

**Consolidated Assessment Plan Grid AY2020-2021**  
**Assessment Activities by ALL Committees for AY2020-2021**

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# Consolidated Assessment Plan Grid AY2020-2021

## Assessment Activities by ALL Committees for AY2020-2021

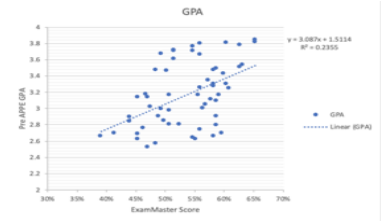
<b>Director of Assessment &amp; Institutional Initiatives</b>																								
QUESTION TO ASSESS <i>(Students, Alumni, Faculty, Preceptor, Administration)</i>	Assess cycle & Group(s) to Provide Data	ACP E Standard & Strategic Initiative	Outcome Measure	TARGET	OBSERVATION <i>(Pending data, Pending 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	<b>1, 24</b>  (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 <sup>st</sup> attempt (Class of 2021)  ≥ 95% of students (Class of 2021) will pass the NAPLEX on the first attempt	For the class of 2021 (N=39): From Fall 2021 interim report for graduates who took NAPLEX and MPJE between 2/1/21 and 10/25/21 <ul style="list-style-type: none"> <li>NAPLEX: Our pass rate was lower than national rates. In addition, we did not meet our goal to have ≥ 95% of students pass the NAPLEX on the first attempt.</li> <li>MPJE: Our pass rate was 1% lower than the national rate*.</li> <li>NYS Part 3: Results not received as of 3/9/2022</li> </ul> Table of D’Youville 1 <sup>st</sup> time pass rates (%) of pharmacy board exams compared to the National 2021 pass rates. State pass rates not received. <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th style="padding: 2px;">Exam</th> <th style="padding: 2px;">D’Youville</th> <th style="padding: 2px;">National / State</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">First attempt NAPLEX (N=31)</td> <td style="padding: 2px; text-align: center;">77%</td> <td style="padding: 2px; text-align: center;">83.7% / 79.3%</td> </tr> <tr> <td style="padding: 2px;">All attempts NAPLEX</td> <td style="padding: 2px; text-align: center;">80%</td> <td style="padding: 2px; text-align: center;">82% / 77.2%</td> </tr> <tr> <td style="padding: 2px;">First attempt MPJE (N=26)</td> <td style="padding: 2px; text-align: center;">78%</td> <td style="padding: 2px; text-align: center;">80% / 74.2%</td> </tr> <tr> <td style="padding: 2px;">NYS Part 3 (Jan)</td> <td style="padding: 2px; text-align: center;">XX%</td> <td style="padding: 2px; text-align: center;">XX% / XX%</td> </tr> <tr> <td style="padding: 2px;">NYS Part 3 (Aug)</td> <td style="padding: 2px; text-align: center;">XX%</td> <td style="padding: 2px; text-align: center;">XX% / XX%</td> </tr> </tbody> </table>	Exam	D’Youville	National / State	First attempt NAPLEX (N=31)	77%	83.7% / 79.3%	All attempts NAPLEX	80%	82% / 77.2%	First attempt MPJE (N=26)	78%	80% / 74.2%	NYS Part 3 (Jan)	XX%	XX% / XX%	NYS Part 3 (Aug)	XX%	XX% / XX%	Continuing to not meet target.  Capstone was implemented for the Class of 2021 and target still not met.  *Note Class of 2021 was allowed to graduate early due to COVID, unsure if this influenced first time pass rates  Send memo to executive to ensure a unified approach when changes are being made that might influence the NAPLEX  Effective January 1, 2022, the Part III (compounding) examination is no
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						longer a requirement for pharmacist licensure in New York State.
<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 &amp; Office of Student Affairs</p>	<p><b>1, 17</b></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</p>	<p>≥ 95% completion rate (Class of 2021)</p> <p>≥ 95% of student progressing to next year P1 (Class of 2024) and P2 (Class of 2023)</p> <p>&lt; 5% of students on probation at the end of academic year P1(Class of 2024) and P2 (Class of 2023)</p> <p>&lt; 10% of students remediating 1 or more courses at the end of the academic year P1 (Class of 2024) and P2 (Class of 2023)</p>	<p>94.87% of the Class of 2021 graduated from the program in 4 years (37/39)</p> <p>89.58 % of the Class of 2024 successfully progressed from the P1 to P2 year (43/48)</p> <p>90.38% of the Class of 2023 successfully progressed from the P2 to P3 year (47/52)</p> <p>20 students were on academic probation at the conclusion of the 2020-2021 AY  10 P3 (Class of 2022)  8 P2 (Class of 2023)  2 P1 (Class of 2024)</p> <p>Remediating at least one course during the 2020 – 2021 AY were:  Class of 2024 (P1) 35.41% (17/48)  Class of 2023 (P2) 9.62% (5/52)</p>	<p><b>Not met - Continue to monitor</b></p>

