LEARNING AND ADAPTING FROM STUDENT ASSESSMENT DATA

Jason M. Brunner, PhD; Eric H. Gilliam, PharmD; Megan E. Thompson, PharmD
University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences, Aurora, Colorado, United States

Study Objective
Demonstrate how student assessment data can be used to facilitate changes to program learning outcomes, curriculum, and assessments.

Method
Three years of data from a new assessment was collected and analyzed to evaluate the validity of the tool in assessing student practice readiness during end-of-curriculum pharmacy practice rotations and to make summative evaluations of curriculum effectiveness.

Results
Students demonstrated competency in the domains of professionalism, communication, and practice skills supporting the use of the new tool in assessing practice readiness. Aggregate data indicated opportunities to further strengthen student development.

Conclusion
Students are prepared for practice. Minor changes were made to learning outcomes to better align with practice expectations. Early learning and assessment opportunities were introduced to support student development throughout the program.