

Comparison and Evaluation of Student Self-Evaluation and Preceptor Grading Alignment on APPE Rotations

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Background

- A College of Pharmacy sought to evaluate Advanced Pharmacy Practice Experiences (APPEs) student self-awareness.
- One strategy to determine self-awareness was to examine alignment between student self-evaluations and preceptor final rotation evaluations
- Differences between students categorized as "at-risk" were compared to those categorized as "not at-risk"

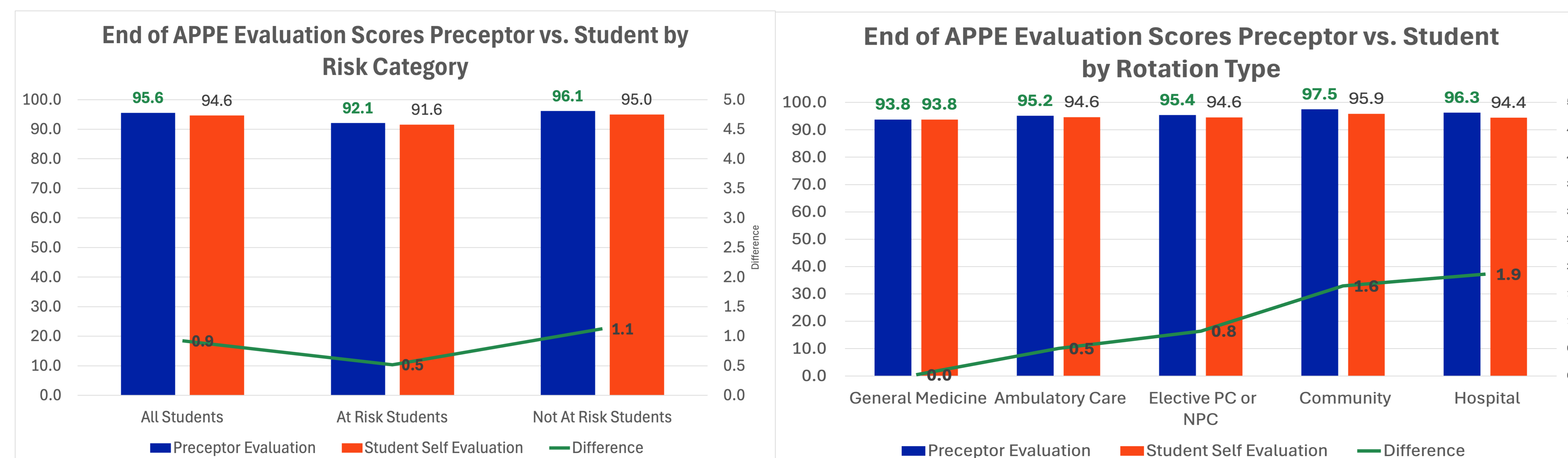
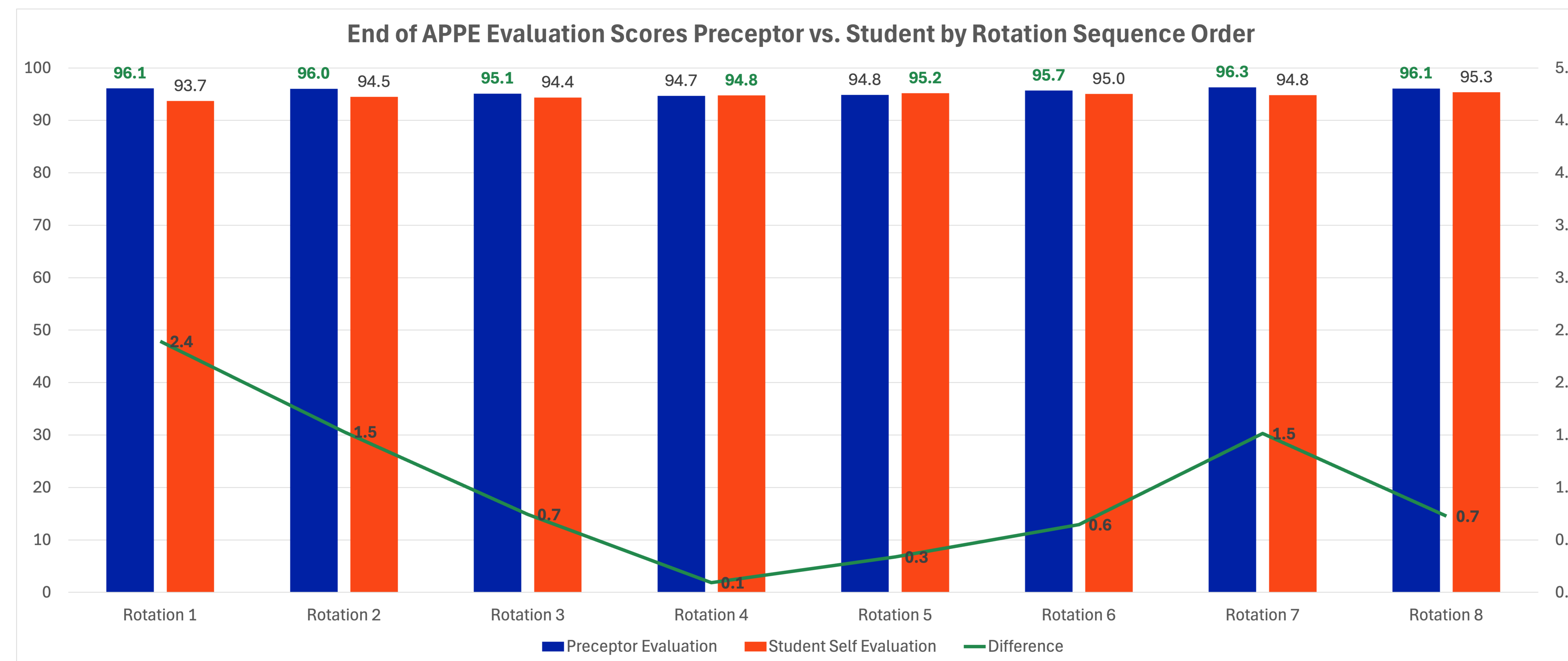
Objective

