ACPE Self-Study - Addendum

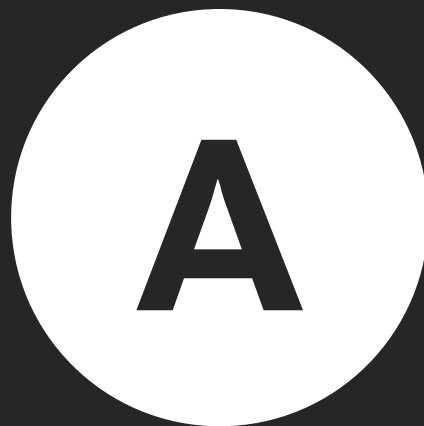**Oregon State University**

ADDENDUM

A

SELF-STUDY REPORT
OREGON STATE UNIVERSITY

ACPE On-Site Review
March 9-12, 2020

Data Views & Standardized Tables

Addendum

A

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Standards

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Foundational Knowledge

Data Views and Standardized Tables

Standard

A 1

Charts & Tables

Foundational Knowledge

Data Table

Analysis of Student Academic Performance Throughout the Program (e.g., progression rates, academic probation rates, attrition rates)

Year	Attrition Rate	Academic Dismissals	Student Withdrawals [a]	Delayed Graduations
2016	5.5%	0.0%	1.1%	4.4%
2017	16.0%	3.7%	1.2%	11.1%
2018	14.0%	1.2%	2.3%	10.5%

a: Withdrawal includes any reason (other than academic dismissal or delayed graduation) for removal from the program, including disability or death

Optional Comments:

Attrition rate in the table above is defined as the 4 year graduation rate. A modest persistent decrease in 4 year graduation rates is being reviewed, but appears to be a function of both more diverse cohorts on admissions and increased student stressors, ranging from family health concerns to financial challenges. 5 year graduation rates have continued to be at or above 95%.

Charts & Tables

Foundational Knowledge

A **1**

🕐 Longitudinal Chart

Standard 1, Graduating Student Survey, Question 4

The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	63	1	0	1	89
2017	14	38	1	1	0	54
2018	20	53	0	0	1	74
2019	32	52	3	1	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	27.0%	70.8%	1.1%	0.0%	1.1%
2017	25.9%	70.4%	1.9%	1.9%	0.0%
2018	27.0%	71.6%	0.0%	0.0%	1.4%
2019	36.4%	59.1%	3.4%	1.1%	0.0%

Charts & Tables

Foundational Knowledge

National vs. Institution Chart

Standard 1, Graduating Student Survey, Question 4

The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

■ Institution ■ National

Optional Comments:
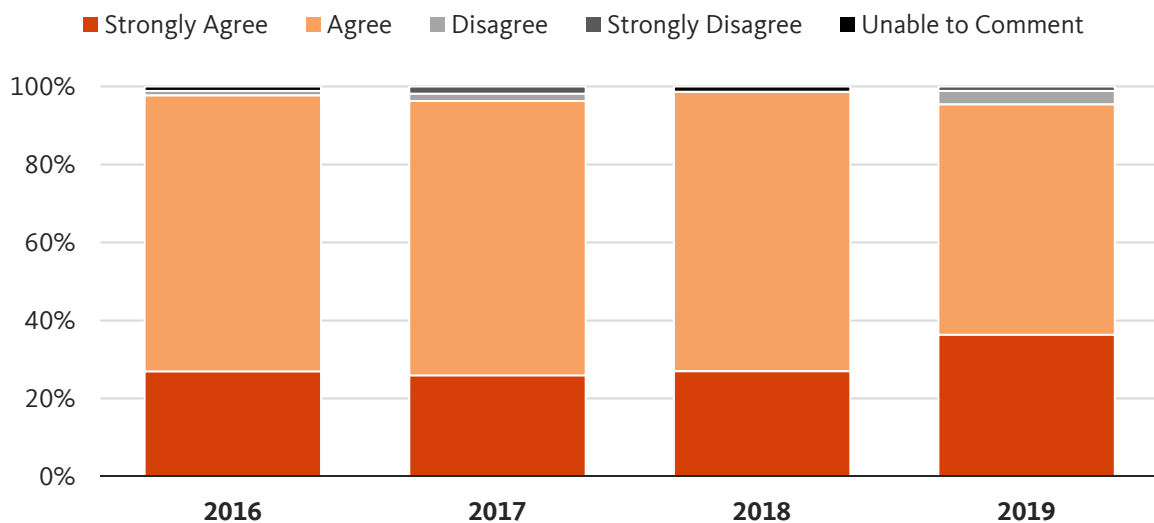
Charts & Tables

Foundational Knowledge

🕐 Longitudinal Chart

Standard 1, Graduating Student Survey, Question 5

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	33	55	1	0	0	89
2017	18	35	0	1	0	54
2018	23	50	0	0	1	74
2019	33	54	1	0	0	88

