



University of South Carolina College of Pharmacy Curricular Review Process

Review Process Overview:

The purpose of this course review process is to ensure continuous curriculum assessment and improvement as well as compliance with the Accreditation Council for Pharmacy Education (ACPE) standards. Core curriculum courses are reviewed to ensure that the following are accomplished:

- Courses are aligned with overall curricular goals.
- Courses are designed to meet their intended objectives.
- Course content is taught at an appropriate breadth and depth for the entry level pharmacist.
- Each course is appropriately placed within the overall curriculum and course content taught in a complementary manner across the curriculum.
- Student learning is assessed appropriately and student achievement of course goals is ensured.
- Course coordinators have opportunity to work as team members with the Curriculum Committee in the continuous quality improvement and development process.

Each P1-P3 core course within the Doctor of Pharmacy curriculum will undergo formal review by the College of Pharmacy Curriculum Committee no less than every 4 years. A course may be reviewed more frequently in the event of either of the following:

- a course pass rate below 85% for two consecutive years
- a student course evaluation (SCE) Global Index score below 4.0 for two consecutive evaluations.

During the course review, each course will be evaluated in two primary areas, course design and assessment of student learning. Each of these areas are further broken down into domains as shown below. Each domain will be evaluated as "Meets" or "Does Not Meet".

- I. Course Design
 - A. Student learning outcomes (SLOs) are aligned with overall curricular goals (Center for the Advancement of Pharmacy Education (CAPE) and ACPE (or Entrustable Professional Activity (EPAs) and Pharmacists' Patient Care Process (PPCP) as applicable for laboratory courses) and mapping is complete and up to date
 - B. Course level SLOs are specific, measurable, and higher order as appropriate
 - C. Course level SLOs are recognized as having been covered by learners
 - D. Course description, instructional method, prerequisites, and credit hours listed within syllabus match that present within the College of Pharmacy bulletin and Student Information System (SIS)
 - E. Pedagogical strategies facilitate student learning
 - F. Outside support is available to learners
 - G. Course design and organization are conducive to learning
 - H. Course content is current and a plan for continuous update and quality improvement exists
 - I. Course placement within overall curriculum is appropriate

- II. Assessment of student learning
 - A. Grading is explained to learners
 - B. Assessments are appropriately discriminatory
 - C. Assessments determine the mastery of SLOs
 - D. Assessments were adequate in number are timed appropriately

The following data sources will be used for course evaluations:

- The two most recent SCEs of the course generated within the past 4 years. The average score for selected questions will be utilized.
- Current course map, including evaluation of pedagogical strategies used in course
- Official course record information from SIS, including course's instructional methodology
- Course coordinator questionnaire (Appendix 1)
- Materials from the most recent course delivery:
 - Syllabus, including course SLOs, testing/grading procedures, and topical outline
 - Course coordinator contact information and/or office hours provided on learning management system (LMS) and/or in syllabus
 - Supporting materials posted on LMS such as outlines, handouts, slides, and other similar artifacts
 - Exams or other formal assessments utilized
 - Exam item analysis
 - Exam question or other assessment mapping to SLOs

Review Process Stepwise Guide:

1. In May of each year, the Curriculum Committee will determine which courses will be reviewed during the coming academic year based upon the course's placement in the four-year review cycle. In the event of course pass rate below 85% for two consecutive years and/or student evaluation global index scores below 4.0 for two consecutive evaluations, a course will also be added to the list of those to be evaluated in the coming year.
2. In May of each year, the Program Coordinator, Assessment and Academic Services, will contact course coordinators for each course scheduled for review in the coming academic year. The Program Coordinator will provide the course coordinator questionnaire for the coordinator's completion. The coordinator must return this completed questionnaire to the Program Coordinator by the first day of class for the subsequent fall semester.
3. During each summer, the Program Coordinator will gather the following assessment data for each course scheduled for review in the coming academic year:
 - Most recent course syllabus
 - Two most recent course evaluations inclusive of comments and college average for use as benchmark comparator
 - Current course mapping information
 - Most recent major examinations and/or assessments in course
 - Most recent major examinations and/or assessment mapping
 - Most recent major examinations item analysis data with statistics
4. In August of each year, the Curriculum Committee will assign a committee member to serve as the reviewer for each course which will be reviewed during the current academic year.

