



OFFICE OF ASSESSMENT | DATA REPORT

JANUARY 2020

# Assessment of Educational Outcomes



Oregon State University  
College of Pharmacy

# Introduction

The American Association of Colleges of Pharmacy (AACCP) created the Center for the Advancement of Pharmacy Education (CAPE) to help guide pharmacy curriculum development, incorporating an advisory panel composed of educators and practitioners nominated for participation by practitioner organizations. For nearly thirty years, CAPE has developed and released recommended Educational Outcomes. The most recent iteration, released in 2013, includes four domains. The four broad domains are further divided into fifteen specific subdomains, along with fifty-six example learning objectives. The subdomain outcome statements are designed to capture what students should be capable of upon graduation from a Doctor of Pharmacy program.

► Read the full Outcomes here: <http://tinyurl.com/cape2013>

At the same time, the Accreditation Council for Pharmacy Education (ACPE) develops and releases the standards to which Colleges of Pharmacy are held in order to retain accreditation. In the most recent iteration of those standards, released in 2016 and referred to as the “Standards 2016,” ACPE set out twenty-five standards. The first four accreditation standards correlate directly to the four domains of the CAPE Educational Outcomes, including fifteen Key Elements with adapted statements equating to the fifteen specific subdomains. ACPE has deemed these fifteen Key Elements essential to the contemporary practice of pharmacy.

► Read the full Standards here: <http://tinyurl.com/acpe2016>

At Oregon State University’s College of Pharmacy, we have fully embraced the fifteen subdomains of the CAPE Educational Outcomes, as well as the fifty-six example learning objectives, by incorporating them into the establishment of our fifteen Program-level Student Learning Outcomes (P-SLOs) and fifty-six learning objectives. All students in our PharmD program should be capable of demonstrating the P-SLOs at expected levels upon graduation.

► Read the full P-SLOs here: <http://tinyurl.com/p-slos>

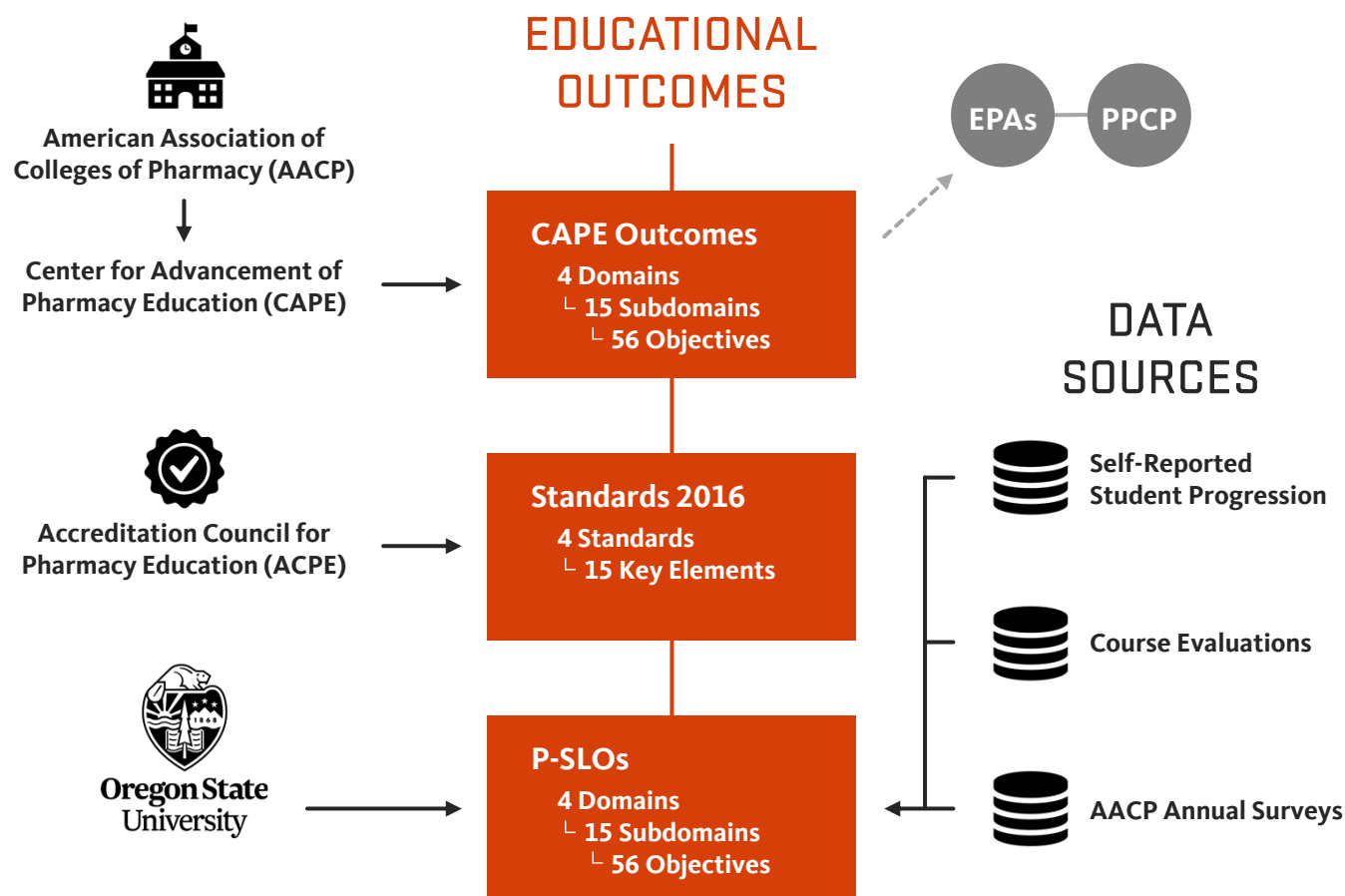
**For more information about this Data Report, contact Nic Bookman at [bookmann@oregonstate.edu](mailto:bookmann@oregonstate.edu)**