Response Percent (%)

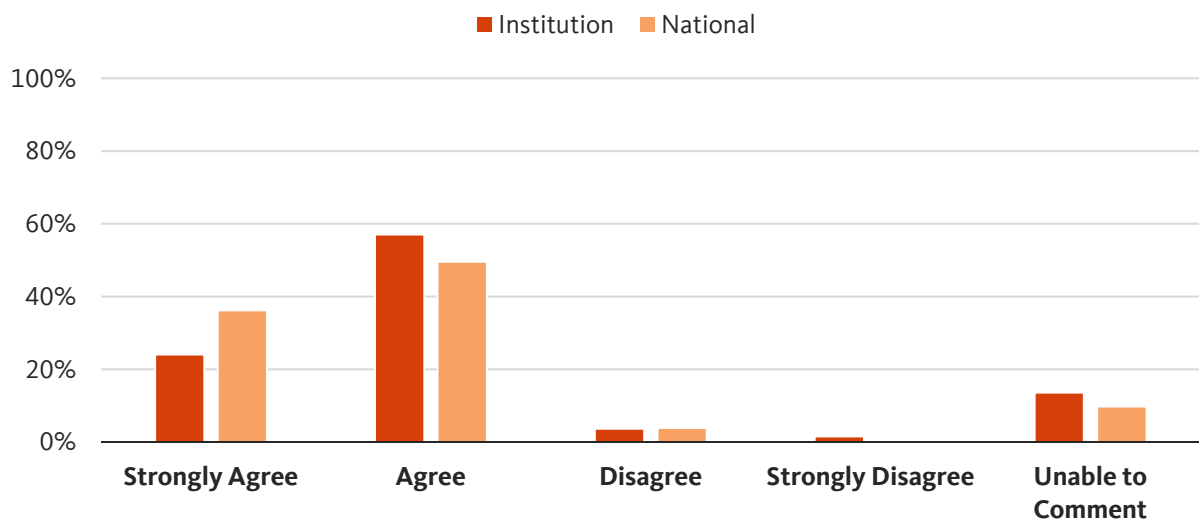| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	37.1%	61.8%	1.1%	0.0%	0.0%
2017	33.3%	64.8%	0.0%	1.9%	0.0%
2018	31.1%	67.6%	0.0%	0.0%	1.4%
2019	37.5%	61.4%	1.1%	0.0%	0.0%

Charts & Tables

Foundational Knowledge

National vs. Institution Chart

Standard 1, Graduating Student Survey, Question 5

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.

Optional Comments:

Charts & Tables
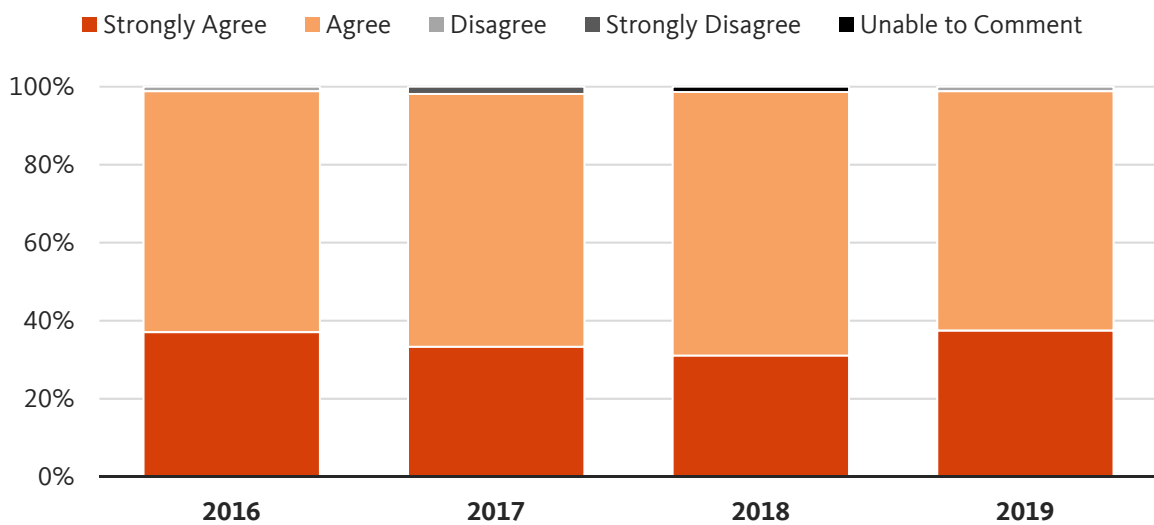
Foundational Knowledge

Longitudinal Chart
Standard 1, Graduating Student Survey, Question 6

The Pharm.D. program prepared me to evaluate scientific literature.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	58	1	0	0	89
2017	16	36	1	1	0	54
2018	21	50	2	0	1	74
2019	33	52	3	0	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.7%	65.2%	1.1%	0.0%	0.0%
2017	29.6%	66.7%	1.9%	1.9%	0.0%
2018	28.4%	67.6%	2.7%	0.0%	1.4%
2019	37.5%	59.1%	3.4%	0.0%	0.0%

