

Consolidated Assessment Plan Grid AY2016-2017
Assessment Activities by ALL Committees for AY2016-2017

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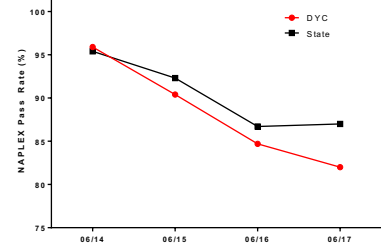
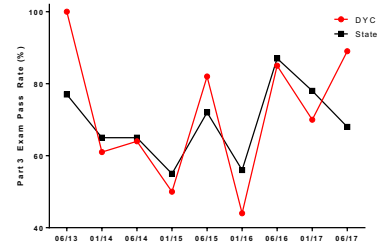
Assessment Dashboard

| Date Updated | Result requiring action | Action | Timeline for implementing Action | Expected time for change | Reassesses cycle | Progress | Resources | Responsibility |
|--------------|---|---|----------------------------------|--------------------------|------------------|--|-----------------------|--|
| 1/28/16 | Patient Care Process (Std 10.8) | Update Care plan & rubric throughout curriculum | Ongoing | Summer 2016 | 2017-2018 | Behind one semester, expected to be incorporated in curriculum during Spring 2018 | Practice/Experiential | Curriculum/Experiential Committee |
| 1/28/16 | Alumni survey response rate | Social media network linkage to alumni | ?? | | 2015-2016 | Still Unknown | | Executive Council |
| 5/31/16 | Obtaining Faculty Data – research, service, faculty development & involvement | Meet with department chairs to create data tracking | Create data sheet by Summer 2018 | Summer 2017 | 2017-2018 | Not started although faculty voted to initiate faculty e-portfolio using google for spring of 2018 | Unknown | Assessment Committee Chair/Faculty Chairs/Administration |
| 6/21/17 | Assessing course review forms for improvements | Update course review forms | Ongoing | Fall 2017 | 2017-2018 | Ongoing | Curriculum Committee | Curriculum Committee |
| 6/21/2017 | Student e-portfolio | Set up proper e-portfolio system with assessment plan | Ongoing | AY 2018-2019 | 2017-2018 | Ongoing | E-portfolio committee | E-portfolio committee |
| 6/21/2017 | PCOA | Assess PCOA and compare to curriculum data | Ongoing | Spring 2018 | 2017-2018 | Ongoing | Unknown | Administration/Assessment Committee |

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Assessment committee will be responsible for reviewing all data.

| Director of Assessment & Institutional Initiatives | | | | | | |
|--|---|---------------------------------------|---|---|--|---|
| QUESTION TO ASSESS | Assess cycle & Group(s) to Provide Data | ACPE Standard & Strategic Initiative | Outcome Measure | TARGET | OBSERVATION | ACTION |
| <p>NAPLEX & NYS Pharmacy Licensure</p> <p><i>Have DYCSOP graduates achieved a licensure pass rate at or above the National or State average?</i></p> | <p>Annual</p> <p>Dean</p> | <p>16.3</p> <p>&</p> <p>6.2.4</p> | <p>Percentage of graduating students passing board examinations</p> <ul style="list-style-type: none"> • NAPLEX • MPJE • NYS Part 3 exam | <p>>state and national pass rate on 1st attempt</p> | <p><u>NAPLEX (1st Time Candidates)</u></p>  <p>DYC: 81.67% State: 88.67% National: 90.22%</p> <p><u>MPJE (1st Time Candidates)</u></p> <p>DYC: 94.74% (In-State) 70.37% (Out of State) State: 84.75% National: 84.89%</p> <p><u>PART 3 (Compounding)</u></p>  | <p>Executive council acted on data before evaluation by the assessment committee. The assessment committee encourages the curricular assessment focus group which has been planned in order to increase the NAPLEX scores achieved by our students</p> |

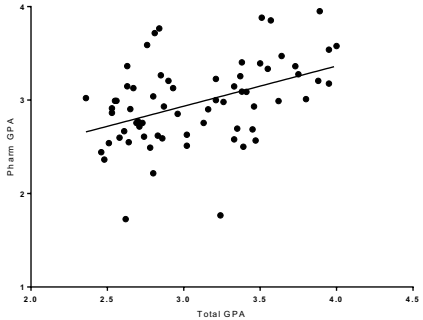
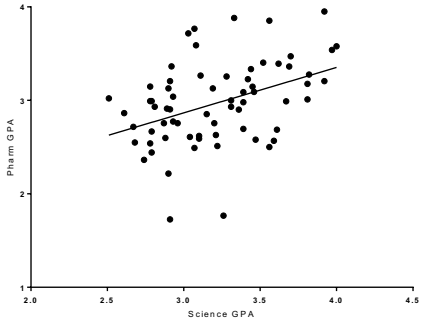
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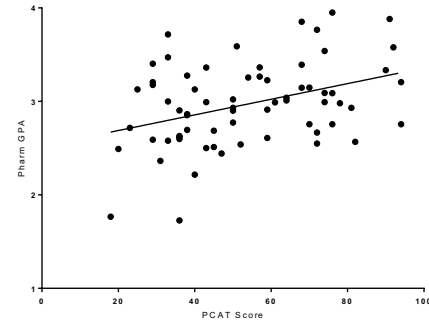
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| | | | | | DYC: 70% (Jan 2017), 89% (June 2017) State: 78% (Jan 2017), 68% (June 2017) | |
| <p>Student Achievement</p> <p><i>How many of our students are capable of successfully completing the planned curriculum in the designated time frame?</i></p> | <p>Annual Academic Performance & Office of Student Affairs</p> | <p>16.3, 17 & 5.3, 6.2.4</p> | <ul style="list-style-type: none"> Percentage of students completing the PharmD program in 4 academic years Progressing to next year in program Number of Student on Probation – Total Number of students remediating at least one course at the end of the academic year (total) | <ul style="list-style-type: none"> ≥95% completion rate ≥95% of student progressing to next year < 5% of students on probation at the end of academic year < 10% of students remediating 1 or more courses at the end of the academic year | <p>On Time Graduation Rate = 96%</p> <p>97.8% (267/273) of students progressed to next year/graduation *1 student left not due to academic dismissal, but family emergency</p> <p>1.1% (3/273) of students were placed on probation</p> <p>5.5% (15/273) of students remediating at least one course *17.9% (12/67) P1 Students remediating at least one course *4% (3/74) P2 Students remediating at least one course *1.5% (1/68) P3 Students remediating at least one course</p> | <p>No action was recommended however the assessment committee requested data to determine how many students in the P2, P3, or P4 years remediated in multiple years:</p> <p>4 P4 students had remediated in multiple years -2 students were originally in the class of 2017 but were held back and will be students for the class of 2018</p> <p>3 P3 students had remediated in multiple years</p> <p>0 P2 students had remediated multiple years</p> <p>The Committee stated they wish to continue to track the P1 class to determine if this is a continuous trend</p> |
| <p>Student Achievement</p> <p><i>How many of our students are high performing?</i></p> | <p>Annual Academic Performance & Office of Student Affairs</p> | <p>17.2 & 6.2.5</p> | <p>Percentage of students:</p> <ul style="list-style-type: none"> with program QPA ≥ 3.0 on the Dean’s list (QPA ≥3.5) | <ul style="list-style-type: none"> ≥75% of students with QPA of 3.0 or higher ≥10% of students on Dean’s list | <p>Students with QPA of 3.0 or higher Total = 53.3% (111/208) Class of 2018 = 71.6% (48/67) Class of 2019 = 44.6% (33/74) Class of 2020 = 44.8% (30/67)</p> <p>Students on Dean’s List Total = 12% (25/208) Class of 2018 = 16.4% (11/67) Class of 2019 = 8.1% (6/74) Class of 2020 = 11.9% (8/67)</p> | <p>A memo was sent to executive council to notify them of not meeting the 75% of students goal along with the class of 2020 and only 8.1% of students achieving a QPA of 3.5 or greater</p> |
| <p>Diversity</p> <p><i>How diverse are DYCSOP enrollees?</i></p> | <p>Annual Admissions Committee &</p> | <p>16</p> | <p>At least 15% of enrollees will be non-Caucasian.</p> | <p>>15% of enrollees will be non-Caucasian in each class</p> | <p>24.24% of enrollees for the Class of 2020 are non-Caucasian</p> <p>7.6% (4 students) of enrollees are</p> | <p>No Action necessary</p> |

