

Consolidated Assessment Plan Grid AY2018-2019
Assessment Activities by ALL Committees for AY2018-2019

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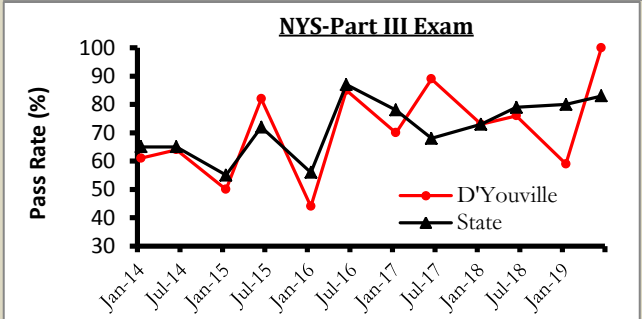
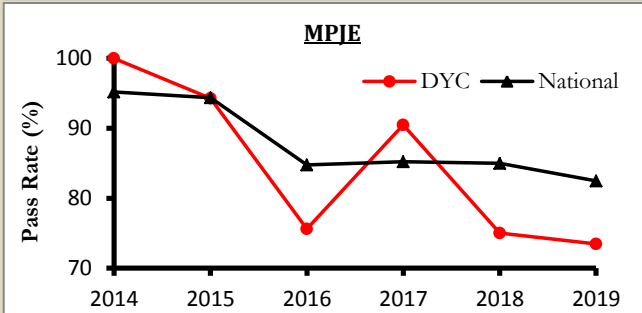
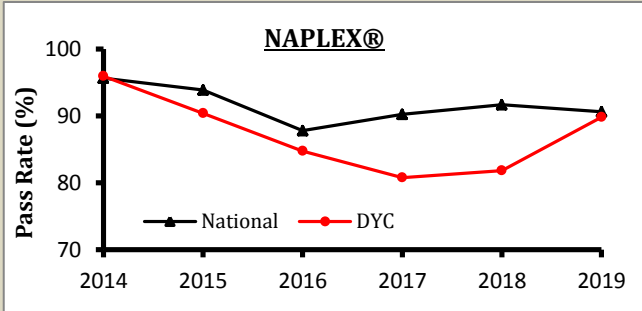
Assessment Activities by ALL Committees for AY2018-2019

Director of Assessment & Institutional 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															
NAPLEX, MPJE & NYS Pharmacy Licensure <i>Have DYSoP graduates achieved a licensure pass rate at or above the National or State average?</i> Principle: Asst. Dean	Annual Dean	1, 24 (Foundational Knowledge)	Percentage of graduating students passing board examinations: NAPLEX MPJE NYS Part 3 (compounding) exam	Pass rate > state and national pass rate on 1 st attempt (Class of 2019) ≥ 95% of students (Class of 2019) will pass the NAPLEX on the first attempt	For the class of 2019: <ul style="list-style-type: none"> NAPLEX - We scored a higher 1st time pass rate than our counterparts in NYS but did not attain our preset goal of ≥ 95%. MPJE - We did not attain our set goals this year. NYS Part 3 – We scored better than the state average in the June edition of the exam but did not meet the goal in the January exam. Table of D'Youville 1 st time pass rates (%) of pharmacy board exams compared to the National and State 2019 pass rates. <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Exam</th> <th style="text-align: left; padding: 2px;">D'Youville (DYC)</th> <th style="text-align: left; padding: 2px;">National /State</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">NAPLEX</td> <td style="padding: 2px;">89.8</td> <td style="padding: 2px;">90.6/ 88.9</td> </tr> <tr> <td style="padding: 2px;">MPJE</td> <td style="padding: 2px;">73.5</td> <td style="padding: 2px;">84.2/ 79.3</td> </tr> <tr> <td style="padding: 2px;">NYS Part 3 (Jan)</td> <td style="padding: 2px;">59</td> <td style="padding: 2px;">80</td> </tr> <tr> <td style="padding: 2px;">NYS Part 3 (Jun)</td> <td style="padding: 2px;">100</td> <td style="padding: 2px;">83</td> </tr> </tbody> </table>	Exam	D'Youville (DYC)	National /State	NAPLEX	89.8	90.6/ 88.9	MPJE	73.5	84.2/ 79.3	NYS Part 3 (Jan)	59	80	NYS Part 3 (Jun)	100	83	Sent to Executive Council
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Below: Charts showing the trend of first-time pass rates of board exams over the 6 years compared to National and/ or State results.



