



<p>FA question review and sign-off by course coordinators and module leaders/content experts for <i>all modules</i> in PY2 and PY3.</p>	<p>Not all Module Leads (3/11) bought into the idea of having students generate FA questions. Therefore, the TLEF team spent time and focus on the topics in which Module Leads supported student-generated items (see breakdown of Modules not included below).</p> <p>In addition to 8 (total) modules in PY2 and PY3, student-generated items were developed and utilized in PHRM 251 (PY2 course outside of Medication Management), and PHRM 100 and PHRM 111 (PY1 courses).</p> <p>1/5 Modules in PY2 did not utilize student-generated questions, which included:</p> <ul style="list-style-type: none"> • <i>Cardiovascular (included in student-generated question bank, included in program evaluation)</i> <p>2/6 Modules in PY3 did not use student-generated questions, which included:</p> <ul style="list-style-type: none"> • <i>Oncology (excluded from student-generated bank, included in program evaluation)</i> • <i>Toxicology (included in student-generated bank, not included in program evaluation)</i>
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3. PROJECT EVALUATION

3.1. Project Outcomes – Please list the intended outcomes or benefits of the project for students, TAs and/or instructors.

The project has benefited PharmD students, instructors in the program, and the Undergraduate Academic Assistants (UAA’s) – both in the BSc in Pharmacy program and the PharmD program – hired to develop the FA questions. Therefore, the benefits of the project were threefold:

1. Materials developed in the project were used in PY1, PY2 and PY3 of the PharmD assessment program, therefore impacting student learning in direct and purposeful ways. Benefits for students included: access to an expanded scope of learning opportunities and activities, tailored to enhance and support learning in the curriculum; access to educationally effective FAs; immediate feedback on performance and knowledge gaps; and opportunities to engage in context-specific learning opportunities that are relevant to the education of pharmacists. From our examinations implemented in PY2 and PY3, FA’s have enhanced students’ learning and through our research studies, it appears that the FA program has fulfilled its function for most of the modules.
2. Having advanced students create the FA items helped save time for faculty. Feedback by faculty has been encouraging. Many module leads found the questions to be of good quality and helped when developing assessment materials for the content they were organizing. Additional benefits to faculty instructors included: enhanced understanding of contemporary learning-centered approaches to curriculum and pedagogical practice, particularly the role of FA in student learning; the creation of coherent course/module curriculum designs that link FA with student learning; and opportunities to improve teaching practice based on the impact of FAs on student performance.



Although highly unlikely, without further support and leadership of the OEA, it would be difficult to:

- successfully implement the Directed Studies Course;
- ensure FA program consistency throughout the PharmD curriculum; or
- continue building a culture of assessment within the Faculty.