

Consolidated Assessment Plan Grid AY2017-2018
Assessment Activities by ALL Committees for AY2017-2018

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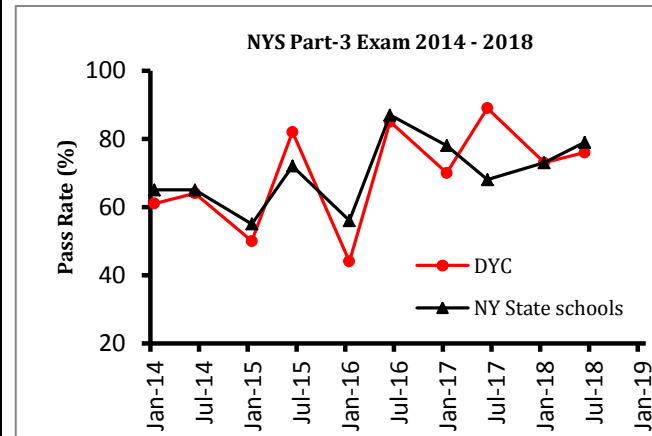
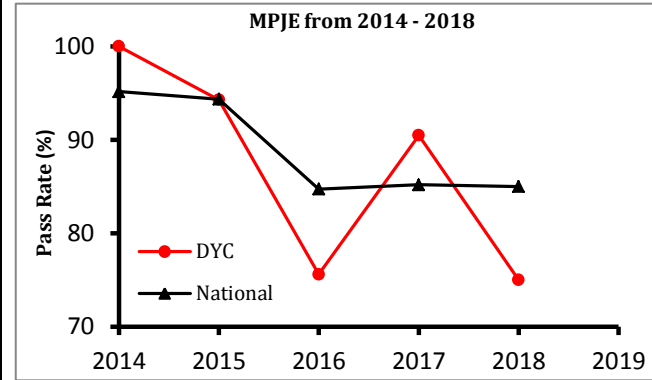
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grid.



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<p>Student Achievement</p> <p><i>How many of our students are capable of successfully completing the planned curriculum in the designated time frame?</i></p>	<p>Annual Academic Performance & Office of Student Affairs</p>	<p>16.3, 17 & 5.3, 6.2.4</p>	<p>Percentage of students completing the PharmD program in 4 academic years</p> <p>Progressing to next year in program</p> <p>Number of Student on Probation – Total</p> <p>Number of students remediating at least one course at the end of the academic year (total)</p>	<p>≥ 95% completion rate</p> <p>≥ 95% of student progressing to next year P1 and P2 (Class of 2020 and 2021)</p> <p>< 5% of students on probation at the end of academic year P1 and P2 (Class of 2020 and 2021)</p> <p>< 10% of students remediating 1 or more courses at the end of the academic year P1 and P2 (Class of 2020 and 2021)</p>	<p>88.2% (65/73) of the original 2018 class graduated on time (within 4 years) * 2 students repeated from the class of 2017 so a total of 67 grads</p> <p>94.4% (101/107) of students in the classes of 2020 and 2021 progressed to the next class at the end of the 2017/2018 year. P1= 40/46 progressed to P2 year P2= 61/61 progressed to P3 year</p> <p>18.6% (21/101) students in the classes of 2020 and 2021 were placed on probation at the end of the 2018/19 year. P1=6/40 students on probation P2=15/61 students on probation</p> <p>28 students (24.8%) in the classes of 2020 and 2021 remediating at least one course at the end of the 2018/19 year. P1=15/46: of these 8 remediating more than 1 class P2=13/6: of these 5 remediating more than 1 class</p>	<p>Sent to Executive Council.</p>
<p>Student Achievement</p> <p><i>How many of our students are high performing?</i></p>	<p>Annual Academic Performance & Office of Student Affairs</p>	<p>17.2 & 6.2.5</p>	<p>Percentage of students: - with program QPA ≥ 3.0 - on the Dean’s list (QPA ≥3.5)</p>	<p>≥75% of students with QPA of 3.0 or higher</p> <p>≥10% of students on Dean’s list</p>	<p>Goal not met. 53% of All students had a cumulative GPA ≥ 3.0) at the end of 2018</p> <p>Goal met. 11% of students met the requirements for the Dean’s list [cumulatively GPA ≥ 3.5]</p>	<p>Sent to Executive Council</p>
<p>Diversity of student enrollment</p> <p><i>How diverse are DYCSOP enrollees?</i></p>	<p>Annual Admissions Committee & Office of Student Affairs</p>	<p>16</p>	<p>At least 15% of enrollees will be non-Caucasian.</p> <p>At least 15% of enrollees will be international students</p>	<p>>15% of enrollees will be non-Caucasian in each class</p> <p>>5% of enrollees will be international students (identify number of Canadian enrollment)</p>	<p>Goal met. 26.7 % (12) are non-Caucasians</p> <p>Goal met. 13.3% (6) are international students (Canadian enrollment = 2) *Total enrolment for class of 2021 = 45</p>	<p>No action required.</p> <p><i>Will continue to monitor.</i></p>

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<p>Admission Criteria as a Predictor of Student Success</p> <p><i>How well do our admissions criteria predict academic performance?</i></p>	<p>Annual</p> <p>Office of Student Affairs/ Admissions Committee</p>	<p>16</p>	<p>Number of students that repeated pre-requisite courses to determine whether this was predictive of success during transition to the PharmD program</p>	<p>Students that repeated pre-requisite courses will have greater difficulty in P1 courses than fellow classmates.</p>	<p>Students in the P1 (2021) class who had repeated 1 or more pre-pharmacy pre-requisites courses appeared to have a higher probability of failing on or more classes in the P1 year.</p> <p><i>Of the fourteen students in the P1 (Class of 2021) year who remediated one or more classes, 9 (64.3%) had repeated one or more pre-pharmacy pre-requisites.</i></p>	<p>Sent to Executive council</p>												
<p>Graduate Employment</p> <p><i>How many of our students are continuing their pharmacy skills after graduation?</i></p>	<p>Annual</p> <p>Director of Assessment</p>	<p>15 & 3.1, 5.3, 2.4.5</p>	<p>Percentage of graduating students who have been accepted into residency or fellowship programs</p>	<p>100% of graduating students will have been offered or accepted a pharmacy job or residency</p>	<p>Students with job or residency offer at the time of graduation.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Assessment question</u></th> <th style="text-align: center;"><u># Class of 2018 (n = 67)</u></th> <th style="text-align: center;"><u>(%)</u></th> </tr> </thead> <tbody> <tr> <td>Students with job offer at graduation</td> <td style="text-align: center;">32</td> <td style="text-align: center;">48%</td> </tr> <tr> <td>Students with residency/ Fellowship offer at graduation</td> <td style="text-align: center;">12</td> <td style="text-align: center;">18%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">44</td> <td style="text-align: center;">66%</td> </tr> </tbody> </table>	<u>Assessment question</u>	<u># Class of 2018 (n = 67)</u>	<u>(%)</u>	Students with job offer at graduation	32	48%	Students with residency/ Fellowship offer at graduation	12	18%	Total	44	66%	<p>Sent to Executive council</p>
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<p>Scholarships</p> <p><i>Does DYCSOP have adequate scholarship funds</i></p>	<p>Annual</p> <p>Office of Student Affairs</p>	<p>23</p>	<p># of students who have received internal and/or external scholarship</p> <p>Amount of scholarship funds awarded annually</p>	<p># students annually receive an internal and/or external scholarship will be at or above previous years number of awards</p> <p>Amount of scholarship funds awarded will be at or above previous year's award Annual <i>(From the Office of Student Affairs)</i></p>	<p>Goal met for 2017/18 academic year.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Criteria</u></th> <th style="text-align: center;"><u>2016/17</u></th> <th style="text-align: center;"><u>2017/18</u></th> </tr> </thead> <tbody> <tr> <td><i># of students who received internal/ external scholarship</i></td> <td style="text-align: center;">76</td> <td style="text-align: center;">82</td> </tr> </tbody> </table> <p>Goal met for 2017/18 academic year.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Criteria</u></th> <th style="text-align: center;"><u>2016/17</u></th> <th style="text-align: center;"><u>2017/18</u></th> </tr> </thead> <tbody> <tr> <td><i>Total Scholarship Amounts</i></td> <td style="text-align: center;">\$153,000</td> <td style="text-align: center;">\$162,591</td> </tr> </tbody> </table>	<u>Criteria</u>	<u>2016/17</u>	<u>2017/18</u>	<i># of students who received internal/ external scholarship</i>	76	82	<u>Criteria</u>	<u>2016/17</u>	<u>2017/18</u>	<i>Total Scholarship Amounts</i>	\$153,000	\$162,591	<p>No action required.</p> <p><i>Will continue to monitor.</i></p>
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<p>Student Achievement</p> <p><i>Is our early assurance program providing us with students who are</i></p>	<p>Annual</p> <p>Office of Student Affairs</p>	<p>16</p>	<p>QPAs for early assurance students vs. students admitted through PharmCAS</p>	<p>Average QPA at the end of the P1 and P2 years for early assurance (EA) students will be equal to or higher than average QPA for students</p>	<p>Students enrolled via the early assurance program in both the P1 and P2 classes have scored at least as high a GPA on average as their counterparts enrolled through the typical (PharmCAS) process.</p>													