Charts & Tables

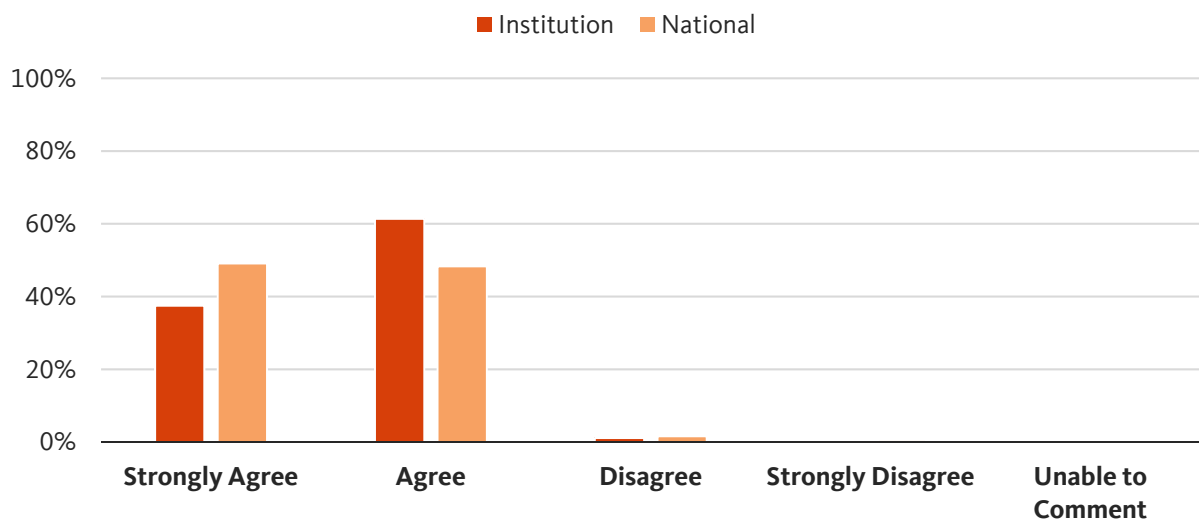**Foundational Knowledge**

National vs. Institution Chart

Standard 1, Graduating Student Survey, Question 6

The Pharm.D. program prepared me to evaluate scientific literature.

■ Institution ■ National

Optional Comments:

Charts & Tables

Foundational Knowledge

🕐 **Longitudinal Chart**

Standard 1, Graduating Student Survey, Question 69

I am prepared to enter pharmacy practice.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	57	5	0	1	89
2017	19	33	1	1	0	54
2018	19	52	1	0	2	74
2019	33	49	3	0	3	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	64.0%	5.6%	0.0%	1.1%
2017	35.2%	61.1%	1.9%	1.9%	0.0%
2018	25.7%	70.3%	1.4%	0.0%	2.7%
2019	37.5%	55.7%	3.4%	0.0%	3.4%

Charts & Tables

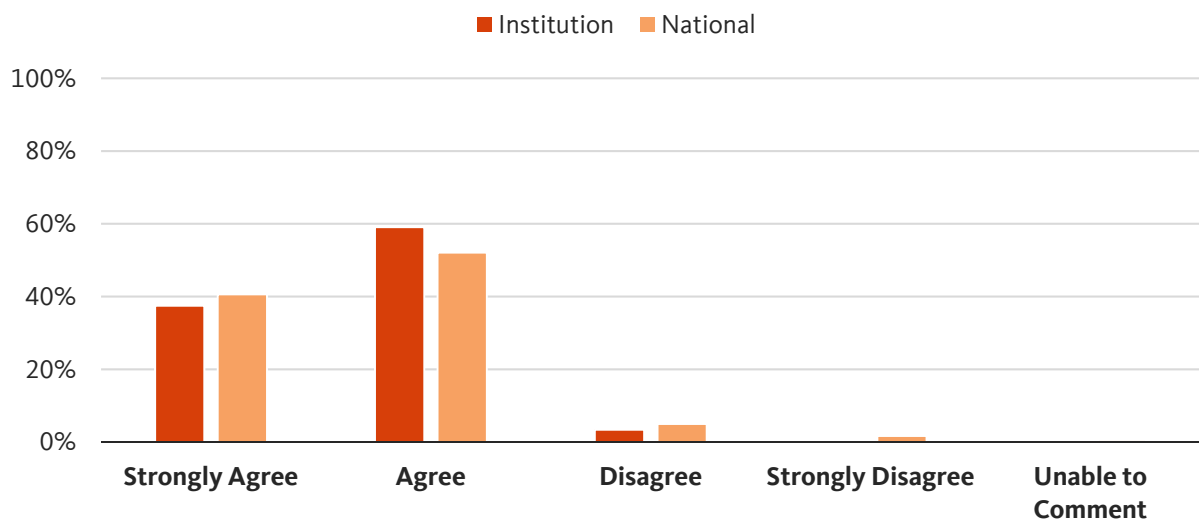**Foundational Knowledge**

National vs. Institution Chart

Standard 1, Graduating Student Survey, Question 69

I am prepared to enter pharmacy practice.