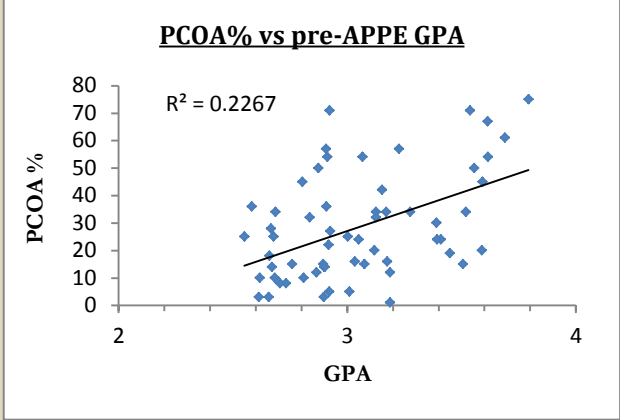
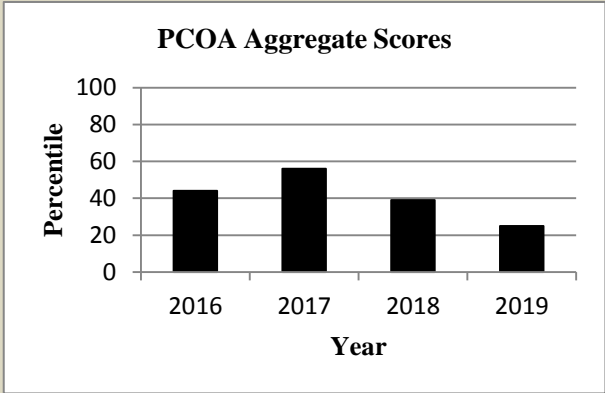
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<p>Student Achievement</p> <p><i>How many of our students are capable of successfully completing the planned curriculum in the designated time frame?</i></p> <p>Principle: Asst. Dean</p>	<p>Annual Academic Performance & Office of Student Affairs</p>	<p>1, 17</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 (Class of 2019)</p> <p>≥ 95% of student progressing to next year P1 and P2 (Class of 2021 and 2022)</p> <p>< 5% of students on probation at the end of academic year P1 and P2 (Class of 2021 and 2022)</p> <p>< 10% of students remediating 1 or more courses at the end of the academic year P1 and P2 (Class of 2021 and 2022)</p>	<p><i>93% (67/72) of the students enrolled in the class of 2019 graduated within 4 years</i></p> <p><i>Progression to the next year:</i> <i>P2 to P3 year (Class of 2021) = 93% (40/43)</i> <i>P1 to P2 (Class of 2022) = 92.5% (62/67)</i></p> <p><i>Students on probation:</i> <i>Class of 2021 = 12.5% (5/40)</i> <i>Class of 2022 = 16.4% (11/67)</i></p> <p><i>Number of students who remediating one or more courses:</i> <i>Class of 2021 = 0%</i> <i>Class of 2022 = 16.4% (11/67)</i></p>	<p>Sent to Executive Council</p>
<p>PCOA</p> <p><i>Does the PCOA correlate with academic performance?</i></p>	<p>Annual</p>	<p>1, 12, 24</p>	<p>Correlation of PCOA score with academic GPA</p>	<p>$r^2 \geq 0.80$</p>	<p>For the class of 2020 there was no significant correlation between the pre-APPE GPA and the aggregate PCOA exam score.</p>	<p>Sent to Executive Council</p>

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<p>Assessment of the Curriculum using the PCOA Exam</p> <p><i>Does the PCOA correlate with academic performance?</i></p> <p>Principle: Asst. Dean</p>	<p>Annual Curriculum Committee and Asst. Dean</p>	<p>1, 12, 24</p>		<p>The average exam score (from ExamSoft) of each P3 student will correlate to the PCOA score in each of the main sections:</p> <ul style="list-style-type: none"> • <i>Biomedical Sciences</i> • <i>Pharmaceutical Sciences</i> • <i>Social/ Admin/ Behavioral Sciences</i> • <i>Clinical Sciences</i> <p>Trends of percentile scores as compared to the national aggregate.</p>	<p>No correlation was found when each section of the PCOA was compared to the corresponding scores on each domain in the pre-APPE curriculum (data from ExamSoft):</p> <p>Biomedical Sciences ($r^2 = 0.0005$) Pharmaceutical Sciences ($r^2 = 0.0037$) Social/ Admin/ Behavioral Sciences ($r^2 = 0.1106$) Clinical Sciences ($r^2 = 0.0.118$)</p> 	<p>New Capstone Course for Spring 2020. This should boost the overall PCOA aggregate score. Monitor again next year.</p>

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Assessment Activities by ALL Committees for AY2018-2019