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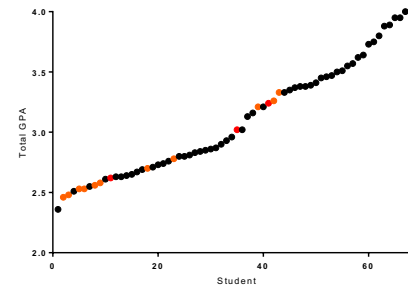
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| | Office of Student Affairs | | At least 15% of enrollees will be international students | >5% of enrollees will be international students | <i>international students</i> <ul style="list-style-type: none"> 100% of international students are Canadian | |
| Admission Criteria as a Predictor of Student Success <i>How well do our admissions criteria predict academic performance?</i> | Annual Office of Student Affairs/ Admissions Committee | 16 | Correlation of admission criteria to academic performance in program (cognitive & non-cognitive) | $r^2 \geq 0.80$ | <u>GPA entrance and program correlation</u> <u>GPA1 and Pharm GPA: $r^2 = 0.1881$</u>  <u>GPA2 (Science) and Pharm GPA: $r^2 = 0.1670$</u>  <u>PCAT and Pharm GPA: $r^2 = 0.1433$</u> | <p>This was the second year to demonstrate no correlation of admission criteria and academic performance</p> <p>A request was made to admission to address whether grades are replaced upon repeating a course as this may have a greater prediction of performance. Additionally assessment will observe in the future whether 2 year vs 4 year of undergraduate studies predict performance as well as what schools were attended during undergraduate studies.</p> |

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Attrition/Remediation Prediction
Orange = Students who remediated
Red = Students dismissed from program

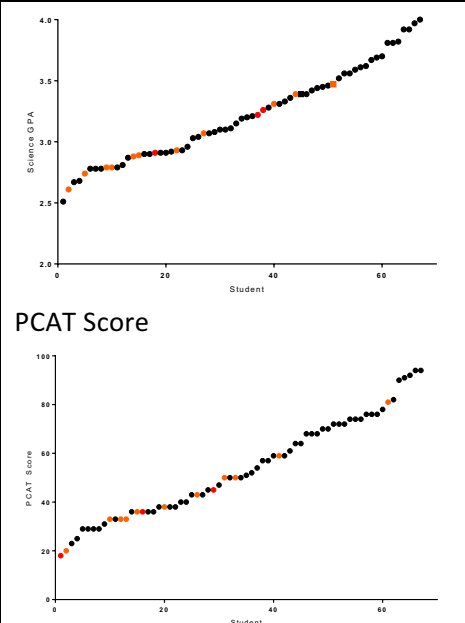
Entering GPA 1 (Total)



Entering GPA 2 (Science)

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| Internal Student survey | Annual Director of Assessment | 25 & 6.3 | Ratios for each question on the internal student survey | Ratios for each item will be >2 | <p><i>*See AY 2016-2017 Current Student Survey-Executive Report</i></p> <p><i>Q6-3. How often did you work on team-based learning outside of class: Often/Very Often = 47%, Occasionally = 47.94%, Never = 5.15%</i></p> <p><i>Q6-6. How often did you use professor's feedback to improve: Often/Very Often = 61.05%, Occasionally = 32.11%, Never = 6.84%</i></p> <p><i>Q6-7. How often did you contribute to class discussions: Often/Very Often = 30.76%, Occasionally = 52.82%, Never = 16.41%</i></p> <p><i>Q6-8. How often did you meet with</i></p> | <p>Actions:</p> <p>Memo sent to Executive council in regards to Q6-8, Q6-9 and security -Q6-8:also expand question to include N/A -included a comment about introducing a session on preparation for lectures and exams to incoming students</p> <p>Memo sent to admissions office to inform them of the students thoughts on recruitment efforts</p> <p>Next year survey will involve altering the career planning question to remove N/A</p> |

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| | | | | | <p><i>faculty or tutors if struggling: Often/Very Often = 33.33%, Occasionally = 41.67%, Never = 25%</i></p> <p><i>Q6-9. How often did you receive prompt feedback: Often/Very Often = 48.7%, Occasionally = 40.41%, Never = 10.88%</i></p> <p><i>Q7-13. How often did you synthesize/organize ideas/information: Often/Very Often = 66.15%, Occasionally = 32.82%, Never = 1.03%</i></p> <p><i>Q18-26. Campus Safety: Agree = 49.24%, Disagree = 32.31%, N/A = 18.46%</i></p> <p><i>Q18-28. Career Planning: Agree = 41.54%, Disagree = 21.54%, N/A = 36.92%</i></p> <p><i>Q18-29. Mentoring: Agree = 32.82%, Disagree = 17.44%, N/A = 49.74%</i></p> <p><i>Q20-31. Admin responding: Agree = 56.41%, Disagree = 22.57%, No Opinion = 21.03%</i></p> <p><i>Q20-33. Involved in Committees: Agree = 56.93%, Disagree = 19.49%, No Opinion = 23.59%</i></p> <p><i>Q20-34. Manage misconduct: Agree = 60%, Disagree = 16.41%, No Opinion = 23.59%</i></p> <p><i>Q25-43. Compounding Labs: Agree = 64.62%, Disagree = 6.15%, No Opinion = 29.23%</i></p> |
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| | | | | | <p><i>Q25-46. Study areas: Agree = 53.85%, Disagree = 36.42%, No Opinion = 9.74%</i></p> <p><i>Q25-47. Relaxation areas: Agree = 55.38%, Disagree = 26.15%, No Opinion = 18.46%</i></p> <p><i>Q56. Satisfaction with APPE: Agree = 47.43%, Disagree = 11.85%, No Opinion = 40.72%</i></p> <p><i>Q59. Recruitment-Open house/fair: Important = 28.72%, Not Important = 49.75%, Moderate = 21.54%</i></p> <p><i>Q62. Recruitment-Website: Important = 38.98%, Not Important = 34.87%, Moderate = 26.15%</i></p> <p><i>Q63. Recruitment-PharmCas: Important = 37.95%, Not Important = 35.9%, Moderate = 26.15%</i></p> | |
| Graduating Student Survey | Annual Director of Assessment | 25.2 & 6.3 | Ratios for each question on the graduating student survey | Ratios for each item will be >2 or at/above the average national categorical rating | <p><i>*See AY2016-2017 Graduating Student Survey-Executive Report</i></p> <p><u>Tier 1 concerns</u> None</p> <p><u>Tier 2 concerns</u> Q34. IPPE valuable to prepare for APPE: 76% agree (19), 24% Disagree (6)</p> <p>Q35. IPPE provided experience in patient care in community and institutional settings: 80% agree (20), 20% Disagree (5)</p> <p>Q48. College provided guidance on career planning: 72% Agree (18), 20% Disagree</p> | <p>Actions: IPPE has undergone significant changes already in order improve value – continue to track for improvement -Experiential Department was notified of patient care activity concerns</p> <p>Student/Faculty professionalism was discussed during the August 2nd, 2017 Faculty Meeting (Faculty were told it was a concern and will be monitored, especially in regards to fraternities)</p> |