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<i>higher achievers?</i>				admitted through PharmCAS	P1 (2021) class <i>End of P1-Year</i> <table style="margin-left: 20px;"> <tr> <td style="text-align: center;"><u>EA Students (n=8)</u></td> <td style="text-align: center;"><u>Other Students</u></td> </tr> <tr> <td style="text-align: center;">3.0</td> <td style="text-align: center;">2.8</td> </tr> </table> P2 (2020) class <i>End of P1-Year</i> <table style="margin-left: 20px;"> <tr> <td style="text-align: center;"><u>EA Students (n=10)</u></td> <td style="text-align: center;"><u>Other Students</u></td> </tr> <tr> <td style="text-align: center;">3.27</td> <td style="text-align: center;">3.02</td> </tr> <tr> <td style="text-align: center;"><i>End of P2-Year</i></td> <td style="text-align: center;">3.19</td> </tr> </table>	<u>EA Students (n=8)</u>	<u>Other Students</u>	3.0	2.8	<u>EA Students (n=10)</u>	<u>Other Students</u>	3.27	3.02	<i>End of P2-Year</i>	3.19															
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Alumni Survey	Annual Director of Assessment	25.2 & 6.3	Ratios for each question on the alumni survey	Ratios for each item will be >3 or at/above the average national categorical rating goal	Responses to 5 questions on the alumni survey did not meet our goal ratio [(Strongly agree + Agree)/(Strongly disagree + Disagree) > 3]. <i>Note: Response rate was very low 7.1% (4/ 56). This was the second year that our alumni survey was administered. In 2015, we only had 3.5% (2/57) response rate.</i> <table style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">#</th> <th style="text-align: left;"><u>Question on survey</u></th> <th style="text-align: center;"><u>DYC</u></th> <th style="text-align: center;"><u>Nat.</u></th> </tr> </thead> <tbody> <tr> <td>13.</td> <td>The college/school communicates effectively with alumni about college/school activities</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">4.2</td> </tr> <tr> <td>38.</td> <td>Identify cultural disparities in healthcare</td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">4.2</td> </tr> <tr> <td>39.</td> <td>Recognize and address cultural disparities in access to and delivery of healthcare</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">9.1</td> </tr> <tr> <td>42.</td> <td>Accept responsibility for creating and achieving shared goals</td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">15.3</td> </tr> <tr> <td>45.</td> <td>If I were starting my education over today, I would choose pharmacy as a career</td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">3.1</td> </tr> </tbody> </table>	#	<u>Question on survey</u>	<u>DYC</u>	<u>Nat.</u>	13.	The college/school communicates effectively with alumni about college/school activities	1.0	4.2	38.	Identify cultural disparities in healthcare	3.0	4.2	39.	Recognize and address cultural disparities in access to and delivery of healthcare	1.0	9.1	42.	Accept responsibility for creating and achieving shared goals	3.0	15.3	45.	If I were starting my education over today, I would choose pharmacy as a career	3.0	3.1	Send to Executive Council
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Preceptor Survey	Every 2 Years Director of Assessment	25.2 & 6.3	Ratios for each question on the preceptor survey	Ratios for each item will be >3 or at/above the average national categorical rating goal	Responses to two (2) questions on the preceptor survey did not meet our goal ratio > 3. Ratio = [(Strongly agree + Agree)/(Strongly disagree + Disagree)] <table style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">#</th> <th style="text-align: left;"><u>Question on survey</u></th> <th style="text-align: center;"><u>DYC</u></th> <th style="text-align: center;"><u>Nat.</u></th> </tr> </thead> <tbody> <tr> <td>10.</td> <td>I receive the results from students' evaluations of my rotation</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">4.1</td> </tr> <tr> <td>13.</td> <td>I can identify cultural disparities in healthcare</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">6.3</td> </tr> </tbody> </table>	#	<u>Question on survey</u>	<u>DYC</u>	<u>Nat.</u>	10.	I receive the results from students' evaluations of my rotation	1.5	4.1	13.	I can identify cultural disparities in healthcare	2.5	6.3	Sent to Executive Council												
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<p>Internal Student survey</p>	<p>Annual Director of Assessment</p>	<p>25 & 6.3</p>	<p>Ratios for each question on the internal student survey</p>	<p>Ratios for each item will be >2 goal</p> <p>Ratio = [(Strongly agree + Agree) / (Strongly disagree + Disagree)]</p>	<p>Responses to 16 questions on the current student (P1-P3) survey did not meet our target goal [(Strongly agree + Agree) / (Strongly disagree + Disagree) > 2].</p> <p><u>Question on survey with ratios below 2</u></p> <p>Q6. During the current academic year, the following occurred often</p> <ul style="list-style-type: none"> 6. Contributed to class discussions (0.7) 8. Met with faculty or tutors if struggling with course material (0.8) 9. Received prompt feedback from faculty on your academic performance (1.6) 3. Worked on team-based active learning outside of class (1.9) <p>Q18. Indicate the degree to which you agree or disagree with each of the following statements:</p> <ul style="list-style-type: none"> 24. Housing met my needs (1.5) 21. Financial aid services met my needs (1.8) <p>Q20. Indicate the degree to which you agree or disagree with these statements:</p> <ul style="list-style-type: none"> 33. I have been actively involved in committees, discussions, and/or decision-making (1.5) 34. The School of Pharmacy's administration has effectively managed academic and or professional misconduct by students (1.5) 31. The School of Pharmacy's administration has responded to problems and issues of concern to the student body (1.8) <p>Q25. Indicate the degree to which you agree or disagree with these statements:</p> <ul style="list-style-type: none"> 47. Availability of common space for relaxation and/or socialization adequately meets my needs (1.4) 43. The compounding laboratories are conducive to learning (2.2) 46. I have sufficient access to a number of adequate study areas on campus (2.2) <p>Q36 - Please indicate how each resource below influenced your decision-making as part of your consideration for selecting D'Youville College's School of Pharmacy program.</p> <ul style="list-style-type: none"> 1. Open house or school fair (1.0) 2. Arranged a personal visit of the School (0.5) 3. Meeting with D'Youville College's representatives during the interview process (0.3) 4. D'Youville College's website (0.6) 5. PharmCAS (0.7) <p>Q66. Indicate the degree to which you agree or disagree with these</p>	<p>Sent to Executive Council</p>
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					statements: <i>c. I am satisfied with the Experiential Education Office's placement process as a whole for APPEs (1.0)</i> <i>a. In relation to the PharmAcademic platform, I found it user friendly (1.9)</i>																																								
Graduating Student Survey	Annual Director of Assessment	25.2 & 6.3	Ratios for each question on the graduating student survey	Ratios for each item will be >2 or at/above the average national categorical rating	Responses to all areas of the graduating student survey met our target $[(Strongly\ agree + Agree) / (Strongly\ disagree + Disagree) > 2]$ for this academic year	No action required. <i>Will continue to monitor.</i>																																							
Faculty Survey	Annual Director of Assessment	25.2 & 6.3	Ratios for each question on the faculty survey	Ratios for each item will be >3 or at/above the average national categorical rating	Responses to 12 questions on the faculty survey had did not meet our target $[(Strongly\ agree + Agree) / (Strongly\ disagree + Disagree) > 3]$ for this academic year. Of these responses one question (# 43) did have a higher score than the National average. <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Question on survey</u></th> <th style="text-align: center;"><u>DYC</u></th> <th style="text-align: center;"><u>Nat.</u></th> </tr> </thead> <tbody> <tr> <td>2. The college/school's administrators function as a unified team.</td> <td style="text-align: center;">2.7</td> <td style="text-align: center;">3.6</td> </tr> <tr> <td>4. The college/school's administrator(s) are responsive to my needs/problems.</td> <td style="text-align: center;">2.7</td> <td style="text-align: center;">3.2</td> </tr> <tr> <td>6. I am given the opportunity to provide evaluative feedback of the administrators.</td> <td style="text-align: center;">1.2</td> <td style="text-align: center;">2.1</td> </tr> <tr> <td>14. My performance assessment criteria are explicit and clear.</td> <td style="text-align: center;">2.3</td> <td style="text-align: center;">4.4</td> </tr> <tr> <td>15. My allocation of effort has been clearly stated.</td> <td style="text-align: center;">1.6</td> <td style="text-align: center;">3.9</td> </tr> <tr> <td>17. I receive formal feedback on my performance on a regular basis.</td> <td style="text-align: center;">1.3</td> <td style="text-align: center;">4.3</td> </tr> <tr> <td>18. The performance feedback I receive is constructive.</td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">5.4</td> </tr> <tr> <td>20. I receive guidance on career development.</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">2.3</td> </tr> <tr> <td>25. The school has a sufficient number of staff to effectively address programmatic needs.</td> <td style="text-align: center;">0.6</td> <td style="text-align: center;">1.7</td> </tr> <tr> <td>30. The college/school has a sufficient number of faculty.</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">1.8</td> </tr> <tr> <td>42. In my opinion, the proportion of my time spent on research needs change.</td> <td style="text-align: center;">1.3</td> <td style="text-align: center;">1.5</td> </tr> <tr> <td>43. In my opinion, the proportion of my time spent on service needs change.</td> <td style="text-align: center;">2.9</td> <td style="text-align: center;">2.8</td> </tr> </tbody> </table>	<u>Question on survey</u>	<u>DYC</u>	<u>Nat.</u>	2. The college/school's administrators function as a unified team.	2.7	3.6	4. The college/school's administrator(s) are responsive to my needs/problems.	2.7	3.2	6. I am given the opportunity to provide evaluative feedback of the administrators.	1.2	2.1	14. My performance assessment criteria are explicit and clear.	2.3	4.4	15. My allocation of effort has been clearly stated.	1.6	3.9	17. I receive formal feedback on my performance on a regular basis.	1.3	4.3	18. The performance feedback I receive is constructive.	3.0	5.4	20. I receive guidance on career development.	1.5	2.3	25. The school has a sufficient number of staff to effectively address programmatic needs.	0.6	1.7	30. The college/school has a sufficient number of faculty.	1.5	1.8	42. In my opinion, the proportion of my time spent on research needs change.	1.3	1.5	43. In my opinion, the proportion of my time spent on service needs change.	2.9	2.8	Sent to Executive Council
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Teaching Effectiveness <i>How effective are our faculty at teaching?</i>	Annual Department Chairs	10.1, 25.4 & 5.2	Aggregate data from student satisfaction surveys	Aggregate school of pharmacy student satisfaction survey results will be at or above the college aggregate for questions 6 -16	School of Pharmacy Faculty scored at or above the D'Youville average scores from student satisfaction surveys for courses taught during the 2017/2018 academic year. <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">#</th> <th style="text-align: left;"><u>Survey Question</u></th> <th style="text-align: left;"><u>SoP</u></th> <th style="text-align: left;"><u>DYC</u></th> </tr> </thead> <tbody> <tr><td>6.</td><td>Level of content</td><td>3.17</td><td>3.06</td></tr> <tr><td>7.</td><td>Organization</td><td>4.29</td><td>4.21</td></tr> <tr><td>8.</td><td>Class presentation</td><td>4.32</td><td>4.27</td></tr> <tr><td>9.</td><td>Achievement of objectives</td><td>4.37</td><td>4.3</td></tr> <tr><td>10.</td><td>Intellectual stimulation</td><td>4.37</td><td>4.28</td></tr> <tr><td>11.</td><td>Personal Characteristics</td><td>4.36</td><td>4.37</td></tr> <tr><td>12.</td><td>Clarity of evaluation</td><td>4.32</td><td>4.28</td></tr> <tr><td>13.</td><td>Relevancy of evaluation</td><td>4.48</td><td>4.45</td></tr> <tr><td>14.</td><td>Fairness</td><td>4.59</td><td>4.58</td></tr> <tr><td>15.</td><td>Availability</td><td>4.57</td><td>4.48</td></tr> <tr><td>16.</td><td>Teaching Ability</td><td>4.15</td><td>4.17</td></tr> </tbody> </table>	#	<u>Survey Question</u>	<u>SoP</u>	<u>DYC</u>	6.	Level of content	3.17	3.06	7.	Organization	4.29	4.21	8.	Class presentation	4.32	4.27	9.	Achievement of objectives	4.37	4.3	10.	Intellectual stimulation	4.37	4.28	11.	Personal Characteristics	4.36	4.37	12.	Clarity of evaluation	4.32	4.28	13.	Relevancy of evaluation	4.48	4.45	14.	Fairness	4.59	4.58	15.	Availability	4.57	4.48	16.	Teaching Ability	4.15	4.17	Goals met. No action required. <i>Will continue to monitor.</i>
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Assessment Committee Initiatives

