



**DATE: Wednesday, June 1, 2011**

**SUBJECT: PERFORMANCE ASSESSMENT FOR SUCCESSFUL STUDENTS  
(PASS) POLICY**

**Introduction:**

The University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences is implementing a new system that intends to evaluate students' performance as they relate to academics and professionalism. This system will be used longitudinally across all semesters of the curriculum, both didactic and experiential, in order to track and provide feedback to the student with regard to her/his performance.

**Form:**

An assessment form has been drafted that has three sections (see attached form).

- The top section includes identifying information about the student, evaluator, date and if it is a scheduled or spontaneous report.
- The second section is a table in which to evaluate the student in five major behavioral areas: reliability and responsibility; self-improvement and adaptability; relationships with others; communication and academics.
- The bottom section includes room to provide specific feedback to the student. Here the evaluator should indicate evidence for the evaluation of the student in the table. In addition, the evaluator is prompted to indicate if he/she has had to redirect the student which resulted in an improvement in behavior.

**Utilization of the form:**

Assessments utilizing the PASS instrument will be performed on a formal (on a scheduled basis) and informal (spontaneous reporting) basis.

- *Formal reports:* Because this form is to be used as a longitudinal tracking tool, there will be instances when *all* students will be evaluated. The PASS form will be made available for all instructors and faculty members. Because the faculty members that direct the Comprehensive Patient Care (CPC) portion of the curriculum are most likely to assess a student's performance on these behaviors, it is suggested that they conduct these assessments in conjunction with the CPC course coordinator. These assessments will be accessible throughout the semester and kept in the Canvas Courses. It will also be provided to all students and preceptors for those in experiential rotations. Reports will be directed to the individual student and the Distance Degrees and Programs (DDP) office.
- *Informal reports:* It is recognized that any faculty member can encounter behaviors that may prompt her/him to want to provide feedback (either positive and negative) to the student and the DDP office. In these instances, the faculty member is encouraged to complete *one* PASS form *via E\*Value or email* by the end of the specific semester in which the incident occurred.

- Reporting by any faculty member needs to be completed within two weeks of the end of the specific semester.

**Evaluation system of completed forms:**

The envisioned system attempts to be constructive rather than punitive. The PASS form is not tied to any specific course grade, but the results are reported and compiled by the DDP office, who will then use them to help identify both struggling and commendable students. They may also be used by the DDP office to determine North American-Trained PharmD (NTPD) Program and International-Trained PharmD (ITPD) graduation awards. However, the NTPD or ITPD student actions described in PASS documents could rise to the level that results in notification of the Student Ethics and Conduct Committee. In addition, information in PASS documents for a student can be used as additional information by the Student Advancement and Appeals Committee.

*Expectations on the student:*

- A student will be informed by email or telephone conversation why their performance was recorded.
- If a form indicates that the faculty member feels the student performance was either “not a problem” or “exemplary” there is nothing that needs to be done.
- If the student receives a form indicating a performance that has “room for improvement”, that student should seek out a means by which to improve her/his performance. This should be done in collaboration with a course director, faculty advisor, or faculty member in collaboration with the Director.
- If the student is assessed to have a “definite problem” in a performance area, he/she will be contacted by the DDP office and the student will be expected to meet with the Director and develop and write a plan to improve her/his performance to a level that would be considered satisfactory. The written plan will be submitted by e-mail to the DDP office.
- If a student has a deficiency in a particular performance area across multiple semesters, a critical incident report will be generated by the DDP office. The Director will then meet with the student to determine progress (if any) by the student in the area of the deficiency. If further interventions are warranted, these will be handled through the DDP office, in conjunction with the Associate Dean of Clinical Affairs and/or the Assistant Dean for Student Services, as appropriate.