5. Upon assignment of reviewer, the Program Coordinator will provide evaluation items and completed course coordinator questionnaire to the reviewer. The reviewer will also be assigned to the course builder view within the most recent year's course LMS page.
6. The reviewer will evaluate the information provided and conduct a preliminary assessment of the course utilizing the course review rubric (Appendix 2). The reviewer will then meet with the course coordinator to review and discuss findings. Following this meeting, the reviewer's report will be forwarded to the Curriculum Committee Chair.
7. The reviewer will present the course to the Curriculum Committee as scheduled by the Curriculum Committee Chair.
8. The Curriculum Committee will prepare a final report including areas of strength, areas which do not meet expectations, revision recommendations, and year of next review. This report will be shared with the course coordinator and course coordinator's department chair.
9. In the event a course receives revision recommendations, the course coordinator, in consultation with their department chair, will respond with a written plan for changes to remedy the issue or a rationale for why no change is required by the due date established by the Curriculum Committee.
10. After the next offering of the course, the course coordinator will provide a report on the progress made to the Curriculum Committee and Department Chairs, within a month of the end of the semester of that subsequent course offering.

Appendix 1: Course Coordinator Questionnaire

Course Name:

Course Coordinator(s):

1. Describe how the course builds upon preceding courses (for P1 courses, this could be prerequisites), supports subsequent courses, and applies to the skills necessary for an entry-level pharmacist.
2. List any significant prerequisite learning deficits noted in students entering this course. Provide any steps taken to mitigate this issue to this point.
3. Describe how active learning methods and other activities are incorporated in order to facilitate student learning, achieve course goals, promote self-directed learning and accommodate diverse learning styles. Please provide representative examples (2-3) employed by faculty within the course which do any one or more of the following: actively engage learners; integrate and reinforce content across the curriculum; provide opportunity for mastery of skills; stimulate higher-order thinking, problem solving, and clinical-reasoning skills; and address/accommodate diverse learning styles.
4. Describe how suggestions from student course evaluations and/or the last formal course review have been incorporated (or planned for the future) to improve the course.
5. Describe the process for ensuring course content is up to date. Provide examples of topics that have been added, modified or removed since the last formal course review.
6. For team-taught courses, describe the process for ensuring consistency of teaching and assessment across multiple instructors.
7. Describe the primary strengths of this course.
8. Describe the primary weaknesses of this course. What changes should be made to overcome these weaknesses? What support do you need to effect these changes?

Appendix 2: Course Review Rubric

Course Name:

Course Coordinator(s):

Student Class Rank (ex: P1):

Reviewer:

Date:

Course Design

A. Student learning outcomes (SLOs) are aligned with overall curricular goals and mapping is complete and up to date

Course Materials Review: Syllabus for course level SLOs + curriculum map for individual course topic/session mapping

Comments

Meets

- Course SLOs are provided in syllabus
- Course SLOs are mapped to ACPE and CAPE competencies (or EPAs and PPCP in case of lab course)
- Individual course topic/session mapping is complete, updated, and is aligned with course SLOs

Does Not Meet

- Course SLOs are NOT provided in syllabus
- Course SLOs are NOT mapped to ACPE and CAPE competencies (or EPAs and PPCP in case of lab course)
- Individual course topic/session mapping is NOT complete, updated, and/or aligned with course SLOs

B. Course level SLOs are specific, measurable, and higher order as appropriate

Course Materials Review: Syllabus for course level SLOs + curriculum map

Comments

Meets

- Breadth of material covered is appropriate for educating a future pharmacist
- Depth of material covered is appropriate for the student rank

Does Not Meet

- Breadth of material covered is NOT appropriate for educating a future pharmacist
- Depth of material covered is NOT appropriate for the student rank

C. Course level SLOs are recognized as having been covered by learners

Course Materials Review: Student course evaluation item "Learning objectives were covered in the course"

Comments

Meets

- Scores ≥ 4

Does Not Meet

- Scores < 4

Course Materials Review: course learning outcomes + individual course topic/session objectives

Comments

Meets

- Course learning outcomes are clearly stated in the syllabus
- SLOs are clearly stated in the handouts and/or slides for each topic