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			academic year (total)			
ExamMaster <i>Does the ExamMaster correlate with academic performance?</i>	Annual	<b>1, 12, 24</b>	Correlation of ExamMaster score with academic GPA	$r \geq 0.80$	<p>For the Class of 2022, there was a weak to moderate correlation between the pre-APPE GPA and the aggregate PCOA exam score.  <math>r = 0.485</math></p> 	<b>Mild correlation. Have no longitudinal data and will be going back to PCOA</b>

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### Assessment Activities by ALL Committees for AY2020-2021

<p>Assessment of the Curriculum using the ExamMaster Exam No reference to last year No reference to other national scores</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><b>1, 12, 24</b></p>		<p>The average exam score (from ExamSoft) of each P3 student will correlate to the ExamMaster score in each of the main sections:</p> <ul style="list-style-type: none"> <li>• <i>Biomedical Sciences</i></li> <li>• <i>Pharmaceutical Sciences</i></li> <li>• <i>Social/ Admin/ Behavioral Sciences</i></li> <li>• <i>Clinical Sciences</i></li> </ul> <p>Trends of percentile scores as compared to the national aggregate.</p>	<p>Unable to correlate</p>	<p><b>Not reported this year – going back to PCOA</b></p>
<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 &amp; Office of Student Affairs</p>	<p><b>2, 24</b></p>	<p>Percentage of students: - with program QPA <math>\geq 3.0</math>  - on the Dean's list (QPA <math>\geq 3.5</math>)</p>	<p><math>\geq 75\%</math> of students with QPA of 3.0 or higher</p> <p><math>\geq 10\%</math> of students on Dean's list</p>	<p>QPA = or &gt; 3.0</p> <ul style="list-style-type: none"> <li>• Class of 2021: 61.54%</li> <li>• Class of 2022: 62.07%</li> <li>• Class of 2023: 52%</li> <li>• Class of 2024: 59.57%</li> </ul> <p>QPA = or &gt; 3.5</p> <ul style="list-style-type: none"> <li>• Class of 2021: 7.69%</li> <li>• Class of 2022: 24.14%</li> <li>• Class of 2023: 24%</li> <li>• Class of 2024: 17.02%</li> </ul>	<p><b>QPA = or &gt; 3.0 is below target which is consistent with past years. Continue to monitor.</b></p> <p><b>Determine if should change target.</b></p>

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### Assessment Activities by ALL Committees for AY2020-2021

Diversity of student enrollment  <i>How diverse are DYCSOP enrollees?</i>  Principle: Asst. Dean	Annual  Admissions Committee & Office of Student Affairs	<b>16</b>	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)	37% of enrollees (Class of 2024) are non-Caucasian 40 % of enrollees (Class of 2024) that are international – Canadian 40 % of enrollees (Class of 2024) that are international – other <b>Did Not Report: 10%</b>	<b>Target met</b> <b>continue to track</b>
Admission Criteria  <i>How did enrolled students perform in pre-pharmacy coursework?</i>	Annual  Admissions Committee & Office of Student Affairs	<b>16.4</b>	Math/Science GPA	The average Math/Science GPA will be $\geq 3.2$	Average Math/Science GPA for Class of 2024 = <b>3.09</b>  Total enrollment number for Class of 2024 = <b>52</b>	<b>Did no meet – continue to monitor</b>
Admission Acceptance  <i>What is the acceptance rate for applicants?</i>	Annual  Admissions Committee & Office of Student Affairs	<b>16.4</b>	% of students who withdrew, matriculated, deferred, rejected from verified applicants		Class of 2024 - 266 Verified Applications <ul style="list-style-type: none"> <li>• 32 (12%) withdrew before Interview</li> <li>• 25 (9.4%) withdrew after deposit</li> <li>• 48 (18%) withdrew/declined offer</li> <li>• 55 (21%) matriculated</li> <li>• 19 (7%) Deferred Until 2022</li> </ul> 73 (27%) Rejected	<b>Need to determine target for 2021-22</b>  <b>The question – are we admitting everybody?</b>