Optional Comments:

Charts & Tables

Foundational Knowledge

🕐 **Longitudinal Chart**

Standard 1, Preceptor Survey, Question 11

The Pharm.D. program prepares students to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	35	2	0	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	54	110	3	0	6	173
2019	70	109	7	1	4	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.3%	61.4%	3.5%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.2%	63.6%	1.7%	0.0%	3.5%
2019	36.6%	57.1%	3.7%	0.5%	2.1%

Charts & Tables

Foundational Knowledge

National vs. Institution Chart

Standard 1, Preceptor Survey, Question 11

The Pharm.D. program prepares students to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.
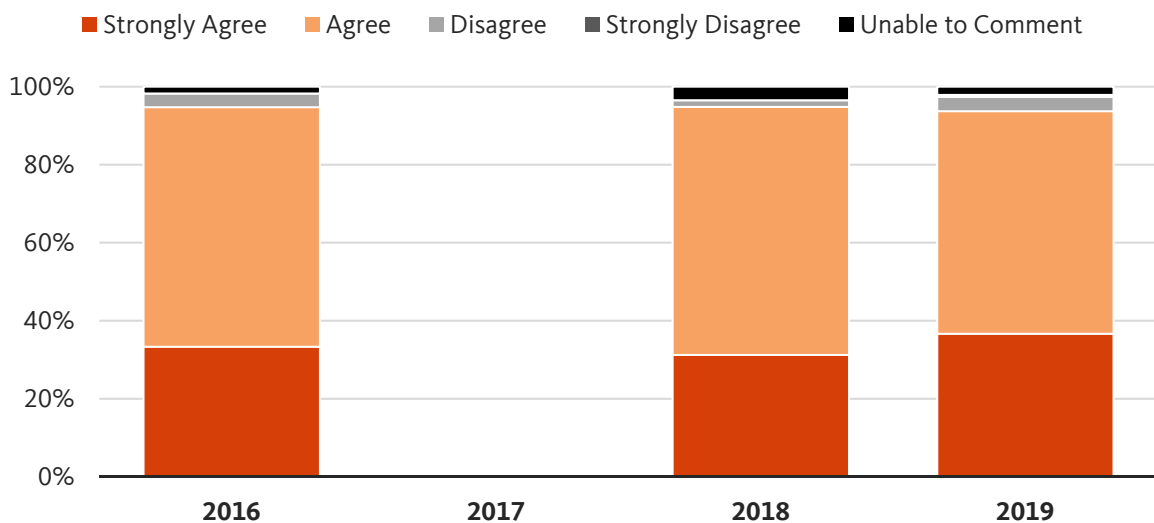

Optional Comments:

Charts & Tables

Foundational Knowledge

Longitudinal Chart

Standard 1, Preceptor Survey, Question 12

The Pharm.D. program prepares students to apply knowledge from the clinical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	40	72	2	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	54	111	2	0	6	173
2019	63	114	7	2	5	191

Response Percent (%)

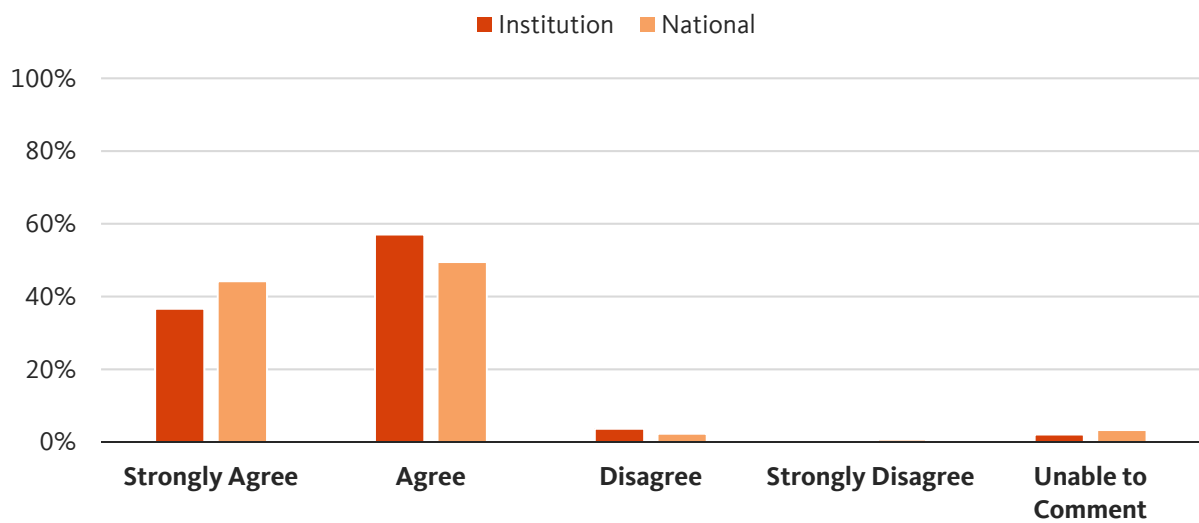| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	63.2%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.2%	64.2%	1.2%	0.0%	3.5%
2019	33.0%	59.7%	3.7%	1.0%	2.6%

