensure the questions map well to the outcome and are clearly written and understandable. For open-ended questions, the results will be graded by two faculty and scores averaged to represent the student score for those test items. The results will be presented to the curriculum committee. We have already identified problems with outcome 5, as it asks students to "manage" pharmacy operations and personnel, which is not realistic for a student, nor do they have the opportunities to actually demonstrate such via the curriculum. We plan to review and revise that outcome this coming year and modify the word "manage" to more accurately reflect what we expect a graduating PharmD to be able to do.

6. Support Documents

a. Please share any relevant support documents related to the items/results you are reporting in this report. Examples include rubrics, graphs, tables, curricular maps, etc. that are directly relevant to the outcome. Please do not attach raw or non-relevant data. Please provide a brief description of the documents and their relevance (if you have not already addressed this in any of the above questions). These documents should be placed in the SharePoint folder along with the report and clearly labeled.	A curriculum map showing the key assessments and where they occur in the curriculum has been included.

Copy and paste the template from the previous year. Doing "select all" does not always work with merg

ged fields, so highlight the rows (arrow to the far left hold down mouse button), copy, click in this upper

left cell and paste.