# Educational Outcomes

**Assessment of the extent to which our students are capable of demonstrating the P-SLOs, as well as our students' assessment of the extent to which the program is capable of fostering student development toward those P-SLOs, is a direct assessment of the extent to which the College achieves the 15 Key Elements and, by extension, the CAPE Educational Outcomes.**

Since the CAPE Outcomes have been mapped to the Entrustable Professional Activities (EPAs) and the Pharmacists' Patient Care Process (PPCP), assessment of the P-SLOs also facilitates assessment of those measures.

The College currently assesses the P-SLOs using three sources of data: (1) each year, students self-report their progression toward the P-SLOs; (2) each term, students complete evaluations of course-level student learning outcomes, mapped to the P-SLOs; and (3) the annual surveys administered by AACP, which are mapped to the four P-SLO domains. This Data Report provides tables of historical assessment data from each of these three sources, as they pertain to the assessment of the P-SLOs.



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# Outcome Assessment



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**Self-Reported Student Progression  
and Course Evaluations**

# Outcome Assessment

Self-Reported Student Progression data and Course Evaluation data are the two sources used by the College to provide insight into the extent to which the College achieves the fifteen educational outcomes. In some cases, data at the learning objective level is available. Because the AACP Annual surveys are only mapped to the domain level, they can't be used to assess the individual outcomes (see Section 2 for Domain Assessment).

## Self-Reported Student Progression

At the start of each academic year, incoming students at the P1, P2, and P3 levels complete a survey known as the Incoming Student Survey (ISS). As part of the survey, students report on their progression toward meeting the P-SLOs by self-rating their current capability to demonstrate each of the fifteen outcomes and fifty-six learning objectives at the time of the survey's completion. The ISS has seen a few changes in the last few years, making the data set complex to work with, but we anticipate these challenges to level out over time.

The first change came in the form of expanding the target population. The ISS was originally administered to P2 and P3 students only. Beginning in AY 17-18, the survey was expanded to include P1 students. Prior to that year, no data are available for P1 students. Although incoming P1 students have not yet begun the curriculum, most students enter the program with various levels of capability already established for certain outcomes due to undergraduate, work, or life experiences. Surveying students at program entry allows us to establish individualized baselines for each student and more accurately measure growth.

The second, larger change came a year later, in AY 18-19. Beginning that year, the survey was shortened – to reduce survey fatigue – by asking students to self-rate their progression toward only the fifteen subdomain-level outcomes, and not all fifty-six learning objectives. As a result, data related to self-rated progression toward the learning objectives are unavailable from that year on.

**The ISS scale was revised in AY 18-19 to include a 0-100 scale, paired with five levels of ability that mirror the EPA levels of entrustability.**



- 1** I am a novice in this area, but can thoughtfully learn about or observe this program outcome.
- 2** I am able to perform/demonstrate basic abilities related to this program outcome with a lot of supervision from faculty or preceptors.
- 3** I am able to perform/demonstrate most of the abilities related to this program outcome with minor supervision from faculty or preceptors.
- 4** I am able to perform/demonstrate all abilities related to this program outcome by myself competently.
- 5** I am able to perform/demonstrate all abilities related to this program outcome and teach others how to perform/demonstrate them.