QUESTION TO ASSESS <i>(Students, Alumni, Faculty, Preceptor, Administration)</i>	Assess cycle & Group(s) to Provide Data	ACPE Standard & Strategic Initiative	Outcome Measure	TARGET	OBSERVATION <i>(Pending data, Pending Review, Completed, Archive)</i>	ACTION															
Inter-professional Education <i>Are our graduates able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs?</i>	Annual IPEC representative Curriculum Committee	3, 11 & 3.1 , 4.1, 4.3	Students will have opportunities to interact, collaborate and learn from other health professions	100% of students have participated in IPE activities by the end of the P3 year Students will interact with members from other health care professions and met the key goals of the IPE activities (Ratio > 2) <i>Ratios = (Strongly agree + Agree)/ (Strongly disagree + Disagree)</i> There will be at least 2	100% of D'Youville SoP students participated in at least one IPE activity by the end of the P3 year. Results of student survey on IPE experience: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">#</th> <th style="text-align: left;"><u>QUESTION</u></th> <th style="text-align: left;"><u>RATIO</u></th> </tr> </thead> <tbody> <tr><td>1.</td><td>Individuals make every effort to understand the capabilities of other health care professions.</td><td>2.75</td></tr> <tr><td>2.</td><td>Individuals need to cooperate with other health care professionals.</td><td>15.37</td></tr> <tr><td>3.</td><td>Individuals are willing to share information with other health care professionals.</td><td>8.23</td></tr> <tr><td>4.</td><td>Individuals must depend upon the work of people in other health professions.</td><td>8.15</td></tr> </tbody> </table>	#	<u>QUESTION</u>	<u>RATIO</u>	1.	Individuals make every effort to understand the capabilities of other health care professions.	2.75	2.	Individuals need to cooperate with other health care professionals.	15.37	3.	Individuals are willing to share information with other health care professionals.	8.23	4.	Individuals must depend upon the work of people in other health professions.	8.15	Sent to Executive council This was our first year using this survey to assess students' perception and appreciation of the inter-professional experiences. The Curriculum and Experiential Committees will
#	<u>QUESTION</u>	<u>RATIO</u>																			
1.	Individuals make every effort to understand the capabilities of other health care professions.	2.75																			
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Assessment Activities by ALL Committees for AY2017-2018

