

Pharmacy (PharmD) - Reviewer's Report - Academic Data

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Pharmacy (PharmD)

PharmD Pharmacy Mission

Mission:

Mission Statement We improve the lives of others locally and globally through a climate of discovery to develop future leaders in pharmacy practice and science, support research across the spectrum from drug discovery to medication use in society, advance pharmacy practice to optimize patient-centered care and healthcare delivery, and foster lifelong learning.

Program Type and Level: Professional Doctorate

Start: 07/01/2019

End: 06/30/2020

Program: Pharmacy (PharmD)

Program CIP: 51.2001

Site Information: On Campus (Residential)

If Other Site: :

Responsible Roles: (null), Karen Whalen (kwhalen@ufl.edu)

PG 1 Admit high-quality competitive students

Goal: Admit high-quality competitive students.

Program: Pharmacy (PharmD)

Evaluation Method:

PCAT – Benchmark -at national mean or above

Sci GPA – Benchmark - 3.25 or above

Offers made/offers accepted – Benchmark = 1.25

Results:

PCAT Mean Scaled Composite Score of admitted students for 2019-2020 was 416 which was ABOVE the national mean of 407.

Undergraduate Science GPA of admitted students for 2019-2020 was 3.32 which was ABOVE the minimum benchmark of 3.25.

The ratio of offers made/offers accepted was 1.46 which was ABOVE the benchmark of 1.25. This was not unexpected as the number of applicants to PharmD programs has been trending downward over several years. This has led to an increased number of offers to yield the enrollment targets, since applicants have great choice than in years past.

Dr. Shauna Buring, Associate Dean for Professional Education, reviewed these results.

PG 2 High quality curriculum

Goal: Students experience a high quality curriculum

Program: Pharmacy (PharmD)

Evaluation Method:

National Survey (AACP Survey): The AACP/ACPE Survey is administered to graduating students in the Doctor of Pharmacy (Pharm.D.) degree program on the Gainesville, Jacksonville, and Orlando campuses. All Pharm.D. programs are accredited by the Accreditation Council for Pharmacy Education [ACPE].) The AACP/ACPE Survey is a nationally developed survey which is administered to all students graduating from an accredited College of Pharmacy in the US. This provides benchmark data. The Survey includes 36 items (items 3 - 38 on the survey) that measure the quality of the curriculum in the areas of interprofessional education, foundational knowledge, essentials for practice, approach to practice and care, personal and professional development, and pharmacy practice experiences (rotations).

Benchmarks: College of Pharmacy is within 5% of top 10 public peer Institutions (peer institutions = The Ohio State University, The University of Texas at Austin, University of California, San Francisco, University of Illinois at Chicago, University of Kentucky, University of Maryland, University of Michigan, University of Minnesota, University of North Carolina at Chapel Hill, University of Washington, University of Wisconsin-Madison)

Results:

Of the items on the AACP survey that addressed the quality of the curriculum (items 3-38), there were no items where the College of Pharmacy fell below peer institutions by more than 5%. For item 35 (I was academically prepared to enter my advanced pharmacy practice experiences) 89.01% of graduating students agreed or strongly agreed with this statement. This was 5.79% below the national benchmark (GSS longitudinal report); however, it was within 4% of our peer benchmarks, where 93.1% of graduates agreed or strongly agreed with this statement (GSS Peer Data Report). See attachment for a complete report. We will continue to monitor this item to see if there is a trend with future cohorts.

Shauna Buring, Associate Dean for Professional Education and Karen Whalen, Assistant Dean for Curricular Affairs reviewed these results.

PG 3 Students are satisfied with their education

Goal: Students are satisfied with their education from COP.

Program: Pharmacy (PharmD)

Evaluation Method:

National Survey (AACP Survey): AACP/ACPE Survey - Item 71: "If I were starting my pharmacy program over again I would choose the same college/school of pharmacy."

Benchmarks: College of Pharmacy is within 5% of Peer Institutions

Results:

A review of item 71, indicates that 87.5% of UF COP pharmacy students strongly agree or agree that they would choose UF again. This is in line with peer institutions (86.9%) and above national reference institutions (83.6%).

Dr. Shauna Buring, Associate Dean of Professional Education, and Dr. Karen Whalen, Assistant Dean for Curricular Affairs, reviewed these results.