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| | | | | | <p>Q64. DYCSOP effective with academic misconduct: 76% Agree (19), 16% Disagree (4)</p> <p>Q65. DYCSOP effective with professional misconduct by students: 76% Agree (19), 16% Disagree (4)</p> <p>Qualitative: More education for community rather than hospital (2)</p> <p>IPPE/APPE quality (5)</p> <p>Students professionalism (3)</p> <p>Faculty professionalism (2)</p> <p>Study Rooms/Facilities (4)</p> | |
| <p>Graduate Employment</p> <p><i>How many of our students are continuing their pharmacy skills after graduation?</i></p> | <p>Annual Director of Assessment</p> | <p>15 & 3.1, 5.3, 2.4.5</p> | <p>Percentage of graduating students who have been accepted into residency or fellowship programs</p> | <p>100% of graduating students will have been offered or accepted a pharmacy job</p> <p>% of our students who applied and obtained a residency or fellowship will be at/or above the national average</p> <p>% of our students who applied and obtained a 2nd year residency or</p> | <p><i>Self-reported in May for DYC graduation</i></p> <p>Graduating Student Employment: 94.2% (n=65/69)</p> <p>Graduating Students with: Pharmacy Job: 77% (n = 54) Residency/Fellowship: 15.7% (n=11) Unknown: 4.3% (n = 3) Not employed: 1.4% (n=1)</p> <p>Residency/Fellowship: DYC = 12/16 (75%) DYC = 11/16 (65%) Matched Phase I DYC = 1/3 Matched Phase II *National = 67%</p> <p>2nd Year Residency/Fellowship:</p> | <p>No action recommended at this time</p> |

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| | | | | fellowship will be at/or above the national average | DYC = 2/3 (67%) *National = 77% *ASHP Statistics | |
| Alumni Survey | Annual Director of Assessment | 25.2 & 6.3 | Ratios for each question on the alumni survey | Ratios for each item will be >3 or at/above the average national categorical rating | <p>*See AY2016-2017 Alumni Survey- Executive Report DYC Response Rate: 8/60 (13.3%) Peer Response Rate: 255/935 (27.3%)</p> <p><u>Tier 1 Concerns:</u> None identified</p> <p><u>Tier 2 Concerns:</u> 39. Recognize/address cultural disparities in access to and delivery of health care: 62.5% Agree (5), 37.5% Disagree (3)</p> <p>13. The school communicates effectively with alumni about school activities: 75% Agree (6), 25% Disagree (2)</p> <p>22. Curriculum prepared for 1st pharmacy job: 75% Agree (6), 25% Disagree (2)</p> <p>36. Advocate for the patient's best interest: 75% Agree (6), 25% Disagree (2)</p> <p>38. Identify cultural disparities in healthcare: 75% Agree (6), 25% Disagree (2)</p> <p>14. The current Dean is providing strong leadership in Pharmacy: 62.5% Agree (5), 12.5% Disagree (1), 25% Unable to comment (2)</p> <p>15. The current Dean encourages alumni to stay involved: 62.5% Agree (5), 12.5% Disagree (1), 25% Unable to comment (2)</p> | A memo was sent to Executive Council encouraging development of improved communication post-graduation and to encourage student involvement to address this concern |

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| | | | | | <p>Qualitative: Content not addressed in the PharmD curriculum (1) Not enough communication between alumni and school (1) Little “real life” experience in program (1) Importance of APPE (1)</p> | |
| Faculty Survey | Annual Director of Assessment | 25.2 & 6.3 | Ratios for each question on the faculty survey | Ratios for each item will be >3 or at/above the average national categorical rating | <p><i>*See AY2016-2017 Faculty Survey- Executive Report</i></p> <p><u>Tier 1 Concerns:</u></p> <p>14. Performance assessment is clear: 59.1% Agree (113), 40.9% Disagree (9)</p> <p>15. Allocation effort is clear: 54.5% Agree (12), 45.4% Disagree (10)</p> <p>17. Performance Feedback: 40.9% Agree (9), 54.5% Disagree (12), No comment: 4.5% (1)</p> <p>20. Career Guidance: 45.4% Agree (10), 50% Disagree (11), No comment: 4.5% (1)</p> <p>42. Portion spent on research is: 45.5% too little, 0% Too much, 50% Appropriate, No comment: 4.5% (1)</p> <p><u>Tier 2 Concerns:</u></p> <p>18. Performance feedback is constructive: 63.6% Agree (14), 18.1% Disagree (4), No comment: 18.2% (4)</p> <p>19. DYC consistent with promotion/tenure: 77.3% Agree (17), 18.2% Disagree (4), No comment: 4.5% (1)</p> <p>22. Programs for non-practice faculty:</p> | <p>Administration had acted on this data before discussion within the Assessment Committee:</p> <p>Faculty are encouraged to complete their e-portfolios in order to have a platform for administration to provide feedback. Therefore Performance feedback/assessment concerns will be continued to be monitored in order to determine if improvements are seen by faculty</p> |