Lastly, the biggest change also occurred in AY 18-19. Until that year, students rated themselves using a three-point scale, with the options Beginner, Competent, or Proficient. On a 0-100 numeric scale, these response options equate to 0, 50, and 100. Starting that year, the survey was changed to a true 0-100 scale, paired with five levels of ability that mirror the EPA levels of entrustability that have been developed by AACP.

No targets have been established for where students should be at any given point in the program prior to graduation, although it is generally expected that students will be at a level of 3 before APPE rotations, 4 before graduation, and 5 before precepting others.



# Outcome Assessment

## Course Evaluations

Every course taught at the College has specific Course-level Student Learning Outcomes (C-SLOs) that the course coordinator hopes to achieve by the end of the term. These are laid out clearly in the course syllabus. The C-SLOs, along with additional questions, are also included as part of end-of-term course evaluations for required courses. At the end of each term, students are asked to indicate the degree to which each C-SLO has been met, with response options of Not Met, Partially Met, or Met.

Rather than assigning numeric values to the response options and looking at the average rating of each C-SLO, the College instead focuses on the proportion of students that rate a C-SLO as having been Met. For internal course review purposes, the College uses a target of 85% of respondents indicating that a C-SLO was Met.

In AY 18-19, every C-SLO for required courses in the PharmD program were mapped by course coordinators to one or more of the fifty-six learning objectives. By establishing this map, students' evaluations of the extent to which individual courses achieve their C-SLOs can be used as a measure of the extent to which the program as a whole is able to support the development of the P-SLOs. Moreover, once the map was established, retrospective assessment of the P-SLOs using the C-SLOs was made possible for courses with substantively the same learning outcomes as previous years. By approximation, the College sets a target of 85% of respondents indicating that a P-SLO was Met.

Because some courses have, in fact, substantively changed their C-SLOs over the last few years, and because only some of the C-SLOs of some courses map to any one of the P-SLO learning objectives, some of those fifty-six learning objectives do not have data for one or more years and this methodology cannot be used to measure them for those years. As revised C-SLOs are re-mapped and additional years of course evaluation data are added, a more thorough assessment will be possible.

The example below shows how C-SLOs might be mapped to P-SLOs, and how that mapping would be used to retrospectively assess the P-SLOs for AY 2015-2016, as well as how C-SLO revisions would create gaps in that year's assessment.

● Maps to P-SLO above

Not measurable this AY using C-SLOs

AY 2015-2016

P-SLO:	1.1.1	1.1.2	1.1.3	1.1.4
<b>Course 1</b>				
Learning Outcome 1	●	●	○	○
<b>Course 2</b>				
Learning Outcome 1	●	○	○	●
Learning Outcome 2	○	●	○	●
<b>Course 3 (revised after this AY; outcomes not mapped)</b>				
Learning Outcome 1	n/a	n/a	n/a	n/a

## FUTURE DATA SOURCES

In addition to mapping and tracking Course Evaluation data for required PharmD courses, the College is looking at mapping the C-SLOs for PharmD elective courses, as well as mapping the C-SLOs related to APPE rotations. If these additional sources are incorporated, our understanding of how students view the program will be further enhanced.

# How to Use the Tables

The following pages contain data tables for each outcome – one per page. On each page, there are two sets of tables, one for each data source, that look similar to the tables below. In all the tables, the top row averages the

lower rows, which contain learning objective level data (where available). See the annotated example tables below to learn more about how to read the data.

- 1 See a cross-section of the program for each academic year, broken down by program (P) level or for all levels combined.
- 2 See a cohort's growth over time by advancing program levels across multiple years.
- 3 See a four-year average for the program, broken down by program level or combined.
- 4 See the program's growth over time by looking across multiple years.

**Average self-reported student progression percent, by academic year and program year.**

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
1.1	1			2								
1.1.1												
1.1.2												
...												
	Outcome level			Learning objective level								
	All Years			All Levels				All Years				
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels				
1.1	3			4				3				

**Average percent indicated “Met” on mapped C-SLOs, by academic year.**

	2015-2016	2016-2017	2017-2018	2018-2019	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
1.1	4				3
1.1.1					
1.1.2					
...					