SLO 1 Foundational Knowledge

Outcome:

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

SLO Area (select one): Knowledge (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)

Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

Satisfactory Achievement on Core Concepts: The Pharm.D. curriculum is designed so that foundational science concepts are delivered mainly in the first year, and these core concepts are expanded in breadth and depth in the integrated patient care courses series in years 2 and 3 of the professional curriculum. Each core concept represents a content area that is essential for practice as a pharmacist. Integrated courses typically have content that covers multiple core concepts.

Each exam administered in the Pharm.D. program is administered using ExamSoft. ExamSoft allows each individual question to be tagged according to core concept category. Using the tagging system in the ExamSoft assessment software, a longitudinal analysis report will be generated and analyzed at the end of each academic year to determine whether each student has met the minimum standard of achievement across the core concepts.

The following five core concepts were assessed during the 2019-2020 academic year: medicinal chemistry, pathology/pathophysiology, pharmaceuticals, pharmacology, and pharmacotherapy.

Benchmark: At least 90% of students will earn at least a 69.5% score on the aggregate of the core concept topics.

Calculation of a core concept percentage score of an individual student: $\frac{\{\# \text{ of items student correctly answered that were tagged to transcending concept X}\}}{\{\text{total \# of items tagged to "transcending concept X"}\}}$

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 523

How many students met the outcome?: 477

What percentage of students met the outcome?: 91

Does this meet your threshold of acceptability?: Yes

Results:

For 2019-2020, data reviewed included the classes of 2020 and 2021, as those students have completed their didactic coursework.

91.9 % of students from the class of 2020 met the outcome, and 90.8% of the students from the class of 2021 met the outcomes (see attached file). Some data from the second half of spring 2020 was unavailable for the class of 2021 due to the inability to use Examssoft for exams (COVID related), which may explain the slightly lower rate of achievement of the outcome in this cohort.

Overall, both cohorts scored lowest in the core concept area of pathology/pathophysiology, although improvements in this concept area have been observed over time. Pathophysiology tends to be one of the more challenging areas of the curriculum, and additional resources, such as supplemental instruction have been allocated to this area.

SLO 2 Essentials for Practice and Care

Outcome:

2.1 Patient-Centered Care: Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize patient needs, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). 2.2 Medication use systems management: Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy 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. 2.4 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.

SLO Area (select one): Skills (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)

Practica/Internship

Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

SLOs 2.1, 2.2, 2.3, and 2.4 are assessed during the **Skills Lab OSCEs**. An OSCE (Objective Structured Clinical Exam) requires students to perform pharmacy practice skills during an encounter with a patient or physician-actor. Students progress through a series of stations (each is 10 minutes in length) where they encounter a patient or health care provider with a problem. The OSCEs are administered during years 1, 3, and 4 of the PharmD curriculum. The OSCEs are developed using a blueprint of the SLOs and are designed so there is validity and reliability. See attached OSCE Blueprint which demonstrates where the SLOs are measured in each year of the OSCEs.

Benchmark: At least 90% of students pass the OSCE on the first attempt.

Each student is evaluated at each OSCE station using a rubric. For an individual student to pass the OSCE, the overall score on the stations must fall within 2 standard deviations of the mean of the cohort. Students who do not achieve a passing score will remediate the OSCE station they did not pass. Attached is an example rubric for one of the stations in the year 4 OSCE. In this station, pharmacy students are asked to assess and counsel a patient with diabetes on the use of over-the-counter medications. This station focuses on SLO 2.1.

SLOs 2.1, 2.2 and 2.4 are also assessed during early practice experiences (rotations). The 4-week community pharmacy introductory pharmacy practice experience (CIPPE) occurs following completion of the first didactic year, and the 4-week hospital introductory pharmacy practice experience (HIPPE) occurs following completion of the second didactic year. Evaluations for those practical experiences are attached below.

Benchmark: At least 90% of students achieve a satisfactory grade in CIPPE and HIPPE as defined by a score of at least 80% on the rotation evaluation rubric (see attached).

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 1041

How many students met the outcome?: 1004

What percentage of students met the outcome?: 96

Does this meet your threshold of acceptability?: Yes

Results:

Greater than 95% of students in years 1, 3, and 4 of the PharmD curriculum successfully completed the OSCEs administered in 2020 (see attached OSCEs outcomes document).

100% of students (242 of 242) of first year students achieved a satisfactory grade on the CIPPE rotation.