Charts & Tables

Foundational Knowledge

National vs. Institution Chart

Standard 1, Preceptor Survey, Question 12

The Pharm.D. program prepares students to apply knowledge from the clinical sciences to the provision of patient care.

Optional Comments:

Charts & Tables
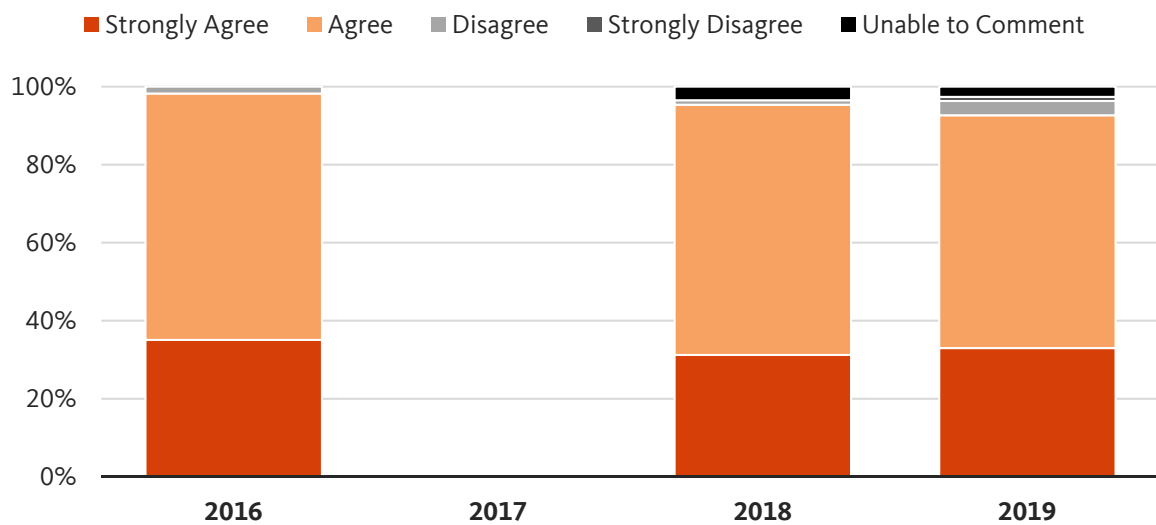
Foundational Knowledge

Longitudinal Chart
Standard 1, Preceptor Survey, Question 13

The Pharm.D. program prepares students to evaluate scientific literature.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	46	66	2	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	46	107	11	0	9	173
2019	68	99	13	1	10	191

Response Percent (%)

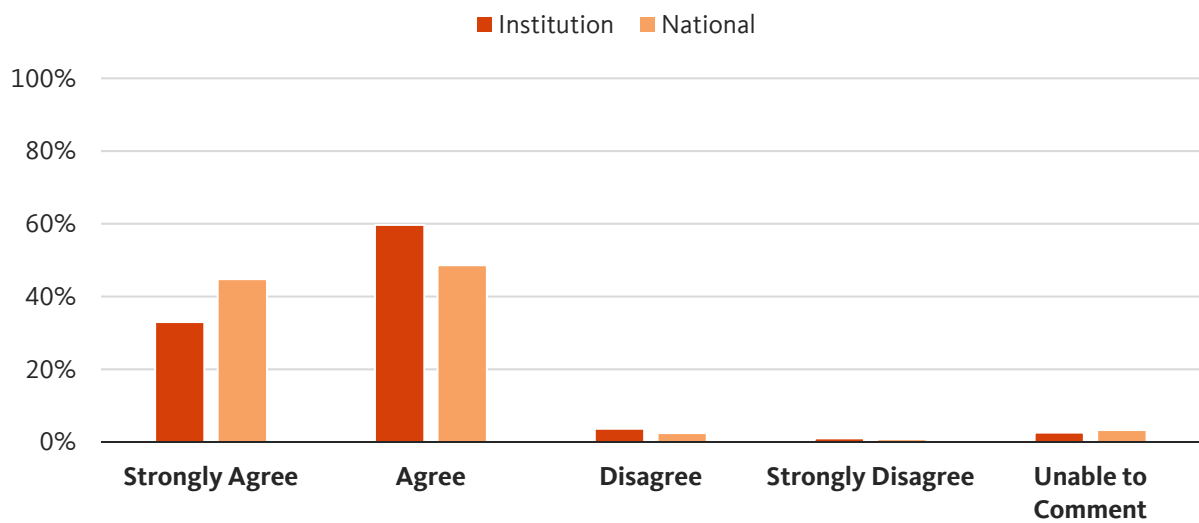| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.4%	57.9%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.6%	61.8%	6.4%	0.0%	5.2%
2019	35.6%	51.8%	6.8%	0.5%	5.2%