<p>Student Achievement</p> <p><i>How many of our students are high performing?</i></p> <p>Principle: Asst. Dean</p>	<p>Annual Academic Performance & Office of Student Affairs</p>	<p>2, 24</p>	<p>Percentage of students: - with program QPA ≥ 3.0 - on the Dean's list (QPA ≥ 3.5)</p>	<p>$\geq 75\%$ of students with QPA of 3.0 or higher $\geq 10\%$ of students on Dean's list</p>	<p>We partially met the target for this year.</p> <p>Overall # with GPA $\geq 3.0 = 79/166$ (47.6%) P1 class 30/66 (45.5%) P2 class 19/40 (47.5%) P3 class 30/60 (50%)</p> <p>Dean's List (GPA ≥ 3.5) = 24/166 (14.5%) P1 class 12/66 (18.2%) P2 class 2/40 (5%) P3 class 10/60 (16.7%)</p>	<p>No Action required.</p> <p>Will continue to follow</p>
<p>Diversity of student enrollment</p> <p><i>How diverse are DYCSOP enrollees?</i></p> <p>Principle: Asst. Dean</p>	<p>Annual Admissions Committee & Office of Student Affairs</p>	<p>16</p>	<p>At least 15% of enrollees will be non-Caucasian. At least 15% of enrollees will be international students</p>	<p>$>15\%$ of enrollees (in 2022 Class) will be non-Caucasian in each class $>5\%$ of enrollees will be international students (Identify number of Canadian enrollment)</p>	<p>Goal met. 30.3 % (20) are non-Caucasians</p> <p>Goal met. 12.1% (8) are international students (Canadian enrollment = 3)</p> <p>*Total enrolment for class of 2022 = 66</p>	<p>No Action required.</p> <p>Will continue to follow</p>
<p>Admission Criteria</p> <p><i>How did enrolled students perform in pre-pharmacy coursework?</i></p>	<p>Annual Admissions Committee & Office of Student Affairs</p>	<p>16.4</p>	<p>Math/Science GPA PCAT Scores</p>	<p>The average Math/Science GPA will be ≥ 3.2 The average PCAT scores will be ≥ 40</p>	<p>Goal met. The average Math/Science GPA for the class of 2022 = 3.26</p> <p>Goal met. The average PCAT scores for the class of 2022 = 43.42</p>	<p>No action required.</p> <p>Will continue to follow</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>Principle: Asst. Dean</p>	<p>Annual Office of Student Affairs/ Admissions Committee</p>	<p style="text-align: center;">16.4</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>Correlation between performance in pre-pharmacy perquisites (<i>Math and Sciences</i>) and performance in P1 course work:</p> <p><i>Compare the P1 performance of those who had no repeats vs those who repeated pre-requisites courses</i></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># with one or more unsuccessful grades</u></th> <th style="text-align: center;"><u>Average QPA</u></th> </tr> </thead> <tbody> <tr> <td>Students who scored C- or less one or more math science pre-requisites</td> <td style="text-align: center;">35</td> <td style="text-align: center;">2.82</td> </tr> <tr> <td>Students who did not repeat any pre-requisites</td> <td style="text-align: center;">36</td> <td style="text-align: center;">3.15</td> </tr> </tbody> </table>	<u>Assessment question</u>	<u># with one or more unsuccessful grades</u>	<u>Average QPA</u>	Students who scored C- or less one or more math science pre-requisites	35	2.82	Students who did not repeat any pre-requisites	36	3.15				
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<p>Graduate Employment</p> <p><i>How many of our students are continuing their pharmacy skills after graduation?</i></p> <p>Principle: Asst. Dean</p>	<p>Annual Director of Assessment</p>	<p style="text-align: center;">15</p>	<p>Percentage of graduating students who have been accepted into residency or fellowship programs</p>	<p>Students who gain employment within the first-year post-graduation or a residency should be at or above the previous years' rate</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># Class of 2019 (n = 69)</u></th> </tr> </thead> <tbody> <tr> <td>Students employed within a year post grad</td> <td style="text-align: center;">32*</td> <td style="text-align: center;">33*</td> </tr> <tr> <td>Students with residency/ Fellowship offer at graduation</td> <td style="text-align: center;">12</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">44</td> <td style="text-align: center;">42</td> </tr> </tbody> </table> <p>* Data as of January 2020</p>	<u>Assessment question</u>	<u>Class of 2018 (n= 67)</u>	<u># Class of 2019 (n = 69)</u>	Students employed within a year post grad	32*	33*	Students with residency/ Fellowship offer at graduation	12	9	Total	44	42	<p>No action required</p> <p>Will continue to follow</p>
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<p>Scholarships</p> <p><i>Does DYCSOP have adequate scholarship funds</i></p> <p>Principle: Asst. Dean</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>Fewer students where award scholarships during the 2018-2019 AY than the previous year</p> <table border="0"> <tr> <td>Criteria</td> <td style="text-align: center;"><u>2017/18</u></td> <td style="text-align: center;"><u>2018/19</u></td> </tr> <tr> <td># of students who received internal/ external scholarship</td> <td style="text-align: center;">82</td> <td style="text-align: center;">67</td> </tr> </table> <p>The total amount awarded students in scholarships for the 2018-2019 AY was less than for the previous year</p> <table border="0"> <tr> <td>Criteria</td> <td style="text-align: center;"><u>2017/18</u></td> <td style="text-align: center;"><u>2018/19</u></td> </tr> <tr> <td>Total Scholarship Amounts</td> <td style="text-align: center;">\$162,591</td> <td style="text-align: center;">\$115,500</td> </tr> </table>	Criteria	<u>2017/18</u>	<u>2018/19</u>	# of students who received internal/ external scholarship	82	67	Criteria	<u>2017/18</u>	<u>2018/19</u>	Total Scholarship Amounts	\$162,591	\$115,500	<p>Send to the Executive Council</p>			
