

## Consolidated Assessment Plan Grid AY2013-2014

### Assessment Activities by ALL Committees for AY2013-2014

*Assessment committee will be responsible for reviewing all data.*

QUESTION TO ASSESS ( <i>Students, Alumni, Faculty, Preceptor, Administration</i> )	OUTCOME MEASURE	ACPE STANDARD	TARGET	ASSESS CYCLE	GROUP(S) to Provide Data	Observation & Action <b>**denotes the action &amp; changes made based on results</b> (Pending data, Pending Review, Completed, Archive)
<b>Student Learning Outcomes</b>						
Professional Behavior and Ethics <i>To what extent do our students understand and accept responsibility for the care of their patients?</i>	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: a. Patient relationship b. Rational and ethical decisions c. Initiative and responsibility d. Sensitivity, tolerance and respect	10, 15	>75% on each outcome measure for P1, P2, P3 and P4 years	Every three years	Course Coordinators	Class of 2014: 88.2% Class of 2015: 85.7% Class of 2016: 91.7% Class of 2017: 93.9%
Communication and Collaboration <i>To what extent are our students able to convey information so that it is received and understood?</i>	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: a. Counseling skills b. Professional communication c. Collaboration d. Scientific communication	10, 15	>75% on each outcome measure for P1, P2, P3 and P4 years	Every three years	Course Coordinators	Class of 2014: 90.7% Class of 2015: 81.6% Class of 2016: 89.9% Class of 2017: 89.8%
Public Health <i>To what extent do our students understand the system in which they practice and demonstrate willingness to work</i>	Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: a. Professional collaboration b. Data-driven needs assessment c. Wellness and disease prevention d. Disease prevention	10, 15	>75% on each outcome measure for P1, P2, P3 and P4 years	Every three years	Course Coordinators	Class of 2014: 92.1% Class of 2015: 83.2% Class of 2016: 93.1% Class of 2017: 91.8%

Evaluation of: \* Mission and Goals, ‡ Curricular Effectiveness, § Strategic Initiatives

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<i>to improve the health of individuals and communities?</i>						
<b>Student, Faculty, Staff</b>						
§NABPLEX & NYS Pharmacy Licensure  <i>Have DYCSOP graduates achieved a licensure pass rate at or above the State average?</i>	Percentage of graduating students passing board examinations <ul style="list-style-type: none"> <li>• NAPLEX</li> <li>• MPJE</li> <li>• NYS Part 3 exam</li> </ul>	12, 15	≥85% pass rate on 1 <sup>st</sup> attempt	Every year	Dean	NAPLEX: 96 % MPJE: 100 %  NYS Part 3 Exam: <b>6/13:</b> 100 % <b>1/14:</b> 61 % <b>6/14:</b> 64 %  <b>**Scores are with in state and national average therefore will continue to monitor and change target to “greater than state and national average pass rate on 1<sup>st</sup> attempt”</b>
‡Student Achievement  <i>Is our early assurance program providing us with students who are higher achievers?</i>	QPAs for early assurance students vs. students admitted through PharmCas	17	Average QPA at the end of the P1 and P2 years for early assurance students will be equal to or higher than average QPA for students admitted through PharmCas	Every two years	Admissions Committee & Office of Student Affairs	P1 Year Early Assurance 3.32 All Students 3.00  P2 Year Early Assurance 3.31 All students 3.05  <b>**Continue to monitor</b>
§Early Assurance Students’ Academic Performance  <i>What is the academic performance of the</i>	The academic performance of the early assurance students will equal or surpass the performance of the average admitted student for each year of the professional curriculum.	17	100%	Every year	Admissions Committee & Office of Student Affairs	Early assurance vs average admitted student GPA and PCAT are comparable  <b>**Similar to above question remove from grid</b>

