

TIME AND DATA ARE MONEY

Maximizing
Systems Data and
Minimizing Time
for Accreditation
Preparation

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OBJECTIVES

- Estimate program preparation needs through standard review and wanted institutional quality improvement measurement.
- Inventory potential benefits and limitations of system types that can be used to gather and interpret data in preparation for program accreditation.
- Describe one program's model for effective system and data preparation including victories and challenges.
- Develop a potential program plan for efficient technology utilization reflecting on capabilities of known and available systems.



WSU-EUGENE APPLEBAUM COLLEGE OF PHARMACY AND HEALTH SCIENCES-DOCTOR OF PHARMACY PROGRAM

FALL P1	WINTER P1	FALL P2	WINTER P2	FALL P3	WINTER P3	APPE P4
30 WSU credits & 120 total credits	BHS degree	Electives				Advanced Pharmacy Practice Experience
		Introductory Pharmacy Practice Experience				
Pharmacotherapeutic Problem Solving						
Patient Care Lab			Capstone			
Integrated Pharmacotherapeutics Modules						
Basic Pharmaceutical Sciences			Seminar			
Social and Administrative Science						
Co-Curriculum						
Advising						

- Program is accredited by the Accreditation Council for Pharmacy Education (ACPE) on an year cycle
- Accreditation standards include WSU Ability-Based Outcomes (based on CAPE Outcomes) and ACPE Required Elements of the Didactic Curriculum
- Exams are mapped to the WSU ABOs and ACPE Required Elements
- Experiential Education (IPPE and APPE) competencies linked to Entrustable Professional Activities
- Pharmacy Assessment Committee has oversight of the Comprehensive Pharmacy Assessment and Evaluation Plan, which includes curricular assessment
- Required to submit annual reports to the University for HCL accreditation via Planning system



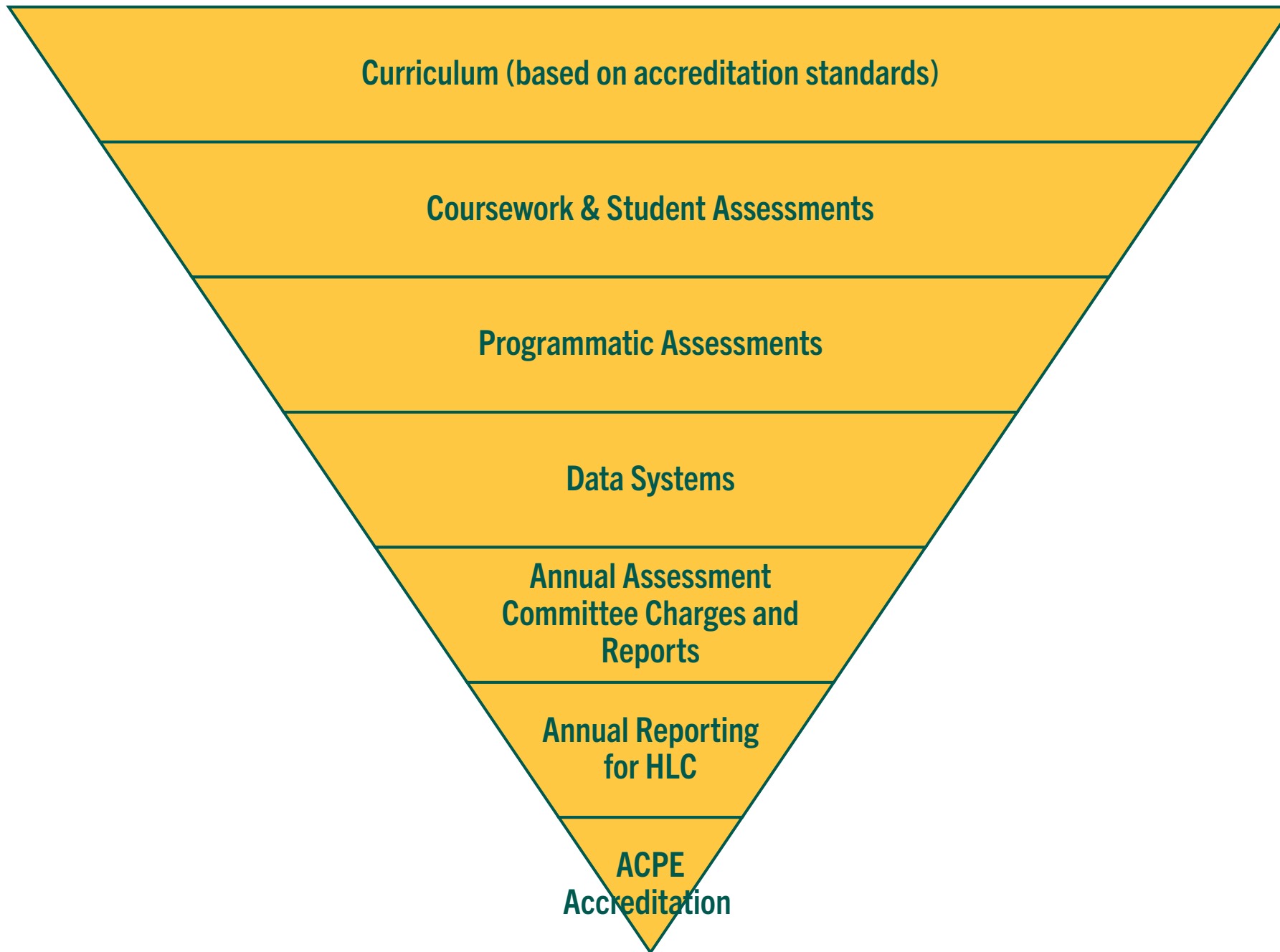
WHAT/WHY DO WE WANT TO SHARE WITH YOU TODAY?