				opportunities for students to become familiar with IPE in the didactic curriculum (i.e., P1-3)	All students were exposed to IPE opportunities in both the P2 and P3-year	develop target goals for meeting IPE requirements. We will continue to assess this.
<p>Assessment Portfolio</p> <p><i>Are our students successfully documenting evidence for education outcomes through their e-portfolios?</i></p>	<p>Annual Portfolio ad hoc committee</p>	<p>10, 24 & 1.1, 1.4</p>	<p>Successful completion of the e-portfolio course</p>	<p>100% of students will incorporate required material in an e-portfolio platform.</p>	<p>The Class of 2020 (P2 class) used a paper-based format to manually capture and assess co-curricular activities while the Class of 2021(P1) all used an electronic platform (PharmAcademic).</p>	<p>Sent to Executive Council</p> <p>We will access the success of this process next year with the expectation that all P1-P3 students will utilize the PharmAcademic platform for their e-portfolios and co-curricular assessment.</p>
<p>Research Collaborations</p> <p><i>Has DYCSOP developed any collaboration with community research and/or practice partners?</i></p>	<p>Annual Research Committee</p>	<p>9.3 & 2.1, 2.4, 3.1, 4.1</p>	<p>The SOP will have developed and maintained:</p> <p>Collaborative research and grant awards with community partners including universities and hospitals</p> <p>Interdisciplinary research and grant awards</p> <p>Service based research and grant awards</p>	<p># of research collaborations</p> <p># of grants awarded</p> <p># of grants resubmitted</p> <p>At least 2.5% growth rate every year</p>	<p>Non-DYC research collaborations: 11</p> <p>Awarded: 1(2 grants submitted)</p> <p>Did not distinguish between submitted and resubmitted, type of grant or type of research.</p> <p>Non-DYC research collaborations decreased from 12 to 11 (- 8.3%)</p> <p>Grants submitted decreased from 4 to 2 (- 50%)</p> <p>Grants awarded decreased from 2 to 1 (- 50%)</p>	<p>Sent to the Executive Council and Office of Research.</p> <p>Recommend developing strategies to improve collaborations and the success of grant submissions</p>

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Assessment Activities by ALL Committees for AY2017-2018

<p>Research Progress</p> <p><i>How are we advancing the pharmacy profession?</i></p>	<p>Annual Research Committee</p>	<p>18.1, 19.2 & 2.1, 2.3, 2.4, 3.1, 6.3</p>	<p>Research project, publications, posters, presentations for students and faculty</p>	<p><u>Faculty</u> # of research projects # of publications # of posters presented # of professional presentations</p> <p><u>Students (P1-P4)</u> # of research projects # of publications # of posters presented # Professional presentations</p> <p>At least 2.5% growth rate every year</p>	<p><u>Faculty:</u> - Research Projects: 30 - Paper Submissions (we did not track publications, so data is incomplete): 12 - Posters presented: 18 - 6 Professional presentations</p> <p><u>Students (P1-P4):</u> 37 Students involved in research projects 10 Students cited in research paper submissions 17 Poster presented by students 6 Student presentations</p> <p>- Research projects decreased from 50 last year to 30 this year (- 40%) - Publications submitted increased from 7 last year to 12 this year (+71.4%) - Posters presented decreased from 25 to 18 (- 28%) - Professional presentations decreased from 9 to 6 (- 33.3%) - Students involved in research increased from 35 to 37 (+ 5.7%) - Students associated with posters decreased from 20 to 17 (+ 15%) - Students associated with presentations increased from 2 to 6 (+ 400%)</p>	<p>Sent to Executive Council and the Office of Research.</p> <p>Will continue to monitor the scholarly work of faculty and students.</p>
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Consolidated Assessment Plan Grid AY2017-2018

Assessment Activities by ALL Committees for AY2017-2018

<p>Rotation Quality Assurance</p> <p><i>How well does the quality assurance process identify high-performing and poor-performing sites?</i></p>	<p>Annual EE Committee</p>	<p>13 & 1.1</p>	<p>Student's rotation assessment</p> <p>Proportion of site visits achieved</p> <p>Site visit data</p>	<p>≥30% of active sites will be visited annually (all active sites will be visited within a three-year cycle)</p> <p>≥80% of our sites visit scores (given by the EE office) will be satisfactory or better</p> <p>≥80% of our rotation assessment scores (given by the students) will be satisfactory or better</p>	<p>45 clinical practice sites visited out of 197 active sites (23%)</p> <p>All sites visited by the Office of Experiential Education met the requirement of satisfactory or better</p> <p>Students' evaluation (averages) by rotation type:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Clinical sites</u></th> <th style="text-align: right;"><u>Ave. Score (%)</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Community</td> <td style="text-align: right;">95.6</td> </tr> <tr> <td>Ambulatory</td> <td style="text-align: right;">93.4</td> </tr> <tr> <td>Institutional Clinical</td> <td style="text-align: right;">94</td> </tr> <tr> <td>Institutional Operations</td> <td style="text-align: right;">90.9</td> </tr> <tr> <td>Elective A</td> <td style="text-align: right;">94.5</td> </tr> <tr> <td>Elective B</td> <td style="text-align: right;">95.8</td> </tr> </tbody> </table>	<u>Clinical sites</u>	<u>Ave. Score (%)</u>	Advanced Community	95.6	Ambulatory	93.4	Institutional Clinical	94	Institutional Operations	90.9	Elective A	94.5	Elective B	95.8	<p>Sent to Office Of Experiential Education.</p> <p>There are plans to review their site visit schedule for next year to address any missed site visits from this year.</p> <p>Will assess again in next year's grid.</p>
<u>Clinical sites</u>	<u>Ave. Score (%)</u>																			
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<p>IPPE student performance</p> <p><i>How well are students meeting the learning objectives for IPPE and APPE?</i></p>	<p>Annual EE Committee</p>	<p>12, 13 & 1.1</p>	<p>Review of IPPE Evaluations</p>	<p>95% of students will meet the minimum standards of performance on IPPE and APPEs</p>	<p>179/180 (99.4%) students passed their IPPE rotations</p> <p>67/68 (98.5%) students passed their APPE rotations</p>	<p>No action required.</p> <p><i>Will continue to monitor.</i></p>														
<p>APPE student preparedness</p> <p><i>How well are students prepared for APPEs?</i></p>	<p>Annual EE Committee Curriculum Committee</p>	<p>10, 12, 13 & 24</p>	<p>AACP graduating student survey (P4)</p> <p>PCOA results</p> <p>P3 OSCE results</p>	<p>More than 75% of students will agree with each related response. Responses will also be at/above the average national categorical rating</p> <p>Each student who achieves a passing grade on the clinical practice portion of the PCOA will successfully pass each APPE without remediation and/or a revised</p>	<p>Goal achieved</p> <p>Goal achieved</p>	<p>No action required.</p> <p><i>Will continue to monitor.</i></p>														

Consolidated Assessment Plan Grid AY2017-2018
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				educational plan Each student who achieves a passing grade on the P3 OSCE will successfully pass each APPE without remediation and/or a revised educational plan	Goal achieved	
IPE Integration into IPPE/APPE <i>Are students exposed to inter-professional educational (IPE) activities during IPPEs and APPEs?</i>	Annual EE Committee	11	Pharm Academic data	100% of students will participate in IPE activities on IPPEs and APPEs, mapped via PharmAcademic	Completed for APPEs	Sent to Executive Council The Office of Experiential Education has developed tools for assessing inter-professional experiences during IPPEs. <i>Will monitor in the 2018/19 assessment grid</i>
Experiential work processes <i>Are work processes efficient and timely with respect to IPPE and APPE placements?</i>	Assess 2017-2018 Cycle Every 3 years Director of Assessment	13	Annual internal student survey (P1-P3s) AACP graduating student survey (P4s) AACP preceptor survey (faculty and non-faculty preceptors)	≥75% of individuals will agree that the work processes are efficient and timely ≥75% of individuals will agree with statements made for related items on the graduating and preceptor survey. Our response will also be at/above the average national categorical rating	P1-P3 students met targeted satisfaction scores for placements into IPPE rotations. P4 students did not express this target satisfaction rate. <u>Satisfaction with the IPPE and APPE placement process</u> P1-P3 Students 85% P4 Students 47% Faculty and Non-Faculty Surveys did not generate responses to this question	No action required. <i>Will continue to monitor.</i>

