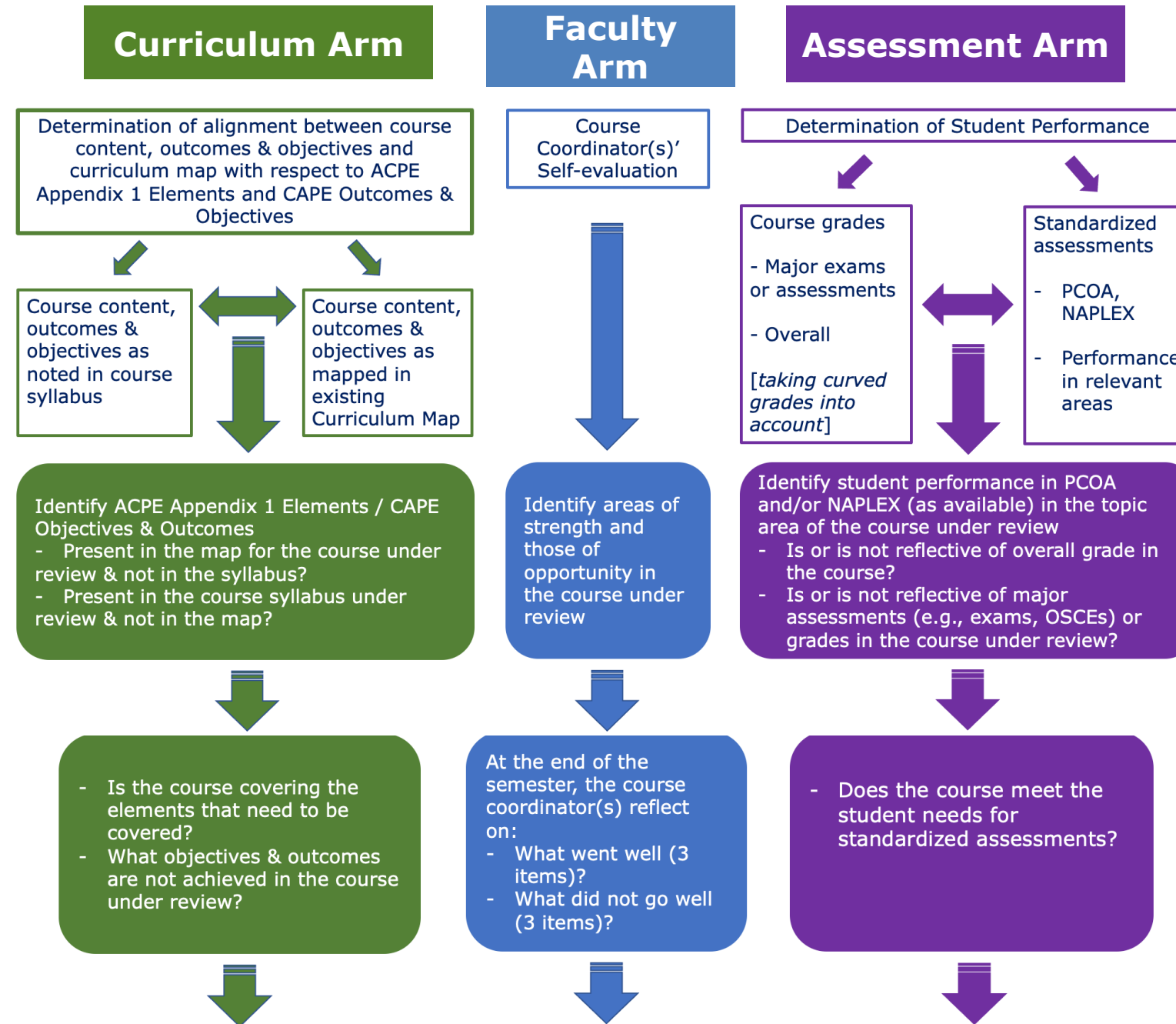


A PILOT STUDY TO EVALUATE FEASIBILITY OF A CURRICULUM REVIEW PROCESS

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Figure 1. Curriculum Review Process



| <ul style="list-style-type: none"> - Curriculum map is updated based on the findings to determine if all required areas are covered. - A report of above information is shared with the course coordinator(s). - The course coordinator(s) are expected to respond to the findings as detailed in the table below. | |
|---|--|
| Deadlines | Items to be submitted by course coordinator(s) |
| By 2 weeks after the semester of the course under review | 1. Plan and timeline to address reviewers' findings |
| | 2. Self-reflection with plan and timeline to improve |
| | 3. Support or resources they need to implement the proposed improvements |
| By the deadline for submission of the course syllabus to administrative staff | 4. The updated syllabus highlighting the changes to address the findings and self-reflection |
| <ul style="list-style-type: none"> - All the courses in the PharmD curriculum to be reviewed every 4 years to align with accreditation cycle of 8 years. - The review to be completed collaboratively by course coordinators, Curriculum Committee, & Assessment Committee. | |

INTRODUCTION

The Assessment & Curriculum Committees created a holistic curricular review process to evaluate the curriculum and identify curricular needs.

The committees designed the process to:

- Consider individual courses within the curriculum and course specific outcomes;
- Involve course faculty for a richer interpretation of course data and provide actionable recommendations;
- Provide on-going, cyclical review of the curriculum

The objective of this pilot was to evaluate the feasibility of a PharmD curriculum review process.

METHODS

- Two first year courses were identified for the pilot program.
- Faculty from both committees and students performed the pilot.
- Course syllabi were collected for the corresponding semesters.
- Course objectives and outcomes were evaluated against the curriculum map to identify discrepancies.
- De-identified grades were exported from the learning management system for three cohorts.
- NAPLEX and PCOA results were collected.
- Notes were taken on areas of improvement.

FINDINGS

| | |
|-----------------------|--|
| Curriculum Arm | <ul style="list-style-type: none"> • Differences were noted when comparing course objectives & outcomes in college curricular map ACPE standards and objectives noted in course syllabi (~30% discrepancy) • Variability in how course outcomes and objectives are documented in syllabi • Need for improvement of reviewer and faculty understanding of curricular map scoring system |
| Faculty Arm | <ul style="list-style-type: none"> • Course coordinators' involvement can enhance data reliability and its use for continuous quality improvement • Information overload without clear direction on interpretation and next steps • Lack of actionable findings in some cases |
| Assessment Arm | <ul style="list-style-type: none"> • Time delay between early courses (e.g.,P1) and results on national assessments can limit interpretation of results • Difficult to interpret relevance of NAPLEX to course effectiveness (soft skills, P1 year) • Updates in course assessments or differences in applied curves from one year to the next |

CONCLUSIONS

- An innovative Curriculum Review Process was created and approved by the faculty.
- P4s effectively collected necessary data.
- Process was shown to be feasible with an extended timeline.
- Faculty and student reviewers identified ways to enhance the process.
- Future studies are needed to assess the effectiveness.

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