Consolidated Assessment Plan Grid AY2019-2020
Assessment Activities by ALL Committees for AY2019-2020

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Assessment Activities by ALL Committees for AY2019-2020

Director of Assessment & Institutional Initiatives

QUESTION TO ASSESS (*Students, Alumni, Faculty, Preceptor, Administration*)	Assess cycle & Group(s) to Provide Data	ACPE Standard & *Strategic Initiative*	Outcome Measure	TARGET	OBSERVATION (Pending data, Pending Review, Completed, Archive)	ACTION
NAPLEX, MPJE & NYS Pharmacy Licensure *Have DYSoP graduates achieved a licensure pass rate at or above the National or State average?* 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 1st attempt (Class of 2020) ≥ 95% of students (Class of 2020) will pass the NAPLEX on the first attempt	For the class of 2020: • NAPLEX: Our pass rate was lower than the state and national rates. In addition, we did not meet our goal to have ≥ 95% of students pass the NAPLEX on the first attempt. • MPJE: Our pass rate was higher than the state rate but minimally lower (0.1%) than the national rate. • NYS Part 3: Our pass rate was lower than the state and national rates for the January exam. For the August exam, our pass rate was higher than the state and national rates. Table of D'Youville 1st time pass rates (%) of pharmacy board exams compared to the National and State 2020 pass rates. | Exam	D'Youville (DYC)	National / State
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NAPLEX	76.8%	87.1% / 86.7%
MPJE	82.9%	83.0% / 80.6%
NYS Part 3 (Jan)	66.7%	75.2% / 77.8%
NYS Part 3 (Aug)	76.5%	73.0% / 75.1%		Send memo to Executive council with recommendations
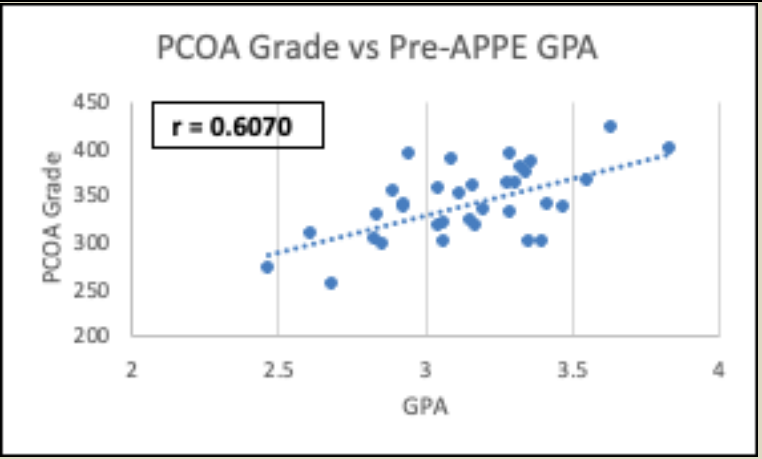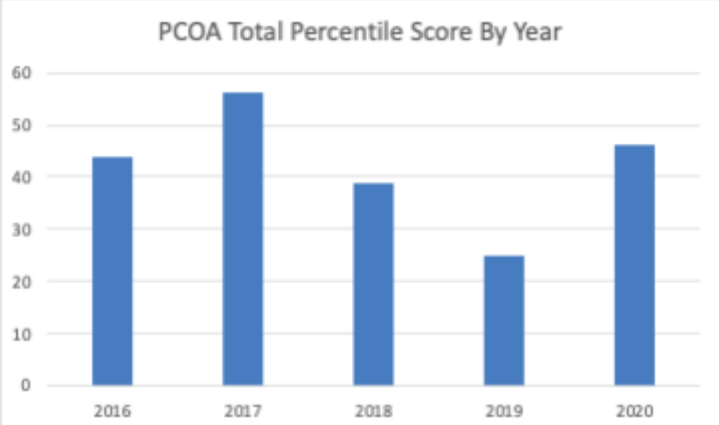
| Student Achievement

How many of our students are capable of successfully completing the planned curriculum in the designated time frame?