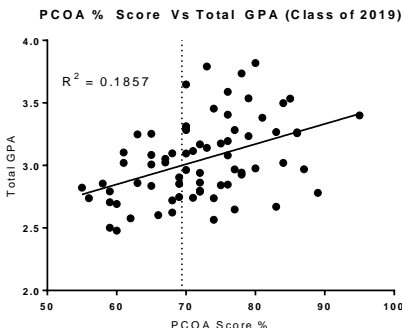
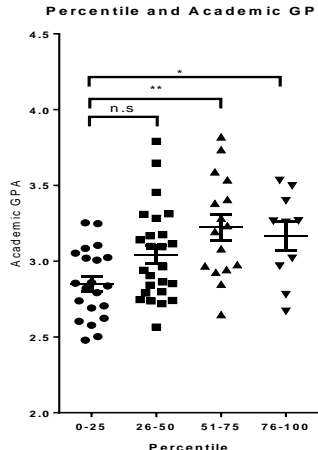
Consolidated Assessment Plan Grid AY2017-2018

Assessment Activities by ALL Committees for AY2017-2018

<p>Curricular Assessment</p> <p><i>Does the current curriculum demonstrate improvements in course integration, development, organization and delivery?</i></p>	<p>Annual Curriculum Committee</p>	<p>10,12 & 1.1</p>	<p>Course review forms</p>	<p>25% of courses were completed using the course review sheet</p> <p>100% of courses will incorporate structured curriculum assessment recommendations by the curriculum committee</p>	<p>This was not completed this year.</p>	<p>Send to Executive Council</p> <p>Curriculum Committee is currently reviewing the course review process and will implement it next year.</p> <p><i>Will monitor in the 2018/19 assessment grid.</i></p>
<p>Pharmacy Patient Care Model</p> <p><i>Is the Pharmacy Patient Care Rubric used across multiple courses?</i></p>	<p>Once Curriculum Committee</p>	<p>10,12 & 1.1</p>	<p>Curriculum Committee</p>	<p>The Pharmacy Patient Care Rubric will be used across all appropriate courses in the spring semester of 2018</p>	<p>The PPCP rubric was used in 3/5 (60%) of all possible courses in spring 2018</p> <p><i>(Used in: Self- Care, PT3, PT4)</i></p>	<p>Send to executive Council</p> <p>Recommend that all pharmacotherapeutic and self-care course coordinators use of PPCP rubrics for grading care plans.</p> <p><i>Will monitor in the 2018/19 assessment grid</i></p>
<p>Drug Knowledge Assessment</p> <p><i>Do our students have strong knowledge of the top 200 drugs?</i></p>	<p>Annual Professional Development</p>		<p>Top 200 Drugs Test within the Professional Development Course as part of the P3 year</p>	<p>95% of students will achieve a passing grade during their 1st attempt</p> <p>98% of students will achieve a passing grade by their 2nd attempt</p> <p>100% of students will</p>	<p><u>1st Attempt:</u> 72 students attempted the exam and 58 students passed 58/72 = 80.6%</p> <p><u>2nd Attempt:</u> 14 students attempted the exam and 13 passed 92.8% 71/72 = 98.6 % (cumulative)</p> <p><u>3rd Attempt:</u> 1 student attempted and passed the exam. (100%)</p>	<p>Send to Executive Council</p> <p><i>Will monitor in the 2018/19 assessment grid</i></p>

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				achieve a passing grade by their 3 rd attempt	72/72 = 100% (cumulative)	
PCOA <i>Does the PCOA correlate with academic performance?</i>	Annual	1, 24	Correlation of PCOA score with academic GPA	$r^2 \geq 0.80$	 <p>$r^2 = 0.1857$ *a trend does seem to be present</p>  <p>Students in the lower percentile PCOA scores had significant different (lower) GPAs than those in the higher PCOA percentiles</p>	<p>We will continue to assess this and develop a method of assessing PCOA with respect to ExamSoft data on the next grid</p> <p>The assessment of PCOA data will be redesigned after a determination of how we need to use the PCOA.</p>
Co-curriculum <i>Does the school of pharmacy have a process to capture co-curricular</i>	Once	12.3	Process report	The school of pharmacy will have a process to capture and assess co-curricular activities for the class of 2020	We collect Co-curricular data via Pharm Academic based e-portfolio (P1-P2) and on paper sign-off forms (P3)	<p>No action required.</p> <p>We will continue to review and assess data obtained from PharmAcademic.</p>

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<i>activities?</i>						
<p>Graduating student mission fulfillment</p> <p><i>Do P4 students continue in leadership positions and participate in service events?</i></p>	Annual	6 & 6.3	Supplemental question on the graduating student survey	<p>20% of P4 students will hold leadership positions</p> <p>75% of P4 students will participate in at least one service activity above what is required in the curriculum</p>	<p>46.15% (12 out of 26) of the respondents held leadership positions and/or served in other ways in pharmacy-related organizations/fraternities.</p> <p>45.83% (11 out of 24) of the respondents participated in at least one service activity (with a mean of 1.75) not including hours required for experiential education.</p>	Sent to Executive Council

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Educational Outcomes Assessment						
QUESTION TO ASSESS <i>(Students, Alumni, Faculty, Preceptor, Administration)</i>	Assess cycle & Group(s) to Provide Data	ACPE Standard & Strategic Initiative	Outcome Measure	TARGET	OBSERVATION (Pending data, Pending Review, Completed, Archive)	ACTION
Student Learning Outcomes						
Personal Management and Leadership <i>To what extent have our students learned to be productive members of their profession who contribute to the improvement of the health of their patients and communities?</i>	Every three years	10, 15	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: - Time management Work teams	>75% on each outcome measure for P4 year	Class of 2018: 94.5% <i>Source: APPE rubric scores</i>	No action required
Systems Management <i>To what extent have our students learned to create and manage medication systems that provide the best possible outcomes for their patients?</i>	Every three years	10, 15	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: - Time management Work teams	>75% on each outcome measure for P4 year	Class of 2018: 85.8% <i>Source: APPE rubric scores</i>	No Action required
Service and Social Responsibility <i>To what extent do our students understand that</i>	Every three years	10, 15	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas:	>75% on each outcome measure for P4 year	Class of 2018: 75% <i>Source: APPE rubric scores</i>	No action required, but will continue monitoring for trend

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<i>service to patients and communities differentiates a profession from an occupation?</i>			-Time management Work teams			
Lifelong Learning <i>To what extent have our students learned to identify learning needs and resources to adapt to changes in health care and the profession?</i>	Every three years	10, 15	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: -Time management Work teams	>75% on each outcome measure for P4 year	Class of 2018: 90.0% <i>Source: APPE rubric scores</i>	No action required
Educational Outcomes and Competencies v2 (Aligned with CAPE 2103)						
1.1 Learner	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 80.3% P1: 77.3% P2: 77.3% P3: 83.6%	No action required
2.1 Caregiver	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 80.4% P1: 83.3% P2: 78.8% P3: 80.2%	No action required
2.2 Manager	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 81.7% P1: 86.3% P2: 77.9% P3: 88%	No action required
2.3 Promoter	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 79.2% P1: 81.1% P2: 85.8% P3: 75.3%	No action required
2.4 Provider	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 76% P1: 85.4% P2: 75% P3: 76%	No actions required but continue monitoring for trend.
3.1 Problem Solver	Annual	24 & 6.1	Average score from Examsoft across all classes during the	>75% average for P1, P2 and P3 classes	All students: 77.5% P1: 78.8% P2: 76.3%	No action required

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			academic year.		P3: 78.9%	
3.2 Educator	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 91.1% P1: 87.4% P2: 81.4% P3: 94.1%	No action required
3.3 Patient Advocacy	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 83.6% P1: 85.0% P2: 79.5% P3: 89.1%	No action required
3.4 Collaborator	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 82.8% P1: 81.5% P2: 82.5% P3: 87.9%	No action required
3.5 Includer	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 82.3% P1: 76.7% P2: 84.3% P3: 83.3%	No action required
3.6 Communicator	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 81.9% P1: 83.1% P2: 78.7% P3: 85.2%	No action required
4.1 Self-aware	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 102.6% P1: 113.3% P2: 106.2% P3: 95.5%	No action required
4.2 Leader	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 78.5% P1: None P2: 78.4% P3: 100%	No action required for now but continue to monitor for any trends
4.3 Innovator	Annual	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	All students: 77.3% P1: None P2: 77.4% P3: None	No action required but continue to monitor for trends
4.4 Professional	Annual Director of Assessment	24 & 6.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes ≥65% of students will	All students: 80.4% P1: 87.4% P2: 78.5% P3: 90.5% 100% of students are members of APhA and several	Sent to Executive Council Code of conduct violations were higher this year than in previous years. The school initiated a more