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<p>Student Achievement</p> <p><i>Is our early assurance program providing us with students who are higher achievers?</i></p> <p>Principle: Asst. Dean</p>	<p>Annual</p> <p>Office of Student Affairs/ Admissions Committee</p>	<p>16, 23</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 admitted through PharmCAS</p>	<p>Goal met.</p> <p>P1 (2022) class</p> <table border="0"> <tr> <td></td> <td style="text-align: center;"><u>EA Students</u></td> <td style="text-align: center;"><u>Other Students</u></td> </tr> <tr> <td><i>End of P1-Year</i></td> <td style="text-align: center;">3.1</td> <td style="text-align: center;">2.9</td> </tr> </table> <p>P2 (2021) class</p> <table border="0"> <tr> <td></td> <td style="text-align: center;"><u>EA Students</u></td> <td style="text-align: center;"><u>Other Students</u></td> </tr> <tr> <td><i>End of P1-Year</i></td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">2.8</td> </tr> <tr> <td><i>End of P2-Year (n=40)</i></td> <td style="text-align: center;">2.91</td> <td style="text-align: center;">2.97</td> </tr> </table>		<u>EA Students</u>	<u>Other Students</u>	<i>End of P1-Year</i>	3.1	2.9		<u>EA Students</u>	<u>Other Students</u>	<i>End of P1-Year</i>	3.0	2.8	<i>End of P2-Year (n=40)</i>	2.91	2.97	<p>No action required</p> <p>Will continue to follow</p>
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<p>Alumni Survey</p> <p>Principle: Director of Assessment</p>	<p>Annual</p> <p>Director of Assessment</p>	<p>24, 25</p>	<p>Ratios for each question on the alumni survey</p>	<p>Ratios for each item will be >2 or at/above the average national categorical rating goal</p>	<p>We had 7 responses from 94 (7.4%) alumni surveyed. There was only one tier-1 concern from the survey</p> <table border="0"> <tr> <td>New/emerging tier 1 concerns</td> <td style="text-align: center;"><u>DYC</u></td> <td style="text-align: center;"><u>National Peer</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>2019</u></td> <td style="text-align: center;"><u>2018</u></td> </tr> <tr> <td>33. If I were starting my education over today, I would choose pharmacy as a career.</td> <td style="text-align: center;">1.3</td> <td style="text-align: center;">2.8</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">2.4</td> </tr> </table>	New/emerging tier 1 concerns	<u>DYC</u>	<u>National Peer</u>		<u>2019</u>	<u>2018</u>	33. If I were starting my education over today, I would choose pharmacy as a career.	1.3	2.8			2.4	<p>Send to Executive Council</p>			
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<p>Preceptor Survey</p> <p>Principle: Director of Assessment</p>	<p>Every 2 Years</p> <p>Director of Assessment</p>	<p>24, 25</p>	<p>Ratios for each question on the preceptor survey</p>	<p>Ratios for each item will be >2 or at/above the average national categorical rating goal</p> <p>Ratio = $[(\text{Strongly agree} + \text{Agree}) / (\text{Strongly disagree} + \text{Disagree})]$</p>	<p>The overall response rate was 9.4% which is lower than last years. There were 3 tier-1 concerns from the survey</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;"><u>DYC</u></th> <th colspan="2" style="text-align: center;"><u>National</u></th> </tr> <tr> <th style="text-align: center;"><u>2019</u></th> <th style="text-align: center;"><u>2018</u></th> <th style="text-align: center;"><u>Peers</u></th> <th style="text-align: center;"><u>Private</u></th> </tr> </thead> <tbody> <tr> <td>Tier 1 concerns</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. I receive the results from students' evaluations of my rotation</td> <td style="text-align: center;">1.4</td> <td></td> <td style="text-align: center;">6.0</td> <td style="text-align: center;">4.4</td> </tr> <tr> <td>5. I know how to utilize college/school policies dealing with harassment and discrimination.</td> <td style="text-align: center;">1.8</td> <td></td> <td style="text-align: center;">7.6</td> <td style="text-align: center;">7.0</td> </tr> <tr> <td>7. The criteria for evaluating my performance as a preceptor are clear.</td> <td style="text-align: center;">2.3</td> <td></td> <td style="text-align: center;">9.2</td> <td style="text-align: center;">6.7</td> </tr> </tbody> </table>		<u>DYC</u>		<u>National</u>		<u>2019</u>	<u>2018</u>	<u>Peers</u>	<u>Private</u>	Tier 1 concerns					2. I receive the results from students' evaluations of my rotation	1.4		6.0	4.4	5. I know how to utilize college/school policies dealing with harassment and discrimination.	1.8		7.6	7.0	7. The criteria for evaluating my performance as a preceptor are clear.	2.3		9.2	6.7	<p>Sent to Executive Council</p>												
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Consolidated Assessment Plan Grid AY2018-2019