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Admission Criteria as a Predictor of Student Success  <i>How well do our admissions criteria predict academic performance?</i>  Principle: Asst. Dean	Annual  Office of Student Affairs/ Admissions Committee	<b>16.4</b>	Number of students that repeated pre-requisite courses to determine whether this was predictive of success during transition to the PharmD program	<i>Compare the P1 performance of those who had no repeats vs those who repeated pre-requisites courses</i>	<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 OPA</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;">15</td> <td style="text-align: center;">3.0078</td> </tr> <tr> <td>Students who did not repeat any pre-requisites</td> <td style="text-align: center;">32</td> <td style="text-align: center;">3.1658125</td> </tr> </tbody> </table>	<u>Assessment question</u>	<u># with one or more unsuccessful grades</u>	<u>Average OPA</u>	Students who scored C- or less one or more math science pre-requisites	15	3.0078	Students who did not repeat any pre-requisites	32	3.1658125	Next year - Correlation between performance in pre-pharmacy perquisites ( <i>Math and Sciences</i> ) and performance in P1 course work:						
<u>Assessment question</u>	<u># with one or more unsuccessful grades</u>	<u>Average OPA</u>																			
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Graduate Employment  <i>How many of our students are continuing their pharmacy skills after graduation?</i>  Principle: Asst. Dean	Annual  Director of Assessment	<b>15</b>	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.  <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 2020</u></th> <th style="text-align: center;"><u># Class of 2021</u></th> </tr> </thead> <tbody> <tr> <td>Students employed within a year post grad</td> <td style="text-align: center;">34/60 (57%)</td> <td style="text-align: center;">23/39 (58.97%)</td> </tr> <tr> <td>Students with residency/ Fellowship offer at graduation</td> <td style="text-align: center;">15/60 (25%)</td> <td style="text-align: center;">9/39 (23.08%)</td> </tr> <tr> <td>Overall Students employed or residency/fellowship</td> <td></td> <td style="text-align: center;">32/39 (82%)</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;">49</td> <td style="text-align: center;">(7 unknown)</td> </tr> </tbody> </table> *Class of 2021 Data as of January 2022  Put a footnote for N	<u>Assessment question</u>	<u># Class of 2020</u>	<u># Class of 2021</u>	Students employed within a year post grad	34/60 (57%)	23/39 (58.97%)	Students with residency/ Fellowship offer at graduation	15/60 (25%)	9/39 (23.08%)	Overall Students employed or residency/fellowship		32/39 (82%)	<b>Total</b>	49	(7 unknown)	Continue to track
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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><b>23</b></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>	<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>2019/20</u></th> <th style="text-align: center;"><u>2020/21</u></th> </tr> </thead> <tbody> <tr> <td># of students who received internal/ external scholarship</td> <td style="text-align: center;">50</td> <td style="text-align: center;">55</td> </tr> </tbody> </table> <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>2019/20</u></th> <th style="text-align: center;"><u>2020/21</u></th> </tr> </thead> <tbody> <tr> <td>Total Scholarship Amounts</td> <td style="text-align: center;">\$240,000</td> <td style="text-align: center;">\$393,000</td> </tr> </tbody> </table>	<u>Criteria</u>	<u>2019/20</u>	<u>2020/21</u>	# of students who received internal/ external scholarship	50	55	<u>Criteria</u>	<u>2019/20</u>	<u>2020/21</u>	Total Scholarship Amounts	\$240,000	\$393,000	<p><b>Target met continue to track</b></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><b>16, 23</b></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>P1 (2024) class</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>EA Students</u></th> <th style="text-align: center;"><u>Other Students</u></th> </tr> </thead> <tbody> <tr> <td><i>End of P1-Year (n=47)</i></td> <td style="text-align: center;">3.1464</td> <td style="text-align: center;">3.1035</td> </tr> </tbody> </table> <p>P2 (2023) class</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>EA Students</u></th> <th style="text-align: center;"><u>Other Students</u></th> </tr> </thead> <tbody> <tr> <td><i>End of P1-Year (n=53)</i></td> <td style="text-align: center;">3.3417</td> <td style="text-align: center;">3.0593</td> </tr> <tr> <td><i>End of P2-Year (n=47)</i></td> <td style="text-align: center;">3.4202</td> <td style="text-align: center;">3.04187</td> </tr> </tbody> </table>		<u>EA Students</u>	<u>Other Students</u>	<i>End of P1-Year (n=47)</i>	3.1464	3.1035		<u>EA Students</u>	<u>Other Students</u>	<i>End of P1-Year (n=53)</i>	3.3417	3.0593	<i>End of P2-Year (n=47)</i>	3.4202	3.04187	<p><b>Target met continue to track</b></p>
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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	<p><b>There were ---two tier 1 concerns, and one tier 2 concern.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Alumni Survey: Quantitative Results</th> <th colspan="2" style="text-align: center;">DYSOP</th> <th style="text-align: center;">Peer</th> <th style="text-align: center;">National</th> </tr> <tr> <th style="text-align: left;">Tier 1 Concerns</th> <th style="text-align: center;">2019</th> <th style="text-align: center;">2021</th> <th style="text-align: center;">2021</th> <th style="text-align: center;">2021</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">3. The current Dean encourages alumni to stay involved.</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0.8</td> <td style="text-align: center;">16.5</td> <td style="text-align: center;">5.33</td> </tr> <tr> <td style="text-align: left;">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;">1.25</td> <td style="text-align: center;">1.92</td> <td style="text-align: center;">2.0</td> </tr> </tbody> </table>	Alumni Survey: Quantitative Results	DYSOP		Peer	National	Tier 1 Concerns	2019	2021	2021	2021	3. The current Dean encourages alumni to stay involved.	6	0.8	16.5	5.33	33. If I were starting my education over today, I would choose pharmacy as a career.	1.3	1.25	1.92	2.0	Notified executive team and will continue to monitor as COVID influenced this cohort.
Alumni Survey: Quantitative Results	DYSOP		Peer	National																						
Tier 1 Concerns	2019	2021	2021	2021																						
3. The current Dean encourages alumni to stay involved.	6	0.8	16.5	5.33																						
33. If I were starting my education over today, I would choose pharmacy as a career.	1.3	1.25	1.92	2.0																						
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 = $[(\text{Strongly agree} + \text{Agree}) / (\text{Strongly disagree} + \text{Disagree})]$	<p><b>There were ---no tier 1 concerns, and two tier 2 concerns.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;">DYSOP</th> <th style="text-align: center;">Peer</th> <th style="text-align: center;">National</th> </tr> <tr> <th style="text-align: left;">Tier 2 Concerns</th> <th style="text-align: center;">2019</th> <th style="text-align: center;">2021</th> <th style="text-align: center;">2021</th> <th style="text-align: center;">2021</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">2. I receive the results from students' evaluations of my rotation.</td> <td style="text-align: center;">1.55</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5.67</td> <td style="text-align: center;">5.23</td> </tr> <tr> <td style="text-align: left;">3. I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.</td> <td style="text-align: center;">4.75</td> <td style="text-align: center;">5</td> <td style="text-align: center;">13.44</td> <td style="text-align: center;">7.74</td> </tr> </tbody> </table>		DYSOP		Peer	National	Tier 2 Concerns	2019	2021	2021	2021	2. I receive the results from students' evaluations of my rotation.	1.55	5	5.67	5.23	3. I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.	4.75	5	13.44	7.74	Results sent to experiential office.
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**Consolidated Assessment Plan Grid AY2020-2021**  
**Assessment Activities by ALL Committees for AY2020-2021**