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				<p>be members of more than one pharmacy organization</p> <p>≥90% of students will participate in volunteer activities (not associated with experiential education requirements)</p> <p>Zero violations of the professional code of conduct (didactic) will be reported</p> <p>Less than 5% of rotations will receive a critical incidence (experiential) reports from EEO</p> <p>≥ 30% of graduating students have attended at least one professional meeting</p>	<p>belong to multiple organizations</p> <p>This is required as part of the e-portfolio and co-curricular activities</p> <p>There were 10 professional code of conduct violations reported to the integrity committee</p> <p style="padding-left: 40px;"><i>2 - Academic misconduct (cheating)</i> <i>8 - Miscellaneous infractions</i></p> <p>Overall critical incidence reports: 4.6%:</p> <p style="padding-left: 40px;"><i>APPE: 8.6% (35/408)</i> <i>IPPE: 0.93% (4/432)</i></p> <p>100 % of all students (P1-4) are required to attend at least 1 professional meeting as part of their co-curricular requirement and cannot progress without meeting that requirement</p>	<p>robust student orientation process at the beginning of the Fall Semester to include P1-P3 classes, going over the professional standards and code of conduct of the institution as covered in the student’s handbook.</p> <p>Will continue to assess annually.</p>
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Appendix 1B Assessment

Biomedical Sciences	Annual		Average score from Examsoft across all classes during the academic year.	<p>>75% average for P1, P2 and P3 classes</p> <p>The average exam score of each P3 student will be similar to the PCOA category score</p>	<p>All students: 78.2% P1: 82.2% P2: 75.9% P3: 78.9 %</p> <p>The average scores in biomedical sciences throughout the curriculum was not statistically similar to PCOA scores in the same category. (P = 0.000)</p> <p><i>The average PCOA percentile (73%) versus average ExamSoft grades (74%)</i></p>	No action required
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Pharmaceutical Sciences	Annual		Average score from Examsoft across all classes during the academic year.	<p>>75% average for P1, P2 and P3 classes</p> <p>The average exam score of each P3 student will be correlate to the PCOA category score</p>	<p>All students: 81.6% P1: 78.4% P2: 78.4% P3: 84.9%</p> <p>The average scores in Biomedical Sciences throughout the curriculum was not statistically similar to PCOA scores in the same category (p = 0.000)</p> <p><i>The average PCOA percentile (71%) versus average ExamSoft grades (80.2%)</i></p>	No action required
Social/ Administrative/ Behavioral Sciences	Annual		Average score from Examsoft across all classes during the academic year.	<p>>75% average for P1, P2 and P3 classes</p> <p>The average exam score of each P3 student will be similar to the PCOA category score</p>	<p>All students: 83.1% P1: 86.7% P2: 79% P3: 95%</p> <p>The average scores in Social Administrative and Behavioral Sciences throughout the curriculum was not statistically similar to PCOA scores in the same category (p = 0.000)</p> <p><i>The average PCOA percentile (72%) versus average ExamSoft grades (94.3%)</i></p>	No action required
Clinical Sciences	Annual		Average score from Examsoft across all classes during the academic year.	<p>>75% average for P1, P2 and P3 classes</p> <p>The average exam score of each P3 student will be similar to the PCOA category score</p>	<p>All students: 79.1% P1: 84.1% P2: 72.8% P3: 81%</p> <p>The average scores in Clinical Sciences throughout the curriculum was not statistically similar to PCOA scores in the same category (p = 0.000)</p> <p><i>The average PCOA percentile (72%) versus average ExamSoft grades (79.4%)</i></p>	Sent to Executive Council

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Appendices

Appendix 1: Strategic Initiatives

DYCSOP Strategic Plan – Strategic Initiative 1: Continuously Improve Faculty Teaching and Student Learning.

- Goal 1.** The DYCSOP will offer and enroll 6-8 students into the Bachelors of Science in Pharmaceutical Sciences for the fall of 2018.
- a. After completing an iterative process by addressing a variety of concerns raised by the New York State Education Department (NYSED) after its review of the School's proposed Bachelors of Science in Pharmaceutical Sciences on October 2nd, 2017 the agency approved and registered the new program.
 - b. Upon authorization of the new program the School began working with the Director of Undergraduate Admissions, and the Vice-President for Enrollment Management and Student Life to develop, coordinate, and implement a recruitment strategy for the new major.
 - c. As of December 4th, 2017 forty-two applicants have applied to this degree program and twenty-six have been admitted.
- Goal 2.** The DYCSOP will develop and implement the Pharmacist Patient Care Process Model articulated by the Joint Commission of Pharmacy Practitioners in all Advanced Pharmacy Practice Experiences (APPE) and Pharmacotherapeutics courses by the fall of 2018. Students' knowledge of the PPCP model will be assessed via the graduating student survey and student e-portfolio.
- a. During the 2016-2017 academic year the School of Pharmacy implemented changes to its documentation process for patient pharmaceutical care. The School restructured its care plan documentation forms to align with the Pharmacist Patient Care Process Model. This new document has been used by students in didactic courses, laboratory/simulation courses, and pharmacy practice experiences.
 - b. Prior to the commencement of the 2017-2018 academic year, feedback was collected from students to improve the functioning of the Pharmacist Patient Care Process Model care plan form. Quality improvements were made and are currently being beta-tested in preparation for full implementation next year.
 - c. The School has recently begun efforts to restructure its pharmacotherapeutics class sessions to match the format of the Pharmacist Patient Care Model. Numerous courses already contain assignments that utilize the Pharmacist Patient Care Model; so faculty have begun organizing the presentation of their instructional materials to follow the sequence of that model. Faculty members across the curriculum are working on the best way to standardize this effort with the intent of enhancing student understanding of the pharmacist's approach to medication therapy.
- Goal 3.** The DYCSOP will obtain all necessary funding to create a mock-pharmacy by the fall of 2018 as a vehicle to circularize the Pharmacist Patient Care Process and facilitate interprofessional education.
- a. The School of Pharmacy was allocated \$50K by D'Youville College towards the construction of a mock pharmacy (fiscal year beginning June 1, 2017).
 - b. The School of Pharmacy in collaboration with the Office of Institutional Advancement applied to and was awarded \$20K from the J. Warren Perry and Charles Donald Perry Memorial Fund in support of the construction of a mock pharmacy.

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- c. The School of Pharmacy in collaboration with the Office of Institutional Advancement is finalizing a grant to be submitted to the New York State Health Foundation seeking additional support for the construction of a mock pharmacy.

Goal 4. The DYCSOP will expand its experiential education by affiliating with a community partner to develop, implement, and train its students in a Center for Medication Therapy Management.

- a. The School of Pharmacy has completed a draft Memorandum of Understanding with Independent Health (IHA) to establish a Center for Excellence in Medication Therapy Management. Adapting a layered learning model, this agreement will establish a longitudinal P3 Introductory Pharmacy Practice Experience (IPPE) experience at the School of Pharmacy in conjunction with an on-site P4 clinical APPE at Independent Health. The draft agreement is currently being reviewed for final edits with completion anticipated prior to the year's end and the establishment of the center by May 2018.

Goal 5. The DYCSOP will continue to seek at least two more collaborative agreements with regional, national and international institutions to offer combined degree programs and experiential experiences.

- a. The School of Pharmacy is waiting final approval from Niagara University on a combined B.S. in Chemistry or Biology / Pharm.D 3+4 articulation agreement.
- b. The School of Pharmacy is waiting final approval from Monroe Community College on a combined A.S. Liberal Arts and Sciences / Pharm.D 2+4 articulation agreement.
- c. The School of Pharmacy and the Department of Health Services Administration have developed a draft articulation agreement for a combined M.S. HSA / Pharm.D.
- d. The School of Pharmacy has sent draft articulation agreements to both Gannon University and Edinboro University for the establishment of B.S. / Pharm.D 3+4 articulation agreements.