# Outcome 1.1

## Learner

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
<b>1.1</b>	-	32.0%	50.2%	5.3%	32.1%	50.9%	24.1%	48.9%	65.1%	30.8%	48.9%	61.3%
<b>1.1.1</b>	-	30.4%	50.0%	3.9%	26.8%	50.0%	-	-	-	-	-	-
<b>1.1.2</b>	-	34.0%	55.2%	5.0%	35.1%	51.5%	-	-	-	-	-	-
<b>1.1.3</b>	-	28.9%	49.4%	4.4%	29.2%	53.1%	-	-	-	-	-	-
<b>1.1.4</b>	-	34.5%	46.1%	7.8%	37.5%	49.0%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
<b>1.1</b>	20.1%	40.5%	56.9%	41.1%	29.4%	46.0%	47.0%	40.9%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2015-2016	2016-2017	2017-2018	2018-2019	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
<b>1.1</b>	82.9%	88.6%	92.0%	90.5%	88.5%
<b>1.1.1</b>	87.0%	91.6%	93.0%	92.2%	90.9%
<b>1.1.2</b>	82.9%	87.2%	92.0%	89.6%	87.9%
<b>1.1.3</b>	84.4%	87.1%	91.9%	91.6%	88.8%
<b>1.1.4</b>	77.3%	88.4%	91.2%	88.7%	86.4%

# Outcome 2.1

## Caregiver

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
2.1	-	32.3%	54.0%	3.2%	30.2%	52.8%	19.7%	49.7%	66.7%	27.3%	52.6%	62.8%
2.1.1	-	39.7%	63.2%	2.8%	39.3%	62.9%	-	-	-	-	-	-
2.1.2	-	28.4%	47.9%	1.7%	23.2%	46.9%	-	-	-	-	-	-
2.1.3	-	24.2%	42.4%	2.2%	20.8%	45.4%	-	-	-	-	-	-
2.1.4	-	37.1%	62.5%	6.1%	37.5%	56.2%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
2.1	16.7%	41.2%	59.1%	43.2%	28.7%	45.4%	47.6%	41.0%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
2.1	84.3%	83.1%	90.1%	86.7%	86.1%
2.1.1	84.3%	82.4%	90.2%	89.5%	86.6%
2.1.2	87.1%	81.8%	90.2%	87.5%	86.7%
2.1.3	86.1%	84.6%	91.6%	85.4%	86.9%
2.1.4	79.7%	83.6%	88.5%	84.5%	84.1%

# Outcome 2.2

## Manager

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
2.2	-	26.8%	41.8%	3.0%	26.2%	44.2%	15.5%	47.0%	64.4%	22.1%	45.9%	58.8%
2.2.1	-	29.9%	48.6%	2.8%	29.8%	47.9%	-	-	-	-	-	-
2.2.2	-	28.4%	43.8%	3.9%	26.2%	43.8%	-	-	-	-	-	-
2.2.3	-	29.4%	43.1%	2.2%	28.6%	46.9%	-	-	-	-	-	-
2.2.4	-	23.7%	36.1%	2.8%	22.6%	42.3%	-	-	-	-	-	-
2.2.5	-	22.7%	37.5%	3.3%	23.8%	40.2%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
2.2	13.5%	36.5%	52.3%	34.3%	24.5%	42.3%	42.2%	36.0%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
2.2	75.7%	83.7%	88.3%	78.1%	81.4%
2.2.1	77.5%	83.7%	89.4%	78.5%	82.3%
2.2.2	77.5%	83.7%	89.8%	76.5%	81.9%
2.2.3	72.6%	83.7%	87.6%	76.3%	80.0%
2.2.4	78.3%	83.7%	89.0%	80.5%	82.9%
2.2.5	72.6%	83.7%	85.5%	78.9%	80.2%

# Outcome 2.3

## Promoter

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
2.3	-	38.1%	52.6%	7.8%	34.1%	56.3%	19.4%	49.8%	66.4%	27.4%	52.8%	64.5%
2.3.1	-	38.7%	56.9%	5.0%	35.7%	58.2%	-	-	-	-	-	-
2.3.2	-	42.8%	56.3%	13.9%	38.1%	60.3%	-	-	-	-	-	-
2.3.3	-	37.1%	53.5%	6.7%	35.1%	54.1%	-	-	-	-	-	-
2.3.4	-	34.0%	43.8%	5.6%	27.4%	52.6%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
2.3	18.2%	43.7%	59.9%	45.4%	32.7%	45.2%	48.2%	42.7%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
2.3	80.0%	81.8%	86.0%	87.8%	83.9%
2.3.1	77.8%	82.0%	85.4%	78.8%	81.0%
2.3.2	77.8%	82.0%	85.4%	81.0%	81.6%
2.3.3	77.8%	82.0%	85.4%	95.4%	85.2%
2.3.4	86.7%	81.0%	87.7%	96.1%	87.9%