<p><b>Internal Student survey</b></p> <p>Principle: Director of Assessment</p> <p><b>Hassan</b></p>	<p>Annual</p> <p>Director of Assessment</p>	<p><b>24, 25</b></p>	<p>Ratios for each question on the internal student survey</p>	<p>Ratios for each item will be &gt;2 goal</p> <p>Ratio = <math>[(\text{Strongly agree} + \text{Agree}) / (\text{Strongly disagree} + \text{Disagree})]</math></p>	<p>There were 4 tier 1 concerns (13 last year), and 8 tier 2 concerns (28 last year).</p> <table border="1"> <tr> <td>Tier 1 concern items</td> <td>2021</td> <td></td> </tr> <tr> <td>7.b. Met with tutors if struggling with course material</td> <td><b>1.09</b></td> <td></td> </tr> <tr> <td>16. How would you characterize your understanding of the School of Pharmacy's overall educational outcomes?</td> <td><b>0.43</b></td> <td></td> </tr> <tr> <td>17. How would you characterize your understanding of individual course goals as they relate to the pharmacists' patient care process (PPCP)?</td> <td><b>0.90</b></td> <td></td> </tr> <tr> <td>18. I am aware of my progress in relation to the School of Pharmacy's ability-based competencies or Entrustable Professional Activities (EPAs)</td> <td><b>0.54</b></td> <td></td> </tr> </table> <p>Link: <a href="#">here</a></p>	Tier 1 concern items	2021		7.b. Met with tutors if struggling with course material	<b>1.09</b>		16. How would you characterize your understanding of the School of Pharmacy's overall educational outcomes?	<b>0.43</b>		17. How would you characterize your understanding of individual course goals as they relate to the pharmacists' patient care process (PPCP)?	<b>0.90</b>		18. I am aware of my progress in relation to the School of Pharmacy's ability-based competencies or Entrustable Professional Activities (EPAs)	<b>0.54</b>		<p><b>Memo sent relevant committees</b></p>
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<p><b>Graduating Student Survey</b></p> <p>Principle: Director of Assessment</p>	<p>Annual</p> <p>Director of Assessment</p>	<p><b>24, 25</b></p>	<p>Ratios for each question on the graduating student survey</p>	<p>Ratios for each item will be &gt;2 or at/above the average national categorical rating</p> <p><math>[(\text{Strongly agree} + \text{Agree}) / (\text{Strongly disagree} + \text{Disagree})] &gt; 2]</math></p>	<p><b>There was one tier 1 concern, and thirteen tier 2 concerns.</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">DYSOP</th> <th>Peer</th> <th>National</th> </tr> <tr> <th>Tier 1 concerns</th> <th>2021</th> <th>2020</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>70. If I were starting my college career over again, I would choose to study pharmacy.</td> <td>1.9</td> <td>&gt;5</td> <td>4.0</td> <td>3.4</td> </tr> </tbody> </table> <p>Link: <a href="#">here</a></p>		DYSOP		Peer	National	Tier 1 concerns	2021	2020			70. If I were starting my college career over again, I would choose to study pharmacy.	1.9	>5	4.0	3.4	<p><b>Memo sent relevant committees</b></p>
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# Consolidated Assessment Plan Grid AY2020-2021

