

AACP Board Resolution on Assessment

In July 2013 the AACP Board approved the release of a new set of competency domains ([CAPE 2013](#)) that were subsequently incorporated into the revision of the [ACPE Standards for PharmD program accreditation](#). Standard 25.2 in the now approved standards document requires that each school's "assessment plan must include standardized assessments as required by ACPE that allow for national comparisons and college- or school-determined peer comparisons." AACP's Institutional Research and Effectiveness Program has long afforded colleges and schools the resources for assessment and benchmarking, now supported by the Assessment and Accreditation Management System (AAMS).

As noted by Poirier and Devraj in their recent *AJPE* Viewpoint titled, "[Time for Consensus on a New Approach for Assessments](#)", pharmacy education lacks a sufficient set of standardized and comparative assessments of curricular effectiveness and student performance. The national licensure examination (NAPLEX) provides a valid assessment of knowledge aimed at assuring the public that graduates enter practice with at least a minimum base of knowledge to protect public safety. Tools for assessing clinical skills for graduates are largely being developed by each institution and lack peer benchmarking capabilities. CAPE 2013 also includes greater emphasis on the affective domain for which there are few valid and reliable assessments.

The AACP Assessment Special Interest Group collaborated to submit a [CAPE Section and SIG Paper](#) that serves as an excellent resource describing the current and future state of development of assessment tools mapped to CAPE 2013 domains as an assessment blueprint. In examining their suggestions and reviewing the comments provided by many members during the 2014 year of open hearings related to the 2016 proposed standards, the AACP Board recognized the need for a collaborative effort that could produce consensus on a new model of student and program assessment. As advocated by Poirier, this process would ideally yield a new approach to licensure in the United States that simultaneously addresses "the need for curricular assessment and address(es) assessment needs for professional licensure to protect the public."

The AACP Board of Directors proposes that an augmented NAPLEX be recognized as a test of knowledge that could be benchmarked and that it be administered at the end of the third academic year as a high stakes examination and as the first component of licensure. AACP is committed to working with NABP to identify how the NAPLEX could be enhanced and how the reports of individual and school performance returned to the schools can be used to enhance curricula and target remediation efforts as needed. AACP also recognizes the need for skills assessment and is prepared to lead consensus development efforts to identify the most cost-effective means to developing and administering appropriate tools and procedures. This is also true for assessments mapped to the affective domain which will largely be non-cognitive assessments that will provide tools useful in holistic admissions as well as formative and summative assessment programs.