Does Not Meet

- Course learning outcomes are NOT clearly stated in the syllabus
- SLOs are NOT clearly stated in the handouts and/or slides for each topic

D. Course description, instructional method, prerequisites, and credit hours listed within syllabus match that present within the College of Pharmacy bulletin and student information system (SIS)

Course Materials Review: Course syllabus + College of Pharmacy Academic Bulletin + SIS		Comments
<p>Meets</p> <input type="checkbox"/> Course description in syllabus matches that found in official academic bulletin <input type="checkbox"/> Prerequisites in syllabus match those found in official academic bulletin <input type="checkbox"/> Credit hours listed in syllabus match that found in official academic bulletin and course meeting according to schedule <input type="checkbox"/> Instructional method utilized matches that which is listed in SIS	<p>Does Not Meet</p> <input type="checkbox"/> Course description in syllabus does NOT match that found in official academic bulletin <input type="checkbox"/> Prerequisites in syllabus do NOT match those found in official academic bulletin <input type="checkbox"/> Credit hours listed in syllabus do NOT match that found in official academic bulletin and course meeting according to schedule <input type="checkbox"/> Instructional method utilized does not match that which is listed in SIS	

E. Pedagogical strategies facilitate student learning

Course Materials Review: Student course evaluation item "Assignments contributed significantly to learning"		Comments
<p>Meets</p> <input type="checkbox"/> Scores ≥ 4	<p>Does Not Meet</p> <input type="checkbox"/> Scores < 4	

Course Materials Review: Course coordinator questionnaire (question 3) + provided samples		Comments
<p>Meets</p> <input type="checkbox"/> Pedagogical strategies employed facilitate student learning (should include active learning strategies, strategies that facilitate critical thinking, engagement with the material, etc.)	<p>Does Not Meet</p> <input type="checkbox"/> Pedagogical strategies need improvement to facilitate student engagement with material	

F. Outside support is available to learners

Course Materials Review: Student course evaluation item "How satisfied were you with the opportunities to interact with the professor in this course"		Comments
<p>Meets</p> <input type="checkbox"/> Scores ≥ 4	<p>Does Not Meet</p> <input type="checkbox"/> Scores < 4	

Course Materials Review: syllabus for preferred course communication methods+ learning management system (LMS) for supporting materials (ex: outlines, handouts, slides, etc.)		Comments
<p>Meets</p> <input type="checkbox"/> Preferred course communication methods are provided for students within syllabus <input type="checkbox"/> Content provided to students via LMS appears adequate to support learning	<p>Does Not Meet</p> <input type="checkbox"/> Preferred course communication methods not provided within syllabus or stated communication method not utilized, not made available, or ineffectively utilized <input type="checkbox"/> Insufficient/inadequate content provided to students via LMS to support their learning	

G. Course design and organization are conducive to learning		
Course Materials Review: Student course evaluation item "I rate this course overall as"		Comments
Meets	Does Not Meet	
<input type="checkbox"/> Scores \geq 4	<input type="checkbox"/> Scores < 4	
Course Materials Review: syllabus for format and schedule of topics + individual course session artifacts for further evaluation of course format		Comments
Meets	Does Not Meet	
<input type="checkbox"/> Overall course format is optimal for student learning of this material (e.g. sufficient opportunity for practice or skills and discussion of concepts to facilitate learning) <input type="checkbox"/> Topics are organized logically (e.g. material flows and/or builds between topics)	<input type="checkbox"/> Overall course format is NOT optimal for student learning of this material <input type="checkbox"/> Topics are NOT organized logically	
H. Course content is current and a plan for continuous update and quality improvement exists		
Course Materials Review: Course coordinator questionnaire (questions 4, 5, 6)		Comments
Meets	Does Not Meet	
<i>Course coordinator questionnaire describes each of the following adequately:</i> <input type="checkbox"/> How suggestions from student course evaluations and/or the last formal course review have been incorporated to improve the course <input type="checkbox"/> A process for ensuring course content is up to date <input type="checkbox"/> A process for ensuring continuity and coordination between instructors (if a team-taught course)	<i>Course coordinator questionnaire does NOT describe each of the following adequately:</i> <input type="checkbox"/> How suggestions from student course evaluations and/or the last formal course review have been incorporated to improve the course <input type="checkbox"/> A process for ensuring course content is up to date <input type="checkbox"/> A process for ensuring continuity and coordination between instructors (if a team-taught course)	
I. Course placement within overall curriculum is appropriate		
Course Materials Review: Course coordinator questionnaire (question 1) + review of course placement within overall curriculum		Comments
Meets	Does Not Meet	
<i>Course coordinator questionnaire describes each of the following adequately and answers supported by review of overall curriculum:</i> <input type="checkbox"/> How the course builds upon preceding courses <input type="checkbox"/> How the course supports subsequent courses <input type="checkbox"/> How the course applies to the skills necessary for an entry-level pharmacist	<i>Course coordinator questionnaire does NOT describe each of the following adequately and answers NOT supported by review of overall curriculum:</i> <input type="checkbox"/> How the course builds upon preceding courses <input type="checkbox"/> How the course supports subsequent courses <input type="checkbox"/> How the course applies to the skills necessary for an entry-level pharmacist	