## Assessment Activities by ALL Committees for AY2020-2021

<p><i>Faculty Survey</i></p> <p>Principle: Director of Assessment</p>	<p>Annual</p> <p>Director of Assessment</p>	<p><b>24, 25</b></p>	<p>Ratios for each question on the faculty survey</p>	<p>Ratios for each item will be &gt;2 or at/above the average national categorical rating</p> <p>[(<i>Strongly agree + Agree</i>)/(<i>Strongly disagree + Disagree</i>) &gt; 2]</p> <p># of concerns annually and hyperlink to document</p>	<p>There are <b>eighteen tier 1 concerns</b> (compared to nine last year); and there are <b>sixteen tier 2 concerns</b> (compared to twelve last year).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Item</th> <th colspan="2" style="width: 10%;">DYSOP</th> <th style="width: 10%;">Peer</th> <th style="width: 10%;">Na</th> </tr> </thead> <tbody> <tr> <td>Tier 1 concern items</td> <td style="text-align: center;">202 1</td> <td style="text-align: center;">202 0</td> <td style="text-align: center;">202 1</td> <td style="text-align: center;">20</td> </tr> <tr> <td>1. The college/school's administrators (e.g., Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.</td> <td style="text-align: center;">1.8 3</td> <td style="text-align: center;">&gt;5</td> <td style="text-align: center;">9.7</td> <td style="text-align: center;">7</td> </tr> <tr> <td>2. The college/school's administrators function as a unified team.</td> <td style="text-align: center;">0.8 9</td> <td style="text-align: center;">2.1 7</td> <td style="text-align: center;">4.8 2</td> <td style="text-align: center;">5</td> </tr> <tr> <td>3. The college/school's administrator(s) are aware of my needs/problems.</td> <td style="text-align: center;">1.8 3</td> <td style="text-align: center;">&gt;5</td> <td style="text-align: center;">4.5 7</td> <td style="text-align: center;">4</td> </tr> <tr> <td>4. The college/school's administrator(s) are responsive to my needs/problems.</td> <td style="text-align: center;">0.5 5</td> <td style="text-align: center;">1.6 3</td> <td style="text-align: center;">3.7 4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>5. The Dean is an effective leader of the college/school.</td> <td style="text-align: center;">0.7</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5.7 4</td> <td style="text-align: center;">5</td> </tr> <tr> <td>14. My performance assessment criteria are explicit and clear.</td> <td style="text-align: center;">1.2 3</td> <td style="text-align: center;">0.7 5</td> <td style="text-align: center;">6.1 1</td> <td style="text-align: center;">5</td> </tr> <tr> <td>15. My allocation of effort has been clearly stated.</td> <td style="text-align: center;">0.7</td> <td style="text-align: center;">1.3 3</td> <td style="text-align: center;">6.1 1</td> <td style="text-align: center;">4</td> </tr> <tr> <td>17. I receive formal feedback on my performance on a regular basis.</td> <td style="text-align: center;">1.1 3</td> <td style="text-align: center;">0.7 5</td> <td style="text-align: center;">4.8 2</td> <td style="text-align: center;">5</td> </tr> <tr> <td>20. I receive guidance on career development.</td> <td style="text-align: center;">0.7</td> <td style="text-align: center;">0.9 1</td> <td style="text-align: center;">2.6 6</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Item	DYSOP		Peer	Na	Tier 1 concern items	202 1	202 0	202 1	20	1. The college/school's administrators (e.g., Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.	1.8 3	>5	9.7	7	2. The college/school's administrators function as a unified team.	0.8 9	2.1 7	4.8 2	5	3. The college/school's administrator(s) are aware of my needs/problems.	1.8 3	>5	4.5 7	4	4. The college/school's administrator(s) are responsive to my needs/problems.	0.5 5	1.6 3	3.7 4	3	5. The Dean is an effective leader of the college/school.	0.7	4	5.7 4	5	14. My performance assessment criteria are explicit and clear.	1.2 3	0.7 5	6.1 1	5	15. My allocation of effort has been clearly stated.	0.7	1.3 3	6.1 1	4	17. I receive formal feedback on my performance on a regular basis.	1.1 3	0.7 5	4.8 2	5	20. I receive guidance on career development.	0.7	0.9 1	2.6 6	2	<p><b>Memo sent relevant committees</b></p>
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					21. Funds are available to support faculty development.	1.1 3	>5	3.1 3	4
					22. Programs are available to orient non-practice faculty to the pharmacy profession and professional education.	1.8 3	4.6 7	3.7 4	3
					24. Programs are available to develop competence in research and/or scholarship.	1.8 3	2	2.2 8	3
					25. The college or school has a sufficient number of staff to effectively address programmatic needs.	0.0 6	0.4	2.4 6	1
					27. The college or school has resources to effectively address research/scholarship needs.	0.8 9	3.2	2.1 2	2
					30. The college/school has a sufficient number of faculty	0.1 3	0.7 5	1.5 6	1
					40. The college/school has an effective process to manage poor academic performance of students.	1.8 3	4.2 5	3.9 2	5
					42. In my opinion, the proportion of my time spent on research is appropriate	0.7	1.1	20. 33	2
					43. In my opinion, the proportion of my time spent on service is appropriate	1.4 3	2.5	2.1 2	3
					Link: <a href="#">here</a>				

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### Assessment Activities by ALL Committees for AY2020-2021

Teaching Effectiveness  <i>How effective are our faculty at teaching?</i>	Annual  Department 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	#	Fall 2020 (SOP)	Fall DY Mean	Spring 2021 (SOP)	Spring DY Mean	No action needed
					6	3.28	3.14	3.11	3.10	
					7	4.41	4.33	4.28	4.31	
					8	4.47	4.35	4.34	4.37	
					9	4.51	4.42	4.35	4.40	
					10	4.49	4.41	4.28	4.39	
					11	4.53	4.49	4.38	4.48	
					12	4.47	4.41	4.33	4.38	
					13	4.66	4.59	4.48	4.55	
					14	4.75	4.73	4.56	4.66	
					15	4.66	4.56	4.46	4.55	
					16	4.28	4.31	4.16	4.28	