268 of 279 students (96%) of second year students received a satisfactory grade on the HIPPE rotation. 11 of 279 students did not complete the HIPPE rotation due to COVID circumstances (hospital sites were unable to take students during early months of COVID). Those students will complete the HIPPE rotation in May 2021.

Overall, the college exceeded benchmarks for SLO 2.

SLO 3 Approach to Practice and Care

Outcome:

3.1 Problem Solver: Identify and assess problems; explore and prioritize potential strategies; and design, implement, and evaluate the most viable solution. 3.2 Educator: Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. 3.3 Patient Advocate: Assure the patient's best interests are represented. 3.4 Interprofessional Collaborator: Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. 3.5 Includer (Cultural Sensitivity): Recognize social determinants of health in order to diminish disparities and inequities in access to quality care. 3.6 Communicator: Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

SLO Area (select one): Skills (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)

Presentation(s)

Practica/Internship

Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

SLOs 3.1, 3.3, 3.4, 3.5, and 3.6 are assessed during the **Skills Lab OSCEs**. An OSCE (Objective Structured Clinical Exam) requires students to perform pharmacy practice skills during an encounter with a patient or physician-actor. Students progress through a series of stations (each is 10 minutes in length) where they encounter a patient or health care provider with a problem. The OSCEs are administered during years 1, 3, and 4 of the PharmD curriculum. The OSCEs are developed using a blueprint of the SLOs and are designed so there is validity and reliability. See attached OSCE Blueprint which demonstrates where the SLOs are measured in each year of the OSCEs. Note: SLO 3.6 (communication) is a global assessment item that is evaluated at every OSCE station.

Benchmark: At least 90% of students pass the OSCE on the first attempt.

Each student is evaluated at each OSCE station using a rubric. For an individual student to pass the OSCE, the overall score on the stations must fall within 2 standard deviations of the mean of the cohort. Students who do not achieve a passing score will remediate the OSCE station they did not pass. Attached is an example rubric for one of the stations in the year 4 OSCE. In this station, pharmacy students must contact a provider to discuss a potentially problematic prescription for pain medication. This station focuses on SLO 3.4 (interprofessional collaboration) and 3.6 (communication).

SLOs 3.1, 3.2, 3.3, 3.4, and 3.6 are also assessed during early practice experiences (rotations). The 4-week community pharmacy introductory pharmacy practice experience (CIPPE) occurs following completion of the first didactic year, and the 4-week hospital introductory pharmacy practice experience (HIPPE) occurs following completion of the second didactic year. Evaluations for those practical experiences are attached below.

Benchmark: At least 90% of students achieve a satisfactory grade in CIPPE and HIPPE as defined by a score of at least 80% on the rotation evaluation rubric (see CIPPE and HIPPE rubrics attached).

SLOs 3.1, 3.2, and 3.6 are assessed during the Advanced Pharmacy Practice Experience Readiness (APPE) course in the spring of the third professional year. This course is a short (one-week) "boot camp" style course that simulates an experience on year 4 clinical rotations. The course is designed to assess student's readiness for skills and behaviors needed to be successful in the clinical environment in year 4. Students who do not successfully complete required elements of this course participate in remediation to complete the elements. See attached file with required elements of the APPE Readiness course.

Benchmark: At least 95% of students achieve a satisfactory grade during the APPE Readiness course with no need for remediation of required elements.

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 1041

How many students met the outcome?: 957

What percentage of students met the outcome?: 92

Does this meet your threshold of acceptability?: Yes

Results:

Greater than 95% of students in years 1, 3, and 4 of the PharmD curriculum successfully completed the OSCEs administered in 2020 (see attached OSCEs outcomes document). This includes 227 of 236 first-year students (96.2%), 252 of 264 third-year students (95.5%), and 242 of 254 fourth-year students (95.3%).

100% of students (242 of 242) of first-year students achieved a satisfactory grade on the CIPPE rotation.

268 of 279 students (96%) of second-year students received a satisfactory grade on the HIPPE rotation. 11 of 279 students did not complete the HIPPE rotation due to COVID circumstances (hospital sites were unable to take students during early months of COVID). Those students will complete the HIPPE rotation in May 2021.

In the APPE Readiness course, 220 out of 266 third-year students (83%) successfully completed all required elements without the need for remediation. Forty-six students did not successfully complete the patient care notes on the first attempt (29 on the vancomycin SOAP note, 17 for the diabetes SOAP note). Five students required remediation for the drug information question. Overall, 46 students required some form of remediation, as some students required remediation in more than one element.

