A College of Pharmacy Assessment Website to Foster a Culture of Assessment
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Purpose:
The University of Texas at Austin College of Pharmacy (UT COP) created an assessment website:
- To encourage communication among stakeholders regarding assessment activities and ultimately
- To foster a stronger culture of assessment.

Outcomes:
- Assessment content from each school/college’s website was documented to determine the 12 major components to include on UT COP’s assessment website.

Process:
- A more comprehensive assessment website was developed to serve as a central location for information related to programmatic assessment.
- Content ideas resulted from a search for assessment information available on websites of other schools/colleges of pharmacy.
- The search encompassed a total of 36 institutions, including the 29 that had participated in all four AACP Curriculum Quality Surveys during 2010, assuming they were actively conducting assessments and therefore likely to share assessment information in some way.
- The other seven institutions were included in UT COP’s peer comparison survey reports provided by AACP.

Future Plans:
- Include interesting facts found from assessment data in a “Did You Know?” section of the website to attract viewers to other assessment pages.
- Link these assessment pages to other appropriate pages on the College website and to other assessment pages on the University website.
- Continue to solicit feedback from viewers through the Feedback Form.
- Solicit feedback from other major stakeholders as appropriate, including prospective students, current students, faculty, preceptors, staff, and alumni.

- As the website was being developed, a Feedback Form was also included to enable viewers of the website to submit their questions and comments related to programmatic assessment.
- The search was conducted only 10 out of the 36 (28%) schools/colleges had school/college-specific websites for assessment.
- Of those 10 websites, 7 had the most assessment information contained only 4-6 components.