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<i>early assurance DYCSOP students?</i>						
‡Student Achievement <i>How many of our students are capable of successfully completing the planned curriculum in the designated time frame?</i>	Percentage of students completing the PharmD program in 4 academic years	19	≥95%	Annual	Admissions Committee & Office of Student Affairs	Class of 2014: 96.5% <b>**Continue to monitor</b>
‡Student Achievement	Percentage of students: <ul style="list-style-type: none"> <li>with program QPA ≥ 3.0</li> <li>progressing to next year in program</li> <li>on the Dean’s list (QPA ≥3.5)</li> </ul>	15	<ul style="list-style-type: none"> <li>≥75% of students with QPA of 3.0 or higher</li> <li>≥95% of student progressing to next year</li> <li>≥10% of students on Dean’s list</li> </ul>	Annual	Admissions Committee & Office of Student Affairs	<ul style="list-style-type: none"> <li>56.4% QPA ≥ 3.0</li> <li>95.5% students progressing</li> <li>14.3% QPA ≥ 3.5</li> </ul> 2011-2012 recommendation was to collect 4 years of data (this is year 3) 2012-2013 recommendation was to compare to other schools and consider changing QPA ≥ 3.0 target and add “# of student remediation’s” as a measure  <b>**Continue to monitor</b>
‡Admission Criteria as a Predictor of Student Success	Correlation of admission criteria to academic performance in program <ul style="list-style-type: none"> <li>aggregated Admission Screening Score to program QPA</li> </ul>	17	$r^2 \geq 0.80$	Annual	Admissions Committee & Office of Student Affairs	No correlations was found when correlating “overall candidate score vs P1 GPA”, “Candidate Math and Science Prerequisite GPA vs P1 GPA”, “Candidate Prerequisite GPA vs P1 GPA”, “Candidate Science GPA vs P1 GPA”, “Candidate Math GPA vs P1 GPA”, “PCAT Score vs P1 GPA”  <b>**Archive as no correlation has been found, since 2011</b>

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§Diversity  <i>How many non-Caucasian DYCSOP applicants are there?</i>	At least 15% of applicants will be non-Caucasian and at least 15% of enrollees will be non-Caucasian.	17	100%	Every year	Admissions Committee & Office of Student Affairs	# minority applicants (unknown) # minority enrollees Class of 2014: 24% Class of 2015: 19% Class of 2016: 26% Class of 2017: 23%  <b>**Continue to track, but remove the number of applicants as unable to obtain data</b>
§Interprofessional Education  <i>Are our graduates prepared to interact with practitioners in other health care professions?</i>	The SOP will partner with other health professional programs to prepare a plan to participate in inter-professional educational opportunities.  OR, Percentage of graduating students who have successfully completed an interprofessional education module	6,12	100%	Every year	IPEC representative (Butterfoss)	100% All of the students had to complete the IPE simulation session otherwise they would have failed CLP VI. It is built into the syllabus that way and will continue moving forward.  <b>**Since this is now a requirement will change measure to be percentage of students who have completed greater than one interprofessional education module.</b>
§Assessment Portfolio  <i>Do DYCSOP students have an assessment portfolio?</i>	DYCSOP will have an implementation plan for the assessment portfolio	15	100%	Every year	Portfolio ad hoc committee	Work in progress. Working with PharmAcademic.  <b>**Continue to monitor.</b>
§Measurement of Student's Independent Thinking  <i>Has DYCSOP measure student's independent thinking?</i>	DYCSOP Assessment Committee will have developed a plan and outcomes for measuring independent thinking for our students.	15	100%	Every year	Assessment Committee	Measures for assessing lifelong learning and critical thinking.  <b>**Not Done – Archive as will become part of CAPE assessment</b>

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<b>Principle: Sprowl</b>						
Student Services  <i>Does the college provide adequate support services to its pharmacy students?</i>	AACCP student survey rating of our student services <ul style="list-style-type: none"> <li>• financial aid</li> <li>• counseling</li> <li>• advising</li> <li>• IT</li> <li>• student organizations</li> </ul>	19	≥75% of ratings are “agree” or higher for these categories	Every two years	Assessment Committee	Financial Aid: 92/130 (70.8%) Agree/Strongly Agree (Considering that 8 were N/A) *Focus Group Planned  Counseling: 43/47 (91.5%) Agree/Strongly Agree (Considering that 91 were N/A)  Advising: 95/115 (82.6%) Agree/Strongly Agree (Considering that 21 were N/A)  IT (electronic databases/library etc): 122/133 (91.7%) Agree/Strongly Agree (Considering that 2 were N/A)  Student Organizations: 98/121 (81.0%) Agree/Strongly Agree (16 had no opinion)  <b>**A focus group will be held to gather more information about Financial Aid. Other student services will continue to be monitored.</b>
Student Professionalism  <i>How prepared are our students to serve their profession?*</i>	Professionalism survey results on student commitment to: <ul style="list-style-type: none"> <li>• leadership</li> <li>• life-long learning</li> <li>• altruism</li> <li>• integrity</li> </ul>	23	≥30% of students will actively participate in professional organizations  ≥65% of students will be members of more than one pharmacy organization  ≥90% of students will participate in volunteer activities (not associated with experiential education requirements)  0 incivilities or integrity violations will be reported	Annual	Assessment Committee	Based on student survey administered in 3/2014: 55.9% of students actively participated in prof. orgs; 62.5% of students were members of >1 pharmacy org; 73.5% of students participated in volunteer activities (not assoc. w/ experiential ed. reqs.).  Unable to obtain incivility data.  <b>**Continue to monitor student professionalism annually. Global assessment of the student survey identified a need for focus groups to further explore the impact of family/work on academic performance and how to improve students understanding of curricular, course goals and</b>