DYCSOP Strategic Plan – Strategic Initiative 2: Plan, Assess and Improve.

Goal 6. Beginning with the Class of 2021 and each subsequent year the DYCSOP will develop and implement an e-portfolio system to track learning outcomes within its curriculum and co-curriculum.

- a. The School of Pharmacy has created and fully implemented a student e-portfolio using PharmAcademic as its platform.

Goal 7. The DYCSOP will develop a plan (based upon an administered survey) to ensure that its students possess the requisite knowledge and skills, and personal attributes to be marketable in the workplace.

- a. The School of Pharmacy is currently developing this survey and will administer it to its preceptors in the beginning of the 2018 spring semester. This survey will also incorporate the aims of Goal 9 shown below.

College Assembly Strategic Initiative 2: Advance the development of our people and the profession by offering comprehensive student advisement, mentoring and licensure review, boutique training of pharmacists and technicians, and establishing a legislative advocacy forum.

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DYCSOP Strategic Plan – Strategic Initiative 3: Advance the Profession.

- Goal 8.** The DYCSOP will work with the professional community to advance the practice of pharmacy within the state and nationally by the creation of an Advocacy Committee (approved by full faculty fall 2018) and the establishment of a legislative forum.
- a.** The School of Pharmacy has proposed expanding the charge of its Faculty Development Committee to include advocacy for the profession. The new committee (Professional Advocacy and Development) will be responsible for designing programs intended to improve faculty teaching and learning, and to lead the School's efforts to promote and advance the practice of pharmacy.
 - b.** On March 14th, 2018 the School will host Dr. Heidi Ann Ecker, Senior Director Government Affairs and Grassroots Program, from the National Association of Chain Drug Stores. Dr. Ecker will conduct a workshop on the proper etiquette and strategies for effective grassroots advocacy. This session was purposely scheduled immediately prior to Pharmacy Lobby Day in Albany (April 17th, 2018); where pharmacy students, faculty and administrators from each school of pharmacy within New York State travel to the state's capital to meet with legislators from both houses to promote and advance issues relevant to the practice of pharmacy and patient care.
- Goal 9.** The DYCSOP will survey local practitioners to determine best practices and compare to national norms.
- Goal 10.** The DYCSOP will implement a comprehensive enrollment and marketing strategy in conjunction with the Office of Student Life to increase student enrollment by at least 25% over 2017.
- a.** In conjunction with the Offices of Undergraduate Admissions, and the Vice-President of Enrollment Management and Student Life the School developed and administered a survey to all 2016-2017 PharmCAS applicants who either accepted or declined admission to the School of Pharmacy. The survey queried applicants for their most prominent factors for choosing a school of pharmacy and the reasons for them attending or not attending D'Youville.
 - b.** In two subsequent meetings the survey data was analyzed and strategies were developed for the adoption of Recruiter, recruitment strategies for high school and transfer students, a mailing campaign targeting recent PCAT takers and new PharmCAS applicants, and a proposal to restructure scholarships for Early Assurance students and applicants offered admission into the School of Pharmacy.
 - c.** Due to the size and the quality of the application pool the School of Pharmacy was able to start processing and interviewing applicants one month earlier as compared to last year. To date the School has received 98 applications, interviewed 46 applicants, accepted 44 applicants (9 applicants declined admission), received 21 deposits (with 12 pending), and had 2 applicants withdraw after depositing.

DYCSOP Strategic Plan – Strategic Initiative 4: Develop Our People.

- Goal 11.** The DYCSOP will seek accreditation to offer continuing education (CE) with Accreditation Council for Pharmacy Education (ACPE) approval by June 2018.
- a.** The School of Pharmacy in consultation with the Office of Institutional Advancement has begun to draft its application seeking ACPE accreditation as a continuing education provider. The application filing date is February 1, 2018.
- Goal 12.** The DYCSOP will offer “flipped-CE” to area pharmacist and preceptors. The DYCSOP will offer at least two onsite certifications in a variety of areas such as Medication Therapy Management.

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- a. On September 25-26th, 2017 the School of Pharmacy offered certification in Medication Therapy Management to twenty-two pharmacists from a variety of Catholic Health hospitals such as St. Joseph's, South Buffalo Mercy, and Sisters of Charity. The training was conducted at Sisters of Charity Hospital at the St. Joseph's campus.
- b. On November 19th, 2017 the School of Pharmacy offered certification in Immunization to seven pharmacists from a variety of community sites such as Larwood and Pine Pharmacies, and Sisters of Charity Outpatient Pharmacy Clinic. The training was conducted at Larwood Pharmacy.

Goal 13. The DYCSOP will offer pharmacy technician certification to at least two cohorts (fall and spring) from local hospital and community pharmacies, and entering pre-pharmacy students.

- a. Adapting the curriculum established by Pharmacy Training Inc. the School trained its first cohort of six students from August 17th to October 12th, 2017. To date, the School has been able to confirm that three participants have been employed as pharmacy technicians. The next cohort will run from February 27th to April 26th, 2018.

Goal 14. The DYCSOP will ensure that faculty advisors, through yearly training, are prepared to assist students in retention services and making wise career choices through the implementation of the MENTOR and GAP advisement initiatives.

- a. The School of Pharmacy has fully implemented its MENTOR and GAP advisement initiatives. Additionally, the School's faculty have been trained on their responsibilities as academic advisers within these programs.

College Assembly Strategic Initiative 3: Improve the health of our community by seeking and participating in interprofessional and interdisciplinary collaborations that advance health outcomes, and global service experiences that contribute to the improvement of pharmacy education and quality of life.

DYCSOP Strategic Plan – Strategic Initiative 5: Improve the Health of Our Community.

Goal 15. The DYCSOP will produce graduates who are ready to make a positive impact on their profession and communities. Each professional class, in aggregate, will average 500 hours of service activities and/or professional involvement.

- a. The Dean's Student Advisory Board, which has representation from each of the School's student organizations, meets monthly to discuss their professional and service activities and how the Office of the Dean may support their efforts. Each student organization documents their professional and service hours and supplies the Dean's Office with an annual report. This report will be shared with the Vice-President of Academic Affairs at the completion of the 2017-2018 academic year.

Goal 16. The DYCSOP will seek and participate in at least two regional, national and international collaborations that contribute to the improvement of pharmacy education, research, practice and the quality of life. Areas of focus will be expanded participation in interprofessional and interdisciplinary global service experiences such as Guatemala, Haiti and Turks and Caicos.

- a. In the spring of 2018 the School will offer a Turks and Caicos Islands (TCI) Field Research, Laboratory Identification and Discovery Advanced Pharmacy Practice Experience (APPE). This is a faculty-led APPE expedition where students will participate in field research on Middle Caicos to

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- identify medicinal plants in the wild; retrieve samples for extraction of potential active ingredients; understand traditional methods of plant preparation for medicinal use, indications for use, and side effects; and participate in the basic laboratory practices in the identification of potentially active compounds.
- b.** The School of Pharmacy is partnering with the Gaelic League of Amherst to send one to two P4 students (elective APPE) to the University College Cork School of Pharmacy in Ireland in the spring of 2018. The League will pay for the cost of travel and housing incurred by the participating students.
 - c.** In the fall of 2018 the School will offer an APPE in Guatemala that will combine a medical mission experience through Timmy Global and immersion into learning and using medical Spanish. The first two weeks of the rotation will entail studying medical Spanish at the Pop Wuj School in Xela Guatemala, followed by a one week Timmy Global medical mission in the towns surrounding Xela, and finally three additional weeks at the Pop Wuj School where the days will be split between studying Spanish and working in a local pharmacy/clinical setting.

DYCSOP Strategic Plan – Strategic Initiative 6: Develop a Scholarship Agenda.

Goal 17. The DYCSOP will develop and seek approval for a Masters in Clinical Research and/or offer one to two concentrations or certificates by the fall 2018.

- a.** The leadership of the School of Pharmacy has established the minimum requirements for an academic concentration and/or certificate, and based upon predicted employment trends and the future practice of pharmacy has made recommendations to its faculty for development.
- b.** Concentrations in Integrative Medicine, Pharmacy Manager and Entrepreneurship, and Pharmacogenomics and Personalized Medicine have been proposed and will seek initial approval from the School's Curriculum Committee (2018 spring semester).