We want to provide suggestions for maximizing time use for accreditation prep and program assessment



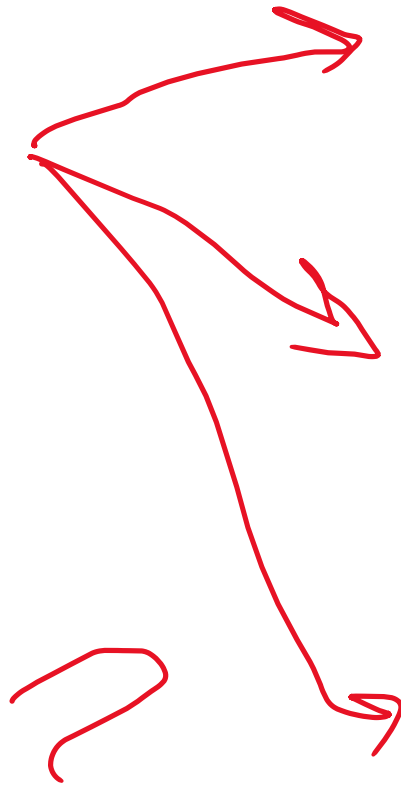
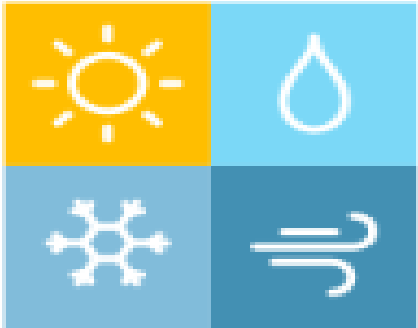
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WHERE CAN THE ACCREDITATION PREP START?