Charts & Tables

Foundational Knowledge

National vs. Institution Chart
Standard 1, Preceptor Survey, Question 13
The Pharm.D. program prepares students to evaluate scientific literature.

Optional Comments:

Charts & Tables
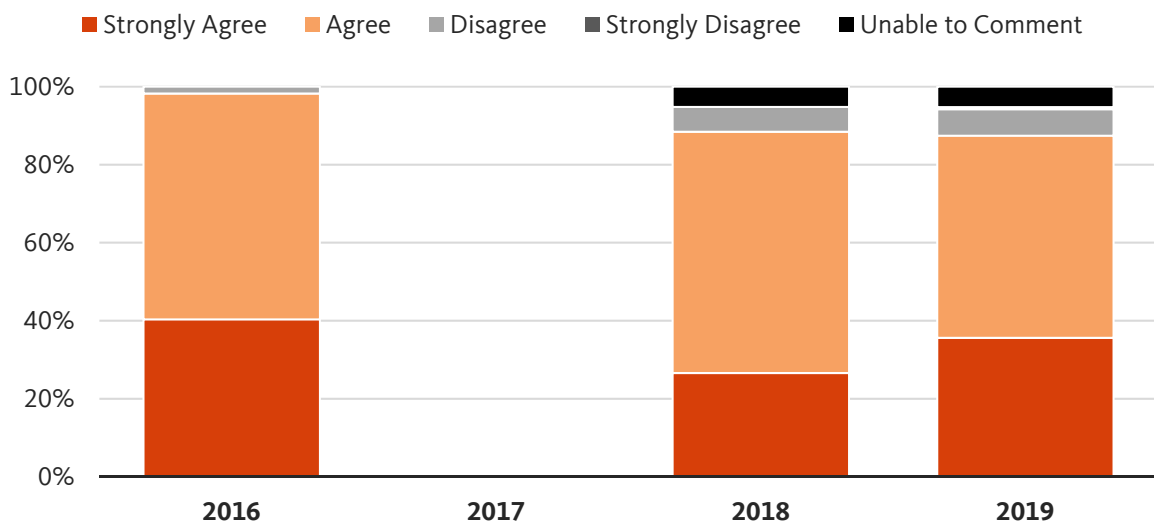
Foundational Knowledge

🕐 Longitudinal Chart
Standard 1, Preceptor Survey, Question 14

The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	43	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	36	3	0	0	79
2019	39	42	3	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	60.6%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	45.6%	3.8%	0.0%	0.0%
2019	46.4%	50.0%	3.6%	0.0%	0.0%