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						<b>progression in the pharmacy program.</b>
§Student Professionalism <i>How involved have our students become in the pharmacy profession?</i>	Percentage of graduating students who have attended a professional meeting	23	≥ 30% of graduating students have attended at least one national or regional professional meeting  100% of graduating students have attended at least one local professional meeting	Annual	Office of Student Affairs	78/121 (64.4%) Regularly attend meetings of Pharmacy-related organizations/fraternities  34/121 (28.1%) Occasionally attend meetings of Pharmacy-related organizations/fraternities  62/111 (55.8%) Hold a leadership position or serve in another manner  <b>*Did not reach target goal of 100% students attending at least one local meeting, continue to monitor. Data received does not correlate with target, consider revising question.</b>
§Student Service Projects  Have DYCSOP student organizations provided any service projects?	Student organizations will develop and complete at least one service project annually.	3,23	100%	Every year	Office of Student Affairs	Each organization has completed at least one service project as this is a requirement to be an SA approved DYC organization.  100/136 (74%) students survey in P1-P3 class volunteered  <b>**Archive as all organizations must do a service project.</b>
Graduating Student/Alumni Satisfaction  <i>How well do our graduating students think we prepared them for pharmacy</i>	AACP graduating student survey ratings on our: <ul style="list-style-type: none"> <li>• professional competencies &amp; outcomes</li> <li>• curriculum</li> <li>• experiential rotations &amp; sites</li> </ul>	12, 22	Ratings for each item will be at or above the average national categorical rating	Annual	Assessment Committee in Collaboration with Director of Assessment	22.9% strongly agree in feeling prepared 77.1% agree in feel prepared  All questions on graduating student survey that were >10 disagree/strongly disagree were discussed by the committee. Questions were also reviewed that were below the national categorical meeting. The committee will continue to monitor the graduating student survey

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<i>practice?</i>	<ul style="list-style-type: none"> <li>overall program</li> </ul>					next year for most questions of concern as processes are already in place to improve most questions of concern. <b>**Financial aid was not currently being followed up. A focus group will be conducted to further evaluate why financial aid is not meeting student's needs.</b>
Graduate Employment <i>How many of our students are formally continuing their education after graduation?</i>	Percentage of graduating students who have been accepted into residency or fellowship programs	15, 16	≥10% of all graduating students ≥25% of students who applied	Annual	Office of Student Affairs	Residency: 9/55 (16.4%)  All positions: 52/55 (94.5%) Self-reported by students  <b>**Continue to monitor</b>
Faculty Satisfaction <i>“How do our faculty’s experiences differ from those at other schools of pharmacy?”</i>	AACP faculty survey ratings on our: <ul style="list-style-type: none"> <li>administrative system</li> <li>recruitment and retention</li> <li>faculty development</li> <li>curriculum, teaching &amp; assessment</li> </ul>	3	Ratings for each item will be at or above the average national categorical rating	Annual	Assessment Committee in Collaboration with Director of Assessment	Overall faculty appear to be satisfied in the workplace with the following exceptions: -lack of clearly defined roles (e.g. percent effort for teaching, research, service) and, therefore, assessment criteria -lack of appropriate research infrastructure to support faculty research programs/grants -committee decisions not being respected/enforced by administration -administration not responding to faculty feedback/comments  <b>**Continue to monitor</b>
§Faculty Development Plans <i>Do faculty have development plans?</i>	Each faculty member will have met with their department chair to develop mutually agreeable goals and a personalized development plan	26	100% of faculty have an individualized development plan that was created in collaboration with their chair	Every year	Department Chairs	Practice Dept Chair reported 100%  <b>**Archive and as this is required annually and change questions to ensure adequate mentoring for faculty</b>