Principle: Asst. Dean | Annual

Academic Performance & Office of Student Affairs | **1, 17** | Percentage of students completing the PharmD program in 4 academic years

Progressing to next year in program

Number of Student on Probation – Total

Number of students remediating at least one course at the end of the academic year (total) | ≥ 95% completion rate (Class of 2020)

≥ 95% of student progressing to next year P1 and P2 (Class of 2022 and 2023)

< 5% of students on probation at the end of academic year P1 and P2 (Class of 2022 and 2023)

< 10% of students remediating 1 or more courses at the end of the academic year P1 and P2 (Class of 2022 and 2023) | For the Class of 2020, 100% of the students completed the PharmD program in 4 academic years. This goal was met.

For the Class of 2022, 95% (60/63) of students progressed to the next academic year (P2 to P3). The goal was met for this cohort.
For the Class of 2023, 91%* (52/57) of students progressed to the next academic year (P1 to P2). The goal was not met for this cohort.
For both classes combined, 93% (112/120) progressed. The goal was not met.

For the Class of 2022, 17% (17/63) of students were on probation at the end of the 2019-2020 academic year. The goal was not met for this cohort.
For the Class of 2023, 12% (7/57) of students were on probation at the end of the 2019-2020 academic year. The goal was not met for this cohort.
For both classes combined, 15% (18/120) were on probation. The goal was not met.

For the Class of 2022, 10% (6/63) of students needed to remediate 1 or more courses at the end of the 2019-2020 academic year. This goal was not quite met.
For the Class of 2023, 25% (14/57) of students needed to remediate 1 or more courses at the end of the 2019-2020 academic year. This goal was not met.
For both classes combined, 17% (20/120) needed to remediate 1 or more courses. The goal was not met.

* Two students elected to leave the PharmD program and were excluded from those included in this statistic. If included, 88% (50/57) progressed to the next academic year. | Send to Executive and admissions |
| PCOA

Does the PCOA correlate with academic performance? | Annual | **1, 12, 24** | Correlation of PCOA score with academic GPA | $r \geq 0.80$ | For the Class of 2021, there was moderate to strong correlation between the pre-APPE GPA and the aggregate PCOA exam score. | No action |

PCOA Grade vs Pre-APPE GPA — r = 0.6070

Assessment of the Curriculum using the PCOA Exam *Does the PCOA correlate with academic performance?* Prinnciple: Asst. Dean	Annual Curriculum Committee and Asst. Dean	**1, 12, 24**		The average exam score (from ExamSoft) of each P3 student will correlate to the PCOA score in each of the main sections: • *Biomedical Sciences* • *Pharmaceutical Sciences* • *Social/ Admin/ Behavioral Sciences* • *Clinical Sciences* Trends of percentile scores as compared to the national aggregate.	. • *Biomedical Sciences, r=0.44* • *Pharmaceutical Sciences, r=0.37* • *Social/ Admin/ Behavioral Sciences, r=0.22* • *Clinical Sciences, r=0.6* For the Class of 2021, there was a moderate to strong correlation between the pre-APPE GPA and the capstone course grade.	No action, continue to monitor

					Capstone Grade vs Pre-APPE GPA r = 0.6353	
Student Achievement *How many of our students are high performing?* Principle: Asst. Dean	Annual Academic Performance & Office of Student Affairs	2, 24	Percentage of students: - with program QPA ≥ 3.0 - on the Dean's list (QPA ≥3.5)	≥75% of students with QPA of 3.0 or higher ≥10% of students on Dean's list	Overall, 50% (111/220) of students in the PharmD program had a QPA of 3.0 or higher at the end of the 2019-2020 academic year. This goal was not met. • Class of 2020: 50% (30/60) – not met • Class of 2021: 60% (24/40) – not met • Class of 2022: 44% (28/63) – not met • Class of 2023: 51% (29/57) – not met Overall, 17% (37/220) of students in the PharmD program were on the Dean's list with a QPA of 3.5 or higher. This goal was met. • Class of 2020: 17% (10/60) – met • Class of 2021: 10% (4/40) – met • Class of 2022: 17% (11/63) – met • Class of 2023: 21% (12/57) – met	**Continue to monitor**
Diversity of student enrollment *How diverse are DYCSoP enrollees?* Principle: Asst. Dean	Annual Admissions Committee & Office of Student Affairs	16	At least 15% of enrollees will be non-Caucasian. At least 15% of enrollees will be international students	>15% of enrollees (in 2024 Class) will be non-Caucasian in each class >5% of enrollees will be international students (Identify number of Canadian enrollment)	Goal met. 24% (12) are non-Caucasians Goal met. 6% (3) are international students (Canadian enrollment = 3) *Total enrolment for class of 2023 = 50	No Action required Will continue to follow