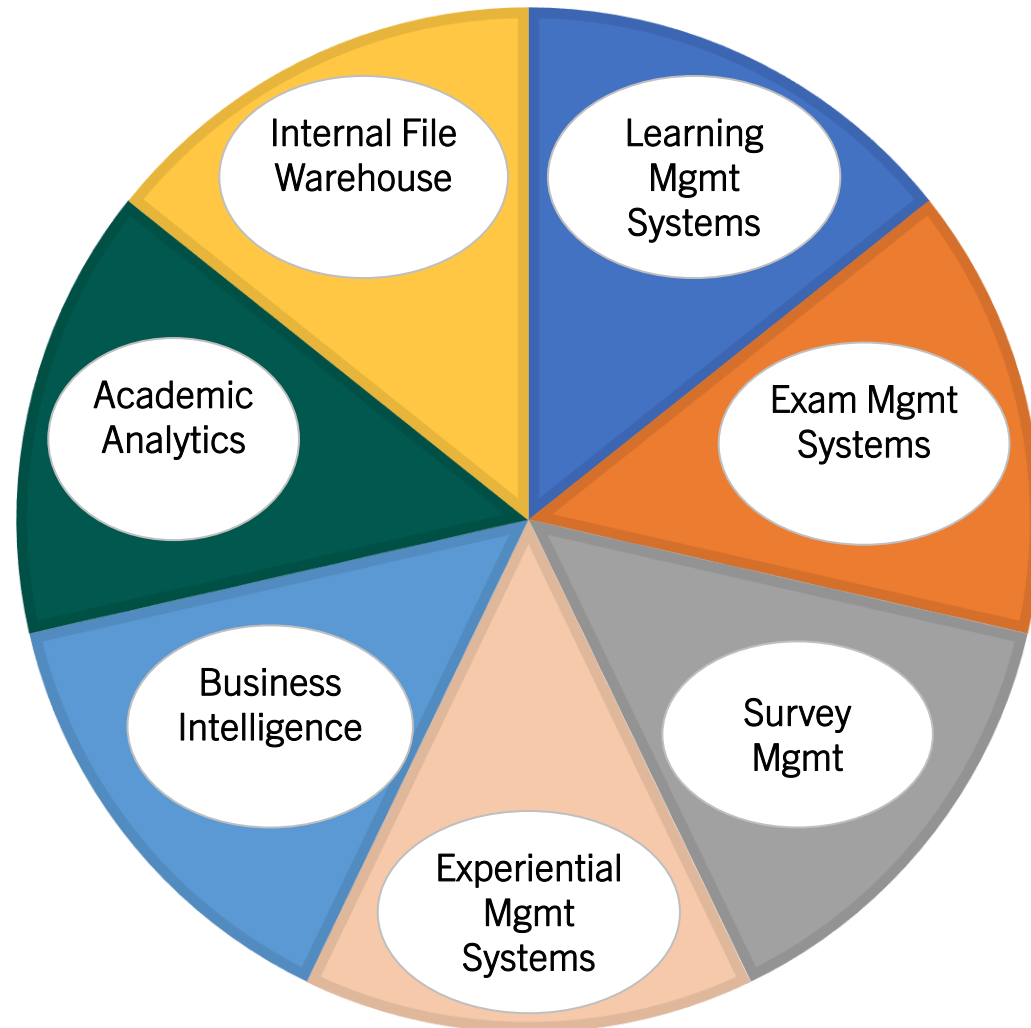
FORECAST!



6



SYSTEMS EXPLORATION



(1) Explore the functionality and data type existing with your systems

- LMS-Student performance, mapping, content/learning examples
- Exam-student performance, mapping, testing examples
- Surveys-quantitative and qualitative data for various entities
- Experiential-student and preceptor performance, site quality, site contacts
- Business intelligence-Budget, metrics, dashboards
- Academic Analytics-systems merged