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	that will provide a clear path to promotion.					
Faculty Development <i>How are we advancing the pharmacy profession?*</i>	Faculty contributions to advancement of the profession of pharmacy and/or academia	26	100% of faculty will be involved in a longitudinal scholarly project during the year	Annual	Department Chairs	19/21 (90.5%) of faculty did reported a longitudinal project during a survey of research/scholarly activity over the summer or on the annual report sections pertaining to scholarly activity.  <b>**Continue to monitor and combine with research questions</b>
§Faculty Attendance at National Meeting(s)  <i>Do DYCSOP faculty attend any national meetings?</i>	Each faculty member will have attended at least one national professional meeting annually.	26	100%	Every year	Department Chairs	14/21 (67%) of faculty reported attending a national meeting on the 2013-2014 annual report  <b>**Change question to “Does faculty have adequate financial support to promote their professional development?”</b>
§Faculty/Staff Service Projects  Have DYCSOP faculty/staff provided any service projects?	Faculty and staff will participate in at least one service project annually	23	100%	Every year	Department Chairs	>15 faculty and 3 staff involved in service activities.  <b>**Continue to monitor and need to change target</b>
‡Teaching Effectiveness	Student evaluations of: <ul style="list-style-type: none"> <li>• overall effectiveness</li> <li>• availability</li> <li>• fairness</li> <li>• clarity of presentation</li> </ul>	11	≥75% of SOP faculty will score at or above the college’s “middle 60%” for these categories	Annual	Leadership Team	All measures met or came close to being met for Fall '13, and they far exceeded criteria for Spring '14. Low scores involved a small number of courses. Informed department chairs of the data.  <b>**This is to be monitored by leadership for future.</b>
§Departmental Research Plans	Each department will have developed a research plan with	3	100%	Every two years	Department Chairs	The research committee held a retreat and created a school research mission.

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<i>Does each DYCSOP department have a research plan?</i>	clear goals and objectives.					<b>**Archive</b>
§Research/Practice Collaborations  <i>Has DYCSOP developed any collaborations with community research and/or practice partners?</i>	The SOP will have developed at least three substantive collaborations with community research and/or practice partners.	6	100%	Every year	Associate Dean of Research	11 collaborations with a variety of partners - University at Buffalo (Electrical Engineering), Roswell Park Cancer Institute, CASE (Coalition of Agencies in Service to the Elderly), American Lung Association and Hodge Pediatrics, Jericho Road Clinic, Catholic Medical Partners, Health Now (BC/BS). Dr. Dunn has list  <b>**Continue to monitor research collaborations, combine with other research related questions.</b>
§Database of Research Collaborations  <i>Does DYCSop have a database of research collaborations?</i>	We will have created a database/list of research collaborations.	6	100%	Every year	Associate Dean of Research	Associate Dean of Research created database of research collaborations.  <b>**Archive as completed, but continue to monitor growth of research collaborations.</b>
§Interdisciplinary Research Grant  <i>Have faculty been awarded any interdisciplinary research grants?</i>	There will be at least one major interdisciplinary research grant (>\$100,000) awarded to a faculty member in the SOP.	6	100%	Every year	Associate Dean of Research	None awarded  <b>**Continue to monitor grant awards</b>
§Service-Based Grant(s)	There will be at least 1 service-based grant in place at	3	100%	Every two years	Associate Dean of	0 service grant applications 0 service grants funded