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| | | | | | <p>54.6% Agree (12), 22.7% Disagree (1), No comment: 22.7% (5)</p> <p>24. Programs to develop research/scholarship: 72.7% Agree (16), 18.2% Disagree (4), No comment: 9.1% (2)</p> <p>25. DYC has sufficient staff for needs: 73% Agree (16), 27% Disagree (6)</p> <p>27. DYC addresses scholarship needs: 68% Agree (15), 32% Disagree (7)</p> <p>28. DYC addresses tech needs: 68% Agree (15), 32% Disagree (7)</p> <p>40. DYC manages poor academic performance: 82% Agree (18), 18% Disagree (4)</p> <p>43. Time spent of service is: 0% too little, 18% Too much, 82% Appropriate</p> <p><u>Qualitative:</u> Administrative concerns: 2 Faculty development improvement: 3 Faculty concerns: 1 Faculty workload: 2 Curriculum rigor: 4 Resources for admission and alumni relations: 1 Institutional support (IT): 2</p> | |
| <p>Teaching Effectiveness</p> <p><i>How effective are our faculty at teaching?</i></p> | <p>Annual Department Chairs</p> | <p>10.1, 25.4 & 5.2</p> | <p>Aggregate data from student satisfaction surveys</p> | <p>Aggregate school of pharmacy student satisfaction survey results will be at or above the college aggregate for questions 6 through</p> | <p><u>Fall 2016 Student Satisfaction Survey</u> Level of Content: 3.11 (DYC), 3.31 (SoP) Organization: 4.25 (DYC), 4.15 (SoP)* Class Presentation: 4.32 (DYC), 4.21 (SoP)* Achievement of Objectives: 4.38 (DYC), 4.30 (SoP)*</p> | <p>Below College Fall: Organization (Stdev = 1.09) Class Presentation (Stdev = 1.05) Objectives (Stdev = 0.97) Stimulation (Stdev = 0.99) Characteristics (Stdev = 1.03) Clarity (Stdev = 1.02)</p> |

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| | | | | 16 | <p>Intellectual Stimulation: 4.36 (DYC),4.28(SoP)* Personal Charac.: 4.45 (DYC),4.31(SoP)* Clarity: 4.35 (DYC),4.29(SoP)* Relevancy of Evaluation: 4.53(DYC),4.53(SoP) Fairness: 4.70 (DYC),4.73(SoP) Availability: 4.58 (DYC),4.69(SoP) Teaching Ability: 4.22 (DYC),4.04(SoP)*</p> <p><u>Spring 2016 Student Satisfaction Survey</u> Level of Content: 3.19 (DYC),3.18(SoP) Organization: 4.28 (DYC),4.19(SoP)* Class Presentation: 4.35 (DYC),4.23(SoP)* Achievement of Objectives: 4.37 (DYC),4.26(SoP)* Intellectual Stimulation: 4.39 (DYC),4.17(SoP)* Personal Charac.: 4.45 (DYC),4.27(SoP)* Clarity: 4.36 (DYC),4.25(SoP)* Relevancy of Evaluation: 4.54(DYC),4.43(SoP)* Fairness: 4.67 (DYC),4.60(SoP)* Availability: 4.57 (DYC),4.59(SoP) Teaching Ability: 4.24 (DYC),4.01(SoP)*</p> | <p>Teaching Ability (Stdev = 1.06)</p> <p>Below College Spring: Organization (Stdev = 1.09) Class Presentation (Stdev = 1.04) Objectives (Stdev = 1.01) Stimulation (Stdev = 0.99) Characteristics (Stdev = 1.00) Clarity (Stdev = 1.04) Relevancy of Eval (Stdev = 0.89) Fairness (Stdev = 0.79) Teaching Ability (Stdev = 1.07)</p> |
| <p>Scholarships</p> <p><i>Does DYCSOP have adequate scholarship funds</i></p> | <p>Annual</p> <p>Office of Student Affairs</p> | 23 | <p># of students who have received internal and/or external scholarship</p> <p>Amount of scholarship funds awarded annually</p> | <p># students per class 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</p> | <p>A total of 53 students received a scholarship</p> <p>Class of 2017: 15 Students Class of 2018: 22 Students Class of 2019: 21 Students Class of 2020: 25 Students</p> <p>2016-2017 AY total Scholarships awarded = \$368,275 *Down 5.1% from last year's 2015-2016 awarded (\$388,263) and down from \$472,844 during the 2014-2015 AY</p> | <p>A memo was sent to executive council to notify them of the declining scholarship offers</p> |

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| | | | | year's award Annual Office of Student Affairs amount | | |
| Student Achievement <i>Is our early assurance program providing us with students who are higher achievers?</i> | Annual Office of Student Affairs | 16 | QPAs for early assurance students vs. students admitted through PharmCas | 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 | Class of 2019 QPA = 2.95 Class of 2019 Average EA QPA = 3.00 8 EA students are above 3.0 8 EA students are below 3.0 Class of 2020 QPA = 2.99 Class of 2020 EA QPA Average = 3.18 7 EA students are above 3.0 2 EA students are below 3.0 | No Action recommended |
| Mission/Vision <i>Are students and faculty familiar with the mission/vision?</i> | Annual | 6 & 5.1 | AACP student survey, graduating student survey supplemental questions AACP faculty survey supplemental question | 100% of students will be familiar with the mission/vision 100% of faculty will be familiar with the mission/vision | Student Survey: 69% are familiar with mission/vision Graduating Student Survey: 83% are familiar with mission/vision Faculty Survey: 100% are familiar with mission/vision | A Memo was sent to executive council to encourage discussion that would improve familiarity with the mission/vision among students |

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| QUESTION TO ASSESS | Assess cycle & Group(s) to Provide Data | ACPE Standard & Strategic Initiative | Outcome Measure | TARGET | OBSERVATION | ACTION |
| <p>Interprofessional Education</p> <p><i>Are our graduates able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs?</i></p> | <p>Annual</p> <p>IPEC representative</p> | <p>3, 11</p> <p>&</p> <p>3.1 , 4.1, 4.3</p> | <p>Individuals make every effort to understand the capabilities and contributions of other health professions</p> <p>Individuals need to cooperate with other health care professionals</p> <p>Individuals are willing to share information with other health care professionals</p> <p>Individuals must depend upon the work of people in other health professions</p> | <p>Student survey from IPE results will be greater than 3.</p> | <p>n = 59</p> <p>Effort to understand capabilities of other professions: 3.6 (3.7 last year)</p> <p>Need to cooperate with other professions: 27 (6.6 last year)</p> <p>Willing to share with other professions: 9.6 (7.3 last year)</p> <p>Depend on other health professions: 7.5 (3.9 last year)</p> | <p>None: Students appear to understand the importance of contributing to health care along with other professions</p> |
| <p>Patient Care Process</p> <p><i>How effectively do DYCSOP faculty feel like our students can fulfill each component of the patient care process at the end of each professional year?</i></p> | <p>Every 2 years</p> <p>Faculty Survey from Curriculum Committee & Assessment Committee</p> | <p>10.8</p> | <p>Effectiveness of current student achievement of the Patient Care Process at the end of each year.</p> | <p>Faculty will rate students as being able to adequately fulfill all components of patient care process by end of P4 year.</p> | <p>2016-2017 results</p> <p>On a 5 point likert scale (5 being best), the faculty rating for students to be able to adequately fulfill the patient care process components are:</p> <ul style="list-style-type: none"> • 4.3 for Collect • 4.0 for Assess • 4.0 for Plan • 3.4 for Implement • 3.9 for Follow-up | <p>No Action Necessary considering a new Patient Care Rubric will be introduced during the 2017-2018 AY</p> |

Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

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| | | | | | 2014-2015 results On a 5 point likert scale (5 being best), the faculty rating for students to be able to adequately fulfill the patient care process components are: <ul style="list-style-type: none"> • 4.1 for Collect • 3.6 for Assess • 3.7 for Plan • 3.1 for Implement • 3.6 for Follow-up | |
| Assessment Portfolio <i>Are our students successfully documenting evidence for education outcomes through their e-portfolios?</i> | Annual Portfolio ad hoc committee | 10, 24 & 1.1, 1.4 | Successful completion of the e-portfolio course | 100% of students (Class of 2020) will complete all interprofessional requirements through the e-portfolio. | 100% of students (Class of 2020) completed all co-curricular requirements through the e-portfolio. | Track use and success of the 2017-2018 e-portfolio |
| Research Collaborations <i>Has DYCSop developed any collaborations with community research and/or practice partners?</i> | Annual Research Committee | 9.3 & 2.1, 2.4, 3.1, 4.1 | The SOP will have developed and maintained: <ul style="list-style-type: none"> • Collaborative research and grant awards with community partners including universities and hospitals • Interdisciplinary research and grant awards • Service based research and grant awards | # of research collaborations # of grants awarded # of grants resubmitted At least 2.5% growth rate every year | Responders: 17 Non-Responders: 11 # DYC Collaborations Reported: 35 # Non-DYC Collaborations Reported: 12 # Reported Grants Submitted: 4 # Reported Grants Awarded: 2 # Reported Grants Resubmitted: Data Not Collected # Collaborations increased by 64% from 17 reported in 2015-2016 # Grants submitted increased by 33% from 2 in 2015-2016 | No Action Required |
| Research Progress <i>How are we</i> | Annual Research | 18.1, 19.2 & | Research project, publications, posters, presentations for | Faculty # of research projects | Responders: 17 Non-Responders: 11 | Memo was sent to the Office of Research to notify that a decrease in publications and presentations by |

Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

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| <p><i>advancing the pharmacy profession?</i></p> | <p>Committee</p> | <p>2.1, 2.3, 2.4, 3.1, 6.3</p> | <p>students and faculty</p> | <p># of publications # of posters presented # of professional presentations</p> <p>Students (P1-P4) # of research projects # of publications # of posters presented # of professional presentations</p> <p>At least 2.5% growth rate every year</p> | <p># Research Projects Reported: 50 Increased 88% from 6 in 2015-16 # Reported Publications: 30 Increased 43% from 17 in 2015-16 # Reported Posters Presented: 25 Decreased 35% from 39 in 2015-16 # Reported Presentations: 9 Decreased 65% from 26 in 2015-16</p> <p>Students (P1-P4) # Students associated with research Projects: 35 Increased 34% from 23 in 2015-16 # Students associated with Publications: 2 Decreased 60% from 5 in 2015-16 # Students associated with Posters: 20 Decreased 9% from 22 in 2015-16 #Students associated with Presentations:2 Decreased 93% from 29 in 2015-16</p> | <p>faculty was observed as well as a decrease in student involvement with publications and presentations</p> <p>In observing the Annual report, 39 Presentations were performed by faculty and students (as opposed to our observed 34), however it is unknown which were oral presentations and which were posters</p> |
| <p>Rotation Quality Assurance</p> <p><i>How well does the quality assurance process identify high-performing and poor-performing sites?</i></p> | <p>Annual EE Committee</p> | <p>13 & 1.1</p> | <ul style="list-style-type: none"> • AACP graduating student survey (P4) • Student's rotation assessment • Site visit data | <ul style="list-style-type: none"> • Ratios for each item will be >3 or at/above the average national categorical rating • ≥80% of our rotation assessment scores (given be the students) will be satisfactory or better • ≥80% of our sites visit scores will be satisfactory or better | <ul style="list-style-type: none"> • Ratios for each item were >3 • IPPE preparation of APPE were below peer and national averages; IPPE permitted involvement in direct patient care and community/institutional settings were below peer and national averages • ≥80% of our rotation assessment scores (given be the students) where satisfactory or better • ≥80% of our sites visit scores were satisfactory or better | <p>No action required at this time</p> |
| <p>IPPE/APPE student</p> | <p>Annual</p> | <p>12, 13</p> | <p>Review of IPPE and</p> | <p>95% of students will</p> | <p>77 students performed 420 APPE</p> | <p>No action Required</p> |

Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

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| performance <i>How well are students meeting the learning objectives for IPPE and APPE?</i> | EE Committee | & 1.1 | APPE Evaluations | meet the minimum standards of performance on IPPE and APPEs | rotations and 3 were determined to be unsatisfactory (>99% pass rate) 207 students performed 412 IPPE rotations and 2 were determined to be unsatisfactory (>99% pass rate) | |
| Curricular Assessment <i>Does the current curriculum demonstrate improvements in course integration, development, organization and delivery?</i> | Annual Curriculum Committee | 10,12 & 1.1 | Course review forms | 25% of courses were completed using the course review sheet | 25% of courses were completed using the course review sheet | No action required, although course review sheets have undergone improvements to include measure of incorporating course changes-this will be assessed in the next academic year (2017-2018) |
| Faculty Development <i>Does faculty have adequate financial support to promote their professional development?</i> | Every two years Faculty Survey | | <ul style="list-style-type: none"> •Percent faculty attendance at professional meetings •Percent faculty holding membership in professional societies •Percent requests approved for miscellaneous developmental resources | <p>>80% of faculty will have attended at least one professional meeting</p> <p>100% of faculty will hold membership in at least one professional society</p> <p>>90% of faculty will indicate agree/strongly agree on Q21 of annual faculty survey</p> | <p>Per Annual report 84% (21/25) of faculty attended at least one professional meeting.</p> <ul style="list-style-type: none"> • Increased from 83% 2014-2015 AY <p>According to a survey held at Faculty meeting, 29/32 (90.6%) of faculty hold a membership in at least one professional society</p> <p>Q21: Funds are available to support faculty development– 95.5% (21/22) Strongly Agree/Agree</p> | A Memo was sent to Executive Council to notify them that not 100% of faculty have a membership in at least one professional society |
| Software Needs <i>Do DYCSOP faculty have any hardware or software needs along with complimentary training and IT support?</i> | | 23 & 1.1, 6.3.3 | The faculty development committee will prepare an inventory of hardware and software “needs.” Faculty Survey | 100% of faculty will be satisfied with hardware & software “needs” | 100% of faculty were not satisfied with hardware or software needs Faculty Survey: Question 28 “The college or school has resources to effectively address instructional technology needs” Strongly Agree: 1 (4.5%) Agree: 14 (63.6%) | <p>Faculty did receive training for examssoft, Canvas, and qualtrics as part of Faculty Development Day</p> <p>Faculty Development Day will re-initiate a survey to determine needs in greater detail for the next academic year</p> |

Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

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| | | | | | Disagree 7 (31.8%) Strongly Disagree 0 | |
| PCOA <i>How well are students performing on the PCOA exam?</i> | Annual | 1, 24 | Percentage of students within 2 standard deviations of the national average. | All students will be within 2 standard deviations of the PCOA national average. | *Standard Deviation of PCOA National Average Not Available from Report **Used the class standard deviation with the PCOA 1 Student scored below 2 standard deviations from the PCOA national average 4 Students scored above 2 standard deviations from the PCOA national average (>96%) | Note: DYCSOP ranked at 56th percentile at the national level Monitor categories in greater detail for next Academic Year. Ex: Clinical Sciences have been identified as among the lowest 2 years in a row (2017: 51 percentile) |
| Co-curriculum <i>Does the school of pharmacy have a process to capture co-curricular activities?</i> | Once | 12.3 | Process report | The school of pharmacy will have a process to capture and assess co-curricular activities for the class of 2020 | DYCSOP used a paper-based format to manually capture and assess co-curricular activities. | DYCSOP is working on developing PharmAcademic to capture and assess co-curricular activities. |
| Graduating student mission fulfillment <i>Do P4 students continue in leadership positions and participate in service events?</i> Principle: Alfonso | Annual | 6 & 6.3 | Supplemental question on the graduating student survey | 20% of P4 students will hold leadership positions 75% of P4 students will participate in at least one service activity above what is required in the curriculum | 61.1% (11 out of 18) of the respondents held leadership positions and/or served in other ways in pharmacy-related organizations/fraternities. 64.28% (9 out of 14) of the respondents participated in at least one service activity (with a mean of 1.9) not including hours required for experiential education. | A memo was sent to Executive council to notify lower than expected service activity above the required curriculum Will continue to track next year for improvements |

Educational Outcomes Assessment

| QUESTION TO ASSESS | Assess cycle & Group(s) to Provide Data | ACPE Standard & Strategic Initiative | Outcome Measure | TARGET | OBSERVATION | ACTION |
|--------------------|---|--------------------------------------|-----------------|--------|-------------|--------|
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Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

| Educational Outcomes and Competencies v1 (Legacy system) | | | | | | |
|--|--|--|--|--|---|----------------------------------|
| <p>SLO: Professional Behavior and Ethics</p> <p><i>To what extent do our students understand and accept responsibility for the care of their patients?</i></p> | <p>Once due to change to Examsoft</p> | | <p>Scores on exams, quizzes and skills rubrics that measure abilities in the following areas:</p> <ol style="list-style-type: none"> a. Patient relationship b. Rational and ethical decisions c. Initiative and responsibility <p>Sensitivity, tolerance and respect</p> | <p>>75% on each outcome measure for P1, P2, P3 and P4 years</p> | <p>Class of 2018: 84.1% Source: Fall+Spring OSCE Station 3 Average</p> <p>Class of 2017: 86.2% Source: APPE Formal Care Plan Write-Up: Hospital Clinical</p> | <p>No Action Required</p> |
| <p>SLO:Communication and Collaboration</p> <p><i>To what extent are our students able to convey information so that it is received and understood?</i></p> | <p>Last 2013-2014</p> <p>Every three years</p> | | <p>Scores on exams, quizzes and skills rubrics that measure abilities in the following areas:</p> <ol style="list-style-type: none"> a. Counseling skills b. Professional communication c. Collaboration d. Scientific communication | <p>>75% on each outcome measure for P1, P2, P3 and P4 years</p> | <p>Class of 2018: 81.8% Source: Fall OSCE Station 4</p> <p>Class of 2017: 86.5% Source: APPE Formal Care Presentation: Ambulatory</p> | <p>No Action Required</p> |
| <p>SLO:Public Health</p> <p><i>To what extent do our students understand the system in which they practice and demonstrate willingness to work to improve the health of individuals and communities?</i></p> | <p>Last 2013-2014</p> <p>Every three years</p> | | <p>Scores on exams, quizzes and skills rubrics that measure abilities in the following areas:</p> <ol style="list-style-type: none"> a. Professional collaboration b. Data-driven needs assessment c. Wellness and disease prevention <p>Disease prevention</p> | <p>>75% on each outcome measure for P1, P2, P3 and P4 years</p> | <p>Class of 2018: 92.6% Source: Spring PMD810 Population-Based Healthcare</p> <p>Class of 2017: 88.1% Source: APPE Prescription Counseling Experiences – Ambulatory Community</p> | <p>No Action Required</p> |

Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

| Educational Outcomes and Competencies v2 (Aligned with CAPE 2103) | | | | | | |
|---|--------|----------------|--|-------------------------------------|--|---------------------------|
| 1.1 Learner | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 81.4% (950 items) Class of 2019 = 83.34 (720 items) Class of 2020 = 78.08 (472 items) | No Action Required |
| 2.1 Caregiver | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 80.73% (267 items) Class of 2019 = 81.79 (241 items) Class of 2020 = 79.19 (170 items) | No Action Required |
| 2.2 Manager | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 96.25% (56 items) Class of 2019 = 95.91 (46 items) Class of 2020 = 99.84 (10 items) | No Action Required |
| 2.3 Promoter | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 77.5% (18 items) Class of 2019 = 75.34 (18 items) Class of 2020 = 80.91 (12 items) | No Action Required |
| 2.4 Provider | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 80.67% (81 items) Class of 2019 = 78.45 (78 items) Class of 2020 = 92.48 (14 items) | No Action Required |
| 3.1 Problem Solver | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 77.88% (221 items) Class of 2019 = 78.5 (153 items) Class of 2020 = 76.75 (83 items) | No Action Required |
| 3.2 Educator | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 93.09% (56 items) Class of 2019 = 94.99 (48 items) Class of 2020 = 83.29 (32 items) | No Action Required |
| 3.3 Patient Advocacy | Annual | 24 & | Average score from Examsoft across all classes during the | >75% average for P1 (class of 2019) | Total Average = 84.44% (19 items) Class of 2019 = 84.55 (16 items) | No Action Required |

Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

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| | | 6.1 | academic year. | | Class of 2020 = 84.36 (15 items) | |
| 3.4 Collaborator | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 85.84% (8 items) Class of 2019 = 86.1 (5 items) Class of 2020 = 85.65 (5 items) | No Action Required |
| 3.5 Includer | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 82.34% (22 items) Class of 2019 = 83.28 (20 items) Class of 2020 = 81.32 (18 items) | No Action Required |
| 3.6 Communicator | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 79.74% (114 items) Class of 2019 = 84.42 (45 items) Class of 2020 = 75.64 (95 items) | No Action Required |
| 4.1 Self-aware | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 106.67% (8 items) Class of 2019 = 94.95 (8 items) Class of 2020 = 125.31 (6 items) | No Action Required |
| 4.2 Leader | Annual | 24 & 6.1 | Student survey results on student commitment to: <ul style="list-style-type: none"> • leadership | ≥30% of students will actively participate in professional organizations | Total Average = None | Monitor for capture in the P3 year or in co-curriculum activities |
| 4.3 Innovator | Annual | 24 & 6.1 | Average score from Examsoft across all classes during the academic year. | >75% average for P1 (class of 2019) | Total Average = 97.26% (11 items) Class of 2019 = 97.08(11 items) Class of 2020 = 97.3% (11 items) | No Action Required |
| 4.4 Professional | Annual Director of Assessment | 24 & 6.1 | Student survey results on student commitment to: <ul style="list-style-type: none"> • life-long learning • altruism | ≥65% of students will be members of more than one pharmacy organization | Total Average = 82.13% (10 items) Class of 2019 = 85.23% (10 items) Class of 2020 = 79.05% (8 items) Numbers not reported in data provided by the Director of Assessment (from current | While the 34 critical incidence reports were higher than 0, the goal is noted to be unachievable as there will likely never be 0. The 34 was noted to be lower than the 50 that were reported in the 2015-2016 AY. Next year's grid will state that less |