Assessment Activities by ALL Committees for AY2018-2019

<p>Faculty Survey</p> <p>Principle: Director of Assessment</p>	<p>Annual</p> <p>Director of Assessment</p>	<p>24, 25</p>	<p>Ratios for each question on the faculty survey</p>	<p>Ratios for each item will be >2 or at/above the average national categorical rating</p> <p>[(Strongly agree + Agree)/(Strongly disagree + Disagree) > 2]</p>	<p>There were more tier 1 and 2 level concerns compared to last year (20 tier 1):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Section</th> <th style="text-align: center;">Tier1 Concerns - 2019/2018</th> <th style="text-align: center;">Tier 2 Concerns - 2019/2018</th> </tr> </thead> <tbody> <tr> <td>I: Administration and Governance</td> <td style="text-align: center;">6/1</td> <td style="text-align: center;">3/3</td> </tr> <tr> <td>II: Faculty Development and Performance</td> <td style="text-align: center;">7/3</td> <td style="text-align: center;">4/3</td> </tr> <tr> <td>III: Infrastructure</td> <td style="text-align: center;">5/2</td> <td style="text-align: center;">0/1</td> </tr> <tr> <td>IV: Curriculum, Teaching, and Assessment</td> <td style="text-align: center;">0/0</td> <td style="text-align: center;">1/0</td> </tr> <tr> <td>V: Developing and Supervising Students</td> <td style="text-align: center;">0/0</td> <td style="text-align: center;">1/0</td> </tr> <tr> <td>VI: Academic Roles</td> <td style="text-align: center;">2/1</td> <td style="text-align: center;">0/1</td> </tr> </tbody> </table>	Section	Tier1 Concerns - 2019/2018	Tier 2 Concerns - 2019/2018	I: Administration and Governance	6/1	3/3	II: Faculty Development and Performance	7/3	4/3	III: Infrastructure	5/2	0/1	IV: Curriculum, Teaching, and Assessment	0/0	1/0	V: Developing and Supervising Students	0/0	1/0	VI: Academic Roles	2/1	0/1	<p>Sent to Executive Council</p>																											
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<p>Teaching Effectiveness</p> <p><i>How effective are our faculty at teaching?</i></p>	<p>Annual</p> <p>Department Chairs</p>	<p>10</p>	<p>Aggregate data from student satisfaction surveys</p>	<p>Aggregate school of pharmacy student satisfaction survey results will be at or above the college aggregate for questions 6 -16</p>	<p>The average faculty scores on the student satisfaction survey for the 2018/2019 academic year are as follows</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">#</th> <th style="text-align: left;">Survey Question</th> <th style="text-align: center;">SoP</th> <th style="text-align: center;">DYC</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.</td> <td>Level of content</td> <td style="text-align: center;">3.07</td> <td style="text-align: center;">3.14</td> </tr> <tr> <td style="text-align: center;">7.</td> <td>Organization</td> <td style="text-align: center;">4.36</td> <td style="text-align: center;">4.26</td> </tr> <tr> <td style="text-align: center;">8.</td> <td>Class presentation</td> <td style="text-align: center;">4.41</td> <td style="text-align: center;">4.32</td> </tr> <tr> <td style="text-align: center;">9.</td> <td>Achievement of objectives</td> <td style="text-align: center;">4.44</td> <td style="text-align: center;">4.37</td> </tr> <tr> <td style="text-align: center;">10.</td> <td>Intellectual stimulation</td> <td style="text-align: center;">4.35</td> <td style="text-align: center;">4.40</td> </tr> <tr> <td style="text-align: center;">11.</td> <td>Personal Characteristics</td> <td style="text-align: center;">4.46</td> <td style="text-align: center;">4.47</td> </tr> <tr> <td style="text-align: center;">12.</td> <td>Clarity of evaluation</td> <td style="text-align: center;">4.38</td> <td style="text-align: center;">4.33</td> </tr> <tr> <td style="text-align: center;">13.</td> <td>Relevancy of evaluation</td> <td style="text-align: center;">4.52</td> <td style="text-align: center;">4.53</td> </tr> <tr> <td style="text-align: center;">14.</td> <td>Fairness</td> <td style="text-align: center;">4.62</td> <td style="text-align: center;">4.67</td> </tr> <tr> <td style="text-align: center;">15.</td> <td>Availability</td> <td style="text-align: center;">4.54</td> <td style="text-align: center;">4.57</td> </tr> <tr> <td style="text-align: center;">16.</td> <td>Teaching Ability</td> <td style="text-align: center;">4.19</td> <td style="text-align: center;">4.23</td> </tr> </tbody> </table>	#	Survey Question	SoP	DYC	6.	Level of content	3.07	3.14	7.	Organization	4.36	4.26	8.	Class presentation	4.41	4.32	9.	Achievement of objectives	4.44	4.37	10.	Intellectual stimulation	4.35	4.40	11.	Personal Characteristics	4.46	4.47	12.	Clarity of evaluation	4.38	4.33	13.	Relevancy of evaluation	4.52	4.53	14.	Fairness	4.62	4.67	15.	Availability	4.54	4.57	16.	Teaching Ability	4.19	4.23	<p>Sent to Executive Council</p>
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Consolidated Assessment Plan Grid AY2018-2019
Assessment Activities by ALL Committees for AY2018-2019