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<i>Does DYCSOP have any service-based grants?</i>	the DYCSOP.				Research	<b>**Continue to monitor grants</b>
§Drug Information Center Operational  <i>Does DYCSOP have an operational Drug Information Center?</i>	The Drug Information Center will be operational	3	100%	Every year	Director of DIC	Furnishings ordered and in place  <b>**Archive</b>
§Drug Information Center Service  <i>Does the DYCSOP Drug Information Center provide service to the college or professional community?</i>	The Drug Information Center will be providing service to the college and the professional community.	3	100%	Every year	Director of DIC	8 formal DI consults 100 informal DI questions (calls or walk-ins) Service plan complete with digital signage  <b>**Continue to monitor</b>
<b>Experiential</b>						
Preceptor Satisfaction  <i>“How do our preceptor’s experiences differ from those who precept for other schools of</i>	AACP preceptor survey ratings on our: <ul style="list-style-type: none"> <li>• communication</li> <li>• curriculum</li> <li>• resources &amp; support</li> </ul>	3	Ratings for each item will be at or above the average national categorical rating	Annual	Assessment Committee in Collaboration with Director of Assessment	Communication <ul style="list-style-type: none"> <li>• Scored at or above the average national categorical rating in 2/7 questions (28.5%)</li> </ul> Curriculum <ul style="list-style-type: none"> <li>• Scored at or above the average national categorical rating in 14/18 questions (77.8%)</li> </ul> Resources & support <ul style="list-style-type: none"> <li>• Scored at or above the average national</li> </ul>

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<i>pharmacy?"</i>						categorical rating in 1/6 questions (16.7%)  <b>**Did not meet target set in all three categories, need to monitor annually. Experiential office has made changes to enhance communication and increased staffing.</b>
How clear and concise is the stated purpose of the Experiential Education Office?	Students, faculty, and preceptors will be able to create a list of tasks performed by the Office at a focus group meeting.	14	70% will include 2 of these: <ul style="list-style-type: none"> <li>• Preceptor directed</li> <li>• Authentic assignments</li> <li>• Student-centered</li> <li>• Reflective</li> <li>• Progressive mastery of learning outcomes</li> </ul>	Every 3 yrs	Office of EE	Purpose needs to be a part of IPPE and APPE orientation; students do not understand the role of experiential office  <b>** Archive as orientation is now in place for p1-p3 students</b>
How well does the office plan and execute programs and actions to address the future roles of pharmacists?	Faculty and preceptors will provide suggestions for future programs and actions at a focus group meeting.	14	Faculty and preceptors will generate two suggestions for the future	Annually	Office of EE	Each faculty preceptor was asked to provide 2 suggestions for the future to be taken into consideration by the Office of Experiential Education. Mike MacEvoy is working with PharmAcademic to improve communication; changes made in software to reduce number of e-mail messages  <b>**Archive as completed and measure does not align with the question.</b>
Are work processes efficient and timely?	Student survey responses Student focus group Preceptor focus group	14	70% of students and preceptors will agree that they are given adequate advance notice of placements	Annually	Office of EE	Student placements were completed by February. This worked well for students and preceptors. Continue  Percentages of students agreeing were unavailable  <b>**Continue to monitor and combine with similar question</b>
Are work processes efficient and timely?	Student survey responses Student focus group Faculty focus group	14	70% of students will agree that the process for attaching student work is efficient 70% of faculty will agree that the process for reviewing	Annually	Office of EE	Faculty preceptors felt that the process for reviewing student work was easy to follow – no change required <b>P-4 focus group (3-11-14) – (percentages unavailable)</b> Completing/attaching assignments is easy;

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			student work is efficient			The portfolio feature is not easy to use; students suggested more instruction on PharmPortfolio. Portfolio group will provide implementation plan for e-portfolio using PharmAcademic  <b>**Continue to monitor and combine with similar question</b>
How well does the quality assurance process identify high-performing and poor-performing sites?	Review of student feedback on sites Review of students' authentic work	14, 28	90% of sites will be adequate or better 10% of sites will be high-performing <5% of sites will be low-performing	Annually	EE Committee	High Performing Sites- 45% Satisfactory Perm Sites- 53% Poor Performing Sites- 2% (Sites scoring 90% or more of available rubric points are high performing, 70-90% are satisfactory, <70% are deemed poor performing.)  <b>**Continue to monitor and include additional measures as these are based on student evaluations of sites.</b>
Is staffing adequate to meet the needs of students, faculty, preceptors, and other stakeholders	Review of benchmark data Unmet needs	14, 28	DYC will be staffed at a level that compares to 85% of comparable institutions Experiential education cmttee, Dir EE, Asst Dir EE will list unmet needs	Every 3 yrs	Office of EE	With the addition of two additional positions (4 total) DYC Experiential office staffing is comparable to other schools of pharmacy  <b>**Archive as office is fully staffed</b>
How well are students meeting the learning objectives for IPPE and APPE?	Review of student work, preceptor evaluations	14	95% of students will meet the minimum standards of performance	Every semester	EE Committee	Students meeting minimum standards of performance at end of APPEs- 96.5% (56/58)  Students satisfactorily completing IPPE requirements: 209/214 or 97.7%  <b>**Continue to monitor</b>
<b>Operations</b>						