Consolidated Assessment Plan Grid AY2016-2017

Assessment Activities by ALL Committees for AY2016-2017

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| <p><i>Do students comprehend scientific methods and understand important scientific principles in depth in order to be able to identify and solve problems related to drug therapies?</i></p> | | | <p>rubrics that measure abilities in the following areas: d. Scientific concepts e. Scientific methods Care plans</p> | <p>for P2 (class of 2018), P3 (class of 2017), and P4 (class of 2016) years</p> | | |
| <p>SLO: Evidence-Based Practice and Critical Thinking</p> <p><i>Are students able to make decisions about drug therapy based on best evidence from practice or the literature, and do they possess a set of critical thinking skills that enable them to best serve the interests of their patients and communities?</i></p> | <p>Last 2015-2016</p> | <p>1.1</p> | <p>Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: e. Decision-making f. Critical inquiry g. Use of literature h. Data-driven decisions</p> | <p>>75% on each outcome measure for P2 (class of 2018), P3 (class of 2017), and P4 (class of 2016) years</p> | | |
| <p>SLO: Patient-Centered Care and Medication Use Management</p> <p><i>Are students prepared to take responsibility for the outcomes of drug therapy by acquiring the</i></p> | <p>Last 2015-2016</p> | <p>1.1</p> | <p>Scores on exams, quizzes and skills rubrics that measure abilities in the following areas: d. Care plan evaluation e. Care plan design f. Medication preparation &</p> | <p>>75% on each outcome measure for P2 (class of 2018), P3 (class of 2017), and P4 (class of 2016) years</p> | | |

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Assessment Activities by ALL Committees for AY2016-2017

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| <i>knowledge, skills and attitudes necessary for entry level practice?</i> | | | dispensing Disease management | | | |
| Experiential work processes <i>Are work processes efficient and timely?</i> | Assess 2017-2018 Cycle Every 2 years EE Committee | 13 | <ul style="list-style-type: none"> • Annual internal student survey (P1-P3s) • AACP graduating student survey (P4s) • AACP preceptor survey (faculty and non-faculty preceptors) | <ul style="list-style-type: none"> • Ratios for each item will be >3 that the work processes are efficient and timely • Ratios for related items on the graduating and preceptor survey item will be >3 or at/above the average national categorical rating | | |
| Preceptor Survey | Every 2 years Director of Assessment | 25.2 & 6.3 | Ratios for each question on the preceptor survey | Ratios for each item will be >3 or at/above the average national categorical rating | <i>*moved to every two years to avoid survey burnout</i> | |

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Assessment Activities by ALL Committees for AY2016-2017

Appendices

Appendix 1: Strategic Initiatives

****Highlighted in yellow are the strategic priorities for 2015-2016****

Strategic Goals & Initiatives #1: Continuously Improve Faculty Teaching and Student Learning

1. The DYC SOP will provide a high quality learning environment focused on inquiry and critical thought processes and facilitated by effective teaching methods and technology.
 - 1.1 Re-evaluate, and revise if necessary, learning outcomes for courses taught in the professional curriculum to ensure that there is a continuum of learning.
 - 1.2 Evaluate and implement best practices in our teaching and learning efforts.
 - 1.3 Develop a plan to incorporate effective pedagogical strategies throughout the curriculum that foster application of course content, critical thinking, and problem solving.
 - 1.4 Develop a curricular map that illustrates where critical thinking and problem solving are taught and assessed.
2. Develop and implement the Pharmacist Patient Care Process Model articulated by the Joint Commission of Pharmacy Practitioners.
 - 2.1 Develop a progression of learning within the eight semester therapeutics sequence that culminates in students' mastery of the *Pharmacist Patient Care Process Model*.
 - 2.2 Revise the Collaborative Learning practicum to provide opportunities for students to simulate the Pharmacist Patient Care Process.
 - 2.3 Develop rubrics to evaluate student mastery of the Pharmacist Patient Care Process
 - 2.4 Incorporate the Patient Care Process in the Experiential Learning sequence and ensure that student progression aligns with the therapeutic sequence.
3. The DYC SOP will efficiently utilize technology to present course content and "flip the classroom".
 - 3.1 Survey the faculty to learn how technology is being used in the classroom.
 - 3.2 Develop a minimum set of technology competencies for the faculty teaching in the School of Pharmacy.
 - 3.3 Track performance of the DYC network to ensure that the network is performing adequately.
 - 3.4 Develop a standardized template for courses posted on the College Classroom Management Platform (Moodle or its replacement)
4. The DYC SOP will develop and implement an e-portfolio system to track learning outcomes.
 - 4.1 Develop a menu of evidence that could be used to document student mastery of each educational outcome, year-by-year.
 - 4.2 Develop a system for assessing student portfolios.
 - 4.3 Develop a plan to remediate inadequate student portfolios/deficient student performance.
 - 4.4 Develop a timeline to implement the system.
 - 4.5 Identify an e-portfolio platform.

Strategic Goals & Initiatives #2: Develop a Scholarship Agenda

1. The DYC SOP will build an effective research culture, partnering with collaborators regionally and nationally to improve health outcomes through the following core research areas: chemical

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Assessment Activities by ALL Committees for AY2016-2017

biology and disease mechanisms, individualized therapy, comparative effectiveness and drug response, and innovations in education.

- 1.1 The Departments of Pharmaceutical, Social and Administrative Sciences and Pharmacy Practice will develop formal plans for scholarship with clear expectations of performance.
 - 1.2 The SOP will develop a faculty development series to introduce the faculty to the Boyer Model of scholarship, the requirements for grant writing, and the publication process.
 - 1.3 The SOP will develop a list of faculty and their expertise for distribution to potential collaborators.
 - 1.4 The SOP will develop a list of potential collaborators in the WNY area.
 - 1.5 The SOP will develop a research speaker series to share research methods and results with colleagues and potential collaborators. The series will introduce our faculty to collaborators locally and nationally.
2. The DYC SOP will establish a grant review process to facilitate successful research proposals.
 - 2.1 Identify funding sources to support the school's research programs.
 - 2.2 Solicit interest from established researchers (internally and externally) to assist in grant review and manuscript preparation.
 - 2.3 Develop a timeline for submission of proposals through the School of Pharmacy and the College.
3. The DYC SOP will increase the recognition of School-based research locally and nationally.
 - 3.1 Determine and track parameters of faculty productivity.
 - 3.2 Encourage and incentivize presentation of research findings at regional and national meetings.
 - 3.3 Encourage the faculty to plan and host conferences, workshops, and other research-related events at the SOP
 - 3.4 The Departments will maintain and update a database of faculty scholarship to include grant applications, grant awards, publications, abstracts, and presentations.
 - 3.5 The SOP will track its faculty productivity and benchmark against peer and aspirational schools.
 - 3.6 The SOP will promote its research success on the DYCSOP website.
4. The DYC SOP will develop programs to involve students in core research areas of focus.
 - 4.1 Establish a student environmental health and safety committee
 - 4.2 Establish a chapter of SPRA.
 - 4.3 Develop meaningful research experiences for students within and outside of the curriculum (IPPE/APPE/elective APPE)
 - 4.4 Assist students in developing a research portfolio and publicize student research success on the web site.
 - 4.5 Assist students in applying to PhD programs and research fellowships