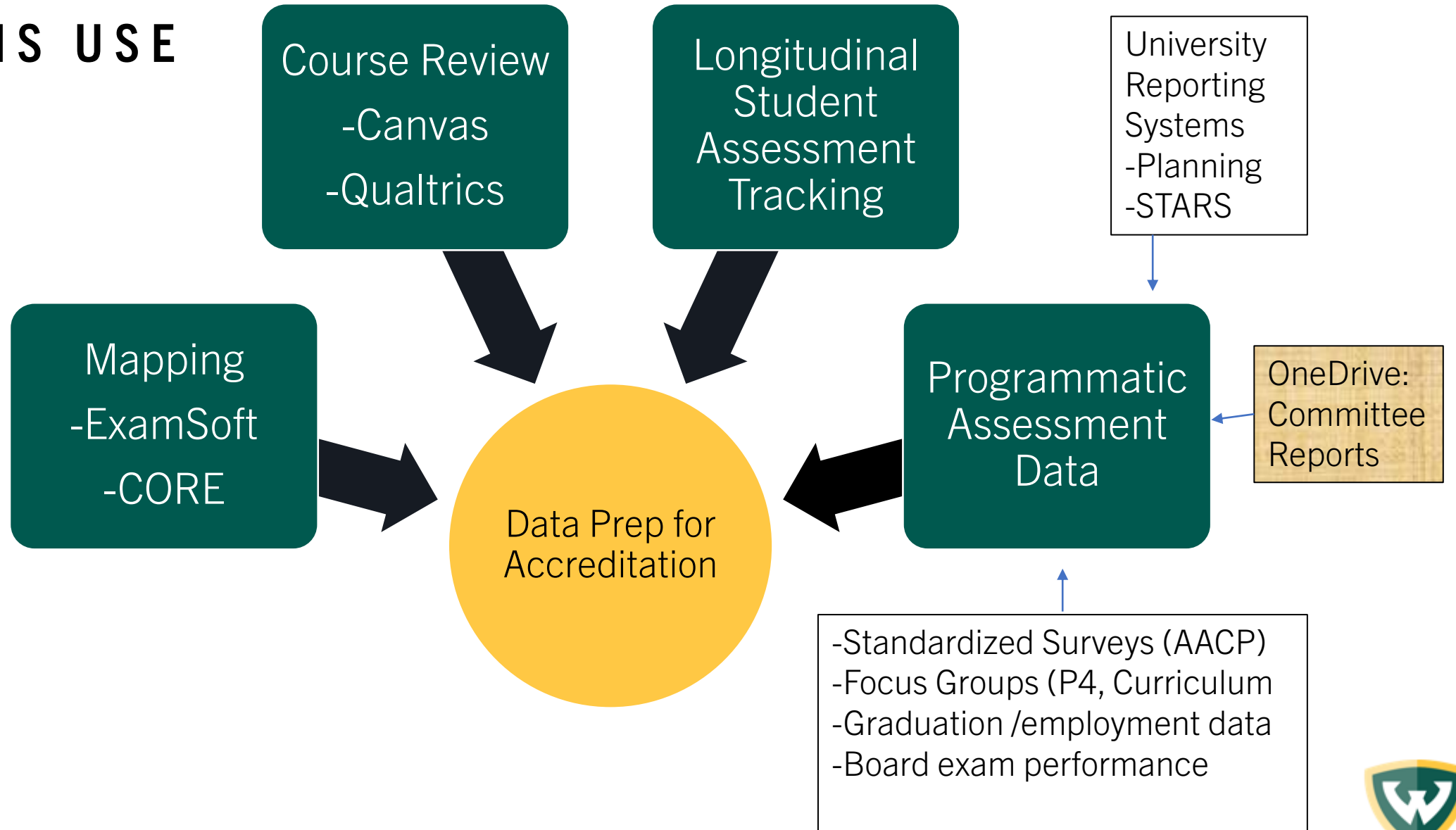
(2) Approach master users for help



**WHAT SYSTEMS ARE
YOUR PROGRAMS USING
TO COLLECT DATA?**



EXAMPLES OF SYSTEMS USE



SECTION I: EDUCATIONAL OUTCOMES

Standard 1: Foundational Knowledge

Standard 2: Essentials for Practice and Care

Standard 3: Approach to Practice and Care

Standard 4: Personal and Professional Development

SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES

Standard 5: Eligibility and Reporting Requirements

Standard 6: College or School Vision, Mission, and Goals

Standard 7: Strategic Plan

Standard 8: Organization and Governance

Standard 9: Organizational Culture

Standard 10: Curriculum Design, Delivery, and Oversight

Standard 11: Interprofessional Education (IPE)

Standard 12: Pre-Advanced Pharmacy Practice Experience (Pre-APPE) Curriculum

Standard 13: Advanced Pharmacy Practice Experience (APPE)

WHAT ARE THE 25 ACPE (PHARM.D.) STANDARDS?

Standard 14: Student Services

Standard 15: Academic Environment

Standard 16: Admissions

Standard 17: Progression

Standard 18: Faculty and Staff - Quantitative Factors

Standard 19: Faculty and Staff - Qualitative Factors

Standard 20: Preceptors

Standard 21: Physical Facilities and Educational Resources

Standard 22: Practice Facilities

Standard 23: Financial Resources

Standard 24: Assessment Elements for Section I

Standard 25: Assessment Elements for Section II



MATCHED → ACCREDITATION DATA NEED, PROGRAM OUTCOME ASSESSMENT, SYSTEMS SOURCES

ACPE (Pharmacy) Accreditation

Section I: Educational Outcomes

Standard 1: Foundational Knowledge
Standard 2: Essentials for Practice and Care
Standard 3: Approach to Practice and Care
Standard 4: Personal and Professional Development



Standard 2:

2.1 Patient Centered Care
2.2 Medication Use Systems Management
2.3 Health and Wellness
2.4 Population Health



2.4 Population Health

Outcome: Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices

HLC (WSU) Program Outcomes Report


Pharm.D. Program Outcomes reporting
-Curriculum Map
-Required reporting of
4 Outcomes for program
2 Outcomes results,
evaluation, and action plan



Program Outcome Assessment Planning

1. Establish need
2. Identify potential data sources
3. Define goals or anticipated metrics
4. Assign timeline for responsibility of process
5. Execute

We use this for elements of curricular assessment, accreditation prep, and HLC reporting.