In total, 957 of 1041 or 92% of students met the outcome (227 out of 242 first year students, 268 of 279 second-year students, 220 of 266 third-year students, and 242 of 254 fourth-year students).

Overall, the benchmarks for SLO 3 were met with the OSCEs, CIPPE rotation, and HIPPE rotation. Although the benchmark of 95% was not met for APPE readiness, the third year students did demonstrate achievement of the benchmark for SLO 3 via completion of the OSCEs. All students who did not demonstrate satisfactory performance in APPE readiness were remediated successfully.

SLO 4 Personal and Professional Development

Outcome:

4.1 Self-aware: Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth. 4.2 Leadership: Demonstrate responsibility for creating and achieving shared goals, regardless of position. 4.3 Innovator: Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals. 4.4 Professional: Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

SLO Area (select one): Professional Behavior (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)

Practica/Internship

Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

Characteristics and traits of professional behavior (professionalism) are assessed during the **Skills Lab OSCEs**. An OSCE (Objective Structured Clinical Exam) requires students to perform pharmacy practice skills during an encounter with a patient or physician-actor. Students progress through a series of stations (each is 10 minutes in length) where they encounter a patient or health care provider with a problem. The OSCEs are administered during years 1, 3, and 4 of the PharmD curriculum. The OSCEs are developed using a blueprint of the SLOs and are designed so there is validity and reliability. See attached OSCE Blueprint which demonstrates where the SLOs are measured in each year of the OSCEs. Note: Professionalism is a global assessment item that is evaluated at every OSCE station.

Benchmark: At least 90% of students pass the OSCE on the first attempt.

Professionalism is also assessed during early practice experiences (rotations). The 4-week community pharmacy introductory pharmacy practice experience (CIPPE) occurs following completion of the first didactic year, and the 4-week hospital introductory pharmacy practice experience (HIPPE) occurs following completion of the second didactic year. Evaluations for those practical experiences are attached below.

Benchmark: At least 90% of students achieve a satisfactory grade in CIPPE and HIPPE as defined by a score of at least 80% on the rotation evaluation rubric (see CIPPE and HIPPE rubrics attached).

Professionalism is also assessed during Advanced Pharmacy Practice Experiences (APPEs), or clinical rotations. During the fourth professional year, students complete seven 6-week APPEs. During each APPE, preceptors rate the student level of professionalism as excellent, above average, competent, below average, or deficient. (See item 12 in attached APPE evaluation).

Benchmark: At least 95% of students achieve a mean of competent for professionalism during across the APPE year.

Lastly, **professionalism** is continually assessed throughout the PharmD program. The College has adopted a Professionalism Advisement Plan (PAP) which outlines expectations for professional behavior (see attached). Lapses in professional behavior are documented longitudinally throughout the program. The PAP includes a step-wise plan for student accountability and coaching if lapses in professional behavior occur. Students who accrue six lapses in professionalism during one academic year fail the professionalism milestone.

Benchmark: One percent or less of students fail the professionalism milestone.

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 1041

How many students met the outcome?: 989

What percentage of students met the outcome?: 95

Does this meet your threshold of acceptability?: Yes

Results:

Greater than 95% of students in years 1, 3, and 4 of the PharmD curriculum successfully completed the OSCEs administered in 2020 (see attached OSCEs outcomes document). This includes 227 of 236 first-year students (96.2%), 252 of 264 third-year students (95.5%), and 242 of 254 fourth-year students (95.3%).

100% of students (242 of 242) of first-year students achieved a satisfactory grade on the CIPPE rotation.

268 of 279 students (96%) of second-year students received a satisfactory grade on the HIPPE rotation. 11 of 279 students did not complete the HIPPE rotation due to COVID circumstances (hospital sites were unable to take students during early months of COVID). Those students will complete the HIPPE rotation in May 2021.

During APPEs, preceptors rated students as excellent, above average or competent in professionalism greater than 99% of the time (see item 12 in attached APPE summary) and all students attained at least a mean score of competent for professionalism.

No students failed the professionalism milestone in 2019-2020.

Use of Results for Improvement Item

Improvement Types Checklist: Other changes (please describe in your narrative)

Use of Results for Improvement Narrative - Required:

For the Program Goal Related to High Quality Curriculum, the College will continue to monitor with AACCP National Survey with a particular interest in item 35 (I was academically prepared to enter my advanced pharmacy practice experiences - APPEs). The College has also initiated a Task Force on Individual Accountability for Learning to help address this item (see more below).