Admission Criteria *How did enrolled students perform in pre-pharmacy coursework?*	Annual Admissions Committee & Office of Student Affairs	16.4	Math/Science GPA PCAT Scores	The average Math/Science GPA will be ≥ 3.2 The average PCAT scores will be ≥ 40	We did not attain our present goal of ≥ 3.2. The average Math/Science GPA for the class of 2023 = 3.13 Goal met. The average PCAT scores for the class of 2023 = 40.79	Continue to monitor Will continue to follow
Admission Criteria as a Predictor of Student Success *How well do our admissions criteria predict academic performance?* Principle: Asst. Dean	Annual Office of Student Affairs/ Admissions Committee	16.4	Number of students that repeated pre-requisite courses to determine whether this was predictive of success during transition to the PharmD program	Correlation between performance in pre-pharmacy perquisites (*Math and Sciences*) and performance in P1 course work: *Compare the P1 performance of those who had no repeats vs those who repeated pre-requisites courses*	(see table below)	
Graduate Employment *How many of our students are continuing their pharmacy skills after graduation?* Principle: Asst. Dean	Annual Director of Assessment	15	Percentage of graduating students who have been accepted into residency or fellowship programs	Students who gain employment within the first-year post-graduation or a residency should be at or above the previous years' rate	Students with job or residency offer at the time of graduation. (see table below)	

Table (row 2):

Assessment question	# with one or more unsuccessful grades	Average QPA
Students who scored C- or less one or more math science pre-requisites	23	2.98
Students who did not repeat any pre-requisites	27	3.29

Table (row 3):

Assessment question	Class of 2019	# Class of 2020
Students employed within a year post grad	33	34/60
Students with residency/ Fellowship offer at graduation	9	15/60
Total	42	49

* Data as of February 2021

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| Scholarships

Does DYCSoP have adequate scholarship funds

Principle: Asst. Dean | Annual

Office of Student Affairs | 23 | # of students who have received internal and/or external scholarship

Amount of scholarship funds awarded annually | # students annually receive an internal and/or external scholarship will be at or above previous years number of awards

Amount of scholarship funds awarded will be at or above previous year's award Annual *(From the Office of Student Affairs)* | *(see table below)* | No action required |
|---|---|---|---|---|---|---|

Criteria	20118/19	2019/20
# of students who received internal/ external scholarship	*21*	*36*

The total amount awarded students in scholarships for the 2018-2019 AY was less than for the previous year

Criteria	20118/19	2019/20
Total Scholarship Amounts	*$35,000*	*$270,000*

| Student Achievement

Is our early assurance program providing us with students who are higher achievers?

Principle:

Asst. Dean | Annual

Office of Student Affairs/ Admissions Committee | 16, 23 | QPAs for early assurance students vs. students admitted through PharmCAS | 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 | Goal met. *(see tables below)* | No action required |
|---|---|---|---|---|---|---|

P1 (2023) class

	EA Students	Other Students
End of P1-Year	*3.4*	*3.07*

P2 (2022) class

	EA Students	Other Students
End of P1-Year	*3.13*	*2.92*
End of P2-Year (n=)	*3.15*	*2.99*

| Alumni Survey

Principle: Director of Assessment | Annual

Director of Assessment | 24, 25 | Ratios for each question on the alumni survey | Ratios for each item will be >2 or at/above the average national categorical rating goal | Not sent this year | |
|---|---|---|---|---|---|---|

Preceptor Survey Principle: Director of Assessment	Every 2 Years Director of Assessment	24, 25	Ratios for each question on the preceptor survey	Ratios for each item will be >2 or at/above the average national categorical rating goal Ratio = [(Strongly agree + Agree)/ (Strongly disagree + Disagree)]	Not sent this year	
Internal Student survey Principle: Director of Assessment **Hassan**	Annual Director of Assessment	24, 25	Ratios for each question on the internal student survey	Ratios for each item will be >2 goal Ratio = [(Strongly agree + Agree)/ (Strongly disagree + Disagree)]	This year there were 13 tier 1 concerns (10 last year), and 27 tier 2 concerns (17 last year).	Send memo to Executive Council Student focus group results. No concerns from the student focus group: recommendations will be shared with committees and faculty