Assessment of Student Learning

A. Grading is explained to learners		
Course Materials Review: Student course evaluation item "Grading system was adequately explained"		Comments
Meets	Does Not Meet	
<input type="checkbox"/> Scores \geq 4	<input type="checkbox"/> Scores $<$ 4	
Course Materials Review: syllabus – grading policies		Comments
Meets	Does Not Meet	
<input type="checkbox"/> Grading policy is clearly stated in the syllabus <input type="checkbox"/> Grading scale is clearly stated in the syllabus and congruent with faculty approved grading scale as per Bulletin	<input type="checkbox"/> Grading policy is NOT stated in the syllabus <input type="checkbox"/> Grading scale is NOT stated in the syllabus or not congruent with faculty approved grading scale	
B. Assessments were appropriately discriminatory (when multiple choice exams used in course)		
Course Materials Review: Item analysis (when multiple choice exams used in course)		Comments
<i><input type="checkbox"/> Check here if no multiple-choice assessments used in course/no item analysis data available for course</i>		
Meets	Does Not Meet	
<input type="checkbox"/> 75% or more of test questions had a high percent correct (i.e. 50% correct) and/or good discriminatory value (i.e. point biserial \geq 0.2)	<input type="checkbox"/> $>$ 25% of test questions had low percent correct and/or low point biserials	
C. Assessments determine the mastery of SLOs		
Course Materials Review: Student course evaluation item "The graded activities assessed my mastery of the course content"		Comments
Meets	Does Not Meet	
<input type="checkbox"/> Scores \geq 4	<input type="checkbox"/> Scores $<$ 4	
Course Materials Review: Exam questions (or any other major course assessment tool) are mapped to ACPE and CAPE competencies (or EPAs and PPCP in case of lab courses)		Comments
Meets	Does Not Meet	
<i>Exam questions (or other assessment tool) are:</i> <input type="checkbox"/> Mapped to ACPE and CAPE (or EPAs and PPCP) <input type="checkbox"/> Appropriate for level (introduce, reinforced, practiced)	<i>Exam questions (or other assessment tool) are:</i> <input type="checkbox"/> NOT mapped to ACPE and CAPE (or EPAs and PPCP) <input type="checkbox"/> NOT appropriate for level (introduce, reinforced, practiced)	

D. Assessments were adequate in number and timed appropriately

Course Materials Review: Student course evaluation item "How satisfied were you with the promptness of the feedback that you received in this course?"		Comments
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Meets	Does Not Meet	
<input type="checkbox"/> Scores \geq 4	<input type="checkbox"/> Scores $<$ 4	

Course Materials Review: syllabus – topical outline; Assessments – number, number of questions, and time allotment		Comments
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Meets	Does Not Meet	
<input type="checkbox"/> Adequate evaluations of student learning included in course <input type="checkbox"/> Adequate time between material presentation and the exam/assessment <input type="checkbox"/> Students are provided appropriate time for each assessment based on length	<input type="checkbox"/> Inadequate evaluations of student learning included in course <input type="checkbox"/> Inadequate time between material presentation and the exam/assessment <input type="checkbox"/> Students are NOT provided appropriate time for each assessment based on length	