Step of Process	Detail	System Used (MS=Management system)
Plan/Design for Population Health Ability Based Outcome	We have 9 courses mapped to this ABO in our curriculum. Need to assess the level of assessment in curriculum; required pre-APPE	-Mapping (CORE)
Identify/Observe People or Process	Reached out to course coordinators and educational specialists to obtain data.	Match, inventory -LMS (Canvas) -Mapping
Collect and Store Data	Data reports run from ExamSoft, CORE ELMS, and inquiries to coordinators. Stored in OneDrive.	--Exam MS (ExamSoft) -Experiential MS (CORE) -Internal file Warehouse
Analyze Data (against benchmarks)	Early: 7 or 9 didactic courses, IPPE, and APPE had assessment. Lacked pre-APPE assessment.	
Report and Use Findings	-Committee report to Associate Dean and Curriculum Committee -Recommended pre-APPE assessment in SAS VI Pop Health -Modification of course in W 2023 -Follow-up data expected in Fall 23	-Internal File Warehouse -Planning/Compliance Assist -LMS will be used to harvest Fall 23 follow-up data

Systems Used for Population Health Tracking

Results:

Data Source: ExamSoft – *Beginner, Developing, Capable*

Timeframe: *Jan 2020 to Dec 2021*

Method of Assessment: *Didactic*

CAPSTONE (Capable), n=96		APPLIED PK/PG (Developing), n=191
# Assessments	2	14
# Items	4	235
Average (sd), %	77.6 (+/- 14.0)	85.2 (+/- 7.2)
Median (IQR), %	78.1 (70.3-89.1)	85.5 (80.3-89.5)

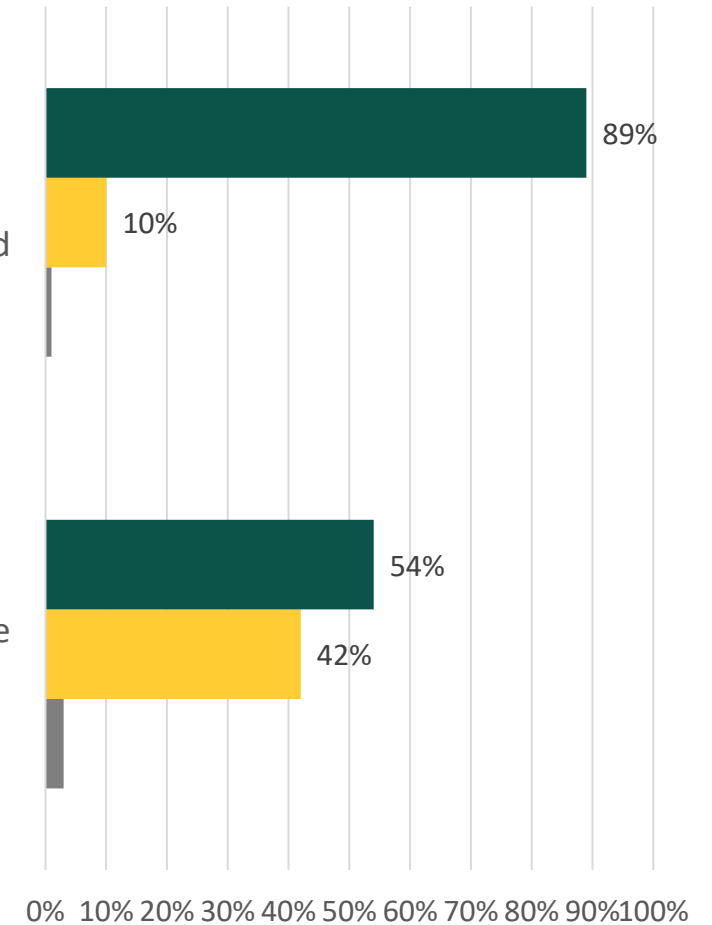
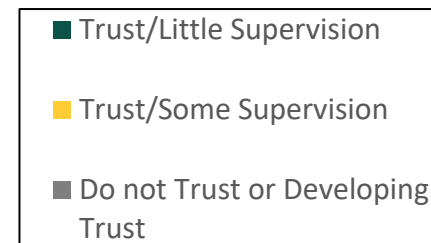
PPS 1 (Beginner), n=98		PPS 2 (Developing), n=180
# Assessments	2	2
# Items	4	4
Average (sd), %	80.2 (+/- 10.5)	89.11 (+/- 26.4)
Median (IQR), %	84.6 (76.9-84.6)	100 (100-100)