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 (Pending data, Pending Review, Completed, Archive)	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	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 (SA/A > 75%) <i>(Strongly agree + Agree) > 75%</i> There will be at least 1 opportunity per yr. for students to become familiar with IPE in the didactic curriculum (i.e., P1-3)	Results of student survey on IPE experience: <table border="1"> <thead> <tr> <th>#</th> <th>QUESTION</th> <th>SA/A %</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Individuals make every effort to understand the capabilities of other health care professions.</td> <td align="center">82</td> </tr> <tr> <td>2.</td> <td>Individuals need to cooperate with other health care professionals.</td> <td align="center">87</td> </tr> <tr> <td>3.</td> <td>Individuals are willing to share information with other health care professionals.</td> <td align="center">85</td> </tr> <tr> <td>4.</td> <td>Individuals must depend upon the work of people in other health professions.</td> <td align="center">79</td> </tr> </tbody> </table> All students were exposed to IPE opportunities in both the P2 and P3-year	#	QUESTION	SA/A %	1.	Individuals make every effort to understand the capabilities of other health care professions.	82	2.	Individuals need to cooperate with other health care professionals.	87	3.	Individuals are willing to share information with other health care professionals.	85	4.	Individuals must depend upon the work of people in other health professions.	79	No Action needed. Continue monitoring
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Consolidated Assessment Plan Grid AY2018-2019

Assessment Activities by ALL Committees for AY2018-2019

<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, 19</p>	<p>The SOP will have developed and maintained: Collaborative research and grant awards with community partners including universities and hospitals Interdisciplinary research and grant awards Service based research and grant awards</p>	<p># of research collaborations</p> <p># of grants awarded</p> <p># of grants resubmitted</p>	<p>20 total (6 External):</p> <p>Zero grants awarded</p> <p>5 Grants were anticipated being submitted during 2018-19</p>	<p>No action needed. Continue monitoring</p>
<p>Research Progress</p> <p><i>How are we advancing the pharmacy profession?</i></p>	<p>Annual Research Committee</p>	<p>19</p>	<p>Research project, publications, posters, presentations for students and faculty</p>	<p><u>Faculty</u></p> <p># of research projects</p> <p># of publications</p> <p># of posters presented</p> <p># of professional presentations</p> <p><u>Students (P1-P4)</u></p> <p># of research projects</p> <p># of publications</p> <p># of posters presented</p> <p># Professional presentations</p>	<p>18 Projects Funded</p> <p>12 Anticipated paper Submissions</p> <p>12 Anticipated posters</p> <p>6 Anticipated professional presentations</p> <p>40 students participated in research projects</p> <p>Unknown?</p> <p>15 Students at Research Day Others likely Unknown</p>	<p>No action needed. Continue monitoring</p>

Consolidated Assessment Plan Grid AY2018-2019

Assessment Activities by ALL Committees for AY2018-2019

<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</p>	<p>Student's rotation assessment</p> <p>Proportion of site visits achieved</p> <p>Clinical rotation 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>Average rotation assessment scores (given by the students) will be satisfactory or better</p>	<p>139 local active sites; minimum of 41 needed to achieve ≥ 30% which includes actual on-site visits and telephone touches; for 2018-2019 achieved greater than 30% as we visited actually 11 and reached 56 for a total of 67 visits or 48%</p> <p>All sites visited by the Office of Experiential Education this assessment period met the requirement of satisfactory or better</p> <p>Students' evaluation (averages) by rotation type:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><u>Clinical sites</u></th> <th style="text-align: right;"><u>Rotation Ave. Score %</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Community</td> <td style="text-align: right;">94.4</td> </tr> <tr> <td>Ambulatory</td> <td style="text-align: right;">92.4</td> </tr> <tr> <td>Institutional Clinical</td> <td style="text-align: right;">93.8</td> </tr> <tr> <td>Institutional Operations</td> <td style="text-align: right;">93.4</td> </tr> <tr> <td>Elective A</td> <td style="text-align: right;">94.8</td> </tr> <tr> <td>Elective B</td> <td style="text-align: right;">94.2</td> </tr> </tbody> </table>	<u>Clinical sites</u>	<u>Rotation Ave. Score %</u>	Advanced Community	94.4	Ambulatory	92.4	Institutional Clinical	93.8	Institutional Operations	93.4	Elective A	94.8	Elective B	94.2	<p>No action needed. Continue monitoring</p>
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<p>IPPE and APPE 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</p>	<p>Review of IPPE Evaluations</p>	<p>95% of students will meet the minimum standards of performance on IPPE and APPEs</p>	<p>(165/165) 100% passed their IPPE Rotations (66/71) 92.3% passed their APPE Rotations</p>	<p>No action needed. Continue monitoring</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) (Q43: "I was academically prepared to enter my APPE")</p> <p>PCOA Exam and</p>	<p>More than 75% of students will agree with each related response. Responses will also be at/above the average national categorical rating (Q: "I was academically prepared to enter my APPE")</p>	<p>In response to Graduating students survey Q35. "I was academically prepared to enter my advanced pharmacy practice experiences"</p> <p>100% of respondents (n=23 out of 72 grads) agreed or strongly agreed to this statement</p>	<p>Sent to Executive Council No correlation or predictor was found to explain APPE performance</p>														