For SLO 1, Foundational Knowledge, the College will continue to monitor performance in the core concept area of pathology/pathophysiology. The college has provided additional resources such as supplemental instruction for the foundational courses in pathophysiology.

For SLO 3, Approach to Practice and Care, the faculty for the APPE Readiness course are re-evaluating the benchmark of 95% for appropriateness. The faculty have also identified an issue with the SOAP note activity (the area where the largest number of students required remediation) in the course, and they are updating the rubric for that activity to address identified issues. As above, the College has also implemented a Task Force on Individual Accountability for Learning to examine ways to better prepare students for the APPE Readiness course and APPEs. The charges for the task force include the following:

- Evaluate student performance data and preceptor feedback to identify issues with student individual accountability in critical thinking and problem solving when entering advanced pharmacy practice experiences
- Recommend changes to instructional methodologies to scaffold individual accountability in the second and third years of the PharmD curriculum
- Recommend changes to assessment strategies to scaffold individual accountability in the second and third years of the PharmD curriculum

Program Results Not Reported This Year:

Program Results Reporting Complete: true

PharmD Pharmacy

Providing Department: Pharmacy (PharmD)

Assessment Cycle (All AAPs):

Assessment Cycle

Assessment of SLOs will be completed annually. Each of the four SLOs will be assessed at the end of each annual cycle.

Analysis and Interpretation: From May 15 to December 30

Improvement Actions: Completed by January 31

Dissemination: Completed by March 31

Analysis and Interpretation: Completed by December each year (Assessment Committee completes analysis and interpretation between May and December each year)

Improvements/Program Modifications: Completed by January each year (Curriculum Committee recommends any modifications 1 month after analysis and interpretation complete)

Dissemination: Completed by March each year (Results are shared with Executive Committee & Faculty Governance Council 2 months after analysis and interpretation; Results are also shared with the College faculty each year; A general report is shared with alumni and other stakeholders)

SLOs	Year	18-19	19-20	20-21	21-22	22-23
Knowledge						
#1 (Foundational Knowledge)		X	X	X	X	X
Skills						
#2 (Essentials for Practice and Care)		X	X	X	X	X
#3 (Approach to Practice and Care)		X	X	X	X	X
Professional Behavior						
#4 (Personal and Professional Development)		X	X	X	X	X

SLO Assessment Rubric (All AAPs):

Several example rubrics have been provided in the discussion of assessment of SLOs 2, 3, and 4. Examples of rubrics used to grade OSCE stations, and evaluation rubrics for early (CIPPE, HIPPE) and advanced (APPE) clinical rotations are again provided here.

Assessment Oversight (All AAPs):

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Karen Whalen, Pharm.D., BCPS, FAPhA	Pharmacotherapy & Translational Research	whalen@cop.ufl.edu	352-273-9497
Shauna Buring, Pharm.D.	Pharmacotherapy & Translational Research	sburing@cop.ufl.edu	352-294-8799

Note:

The Assessment Committee is responsible for planning and interpreting the assessment results each year.

The Curriculum Committee is responsible for making improvements/curricular changes to address any needs identified through the assessments.

The College's Executive Committee reviews the assessment reports each year and monitor progress towards achieving the overall program mission.

Methods and Procedures (UG and Certificate AAPs):

null

Curriculum Map (UG AAPs only):

null

Research (Graduate and Professional AAPs only):

The Pharm.D. program is a professional degree and therefore, does not require a research project.

Measurement Tools (Graduate and Professional AAPs Only):**NAPLEX Board Exam (Administered upon Graduation):**

The NAPLEX exam is used to measure knowledge (SLO 1). The NAPLEX Exam is required for pharmacy licensure and measures knowledge across two main content areas according to a blueprint (Domains are Area 1: Ensure Safe and Effective Pharmacotherapy and Health Outcomes and Area 2: Safe and Accurate Preparation, Compounding, Dispensing and Administration of Medications and Provision of Healthcare Products).