PPS 3 (Developing), n=94		PPS 4 (Capable), n=193
# Assessments	1	2
# Items	1	3
Average (sd), %	78.7 (+/- 41.1)	72.8 (+/- 28.5)
Median (IQR), %	100 (100-100)	83 (50-100)

Data source: CORE

Provide education to patients and health care professionals such as; pharmacists, pharmacy student and residents, physicians and nurses.

Provide and utilize appropriate literature to develop and support the care plan and answer medication-related questions.



REPORTING PROCESSES AND DATA CLEAN-UP

- Systems export data in a variety of formats (often complex Excel files)
- Structured presentation of data reduces confusion and clarifies comparison points
- Data clean-up is time consuming unless approached strategically
- Faculty, staff, and student engagement
- Maintaining accurate data through periodic review is essential and often involves multiple stakeholders

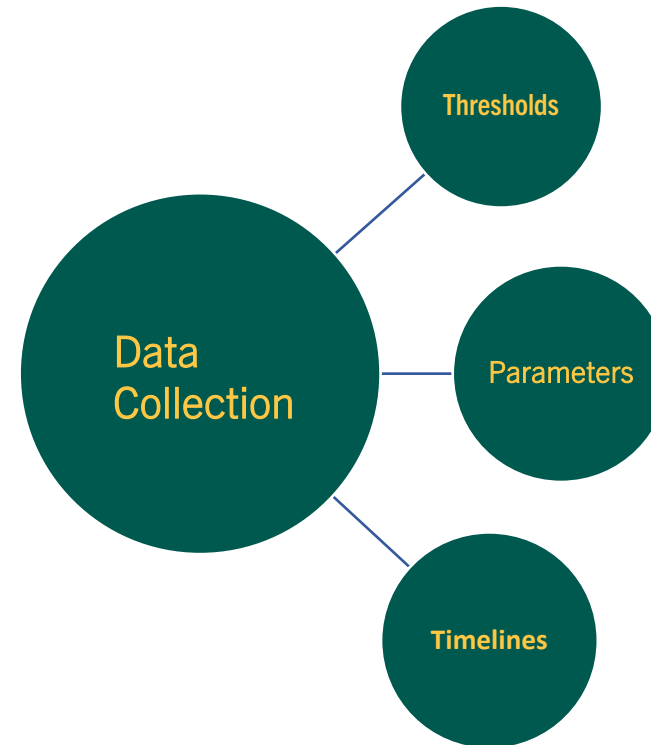
Example: Curriculum Mapping

- Curriculum maps migrated from Excel to CORE
- Mapping Power Hours conducted to engage faculty in comparing their course mapping (syllabi and assessments) to CORE curriculum maps
- Quality assurance checks for both CORE curriculum maps and individual course mapping practices



STANDARDIZATION OF DATA PROCESSES

- Thresholds established for standardized surveys (AACP Student, Faculty, Preceptor surveys)
- Thresholds and reporting standards established for experiential data
- Process developed and documented for ExamSoft student performance reports
- Timeline of data collection and updates established



EFFECTIVE DELEGATION

- Identify responsible stakeholders
- Strategize system access and time availability for data collection and report cleanup
- Leverage student assistance
- Establish, document, and communicate standardized processes
- Centralize data storage and strategically manage access



**WHICH DATA SOURCES
CORRELATE TO
WHICH OF YOUR
ACCREDITATION
STANDARDS?**



What Are Your Data Collection...?

VICTORIES

CHALLENGES





Inventory

Data Sources	Standard 1	Standard 2
Internal File Warehouse:		
Learning Management System:		
Exam Management System:		
Survey Management System:		
Experiential Management System:		
Business Intelligence:		
Academic Analytics:		
Other:		