Charts & Tables

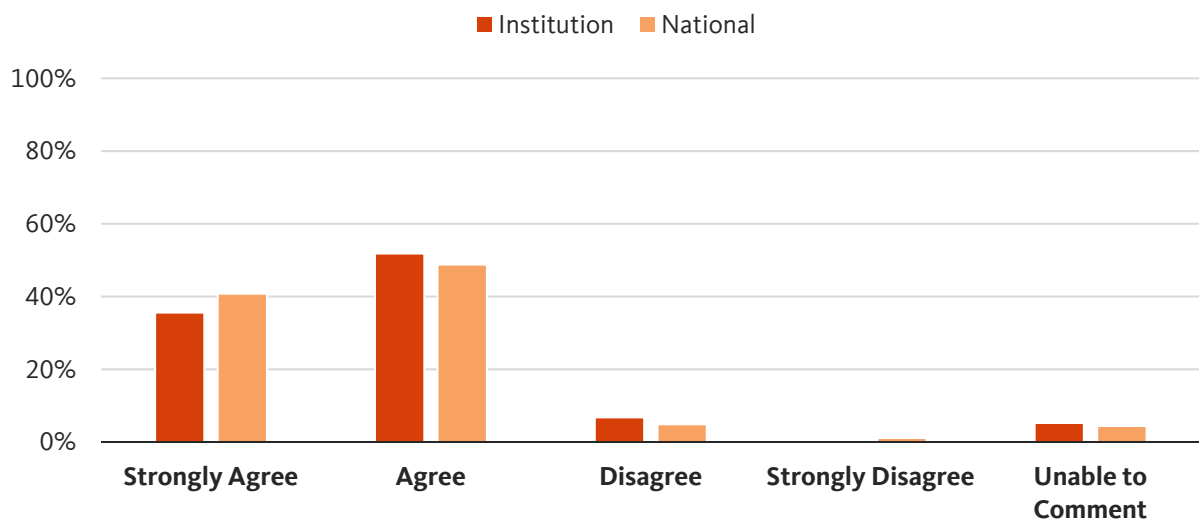**Foundational Knowledge**

National vs. Institution Chart
Standard 1, Preceptor Survey, Question 14
The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.
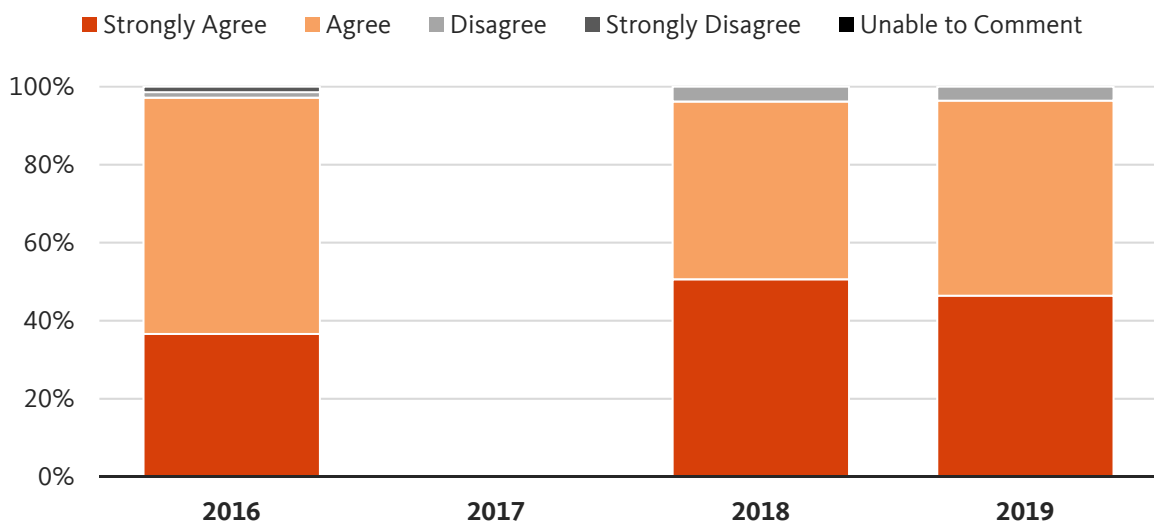

Optional Comments:

Charts & Tables

Foundational Knowledge

Longitudinal Chart

Standard 1, Alumni Survey, Question 15

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	35	33	1	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	39	37	3	0	0	79
2019	44	39	1	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	49.3%	46.5%	1.4%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	49.4%	46.8%	3.8%	0.0%	0.0%
2019	52.4%	46.4%	1.2%	0.0%	0.0%

Charts & Tables

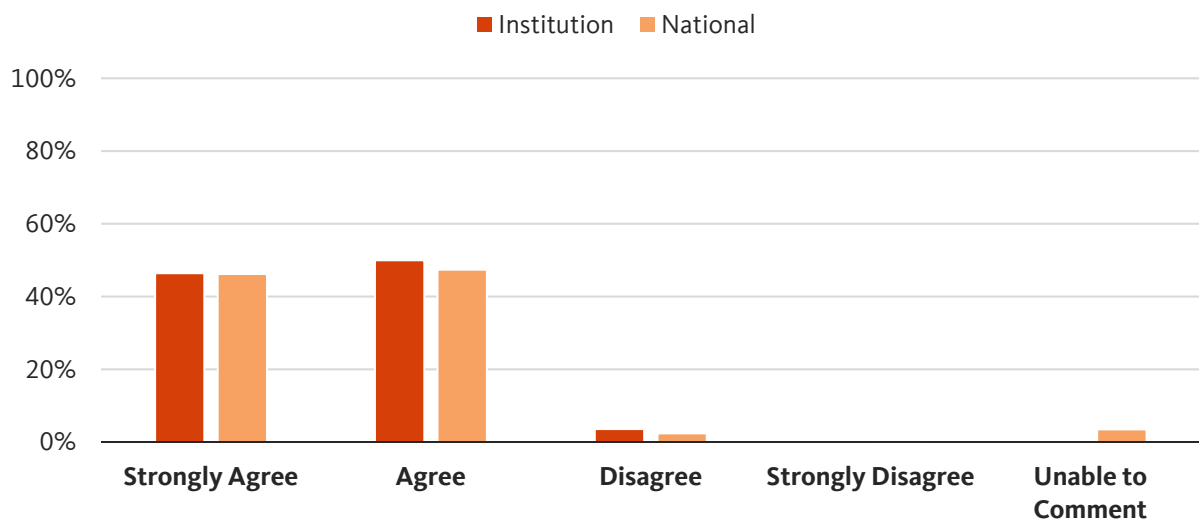**Foundational Knowledge**

◆◆ **National vs. Institution Chart**

Standard 1, Alumni Survey, Question 15

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.