# Outcome 2.4

## Provider

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
<b>2.4</b>	-	26.9%	37.8%	2.1%	22.0%	42.7%	16.9%	48.8%	62.8%	22.6%	47.9%	58.4%
<b>2.4.1</b>	-	27.3%	40.3%	2.2%	24.4%	47.4%	-	-	-	-	-	-
<b>2.4.2</b>	-	29.4%	41.7%	2.2%	23.8%	46.4%	-	-	-	-	-	-
<b>2.4.3</b>	-	26.8%	33.3%	1.7%	19.6%	36.1%	-	-	-	-	-	-
<b>2.4.4</b>	-	24.2%	36.1%	2.2%	20.2%	40.7%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
<b>2.4</b>	13.9%	36.4%	50.4%	32.4%	22.3%	42.8%	43.0%	35.4%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
<b>2.4</b>	82.9%	85.5%	93.0%	84.9%	87.9%
<b>2.4.1</b>	83.9%	86.9%	93.3%	78.2%	85.6%
<b>2.4.2</b>	82.0%	84.1%	92.6%	80.2%	84.7%
<b>2.4.3</b>	No Data	No Data	No Data	92.3%	92.3%
<b>2.4.4</b>	No Data	No Data	No Data	88.8%	88.8%

# Outcome 3.1

## Problem Solver

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
3.1	-	46.5%	60.1%	30.0%	42.9%	58.9%	44.1%	56.9%	72.3%	43.3%	57.8%	68.4%
3.1.1	-	51.0%	67.4%	32.2%	48.8%	64.9%	-	-	-	-	-	-
3.1.2	-	49.0%	59.7%	32.2%	39.3%	60.8%	-	-	-	-	-	-
3.1.3	-	43.3%	55.6%	26.1%	39.9%	54.1%	-	-	-	-	-	-
3.1.4	-	42.8%	57.6%	29.4%	43.5%	55.7%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
3.1	39.1%	51.0%	64.9%	53.3%	43.9%	57.8%	56.5%	52.8%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
3.1	78.3%	86.5%	91.7%	90.1%	86.6%
3.1.1	84.2%	83.9%	91.7%	91.0%	87.7%
3.1.2	84.3%	84.4%	93.1%	90.7%	88.1%
3.1.3	77.6%	88.5%	91.4%	89.8%	86.8%
3.1.4	67.1%	89.1%	90.5%	88.9%	83.9%

# Outcome 3.2

## Educator

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
3.2	-	37.1%	52.8%	15.9%	35.9%	49.5%	33.9%	54.3%	69.9%	41.0%	56.8%	66.4%
3.2.1	-	44.8%	56.9%	21.1%	41.1%	54.1%	-	-	-	-	-	-
3.2.2	-	35.6%	52.8%	13.9%	33.3%	46.9%	-	-	-	-	-	-
3.2.3	-	30.9%	48.6%	12.8%	33.3%	47.4%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
3.2	30.3%	46.0%	59.6%	44.9%	33.8%	52.7%	54.7%	46.7%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
3.2	80.2%	87.7%	92.6%	91.3%	88.1%
3.2.1	80.2%	87.7%	92.6%	95.5%	89.0%
3.2.2	No Data	No Data	No Data	87.1%	87.1%
3.2.3	No Data	No Data	No Data	No Data	No Data



# Outcome 3.3

## Advocate

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
3.3	-	40.9%	53.5%	10.4%	36.7%	54.5%	46.6%	66.7%	80.2%	38.3%	61.3%	71.8%
3.3.1	-	44.3%	58.3%	11.1%	42.3%	59.8%	-	-	-	-	-	-
3.3.2	-	38.1%	53.5%	11.7%	33.9%	53.6%	-	-	-	-	-	-
3.3.3	-	40.2%	48.6%	8.3%	33.9%	50.0%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
3.3	31.8%	51.4%	65.0%	47.2%	33.8%	64.5%	57.1%	51.0%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
3.3	73.8%	86.0%	84.9%	91.4%	84.0%
3.3.1	77.1%	87.0%	87.8%	93.2%	86.3%
3.3.2	74.8%	85.6%	85.1%	90.8%	84.1%
3.3.3	69.4%	85.6%	81.9%	90.2%	81.7%