- Comparison and Evaluation of APPE self-evaluation and Preceptor evaluation alignment to assess student performance self-awareness, including those who may be categorized as "at-risk".

Methods

- Student end of rotation self-evaluation and preceptor final student evaluation for all APPEs during the 2022-2023 academic year were collected.
- The percentage difference in evaluation scores was used to assess alignment of evaluation outcomes.
- The two data sets were further evaluated to determine differences across time, by experience type, and between student cohorts.

Results



Results

- Evaluations of 237 students across 1665 APPEs completed during the 2022-2023 academic year were analyzed.
- Average end of rotation student self-evaluation and preceptor final evaluation scores were within 1% (94.7% vs 95.6%.)
- General medicine and ambulatory care experiences had the smallest score differences (0% and 0.5%) while hospital/health system and community experiences had the largest (1.9% and 1.7%).
- The difference between evaluation scores was slightly larger during the first experience time frame but was similar thereafter.
- The average score difference for those deemed at risk was 0.5% (91.6% vs 92.1%) while the average difference for those not at risk was 1.2% (95.0% vs 96.2%).

Conclusions

- Alignment between student and preceptor evaluation scores was close across experience type, time frame, and "at-risk" and not "at-risk" student status.
- Using score alignment as a marker for student APPE performance self-awareness, this data suggests students had a high level of performance self-awareness during the study period.
- A limitation of this study is the inclusion of preceptor evaluation data from students who did not participate in self-evaluations in the overall analysis.
- Future research is needed to assess the gap of incomplete self-evaluations.