Goal 18. The DYCSOP will build an effective research culture, partnering with collaborators regionally and nationally to improve the basic understanding of disease etiology, therapeutic treatment and health outcomes. Areas of focus will be on natural product analyses, oncology and bone repair. At least two collaborators.

- a.** The following are institutional research collaborations established since the beginning of the fall 2017 semester:
 - 1.** The School of Pharmacy and XXII Century Group and Botanical Genetics have finalized a draft agreement to analyze genetically modified tobacco and medical marijuana for uses in smoking cessation, nausea, seizure disorders, chronic pain, and a variety of other medical conditions.
 - 2.** Dr. Joseph Dunn and CH3 Biosystems to identify novel inhibitors of protein methyl transferase as modulators of gene expression for the treatment of cancer.
- b.** The following are academic research collaborations established since the beginning of the fall 2017 semester:
 - 3.** Dr. Joseph Dunn and Dr. Thomas Kalman, Professor Emeritus of Medicinal Chemistry, University at Buffalo to explore the activity of novel glutamine analogs as inhibitors of DNA synthesis in malignant tumor cells.

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4. Dr. Yasser Heakal and Drs. Terry Connell and Patricia Masso-Welch, University at Buffalo School of Medicine to investigate specific induction of lethal autophagy in triple-negative breast cancer cells.
5. Dr. Jason Sprowl and Dr. Joseph Kitzmiller, Associate Director of Ohio State Medical College Center for Pharmacogenomics to elucidate the effect of nilotinib on systemic levels of statins.
6. Dr. Amany Hassan and Drs. Ashley Woodruff and Margaret Wovkulich, School of Pharmacy and Pharmaceutical Sciences, University at Buffalo, to investigate bleeding associated with elevated prothrombin time in hospitalized patients receiving rivaroxaban.
7. Dr. Aubrey Gawron and Dr. Kimberly Zammit, Kaleida Health-Buffalo General Medical Center, to evaluate computerized insulin dosing tool specific for treatment of patients with diabetic ketoacidosis.
8. Dr. Teresa Donegan and the Women's leadership Institute with the Western New York Consortium for Higher Education to assess the program effectiveness of the Women's leadership Institute.

Goal 19. The DYCSOP will increase the recognition of School-based research locally and nationally via two conference presentations in translational education.

- a. In December of 2016 the School of Pharmacy completed and approved a research operational and strategic plan. The research mission states, "D'Youville College School of Pharmacy's research objective is to conduct and disseminate innovative research in **translational education** by integrating clinical practice, educational strategies, and laboratory science.
- b. During the spring of 2017 the School determined its research strategic priorities for the 2017-2018 academic year in support of and advancing its research mission.
- c. In the fall of 2017 the School created an Office of Research, Technology and Resource Management (ORTRM). The purpose of this Office is to provide structural and operational support to faculty, staff, and students as it relates to fulfillment of the School's Research Operational & Strategic Plan.
- d. To highlight the research activities of its faculty and encourage external collaborations the ORTRM is coordinating the creation of a School-based research web-page. Additionally, the Office has updated the research profiles of the School's faculty which are listed in the College's faculty directory.
- e. The ORTRM has standardized the process for faculty seeking internal support for their research endeavors. This process is linked to the School's Research Operational and Strategic Plan's mission (translational research) and the designated priorities for the 2017-2018 academic year.

Appendix 2: Educational Outcomes & Competencies v2

Domain 1 – Foundational Knowledge

1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., *pharmaceutical, social/behavioral/administrative, and clinical sciences*) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and *patient centered care*.

1.1.1. Comprehend concepts of biomedical and pharmaceutical sciences.

1.1.2. Explain the application of the scientific method in drug discovery, research and practice.

1.1.3. Utilize concepts of biomedical and pharmaceutical sciences to design and evaluate patient-specific care plans that reduce side effects, increase adherence and improve therapeutic outcomes.

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Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

- 2.1.1. Evaluate patient-specific and evidence-based pharmaceutical care plans.
- 2.1.2. Design a pharmaceutical care plan alone or in collaboration with other health care professionals, patients and/or their caregivers and defense of the plan based on best evidence.
- 2.1.3. Compile and review patient-specific data on a medication profile, performance of prospective drug use review with the introduction of a new medication to determine appropriateness, accurate preparation and dispensing of the medication, and documentation of the patient counseling encounter.

2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems

- 2.2.1. Utilize management principles and health care resources in various health care settings to improve the therapeutic outcomes of medication use.
- 2.2.2. Evaluate and budget for pharmacy operations and personnel.
- 2.2.3. Optimize physical and technological resources to fulfill the practice mission.
- 2.2.4. Manage and support medication distribution and control systems.
- 2.2.5. Participate in the management of medication use systems.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

- 2.3.1. Develop and participate in wellness and disease prevention initiatives to improve health and reduce disparities in the delivery of healthcare.
- 2.3.2. Promote disease prevention and management across a continuum of care, and contribution to the development of rational and cost-effective health policy on a local, national and global level.

2.4. Population-based care (Provider) - Describe how *population-based care* influences *patient centered care* and influences the development of practice guidelines and evidence-based best practices.

- 2.4.1. Evaluate evidence-based disease management programs and protocols which are based upon analysis of epidemiologic and pharmaco-economic data, medication use criteria, medication use review and risk reduction strategies
- 2.4.2. Interpret population-specific data to assess the health needs of a community or population.
- 2.4.3. Utilize and select patient-specific data, population-specific data, quality assurance and research to optimize therapeutic outcomes and patient safety

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

- 3.1.1. Demonstrate a questioning attitude and justify therapeutic and practice decisions based on best research combined with clinical expertise and knowledge of patient and community needs and values.
- 3.1.2. Demonstrate the ability to use critical inquiry to test ideas in familiar and unfamiliar circumstances.
- 3.1.3. Retrieve, interpret and challenge the professional, lay and scientific literature to make informed, rational and evidence-based decisions.

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3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.2.1. Educate and validate patient, caregiver, and health care professional understanding.

3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.

3.3.1. Demonstrate and support a professional, caring and covenantal relationship with the patient.

3.3.2. Encourage patients and caregivers to take responsibility of their own health care needs.

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.4.1. Effectively collaborate with health care professionals, policymakers, administrative and support personnel to engender a team approach to patient-centered care.

3.5. Cultural sensitivity (Includer) - Recognize **social determinants of health** to diminish disparities and inequities in access to quality care.

3.5.1. Select and tailor information to counsel and educate patients and caregivers from different cultures in a caring and respectful manner in different settings using appropriate listening, verbal, nonverbal and written skills.

3.5.2. Demonstrate sensitivity, tolerance and respect for the values, dignity and abilities of diverse populations.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

3.6.1. Effectively communicate with health care professionals in interdisciplinary relationships to assure safe, efficient, cost-effective utilization of human, physical, medical, informational and technological resources.

3.6.2. Effectively convey, in oral and written form, biomedical and pharmaceutical science to inform patients, caregivers, healthcare professionals and the community.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth

4.1.1. Set and assess personal and professional goals and priorities, effective planning and management of time, and organization of work.

4.1.2. Assure professional competence by assessing learning needs and designing, implementing and evaluating strategies to promote quality health care and career growth.

4.1.3. Commit to continuous professional development by maintaining and continually evaluating one's professional portfolio.

4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.2.1. Collaborate and support others to build a shared vision that unites members of a work team through mutual respect, responsiveness and empowerment.

4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.3.1. Anticipate, adapt, and promote changes important to accomplishing the goals of the pharmacy profession in response to societal needs.

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4.3.2. Collaborate with members of the inter-professional health care team to identify novel solutions to emerging problems.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

4.4.1. Demonstrate a personal and purposeful commitment to improving the pharmacy profession through interactions with other health professionals, professional memberships and participation in professional activities.

4.4.2. Demonstrate compassion, productivity and responsibility by serving in volunteer and community activities

4.4.3. Rationalize ethical decisions that balance legal, ethical, social and economic concepts and principles in the delivery of patient centered care and the management of a pharmacy business.

4.4.4. Demonstrate an initiative and a willingness to take responsibility for one's patient, community and profession.