# Outcome 3.4

## Collaborator

Self-Reported Student Progression and Course Evaluation Data

Average percent self-reported student progression, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
3.4	-	56.8%	71.0%	22.9%	54.0%	74.0%	50.4%	70.4%	80.9%	42.0%	65.7%	76.2%
3.4.1	-	56.2%	69.4%	16.1%	51.8%	74.7%	-	-	-	-	-	-
3.4.2	-	60.8%	77.8%	36.1%	59.5%	77.8%	-	-	-	-	-	-
3.4.3	-	59.3%	72.9%	25.0%	56.5%	75.8%	-	-	-	-	-	-
3.4.4	-	51.0%	63.9%	14.4%	48.2%	67.5%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
3.4	38.4%	61.7%	75.5%	63.9%	50.3%	67.2%	61.3%	60.4%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
3.4	75.0%	87.3%	89.4%	89.4%	85.3%
3.4.1	80.7%	85.8%	92.3%	85.9%	86.2%
3.4.2	70.6%	86.9%	86.4%	89.5%	83.3%
3.4.3	77.9%	89.6%	92.6%	89.8%	87.5%
3.4.4	70.6%	86.9%	86.4%	92.5%	84.1%

# Outcome 3.5

## Includer

Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
3.5	-	57.6%	63.9%	24.1%	53.2%	69.1%	43.5%	67.4%	81.2%	49.6%	64.2%	75.6%
3.5.1	-	63.9%	70.1%	39.4%	60.1%	73.7%	-	-	-	-	-	-
3.5.2	-	52.6%	61.1%	15.0%	50.6%	66.5%	-	-	-	-	-	-
3.5.3	-	56.2%	60.4%	17.8%	48.8%	67.0%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
3.5	39.1%	60.6%	72.4%	60.7%	48.8%	64.0%	63.1%	59.0%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
3.5	75.4%	86.5%	88.1%	73.4%	80.8%
3.5.1	76.8%	86.5%	89.0%	72.2%	81.1%
3.5.2	75.8%	86.5%	89.1%	76.1%	81.9%
3.5.3	73.5%	86.5%	86.2%	72.0%	79.6%

# Outcome 3.6

## Communicator

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
<b>3.6</b>	-	45.2%	58.1%	14.2%	42.8%	62.3%	54.4%	70.4%	80.0%	42.9%	63.4%	72.1%
<b>3.6.1</b>	-	46.9%	60.4%	11.1%	40.5%	67.0%	-	-	-	-	-	-
<b>3.6.2</b>	-	49.0%	58.3%	9.4%	44.0%	62.9%	-	-	-	-	-	-
<b>3.6.3</b>	-	43.8%	60.4%	10.6%	41.1%	61.3%	-	-	-	-	-	-
<b>3.6.4</b>	-	43.8%	59.7%	21.7%	43.5%	62.4%	-	-	-	-	-	-
<b>3.6.5</b>	-	48.5%	62.5%	23.3%	50.0%	68.6%	-	-	-	-	-	-
<b>3.6.6</b>	-	39.2%	47.2%	8.9%	37.5%	51.5%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
<b>3.6</b>	37.2%	55.4%	68.1%	51.6%	39.7%	68.3%	59.5%	55.1%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
<b>3.6</b>	80.1%	85.5%	89.7%	89.6%	86.2%
<b>3.6.1</b>	80.3%	86.0%	89.7%	89.7%	86.4%
<b>3.6.2</b>	76.7%	86.2%	88.8%	84.9%	84.1%
<b>3.6.3</b>	77.8%	86.2%	88.3%	84.3%	84.2%
<b>3.6.4</b>	82.7%	84.2%	93.1%	95.8%	88.9%
<b>3.6.5</b>	81.6%	87.6%	89.8%	92.4%	87.9%
<b>3.6.6</b>	81.8%	82.9%	88.4%	90.2%	85.8%

# Outcome 4.1

## Self Aware

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
4.1	-	55.4%	66.1%	34.0%	57.4%	68.7%	59.4%	68.6%	80.8%	58.1%	68.8%	75.0%
4.1.1	-	60.8%	70.8%	37.8%	62.5%	73.7%	-	-	-	-	-	-
4.1.2	-	51.5%	60.4%	21.7%	53.0%	65.5%	-	-	-	-	-	-
4.1.3	-	58.8%	67.4%	35.6%	60.1%	69.1%	-	-	-	-	-	-
4.1.4	-	50.5%	66.0%	41.1%	54.2%	66.5%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
4.1	50.5%	62.6%	72.7%	60.8%	53.4%	69.6%	67.3%	62.9%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
4.1	88.4%	80.2%	95.4%	86.9%	88.3%
4.1.1	89.9%	80.5%	94.3%	89.8%	88.6%
4.1.2	87.5%	78.9%	95.3%	88.0%	87.4%
4.1.3	87.5%	No Data	96.0%	82.6%	88.7%
4.1.4	88.8%	81.2%	96.2%	87.3%	88.3%