Benchmark: >92% first-time pass rate

Skills Lab OSCE:

Pharmacy skills (SLO 2 and 3) are measured with an OSCE (Objective Structured Clinical Exam) which requires students to perform pharmacy practice skills during an encounter with a patient or physician-actor. Students progress through a series of stations (each is 10 minutes in length) where they encounter a patient or health care provider with a problem. The OSCEs are administered during years 1, 3, and 4 of the PharmD curriculum. The OSCEs are developed using a blueprint of the SLOs and are designed so there is validity and reliability. Each student is evaluated at each OSCE station using a rubric.

Benchmark: At least 90% of students pass the OSCE on the first attempt.

Introductory Pharmacy Practice Experiences:

Pharmacy skills and professional behavior (SLO 2, 3, and 4) are also assessed during early practice experiences (rotations). The 4-week community pharmacy introductory pharmacy practice experience (CIPPE) occurs following completion of the first didactic year, and the 4-week hospital introductory pharmacy practice experience (HIPPE) occurs following completion of the second didactic year. Evaluations for those practical experiences are attached below.

Benchmark: At least 90% of students achieve a satisfactory grade in CIPPE and HIPPE as defined by a score of at least 80% on the rotation evaluation rubric.

Advanced Pharmacy Practice Experiences:

Professional behaviors (SLO 4) are also assessed during Advanced Pharmacy Practice Experiences (APPEs), or clinical rotations. During the fourth professional year, students complete seven 6-week APPEs. During each APPE, preceptors rate the student level of professionalism as excellent, above average, competent, below average, or deficient.

Benchmark: At least 95% of students achieve a mean of competent for professionalism during across the APPE year.

National Survey (ACCP Survey):

The AACP/ACPE Survey is administered to graduating students in the Doctor of Pharmacy (Pharm.D.) degree program on the Gainesville, Jacksonville, and Orlando campuses. All Pharm.D. programs are accredited by the Accreditation Council for Pharmacy Education [ACPE].) The AACP/ACPE Survey is a nationally developed survey which is administered to all students graduating from an accredited College of Pharmacy in the US. This provides benchmark data. The Survey includes 36 items (items 3 - 38 on the survey) that measure the quality of the curriculum in the areas of interprofessional education, foundational knowledge, essentials for practice, approach to practice and care, personal and professional development, and pharmacy practice experiences (rotations).

Benchmarks: College of Pharmacy is within 5% of top 10 public peer Institutions (peer institutions = The Ohio State University, The University of Texas at Austin, University of California, San Francisco, University of Illinois at Chicago, University of Kentucky, University of Maryland, University of Michigan, University of Minnesota, University of North Carolina at Chapel Hill, University of Washington, University of Wisconsin-Madison)

Assessment Timeline (Graduate and Professional AAPs only):

Assessment method	SLO				What does this measure	Timeline	Benchmark
	1	2	3	4			
ExamSoft longitudinal tracking	X				Exams across all years are tagged using ACPE Appendix I. Core concepts (Medicinal Chemistry, Pharmacology, Pharmaceutics, Pharmacotherapy, Pathophysiology) are evaluated to meet benchmark.	End of each academic year (1PD-3PD)	At least 90% of students will earn > 69.5% score on the aggregate of the core topics.
OSCE Milestone		X	X	X	Same EPAs evaluated across all OSCEs Different disease states targeted Communication 3.6 and professionalism 4.4 are global assessed in all live stations	Year 1: May Year 3: Jan Year 4: March	Ind student: within 2 SD of mean Cohort with 2 SD

Assessment method	SLO				What does this measure	Timeline	Benchmark
	1	2	3	4			
CIPPE competency evaluation		X	X	X	K/S/A in the community pharmacy setting: communication, community pharmacy systems, medication safety	Summer after 1PD	≥ 80% on rubric
HIPPE competency evaluation		X	X	X	K/S/A in the hospital pharmacy setting: communication, hospital pharmacy systems, medication reconciliation, drug information	Summer after 2PD	≥ 80% on rubric
Professionalism Advisement Plan				X	Professionalism lapses with step-wise plan for accountability and coaching	May of each academic year	≤ 1% of students fail Professionalism Milestone
APPE Readiness Bootcamp		X	X	X	Week long capstone experience simulate simulates student responsibilities during an APPE	March of 3PD year	≥ 95% of students achieve a S with no remediation
APPE Evaluation	X	X	X	X	SUCCESS competencies 1-13 and professionalism	Year 4	95% of student achieve at least a mean of Competent across the year
NAPLEX	X				Pass rates	October after graduation	≥ 92% pass rate