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### Assessment Activities by ALL Committees for AY2013-2014

QUESTION TO ASSESS ( <i>Students, Alumni, Faculty, Preceptor, Administration</i> )	OUTCOME MEASURE	ACPE STANDARD	TARGET	ASSESS CYCLE	GROUP(S) to Provide Data	Observation & Action <b>**denotes the action &amp; changes made based on results</b> (Pending data, Pending Review, Completed, Archive)
§Leadership Team Members Development Plans  <i>Do leadership team members have development plans?</i>	Each member of the leadership team will have met with the dean to develop mutually agreeable goals and a personalized development plan with specific and measureable goals related to leadership.	7	100%	Every year	Leadership Team	Dean met with leadership to create plans. 2014-2015 will complete DRIVE training.  <b>**Archive as leadership team reported this as completed.</b>
§DYC Faculty Council Committees  <i>Do DYCSOP faculty participate in DYC governance?</i>	DYCSOP faculty will have filled all of the DYC Faculty Council committee places allocated to the SOP and permitted by Faculty Council bylaws.	7	100%	Every two years	Leadership Team	Faculty Council positions filled for 2012, 2013, 2014  <b>**Data is available from faculty council committee membership list. Move to off-cycle</b>
§Curriculum  <i>Is the DYCSOP curriculum for all years of the program fully in place/implemented?</i>	The curriculum for all years of the program will be fully in place and implemented.	15	100%	Every year	Curriculum Committee	Course syllabi completed.  <b>**Archive as completed.</b>
§Course Review  <i>Have DYCSOP courses been reviewed on schedule?</i>	The Curriculum Committee will have reviewed twelve courses on their review schedule.	15	100%	Every year	Curriculum Committee	Curriculum Committee reviewed 6 courses in the Fall semester and 6 courses in the Spring semester. Will continue this process. 3 courses do not match standards and will be addresses.  <b>**Change to curriculum committee question of “Does the current curriculum demonstrate improvements in course integration, development, organization, and delivery?”</b>
§Full Accreditation	The SOP will be fully prepared for the spring 2014	15	100%	???	Leadership Team	Completion of self-study document with compliance ratings for all 30 standards.

Evaluation of: \* Mission and Goals, ‡ Curricular Effectiveness, § Strategic Initiatives

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<i>Has DYCSOP earned full ACPE accreditation?</i>	full accreditation visit by the ACPE.					<b>**Archive as completed</b>
§Programmatic Evaluation and Educational Assessment Plan  <i>§Does DYCSOP have a programmatic evaluation and educational assessment plan?</i>	The faculty will have read, discussed, and approved a programmatic evaluation and educational assessment plan.	15	100%	Every two years	Assessment Committee	Development of plan; approval by the faculty at a faculty meeting on August 5, 2013  <b>**Archive as completed and the assessment committee functions off of the assessment grids or their plan.</b>
§Endowed Scholarships  <i>§Does DYCSOP have any scholarship funds?</i>	DYCSOP will have two endowed scholarship funds. DYCSOP will raise \$25,000 to be used to fund scholarships in FY 2012/13.	16,30	100%	Every two years	Leadership Team	2 endowed scholarship funds \$50K raised for endowed scholarships Scholarship support received from: Rite-Aid, CVS, and Walgreens Corporations  <b>**Continue to monitor, but combine to make one question surrounding scholarships.</b>
§Fundraising Plan  <i>Does DYCSOP have a fundraising plan?</i>	DYCSOP will have developed a fundraising plan.	30	100%	Every two years	Leadership Team	Funds are allocated at the college level. Unable to complete assessment.  <b>**Archive</b>
§Student Recruiting Plan  <i>Does DYCSOP have a recruiting plan that addresses diversity?</i>	DYCSOP will have in place a recruiting plan that specifies the desired composition of students in the 2013 class.	17	100%	Every two years	Leadership Team	Recruiting plan created and implemented # early assurance students enrolled Class of 2014: 0% Class of 2015: 4.4% Class of 2016: 17.3% Class of 2017: 33.7%