# Outcome 4.2

## Leader

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
4.2	-	44.8%	60.8%	26.4%	44.6%	63.9%	54.8%	66.2%	77.7%	51.0%	62.1%	70.5%
4.2.1	-	44.8%	61.1%	29.4%	45.8%	63.9%	-	-	-	-	-	-
4.2.2	-	44.8%	60.4%	23.3%	43.5%	63.9%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
4.2	44.1%	54.4%	68.2%	52.8%	45.0%	66.2%	61.2%	56.6%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
4.2	No Data	74.8%	94.9%	88.4%	86.0%
4.2.1	No Data	74.8%	94.9%	87.6%	85.8%
4.2.2	No Data	74.8%	94.9%	89.2%	86.3%

# Outcome 4.3

## Innovator

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
<b>4.3</b>	-	39.9%	50.7%	23.7%	40.5%	57.4%	43.6%	55.5%	69.2%	45.1%	56.5%	64.4%
<b>4.3.1</b>	-	39.7%	51.4%	27.2%	42.3%	58.2%	-	-	-	-	-	-
<b>4.3.2</b>	-	41.8%	48.6%	23.3%	40.5%	58.8%	-	-	-	-	-	-
<b>4.3.3</b>	-	38.1%	52.1%	20.6%	38.7%	55.2%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
<b>4.3</b>	37.5%	48.1%	60.4%	45.3%	40.5%	56.1%	55.3%	49.7%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
<b>4.3</b>	88.1%	No Data	92.2%	87.1%	89.1%
<b>4.3.1</b>	88.1%	No Data	90.3%	86.9%	88.4%
<b>4.3.2</b>	88.1%	No Data	90.3%	87.6%	88.7%
<b>4.3.3</b>	88.1%	No Data	96.2%	86.7%	90.3%



# Outcome 4.4

## Professional

### Self-Reported Student Progression and Course Evaluation Data

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
4.4	-	65.1%	80.1%	32.8%	61.5%	78.9%	62.9%	74.9%	87.6%	61.4%	73.6%	79.0%
4.4.1	-	68.0%	82.6%	46.1%	66.1%	83.5%	-	-	-	-	-	-
4.4.2	-	62.4%	78.5%	32.8%	61.3%	75.3%	-	-	-	-	-	-
4.4.3	-	64.9%	79.2%	19.4%	57.1%	77.8%	-	-	-	-	-	-

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
4.4	52.4%	68.8%	81.4%	72.6%	57.7%	75.2%	71.3%	68.9%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
4.4	84.2%	85.8%	92.0%	84.7%	86.7%
4.4.1	88.3%	85.8%	93.8%	85.1%	88.2%
4.4.2	88.7%	85.8%	93.9%	88.4%	89.2%
4.4.3	75.5%	85.9%	88.3%	80.8%	82.6%

# Domain Assessment



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**AACP Annual Surveys,  
Self-Reported Student Progression,  
and Course Evaluations**

# Domain Assessment

## AACP Annual Surveys

Each year, AACP invites schools to administer one or more of four types of standardized national surveys: one administered to graduating students, one to recent alumni of the program (past five years), one to program faculty, and one to preceptors that actively precept our students. Programs individually select the surveys they want administered each year, with most programs administering the graduating student survey every year, and the other surveys at regular intervals.

Oregon State University's College of Pharmacy requested all four surveys be administered in 2016, following changes to the surveys made by AACP that year. All four surveys were administered in 2018 and 2019, as well. In 2017, only the graduating student survey was requested for administration. Despite the survey redesigns, the College has 3-4 years of data for each of the survey types.

For most questions on the surveys, respondents are asked to indicate their level of agreement with several statements, ranging from Strongly Agree to Strongly Disagree, with – in some cases – an Unable to Comment or Not Applicable option. Anonymous results are provided to each institution for the year in which the survey was conducted, along with national and peer group data comparisons from the same survey and year.

Although AACP reports percentages based on actual response option, the College adjusts the data to remove responses using the Unable to Comment or Not Applicable options. In other words, the College is focused on the number of respondents that indicate a particular response option, out of the number of respondents that indicate a positional response. This allows us further insight into the views of those who are able to comment.

In reviewing the data, the College uses three types of indicators to assess findings. First, the College sets a target of 85% of survey respondents indicating that they either Agree or Strongly agree with each statement.