Consolidated Assessment Plan Grid AY2018-2019

Assessment Activities by ALL Committees for AY2018-2019

	e		readiness for APPEs Clinical Sciences average scores throughout the pre-APPE curriculum (ExamSoft data)	<p>Each student who achieves a passing grade (set at 50%) on the clinical practice portion of the PCOA will successfully pass each APPE without remediation and/or a revised educational plan</p> <p>Each student who achieves a passing cumulative average (70% or above) on the clinical sciences domain (category) in ExamSoft will successfully pass each APPE without remediation and/or a revised educational plan</p>	<p>3 of the 4 students who failed at least one APPE rotation had a score above the 50th percentile in the Clinical Sciences portion of the PCOA. So, The PCOA had no predictive value on performance on success the APPE.</p> <p>All 4 students who failed at least one APPE rotation had a score above the 70% in the Clinical Sciences domain of the pre-APPE curriculum based on ExamSoft data.</p>	
<p>IPE Integration into IPPE/APPE</p> <p><i>Are students exposed to inter-professional educational (IPE) activities during IPPEs and APPEs?</i></p>	Annual EE Committee	11	Pharm Academic data	100% of students will participate in IPE activities on IPPEs and APPEs, mapped via PharmAcademic	Completed for IPPEs and APPEs and mapped via PharmAcademic in Student evaluation of Site	No action needed

Consolidated Assessment Plan Grid AY2018-2019

Assessment Activities by ALL Committees for AY2018-2019

<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</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>Reviewed 15 /41 courses (36%) in 2018/2019 AY</p> <p>No recommendations needed.</p>	<p>No action needed</p>				
<p>Drug Knowledge Assessment</p> <p><i>Do our students have strong knowledge of the top 200 drugs?</i></p>	<p>Annual Curriculum Committee</p>	<p>1, 12, 24</p>	<p>Top 200 Drugs Test within the Professional Development Course as part of the P3 year</p>	<p>95% of P3 students will achieve a passing grade during their 1st attempt</p> <p>100% of students will achieve a passing grade by their 2nd attempt</p>	<p>We did not meet the target for this assessment. Out of 60 students in the P3 (2020) class 53 (88.3%) passed the top 200 drug exam at the 1st attempt, however all the students passed at the 2nd attempt.</p> <p>Pass rate Top 200 Drug Exam (Class of 2020)</p> <table style="margin-left: 20px;"> <tr> <td>1st Attempt</td> <td style="text-align: right;">88.3%</td> </tr> <tr> <td>2nd Attempt</td> <td style="text-align: right;">100%</td> </tr> </table>	1 st Attempt	88.3%	2 nd Attempt	100%	<p>No action needed.</p>
1 st Attempt	88.3%									
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<p>Organizational Culture/ Professionalism</p> <p><i>Are our faculty members involved in the continuous advancement of their field of study?</i></p>	<p>Annual Asst. Dean for Faculty and Student Affairs Academic Performance and Integrity Committee</p>	<p>4, 9</p>	<p>Involvement in professional organizations (Faculty).</p>	<p>Faculty involvement in professional organizations</p>	<p>All the faculty members are currently affiliated with at least one professional organization.</p>	<p>No action needed. Continue to monitor</p>				

Consolidated Assessment Plan Grid AY2018-2019

Assessment Activities by ALL Committees for AY2018-2019

<p>Organizational Culture/ Professionalism</p> <p><i>Are our student pharmacists involved in professional organizations and is their conduct professional?</i></p>	<p>Annual</p> <p>Asst. Dean for Faculty and Student Affairs</p> <p>Academic Performance and Integrity</p>	<p>4, 9</p>	<p>Involvement in professional organizations (Students).</p> <p>Professionalism and adherence to the College's code of conduct</p>	<p>All students would be affiliated with at least one professional organization</p> <p>Zero violations of the professional code of conduct (didactic) will be reported</p> <p>Less than 5% of all rotations will receive a critical incidence (experiential) reports from EEO</p>	<p>All students are currently affiliated with at least one professional organization.</p> <p>Zero violations of the professional code of conduct have been reported.</p> <p>4.6% (37 out of 794) of rotations received a critical incident report.</p>	<p>No action needed. Continue to monitor</p>
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Consolidated Assessment Plan Grid AY2018-2019
Assessment Activities by ALL Committees for AY2018-2019

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
Educational Outcomes and Competencies						
Learner	Annual	1.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 78.11% (61.97 - 91.57) P2= 81.38% (71.96 – 91.03) P3= 89.33% (84.34 – 96.01)	No action needed
Caregiver	Annual	2.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 81.76% (62.98 – 93.99) P2= 83.32% (69.92 – 96.49) P3= 87.17% (80.02 – 94.25)	No action needed
Manager	Annual	2.2	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 96.06% (84.26 – 100) P2= 89.49% (72.4 – 98.43) P3= 77.84% (64.18 – 88.81)	No action needed
Promoter	Annual	2.3	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= NA P2= 93.97% (69.86 – 100) P3= 81.12% (64.72 – 93.33)	No action needed
Provider	Annual	2.4	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 82.31% (43.75 – 100) P2= 80.91% (60.33 – 93.26) P3= 79.58% (65.56 – 90.67)	No action needed
Problem Solver	Annual	3.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 79.16% (56.8 – 94.4) P2= 84.24% (64.96 – 94.11) P3= 93.1% (85.78 – 98.72)	No action needed
Educator	Annual	3.2	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 87.48% (45.95 – 98.65) P2= 86.42% (64.58 – 98.62) P3= 93.52% (84.52 – 98.72)	No action needed
Patient Advocacy	Annual	3.3	Average score from Examsoft across all classes during the	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 89.25% (42.31 – 100) P2= 72.3% (50 – 96)	Sent to Executive Council