Strategic Goals & Initiatives #3: Advance the Profession

1. The DYC SOP will recruit, develop and retain the talent and leadership to implement our mission and vision.
 - 1.1 The DYC SOP will create opportunities to promote leadership and professional development in its faculty, preceptors, and residents.
2. The DYC SOP will work with the professional community to advance the practice of pharmacy within the state and nationally
 - 2.1 Identify strategies for enhancing the School's impact on the practice of pharmacy.

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Assessment Activities by ALL Committees for AY2016-2017

- 2.2 Identify external groups where SOP engagement is lacking and create strategies for developing relationships.
3. Survey local practitioners to determine best practices and compare to national norms.

Strategic Goals & Initiatives #4: Improve the Health of Our Community

1. The DYC SOP will produce graduates who are known for their ability to make a positive impact on their profession and communities.
 - 1.1 Develop an ongoing partnership with local charitable organizations to instill a passion for service in our students.
2. The DYC SOP will seek and support regional, national and international collaborations that contribute to the improvement of pharmacy education, research, practice and the quality of life.
 - 2.1 Develop measures of the ROI of the work performed by faculty and students.
3. The DYCSOP will prepare graduates for interdisciplinary/interprofessional practice opportunities.
4. The DYCSOP will participate in community engagement and service activities.
 - 4.1 Develop measures of the ROI of the work performed by faculty and students.

Strategic Goals & Initiatives #5: Develop Our People

1. The DYC SOP will ensure that its faculty, staff, and students understand and are committed to the School's mission and vision.
 - 1.1 Develop a faculty/staff orientation plan to ensure that newly hired personnel are versed on the school's mission and vision.
 - 1.2 Introduce the School's mission and vision to students during their orientation
 - 1.3 Feature our mission and vision on the School's web site.
2. The DYC SOP will assist faculty members in their professional growth and development.
 - 2.1 Department chairs will meet monthly with junior faculty to assist them in developing as teachers, researchers, and citizens of the school and college
 - 2.2 The Faculty Development Committee will survey chairs and faculty at least annually to determine development needs.
3. The DYC SOP will ensure that faculty advisors are prepared to assist students in making wise career choices.
 - 3.1 Implement the APhA Pathways program.
 - 3.2 Incorporate a career plan into the e-portfolio
 - 3.3 Assist students in preparing resumes/CVs
 - 3.4 Assist students with interviews
4. The DYC SOP will develop a teaching certificate program to ensure that pharmacy residents are prepared to teach.
5. The DYC SOP will provide opportunities for staff to develop new knowledge and skills
6. The DYC SOP will offer leadership and career development opportunities for students via a P2/P3 Innovations in Community Pharmacy Elective. The elective will have guest speakers and involve CV writing, career profile building and ongoing interaction between the students and presenters.

Strategic Goals & Initiatives #6: Plan, Assess and Improve

1. The DYC SOP will have an effective educational outcomes assessment process in place.
 - 1.1 Ensure that course outcomes are assessed using an appropriate assessment tool (rubric, exam, project)

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- 1.2 Utilize Exam Soft software to organize assessment information
 - 1.3 Track student learning over time in the experiential courses
 - 1.4 Utilize the e-portfolio to track student learning over time and insure that outcomes are aligned with courses.
2. The DYC SOP will develop a plan to ensure that its students are marketable in the workplace.
- 2.1 Survey employers to determine what attributes are most desirable for pharmacy graduates.
 - 2.2 Review the curriculum to ensure that students are assessed on the most desirable attributes for the workplace.
 - 2.3 Create a list of desired attributes for the workplace.
 - 2.4 Publicize the results of the assessment of students on the School's website.
 - 2.5 Develop a remediation plan/series to help students whose performance is sub-standard.
3. The DYC SOP will monitor its progress in achieving the mission and vision.
- 3.1 Publish the strategic plan and planning process.
 - 3.2 Implement a process for continuous assessment and monitoring of the School's progress, readjusting efforts when needed to achieve the strategic initiatives.
 - 3.3 Align resources with strategic initiatives.
 - 3.4 Prepare and publish an annual report and distribute the results to key stakeholders including the School's alumni
 - 3.5 Assign responsibilities for achieving strategic initiatives
 - 3.6 Develop a faculty-staff survey to assess satisfaction with progress in addressing initiatives within the strategic plan
4. The DYC SOP will maintain accreditation
- 3.1 Assign responsibility for addressing four issues in ACPE monitoring report
 - 3.2 Organize assessment data in AACP's AMS

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Appendix 2: Educational Outcomes & Competencies v2

Domain 1 – Foundational Knowledge

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

- 1.1.1. Comprehend concepts of biomedical and pharmaceutical sciences.
- 1.1.2. Explain the application of the scientific method in drug discovery, research and practice.
- 1.1.3. Utilize concepts of biomedical and pharmaceutical sciences to design and evaluate patient-specific care plans that reduce side effects, increase adherence and improve therapeutic outcomes.

Domain 2 – Essentials for Practice and Care

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

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

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

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

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

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

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

- 2.4.1. Evaluate evidence-based disease management programs and protocols which are based upon analysis of epidemiologic and pharmaco-economic data, medication use criteria, medication use review and risk reduction strategies
- 2.4.2. Interpret population-specific data to assess the health needs of a community or population.

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2.4.3. Utilize and select patient-specific data, population-specific data, quality assurance and research to optimize therapeutic outcomes and patient safety

Domain 3 - Approach to Practice and Care

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

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

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

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

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

- 3.3.1. Demonstrate and support a professional, caring and covenantal relationship with the patient.
- 3.3.2. Encourage patients and caregivers to take responsibility of their own health care needs.

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

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

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

- 3.5.1. Select and tailor information to counsel and educate patients and caregivers from different cultures in a caring and respectful manner in different settings using appropriate listening, verbal, nonverbal and written skills.
- 3.5.2. Demonstrate sensitivity, tolerance and respect for the values, dignity and abilities of diverse populations.

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

- 3.6.1. Effectively communicate with health care professionals in interdisciplinary relationships to assure safe, efficient, cost-effective utilization of human, physical, medical, informational and technological resources.
- 3.6.2. Effectively convey, in oral and written form, biomedical and pharmaceutical science to inform patients, caregivers, healthcare professionals and the community.

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Domain 4 – Personal and Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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