#### 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</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	100% of students have participated in IPE activities by the end of the P3 year (Class of 2022)	Data difficult to obtain and uncertain if accurate. Concerns on who has ownership for IPE. Memo to Executive (CC – Curriculum; Experiential Committee)  Class of 2023 did	
					Individuals make every effort to understand the capabilities and contributions of other health professions (STD 11.1)		90%
					Individuals need to cooperate with other health care professionals (STD 11.2)		95%
					Individuals are willing to share information with other health care professionals (STDs 11.1, 11.2 and 11.3)		95%
					Individuals must depend upon the work of people in other health professions (STD 11.3 and 3.4)		90%

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<i>meet patient care needs?</i>				met the key goals of the IPE activities (SA/A > 75%)  <i>(Strongly agree + Agree) &gt; 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)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Statement #</th> <th style="width: 50%;">Statement</th> <th style="width: 20%;">Concept</th> <th style="width: 10%;">SA / A</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>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.</td> <td style="text-align: center;">Understanding / Cooperation</td> <td style="text-align: center;">95%</td> </tr> <tr> <td style="text-align: center;">5</td> <td>By raising challenging questions or problems, the instructors frequently stimulated me to think.</td> <td style="text-align: center;">Sharing Information</td> <td style="text-align: center;">90%</td> </tr> <tr> <td style="text-align: center;">6</td> <td>The instructors created an environment in which the principles of interprofessional education were demonstrated and we clarified our professional roles to each other.</td> <td style="text-align: center;">Understanding</td> <td style="text-align: center;">90%</td> </tr> <tr> <td style="text-align: center;">7</td> <td>The instructors openly encouraged participants to learn from other health providers' views, opinions, and experiences.</td> <td style="text-align: center;">Sharing Information</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Participants were encouraged to consider how they might use each other's professional</td> <td style="text-align: center;">Depending on Others</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	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	95%	5	By raising challenging questions or problems, the instructors frequently stimulated me to think.	Sharing Information	90%	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	90%	7	The instructors openly encouraged participants to learn from other health providers' views, opinions, and experiences.	Sharing Information	100	8	Participants were encouraged to consider how they might use each other's professional	Depending on Others	100	not participate in Fall IPE. Send memo to curriculum
	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	95%																										
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					skills, knowledge, and experiences.			
					9 Following this interprofessional experience, I can clarify how interprofessional collaboration can enhance patient-centered care.	Understanding	100	
					<p><b>IPE survey results: 20 responses. At least 90% strongly agreed or agreed to the four survey items/goals.</b></p> <p>Class of 2023 (P2) DID NOT participate in the Tom/Martha Fall curriculum last academic year (2020/2021) that they were supposed to participate in in their P2 year due to the pandemic. But all other years they will have had an experience.</p>			
<p>IPE Integration into IPPEs</p> <p><i>Are students exposed to inter-professional educational (IPE) activities during IPPEs?</i></p>	Annual EE Committee	<b>11</b>	CORE data	100% of students will participate in a minimum of one IPE activity on IPPE rotation(s) and mapped via CORE LMS	Completed for IPPEs and mapped via CORE LMS in Student evaluation of Site			<p><b>Need to determine if this is an appropriate assessment to meet the monitoring status of IPE for the Fall 2023 focused site visit.</b></p>
	Annual EE Committee	<b>11</b>	CORE data	100% of students will participate in a minimum of one IPE activity with prescribers (M D or DO) and their students during IPPE rotat	Completed for IPPEs and mapped via CORE LMS in Student evaluation of Site			

**Consolidated Assessment Plan Grid AY2020-2021**  
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				ion(s) and mapped via CORE LMS		
IPE Integration into APPEs  <i>Are students exposed to inter-professional educational (IPE) activities during APPEs</i>	Annual  EE Committee	<b>11</b>	CORE data	100% of students will participate in a minimum of one IPE activity on APP E rotation(s) and mapped via CORE LMS	<i>Completed for APPEs and mapped via CORE LMS in Student evaluation of Site</i>	<b>Need to determine if this is an appropriate assessment to meet the monitoring status of IPE for the Fall 2023 focused site visit.</b>
	Annual  EE Committee	<b>11</b>	CORE data	100% of students will participate in a minimum of one IPE activity with prescribers (MD or DO) and their students during IPPE rotation(s) and mapped via CORE LMS	<i>Completed for APPEs and mapped via CORE LMS in Student evaluation of Site</i>	



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<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><b>9, 19</b></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>Accurate data was unable to be obtained thus not reported</p>	<p><b>Need to determine the required data and the process for obtaining data from faculty</b></p>
<p>Research Progress</p> <p><i>How are we advancing the pharmacy profession?</i></p>	<p>Annual Research Committee</p>	<p><b>19</b></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</p>	<p>Accurate data was unable to be obtained thus not reported</p>	<p><b>Need to determine the required data and the process for obtaining data from faculty</b></p>

