



Curriculum Outcomes Assessment Plan (COAP) Implementation to Promote Student Success

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BACKGROUND

- The University of Puerto Rico School of Pharmacy (SOP) developed a plan to assess attainment of student educational outcomes to ensure that graduates are prepared for contemporary pharmacy practice.
- The curriculum outcomes assessment plan (COAP) incorporates three main assessment sources:
 1. Programmatic Assessments
 2. AACP Standardized Surveys (Curriculum Related Questions), and
 3. Coursework Level Assessments

OBJECTIVES

- To utilize COAP results to identify specific areas of improvement and establish students' remediation plans.

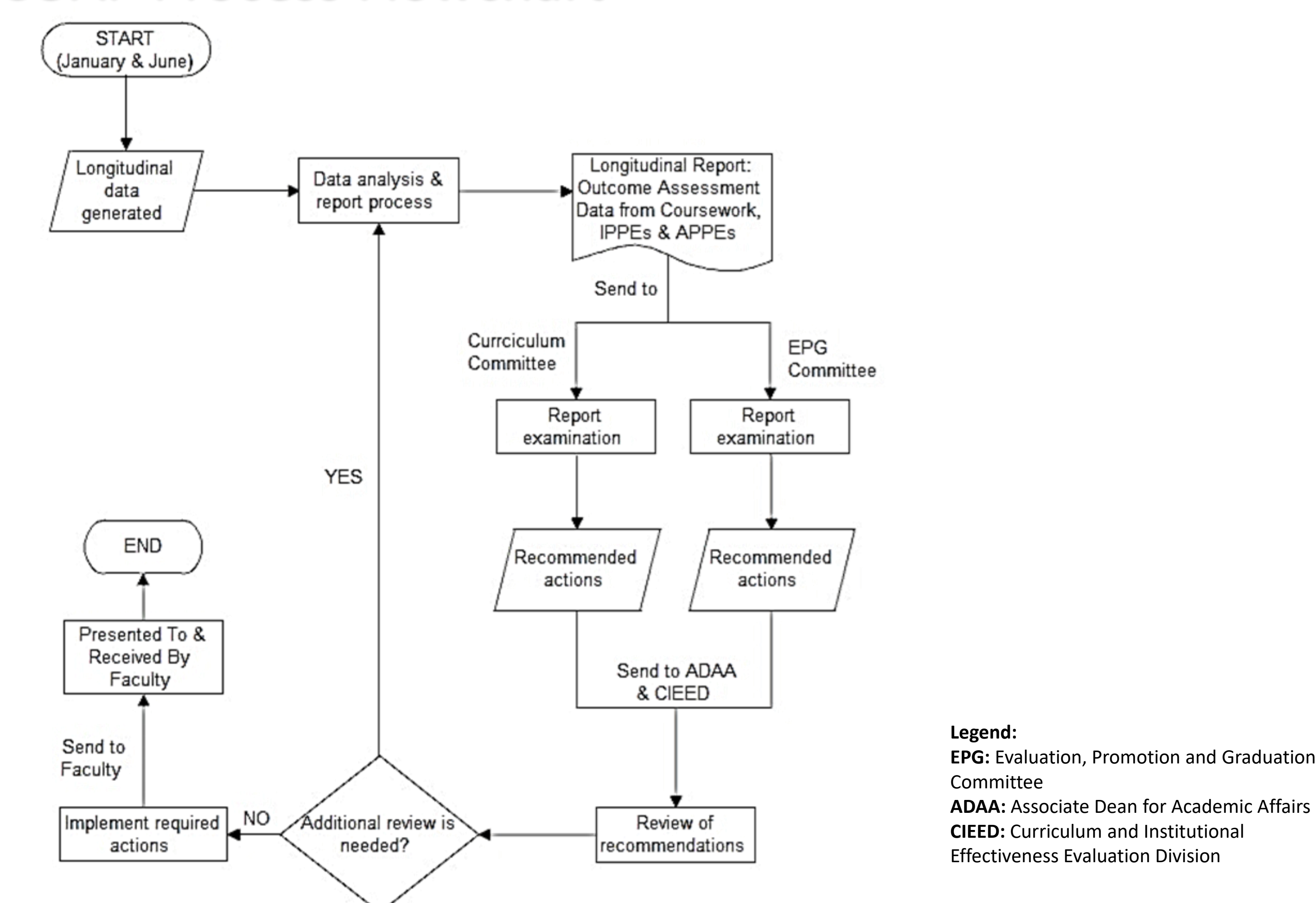
METHODS

- A survey was conducted as part of a pharmacy resident's Academic Certificate Project to identify formative and summative assessments from didactic courses and practice experiences to be included in the COAP.
- PY1 to PY4 students' feedback was obtained through Curriculum Committee meetings on course level assessments and their relationship with the program's educational outcomes.
- Course level assessments more frequently used by the faculty were selected and matched to SOP abilities, NAPLEX Blueprint, and ACPE Standards 2016 Appendix 1, to measure students' outcomes attainment.
- A findings report was generated and sent to the Curriculum Committee, Assessment Committee, and Evaluation, Promotion and Graduation Committee, to analyze results and refer to the Associate Dean for Academic Affairs.

RESULTS

- The survey sample included 34 required courses (87%) and 5 electives courses (13%).
- A total of 652 formative and summative assessment strategies (repetitive count) were included in the responses, tied to the program's educational outcomes.
- Coursework assessment data was identified from an evaluation of a sample composed of 39 courses of the Doctor of Pharmacy Program, and students' feedback.
- The Office of Curriculum and Institutional Effectiveness Evaluation Division (CIEED) produced a report on students' outcomes results.
- Committees evaluated and recommended actions to address the identified areas of improvement and students' need for remediation during the academic year.
- Recommended actions for PY2 and PY3 were to complete several remedial exercises by using Exam Master Platform, based on the following criteria:
 - PY2 students who were one standard deviation below PCOA class average ($\bar{x}=315$; $s=37$;**[278]**)
 - PY3 students who were two standard deviations below National average ($\mu=348$; $2\sigma=42$;**[306]**)

COAP Process Flowchart



CONCLUSION

- Through the continued evaluation of COAP results, students' need for remediation was timely addressed. These formative actions guided educational decisions to identify students' educational gaps, as well as to confirm what students have learned. Therefore, implementing the COAP contributed to achieve the mission, vision, and goals of the School's Doctor of Pharmacy Program.

REFERENCES

- Accreditation Council for Pharmacy Education. (2016). *Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree*. Retrieved from <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>
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