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						# in-state and out-of-state students enrolled (Fill in measures developed by Admission Cmttee)  <b>**Archive as recruiting plan in place</b>
§Recruiting Fairs/ Visits  <i>How many college recruiting fairs has DYCSOP attended?</i>	DYCSOP will have attended 35 or more college recruiting fairs/visits.	17	100%	Every year	Leadership Team	Attended 40+ recruiting fairs  <b>**Archive as recruiting plan in place</b>
§Student Scholarship Support  <i>Does DYCSOP provide any student scholarship support?</i>	DYCSOP will provide scholarship support for 50 students, with awards of \$500 and above \$2000	16,20	100%	Every two years	Leadership Team	# scholarships (data requested – not available) # scholarships \$500 to \$1000 # scholarships \$1001 to \$1500 # scholarships \$1501 to \$2500 # scholarships > \$2500  <b>**Combine with scholarship question above</b>
§# Photocopies  <i>Has DYCSOP reduced its volume of photocopies?</i>	Reduce number of photocopies by 20%.	30	100%	Every two years	Leadership Team	Unable to attain baseline data or number of copies.  <b>**Archive as new copiers in place.</b>
§Moodle Postings  <i>Are relevant course-related materials available on Moodle?</i>	Assignments, notes, and lessons will be available to students through Moodle at least 48 hours in advance.	23	100%	Every year	Leadership Team	Students provide feedback on time of posting. (report from Dean's Advisory Board – still an issue)  <b>*Monitor and have student of assessment committee address</b>
§Recycle Bins  <i>Is paper recycling a</i>	Recycle bins will be in every office suite and common area and paper recycling will be	3	100%	Every year	Leadership Team	Week of 01/12/15 to 01/016/15 there is a comingled recycling of paper, cans, aluminum, glass campus wide; will occur every on QTue and QThurs.

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<i>part of the DYCSOP culture?</i>	part of the culture of the SOP.					Comingled means all recyclable material in one bin that an outside company takes and sorts through. Will be made known to all DYC faculty, staff and students through DL Manager  <b>**Archive as recycling plan in place at college level</b>
§Software Needs <i>Do DYCSOP faculty have any software needs?</i>	The faculty development committee will prepare an inventory of software “needs.”	26	100%	Every year	Leadership Team	Survey sent out 11/14; pending input of wish list; goal is to go paperless and have Exit Ticket used by all for hardware; KB has done a survey with faculty and will be sending out another survey to see if the needs/requests for software have changed and will present results after collecting.  <b>**Continue to monitor</b>
§Faculty Directories <i>Are faculty directories installed and up-to-date?</i>	Faculty directories will be installed and updated.	5	100%	Every two years	Leadership Team	Received recent update 11/25/14 of all DYCSOP email addresses; also received in 11/14 update of directory with phone # and e-mails  <b>**Archive</b>

### Archived Questions & Outcomes

Are our students performing pharmaceutical calculations proficiently, or do we need to increase the amount of exposure to provide additional experience?	Scores for calculations exams in PMD 709  Scores on calculations section of Kaplan exam  Pass rate for NYS Part III licensing examination	10, 15	All students will achieve a score of $\geq 70\%$ on calculations exams  All students will achieve a score of $\geq 50\%$ on the calculations portion of the Kaplan exam  $\geq 85\%$ of students will pass the NYS Part III licensing examinations (of those taking it)	2012-2013 (once)	Curriculum Committee	The Curriculum and Assessment Committees reviewed the data from the Class of 2014. In this cohort, 89.5% of students achieved $\geq 70\%$ accuracy on calculations exams; 26% of students achieved a score of $\geq 50\%$ on the calculations portion of the Kaplan preparatory exam; and the pass rate for the 8 students taking the NYS Part III exam thus far is 87.5%.  Upon questioning students about the Kaplan exam, they reported technical problems with the exam. The Committees agreed that the results of this exam were not a reliable measure of proficiency in calculations this year.
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						Based on a review of the data, it was decided that no changes to the curriculum are merited at this time. However, the Assessment Committee and the Curriculum Committee will continue to review this data over the next few years with a larger cohort.