## Consolidated Assessment Plan Grid AY2020-2021

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				presented # Professional presentations														
<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</p> <p>EE Committee</p>	<b>13</b>	<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><b>Average rotation assessment scores</b> (given by the students) will be satisfactory or better</p>	<p>We have 191 local, active sites. Due to COVID-19 restrictions in place and staffing decreases in the OEE from 2020-2021, only 5 site visits were documented. This means that 2.6% of sites were visited during this timeframe, which is below the goal.</p> <p>For the 5 site visits, the average score was 98.7%, which is satisfactory and at the goal.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Rotation Type</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Advanced Community</td> <td style="text-align: center;">85.7%</td> </tr> <tr> <td>Ambulatory Care</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Institutional Clinical</td> <td style="text-align: center;">97.6%</td> </tr> <tr> <td>Institutional Operations</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Elective (A &amp; B)</td> <td style="text-align: center;">91.5%</td> </tr> </tbody> </table>	Rotation Type	Average Score	Advanced Community	85.7%	Ambulatory Care	100%	Institutional Clinical	97.6%	Institutional Operations	100%	Elective (A & B)	91.5%	<p><b>Ensure ≥30% of active sites will be visited annually (in-person or virtually) going forward.</b></p> <p><b>No action needed for other items.</b></p> <p><b>Unsure of what satisfactory is – need to update target.</b></p>
Rotation Type	Average Score																	
Advanced Community	85.7%																	
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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</p> <p>EE Committee</p>	<b>12, 13</b>	<p>Review of IPPE Evaluations</p>	<p>95% of students will meet the minimum standards of performance on IPPE and APPEs</p>	<p>(147/148) 99.3% passed their IPPE Rotations (38/39) 97.4% passed their APPE Rotations</p> <p>(468/470) 99.6% of IPPE rotations were passed (233/234) 99.6% of APPE rotations were passed</p>	<p><b>No action needed.</b></p>												
<p>APPE student preparedness</p>	<p>Annual</p>	<b>10, 12,</b>	<p>AACP graduating student survey (P4)</p>	<p>More than 75% of students will</p>	<p>For the 2020-2021 year, 87% of students answered this question as agree or strongly agree, which is at the goal.</p>	<p><b>No action needed for AACP survey</b></p>												



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				domain (category) in ExamSoft will successfully pass each APPE without remediation and/or a revised educational plan		
IPE Integration into IPPE/APPE  <i>Are students exposed to inter-professional educational (IPE) activities during IPPEs and APPEs?</i>	Annual  EE Committee	<b>11</b>	Core data	100% of students will participate in IPE activities on IPPEs and APPEs, mapped via CORE	Completed for IPPEs and APPEs and mapped via CORE in Preceptor Evaluation of Student. Questions also included in Student Evaluation of Site, Preceptor, and Experience.	<b>Need to determine if this is an appropriate assessment to meet the monitoring status of IPE for the Fall 2023 focused site visit.</b>
Curricular Assessment  <i>Does the current curriculum demonstrate improvements in course integration, development, organization and delivery?</i>	Annual  Curriculum Committee	<b>10, 12</b>	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	25% of courses completed a course review.  100% of recommendations stemming from structured curricular assessments were adopted and/or were rectified to the satisfaction of the curriculum committee.	<b>No action required</b>

## Consolidated Assessment Plan Grid AY2020-2021

### Assessment Activities by ALL Committees for AY2020-2021

<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><b>1, 12, 24</b></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 1<sup>st</sup> attempt</p> <p>100% of students will achieve a passing grade by their 2<sup>nd</sup> attempt</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">Pass rate Top 200 Drug Exam (Class of 2022)</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Attempt</td> <td>86% (51/59)</td> </tr> <tr> <td>2<sup>nd</sup> Attempt</td> <td>88% (7/8)</td> </tr> <tr> <td>3<sup>rd</sup> Attempt</td> <td>100% (1/1)</td> </tr> </tbody> </table>	Pass rate Top 200 Drug Exam (Class of 2022)		1 <sup>st</sup> Attempt	86% (51/59)	2 <sup>nd</sup> Attempt	88% (7/8)	3 <sup>rd</sup> Attempt	100% (1/1)	<p><b>Goal partially met. Continue to monitor.</b></p>
Pass rate Top 200 Drug Exam (Class of 2022)														
1 <sup>st</sup> Attempt	86% (51/59)													
2 <sup>nd</sup> Attempt	88% (7/8)													
3 <sup>rd</sup> Attempt	100% (1/1)													
<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</p> <p>Academic Performance and Integrity Committee</p>	<p><b>4, 9</b></p>	<p>Involvement in professional organizations (Faculty). ON CAMPUS OR OVERALL (WHERE IS THE DATA DERIVED FROM)</p>	<p>Faculty involvement in professional organizations MEMBERS VS SERVING ON COMMITTEES</p>	<p>17 faculty members served as a Faculty Advisor for one or more student organizations</p>	<p><b>Data does not match the data requested.</b></p> <p><b>Should this come from department chairs?</b></p> <p><b>Will this be in Watermark?</b></p>								