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			academic year.		P3= N/A	
Collaborator (Inter-professional)	Annual	3.4	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= N/A P2= 92.61% (66.44 – 100) P3= N/A (not tagged appropriately)	Better tagging needed for IPE assessment
Includer (Cultural Sensitivity)	Annual	3.5	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 83.33% (55.56 – 100) P2= 97.36% (69.81 – 100) P3= N/A (not tagged appropriately)	Was not tagged for P3 due to issues with adopting a platform for e-portfolio
Communicator	Annual	3.6	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 81.01% (50.48 – 96.19) P2= 93.80% (71.88 – 99.73) P3= 93.86% (85.11 – 98.74)	No action needed
Self-awareness	Annual	4.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 114.42% (12.5 – 118.75) P2= 93.56% (75 – 100) P3= 94.22% (85.22 – 98.89)	No action needed
Leader	Annual	4.2	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= N/A P2= 90.66% (73.65 – 98.8) P3= NA	Not completed or tagged appropriately
Innovator (and entrepreneur)	Annual	4.3	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= N/A P2= 89.41% (67.54 – 99.12) P3= N/A	Not completed or tagged appropriately
Professionalism	Annual Director of Assessment Asst. Dean for Faculty and Student Affairs	4.4	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 94.81% (0.0 – 100) P2= 91.28% (73.26 – 98.93) P3= 93.78% (84.06 – 98.29)	No action needed
Appendix 1B Assessment (Foundational Knowledge)						
Biomedical Sciences	Annual	1, 24	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 81.13% (60.57 – 96.02) P2= 73.06% (52.86 – 84.17) P3=88.83% (83.89 – 94.59)	Send to Executive Council
Pharmaceutical	Annual		Average score from	>75% average	Mean score in % (range)	

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Sciences			Examsoft across all classes during the academic year.	for P1, P2 and P3 classes	P1= 78.32% (59.55 – 93.53) P2= 80.25% (67.37 – 89.24) P3= 86.43% (79.61 – 96.13) No action needed	
Social/ Administrative/ Behavioral Sciences	Annual		Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 92.13% (81.93 – 98.61) P2= 92.11% (72.4 – 98.87) P3= 89.21% (83.31 - 96.0)	No action needed
Clinical Sciences	Annual		Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 80.39% (57.84 – 96.08) P2= 86.26% (73.2 – 94.64) P3= 88.48% (82.65 – 94.56)	No action needed
BLOOMs Category						
BT-01 Describe/ List/ Observe	Annual	1.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 85.38% (76.02 – 94.98) P2= 84.88% (74.8 – 93.02) P3= 83.51 % (76.79 – 93.15)	No action needed
BT-02 Apply/ Associate/ Utilize	Annual	2.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 78.19% (54.5 – 93.50) P2= 84.78% (72.56 – 93.98) P3= 79.54% (70.93 – 89.978)	No action needed
BT-03 Design/ Implement/ Integrate	Annual	2.2	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 72.53% (14.29 – 100.0) P2= 74.1% (53.36 – 93.27) P3= 79.12% (65.96 – 90.96)	Sent to Executive Council
BT-04 Consistently Analyze/ Evaluate/ Adapt	Annual	2.3	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	Mean score in % (range) P1= 85.05% (28.57 – 100.0) P2= 76.17% (52.0 – 96.0) P3= 93.71% (85.40 – 98.93)	No action needed

OFF CYCLE ASSESSMENT ITEMS

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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									
Experiential work processes <i>Are work processes efficient and timely with respect to IPPE and APPE placements?</i>	Assess 2020-2021 Cycle Every other Year Director of Assessment	13	Annual internal student survey (P1-P3s) AACCP graduating student survey (P4s) AACCP 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	Goal was partially met. <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Satisfaction with the IPPE and APPE placement process</u></th> <th style="text-align: center;"><u># of responses</u></th> <th style="text-align: center;"><u>Agree/ Strongly Agree</u></th> </tr> </thead> <tbody> <tr> <td>P1-P3 Students</td> <td style="text-align: center;">48</td> <td style="text-align: center;">87.5%</td> </tr> <tr> <td>P4 Students</td> <td style="text-align: center;">48</td> <td style="text-align: center;">54.2 %</td> </tr> </tbody> </table> The 2018/19 Preceptor and Faculty Survey did not generate a question for this outcome	<u>Satisfaction with the IPPE and APPE placement process</u>	<u># of responses</u>	<u>Agree/ Strongly Agree</u>	P1-P3 Students	48	87.5%	P4 Students	48	54.2 %	Off Cycle but committee decided to reassess this due to recommendation from EE office Sent memo to experiential office
<u>Satisfaction with the IPPE and APPE placement process</u>	<u># of responses</u>	<u>Agree/ Strongly Agree</u>													
P1-P3 Students	48	87.5%													
P4 Students	48	54.2 %													

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Appendices

Appendix 1: Educational Outcomes & Competencies

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.

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.

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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.

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.

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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.
- 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.