Table in rightmost data cell of Internal Student survey row:

	2019	2020
During the current academic year, how often did the following occur?		
6. Contributed to class discussions	0.818182	**0.62**
7.a. Met with faculty if struggling with course material.	8.666667	**0.92**
7.b. Met with tutors if struggling with course material		**0.18**
8. Received prompt and instructive feedback from faculty on your academic performance	1.636364	**1.08**
10. Met with your advisor to discuss your academic progress and address any concerns	10.6	**1.94**
15. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	8.166667	**1.53**
19.2. How has work affected your academic performance		**1.875**
21. Financial aid services met my needs.	2.0625	**1.375**
22. College health services met my needs.	2.875	**1**
31. The School of Pharmacy's administration has responded to problems and issues of concern to the student body.	7.4	**1.60**
46. I have sufficient access to a number of adequate study areas on campus.	1.526316	**0.37**
47. Availability of common space for relaxation and/or socialization adequately meets my needs.	1.470588	**0.54**
56a. In relation to the PharmAcademic platform, I found it user friendly.	1.875	**0.86**

Graduating Student Survey Principle: Director of Assessment	Annual Director of Assessmen n	24, 25	Ratios for each question on the graduating student survey	Ratios for each item will be >2 or at/above the average national categorical rating [*(Strongly agree + Agree)/ (Strongly disagree + Disagree) > 2*]	*No tier 1 concerns*	No action required

Faculty Survey

Principle: Director of Assessment — Annual, Director of Assessment — 24, 25 — Ratios for each question on the faculty survey — Ratios for each item will be >2 or at/above the average national categorical rating [*(Strongly agree + Agree)/ (Strongly disagree + Disagree) > 2*]

Item	DYSOP		Peer	National
	2020	2019		
25. The college or school has a sufficient number of staff to effectively address programmatic needs.	0.4	0.1	2.21	2.04
14. My performance assessment criteria are explicit and clear.	0.75	1.88	7.93	4.27
17. I receive formal feedback on my performance on a regular basis.	0.75	0.33	5.78	4.72
30. The college/school has a sufficient number of faculty.	0.75	0.15	2	2.06
20. I receive guidance on career development.	0.91	0.4	2.43	2.6
42. In my opinion, the proportion of my time spent on research is appropriate	1.1	0.77	0.97	1.44
15. My allocation of effort has been clearly stated.	1.33	0.77	4.71	4.16
6. I am given the opportunity to provide evaluative feedback of the administrators.	1.5	0.77	2.49	2.32
4. The college/school's administrator(s) are responsive to my needs/problems.	1.63	0.71	4.13	3.84

Action (Faculty Survey row): **Follow up on new faculty development tool**

Follow up on the administrators' survey results Monitor student: faculty ratio Send a memo to executive/dean council

Teaching Effectiveness *How effective are our faculty at teaching?*	Annual Departme nt Chairs	10	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	Spring 2020	SOP Mean	DY Mean	Monitor and added questions to focus groups (quality of teaching, assessment, engagement, activities, online vs. In-person)
					6	3.08	3.14	
					7	4.33	4.33	
					8	4.40	4.40	
					9	4.46	4.45	
					10	4.46	4.45	
					11	4.51	4.53	
					12	4.41	4.43	
					13	4.59	4.61	
					14	4.76	4.74	
					15	4.65	4.62	
					16	4.20	4.34	

Assessment Committee Initiatives

QUESTION TO ASSESS (*Students, Alumni, Faculty, Preceptor, Administration*)	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 *Are our graduates able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and*	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	All students have participated in an IPE activity by the end of their P3 year. In addition, there was at least 1 opportunity per yr. for students to become familiar with IPE in the didactic curriculum. • During the P1 year, students participated in the "speed dating" IPE activity (tied to PDSP). • During the P2 year, students participated in an IPE activity from the Tom/Martha curriculum (tied to PDSP). • During the P3 year, students participated in an IPE activity with Chris Dulles, in person or virtually (tied to Capstone course).	Follow up with Dr. Butterfoss about administering the survey to the current p3 class

values to meet patient care needs?				activities (SA/A > 75%) *(Strongly agree + Agree) > 75%* There will be at least 1 opportunity per yr. for students to become familiar with IPE in the didactic curriculum (i.e., P1-3)	Class 2022 are participating in an IPE simulation in the spring 2021 and will complete an IPE survey. Results of student survey on IPE from Fall 2018 (no current data for P4 class due to virtual change to IPE experiences): for class of 2021	