## Consolidated Assessment Plan Grid AY2020-2021

### Assessment Activities by ALL Committees for AY2020-2021

<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><b>4, 9</b></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</p> <p>All violations of the professional code of conduct (didactic) will be reported and resolved/addressed</p> <p>Less than 5% of all rotations will receive a critical incidence (experiential) reports from EEO</p>	<p>100% of our students were affiliated with at least one professional organization.</p> <p>Violations of the Professional Code of Conduct: one (1)</p> <p>There was one (1) Critical Incident Report from the Experiential Education Office (EEO) which happened to be the same student / incident as the one violation of the Code of Conduct</p>	<p><b>Continue to monitor – goal not met</b></p>
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## Consolidated Assessment Plan Grid AY2020-2021

### Assessment Activities by ALL Committees for AY2020-2021

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
<b>Educational Outcomes and Competencies</b>						
Learner	Annual	<b>1.1</b>	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%	<b>Met</b>
Caregiver	Annual	<b>2.1</b>	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%	<b>Met</b>
Manager	Annual	<b>2.2</b>	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%	<b>Met</b>
Promoter	Annual	<b>2.3</b>	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%	<b>Met</b>
Provider	Annual	<b>2.4</b>	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%	<b>Met</b>
Problem Solver	Annual	<b>3.1</b>	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%	<b>Not met – memo to CC</b>
Educator	Annual	<b>3.2</b>	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%	<b>Met</b>
Patient Advocacy	Annual	<b>3.3</b>	Average score from Examsoft across all	>75% average for P1, P2 and P3	P1=86% P2=88%	<b>Inform CC that there is not data in Examsoft for</b>

## Consolidated Assessment Plan Grid AY2020-2021

### Assessment Activities by ALL Committees for AY2020-2021

			classes during the academic year.	classes	P3=XX	<b>P3 class</b> <b>*Need to review what level questions are tagged at since missing values.</b>
Collaborator (Inter-professional)	Annual	<b>3.4</b>	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%	<b>Met</b>
Includer (Cultural Sensitivity)	Annual	<b>3.5</b>	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	<b>Inform CC that there is not data in Examsoft for P3 class</b>
Communicator	Annual	<b>3.6</b>	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%	<b>Met</b>
Self-awareness	Annual	<b>4.1</b>	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%	<b>Met</b>
Leader	Annual	<b>4.2</b>	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	<b>Inform CC that there is not data in Examsoft for P1 and P3 class</b>
Innovator (and entrepreneur)	Annual	<b>4.3</b>	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	<b>Inform CC that there is not data in Examsoft for P3 class</b>
Professionalism	Annual Director of Assessment Asst. Dean for Faculty and Student Affairs	<b>4.4</b>	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%	<b>FOLLOW UP WITH EXAMS MISSING FROM LAST YEAR</b>
<b>Biomedical Sciences</b>	Annual	<b>1, 24</b>	Average score from Examsoft across all classes during the	>75% average for P1, P2 and P3 classes	P1=78% P2=76% P3=88%	<b>Met</b>



## Consolidated Assessment Plan Grid AY2020-2021

### Assessment Activities by ALL Committees for AY2020-2021

			academic year.			
<b>Pharmaceutical Sciences</b>	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%	<b>Met</b>
<b>Social/ Administrative/ Behavioral Sciences</b>	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%	<b>Met</b>
<b>Clinical Sciences</b>	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%	<b>Met</b>
BT-01 Describe/ List/ Observe	Annual	<b>1.1</b>	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=85% P2=80% P3=83%	<b>Met</b>
BT-02 Apply/ Associate/ Utilize	Annual	<b>2.1</b>	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=84% P2=83% P3=82%	<b>Met</b>
BT-03 Design/ Implement/ Integrate	Annual	<b>2.2</b>	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=85% P2=75% P3=77%	<b>Met</b>
BT-04 Consistently Analyze/ Evaluate/ Adapt	Annual	<b>2.3</b>	Average score from Examsoft across all classes during the academic year.	>75% average for P1, P2 and P3 classes	P1=86% P2=76% P3=85%	<b>Met</b>

## Consolidated Assessment Plan Grid AY2020-2021

### Assessment Activities by ALL Committees for AY2020-2021

OFF CYCLE ASSESSMENT ITEMS															
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	<b>13</b>	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	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e6e6e6;"> <th style="width: 50%; padding: 5px;"><u>Satisfaction with the IPPE and APPE placement process</u></th> <th style="width: 20%; padding: 5px;"><u># of responses</u></th> <th style="width: 30%; padding: 5px;"><u>Agree/ Strongly Agree</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">P1-P3 Students</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">P4 Students</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	<u>Satisfaction with the IPPE and APPE placement process</u>	<u># of responses</u>	<u>Agree/ Strongly Agree</u>	P1-P3 Students			P4 Students			
<u>Satisfaction with the IPPE and APPE placement process</u>	<u># of responses</u>	<u>Agree/ Strongly Agree</u>													
P1-P3 Students															
P4 Students															

**Consolidated Assessment Plan Grid AY2020-2021**  
**Assessment Activities by ALL Committees for AY2020-2021**

**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.

# Consolidated Assessment Plan Grid AY2020-2021

## Assessment Activities by ALL Committees for AY2020-2021

**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.

# **Consolidated Assessment Plan Grid AY2020-2021**

## **Assessment Activities by ALL Committees for AY2020-2021**

### **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.