Second, the College reviews any items that have increased or decreased by more than 10% since the previous administration of that survey. Third, we review any item that is 10% above or below the national or peer group comparisons. Taken together, we can look at how the College is doing any given year, how the College is trending over time, and how our performance compares to others.

In addition to establishing CAPE, and thereby the Educational Outcomes, and in recognition of the adoption of those outcomes into the ACPE accreditation standards, AACP has established a mapping of the items from each of the four annual survey types to the four domains. Using this map, response values from the surveys can be used to assess each domain and thus the first four ACPE standards.

► See the AACP Map here: <http://tinyurl.com/aacpmap>

## Other Domain-Level Data Sources

The AACP surveys can only be used to assess the four domains of the P-SLOs, and not the fifteen educational outcomes. However, the self-rated student progression and course evaluation data that are mapped to the outcomes individually can also be used to assess the four domains more broadly by taking the average of each subdomain-level outcome.



# Domain 1

## Foundational Knowledge

AACP Annual Surveys, Self-Reported Student Progression, and Course Evaluation Data

Average total agreement percent, unadjusted, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
1	96.5%	96.8%	95.5%	95.0%	95.9%

Average total agreement percent, adjusted to exclude Unable to Comment/NA, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
1	97.2%	96.8%	97.3%	96.3%	96.9%

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
1	-	32.0%	50.2%	5.3%	32.1%	50.9%	24.1%	48.9%	65.1%	30.8%	48.9%	61.3%

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
1	20.1%	40.5%	56.9%	41.1%	29.4%	46.0%	47.0%	40.9%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2015-2016	2016-2017	2017-2018	2018-2019	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
1	82.9%	88.6%	92.0%	90.5%	88.5%

# Domain 2

## Essentials for Practice & Care

AACP Annual Surveys, Self-Reported Student Progression, and Course Evaluation Data

Average total agreement percent, unadjusted, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
2	96.2%	97.4%	95.1%	96.4%	96.3%

Average total agreement percent, adjusted to exclude Unable to Comment/NA, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
2	96.5%	97.4%	95.6%	96.4%	96.5%

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
2	-	31.1%	46.6%	4.0%	28.1%	49.0%	17.9%	48.8%	65.1%	24.8%	49.8%	61.1%

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
2	15.6%	39.4%	55.4%	38.8%	27.0%	43.9%	45.3%	38.8%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2015-2016	2016-2017	2017-2018	2018-2019	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
2	80.1%	83.3%	88.8%	84.0%	84.6%

# Domain 3

## Approach to Practice & Care

AACP Annual Surveys, Self-Reported Student Progression, and Course Evaluation Data

Average total agreement percent, unadjusted, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
3	94.4%	94.2%	92.4%	95.4%	94.1%

Average total agreement percent, adjusted to exclude Unable to Comment/NA, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
3	94.9%	94.9%	93.3%	95.4%	94.6%

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
3	-	47.4%	59.9%	19.6%	44.2%	61.4%	45.5%	64.4%	77.4%	42.9%	61.5%	71.7%

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
3	36.0%	54.4%	67.6%	53.6%	41.7%	62.4%	58.7%	54.2%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2015-2016	2016-2017	2017-2018	2018-2019	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
3	77.2%	86.3%	89.2%	87.8%	85.3%

# Domain 4

## Personal & Professional Development

AACP Annual Surveys, Self-Reported Student Progression, and Course Evaluation Data

Average total agreement percent, unadjusted, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
4	95.1%	92.9%	92.5%	94.4%	93.7%

Average total agreement percent, adjusted to exclude Unable to Comment/NA, by calendar year.

	2016	2017	2018	2019	All Years
	All Surveys	All Surveys	All Surveys	All Surveys	All Surveys
4	95.4%	94.0%	93.2%	95.1%	94.4%

Average self-reported student progression percent, by academic year and program year.

	2016-2017			2017-2018			2018-2019			2019-2020		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
4	-	51.3%	64.4%	29.2%	51.0%	67.2%	55.2%	66.3%	78.8%	53.9%	65.3%	72.2%

	All Years			All Levels				All Years
	P1	P2	P3	2016-2017	2017-2018	2018-2019	2019-2020	All Levels
4	46.1%	58.5%	70.7%	57.9%	49.2%	66.8%	63.8%	59.5%

Average percent indicated “Met” on mapped C-SLOs, by academic year.

	2015-2016	2016-2017	2017-2018	2018-2019	All Years
	All Terms	All Terms	All Terms	All Terms	All Terms
4	87.1%	81.0%	93.7%	86.7%	87.7%





Oregon State University  
College of Pharmacy

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