Statement #	Statement	Concept	SA / A%
4	The instructors used learning and facilitation methods that encouraged participated from different professions to learn with, from, and about each other to adequately achieve the stated objectives for the evening.	Understanding / Cooperation	86.29%
5	By raising challenging questions or problems, the instructors frequently stimulated me to think.	Sharing Information	80%
6	The instructors created an environment in which the principles of interprofessional education were demonstrated and we clarified our professional roles to each other.	Understanding	82.19%
7	The instructors openly encouraged participants to learn from other health providers' views,	Sharing Information	87.93%

						opinions, and experiences.		
					8	Participants were encouraged to consider how they might use each other's professional skills, knowledge, and experiences.	Depending on Others	82.18%
					9	Following this interprofessional experience, I can clarify how interprofessional collaboration can enhance patient-centered care.	Understanding	89.66%
					Based on these results, our targets have been met.			

Research Collaborations *Has DYCSoP developed any collaboration with community research and/or practice partners?*	Annual Research Committee	**9, 19**	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	# of research collaborations # of grants awarded # of grants resubmitted	20 total (6 External): Zero grants awarded 5 Grants were anticipated being submitted during 2018-19
Research Progress *How are we advancing the pharmacy profession?*	Annual Research Committee	**19**	Research project, publications, posters, presentations for students and faculty	*Faculty* # of research projects # of publications # of posters presented # of professional presentations *Students (P1-P4)* # of research projects # of publications # of posters presented # Professional presentations	18 Projects Funded 28 publications 5 book chapters 1 editorial 43 posters 18 professional presentations 40 students participated in research projects Unknown?

Rotation Quality Assurance *How well does the quality assurance process identify high-performing and poor-performing sites?*	Annual EE Committee	13	Student's rotation assessment Proportion of site visits achieved Clinical rotation site visit data	≥30% of active sites will be visited annually (all active sites will be visited within a three-year cycle) ≥80% of our **sites visit scores** (given by the EE office) will be satisfactory or better **Average rotation assessment** scores (given by the students) will be satisfactory or better	For 2019-2020 more than 30% of sites. All sites were satisfactory or better (waiting for the actual number of sites) pending This information is missing for AY 2019-2020 due to discontinued use of PharmAcademics.	
IPPE and APPE student performance *How well are students meeting the learning objectives for IPPE and APPE?*	Annual EE Committee	12, 13	Review of IPPE Evaluations	95% of students will meet the minimum standards of performance on IPPE and APPEs	Goal met for IPPEs and APPEs.	
APPE student preparedness *How well are students prepared for APPEs?*	Annual EE Committee	**10, 12, 13 & 24**	AACP graduating student survey (P4) *(Q43: "I was academically prepared to enter my APPE")*	More than 75% of students will agree with each related response. Responses will also be at/above the average	GSS 96.6% of respondents agreed/strongly agreed that they were academically prepared to enter their APPEs	

| | Curriculum Committee | | PCOA Exam and readiness for APPEs

Clinical Sciences average scores throughout the pre-APPE curriculum (ExamSoft data) | national categorical rating (Q: "I was academically prepared to enter my APPE")

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

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 | All students in class 2020 passed the APPEs. | |

IPE Integration into IPPE/APPE *Are students exposed to inter-professional educational (IPE) activities during IPPEs and APPEs?*	Annual EE Committee	**11**	Pharm Academic data	100% of students will participate in IPE activities on IPPEs and APPEs, mapped via PharmAcademic	Data missing due to discontinued use of PharmAcademic	
Curricular Assessment *Does the current curriculum demonstrate improvements in course integration, development, organization and delivery?*	Annual Curriculum Committee	**10, 12**	Course review forms	25% of courses were completed using the course review sheet 100% of courses will incorporate structured curriculum assessment recommendations by the curriculum committee	22 courses were reviewed during the AY 2019/2020 (>25%) Met	No action required
Drug Knowledge Assessment *Do our students have strong knowledge of the top 200 drugs?*	Annual Curriculum Committee	**1, 12, 24**	Top 200 Drugs Test within the Professional Development Course as part of the P3 year	95% of P3 students will achieve a passing grade during their 1st attempt 100% of students will achieve a passing grade by their 2nd attempt	Out of 40 students in the P3 (2021) class, 23 (57.5%) passed the top 200 drug exam on the 1st attempt, which does not meet our target. However, all of the students passed on the 2nd attempt, which does meet our target. <table><tr><td colspan="2">Pass rate Top 200 Drug Exam (Class of 2021)</td></tr><tr><td>1st Attempt</td><td>23/40 = 57.5%</td></tr><tr><td>2nd Attempt</td><td>40/40 = 100%</td></tr></table>	Goal partially met. Continue to monitor.

Organizational Culture/ Professionalism *Are our faculty members involved in the continuous advancement of their field of study?*	Annual Asst. Dean for Faculty and Student Affairs Academic Performance and Integrity Committee	**4, 9**	Involvement in professional organizations (Faculty).	Faculty involvement in professional organizations	8 of our faculty are members of professional organizations. 18 of our faculty are advisors to professional organizations.	
Organizational Culture/ Professionalism *Are our student pharmacists involved in professional organizations and is their conduct professional?*	Annual Asst. Dean for Faculty and Student Affairs Academic Performance and Integrity	**4, 9**	Involvement in professional organizations (Students). Professionalism and adherence to the College's code of conduct	All students would be affiliated with at least one professional organization Zero violations of the professional code of conduct (didactic) will be reported Less than 5% of all rotations will receive a critical incidence (experiential) reports from EEO	All of our students are affiliated with at least one professional organization. There were no violations of the code of conduct. Less than 5% of all rotations received a critical incidence (experiential) report from EEO.	

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Assessment Activities by ALL Committees for AY2019-2020

Educational Outcomes Assessment						
QUESTION TO ASSESS (*Students, Alumni, Faculty, Preceptor, Administration*)	**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	P1=76% P2= 78% P3=84%	
Caregiver	Annual	**2.1**	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=82% P2=82% P3=83%	
Manager	Annual	**2.2**	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=96% P2=90% P3=78%	
Promoter	Annual	**2.3**	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=79% P1=94% P3=82%	
Provider	Annual	**2.4**	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=81% P2=88% P3=81%	
Problem Solver	Annual	**3.1**	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=73% P2=87% P3=86%	
Educator	Annual	**3.2**	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=95% P2=81% P3=90%	
Patient Advocacy	Annual	**3.3**	Average score from Examsoft across all	>75% average	P1=86% P2=88%	

			classes during the academic year.	for P1, P2 and P3 classes	P3=XX	
Collaborator (Inter-profesional)	Annual	3.4	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=81% P2=97% P3=84%	
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	P1=85% P2=99% P3=XX	
Communicator	Annual	3.6	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=76% P2=96% P3=85%	
Self-awareness	Annual	4.1	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=92% P2=97% P3=91	
Leader	Annual	4.2	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=XX P2=94% P3=XX	
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	P1=XX P2=92% P3=XX	
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	P1=XX P2=94% P3=91%	**FOLLOW UP WITH EXAMS MISSING FROM LAST YEAR**
Biomedical Sciences	Annual	1, 24	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=78% P2=76% P3=88%	

Pharmaceutical Sciences	Annual		Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	*P1=75%* *P2=78%* *P3=83%*	
Social/ Administrative/ Behavioral Sciences	Annual		Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	*P1=92%* *P2=90%* *P3=85%*	
Clinical Sciences	Annual		Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	*P1=80%* *P2=83%* *P3=83%*	
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		
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		
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		
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		

OFF CYCLE ASSESSMENT ITEMS

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Assessment Activities by ALL Committees for AY2019-2020

QUESTION TO ASSESS (*Students, Alumni, Faculty, Preceptor, Administration*)	Assess cycle & Group(s) to Provide Data	ACPE Standard & *Strategic Initiative*	Outcome Measure	TARGET	OBSERVATION (Pending data, Pending Review, Completed, Archive)			ACTION
Experiential work processes *Are work processes efficient and timely with respect to IPPE and APPE placements?*	Assess 2020-2021 Cycle Every other Year 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	**Satisfaction with the IPPE and APPE placement process**	**# of responses**	**Agree/ Strongly Agree**	
					P1-P3 Students			
					P4 Students			

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.

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 pharmacoeconomic 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.

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.