Optional Comments:

Charts & Tables
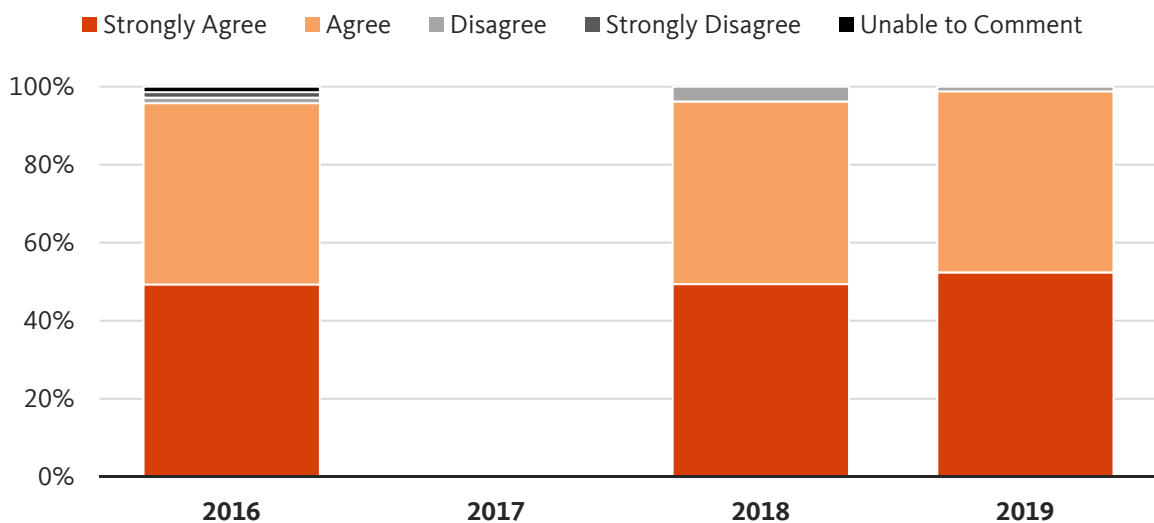
Foundational Knowledge

🕐 Longitudinal Chart
Standard 1, Alumni Survey, Question 16

The Pharm.D. program prepared me to evaluate scientific literature.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	29	38	2	2	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	32	44	3	0	0	79
2019	37	45	2	0	0	84

Response Percent (%)

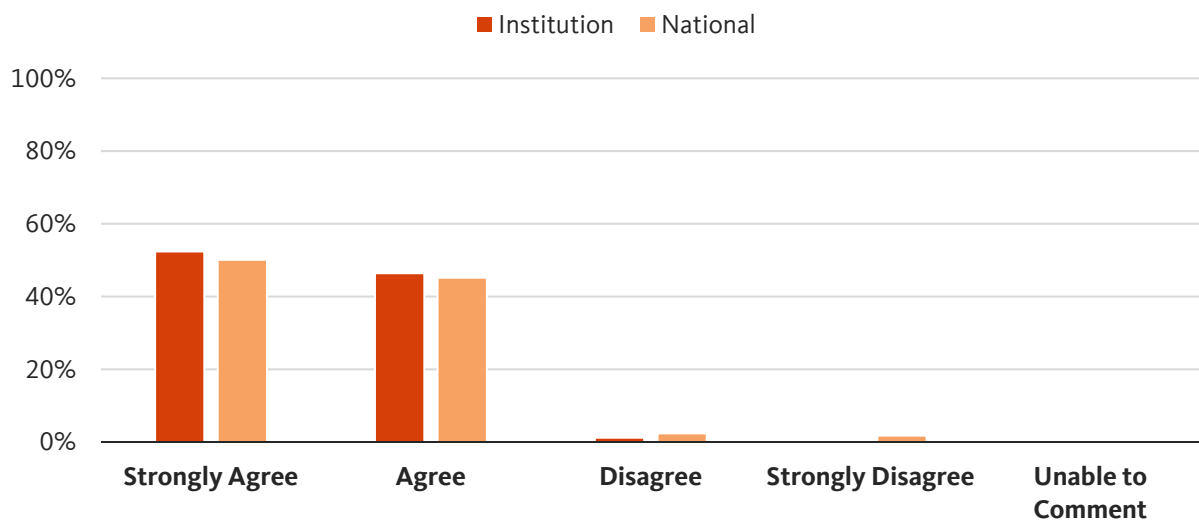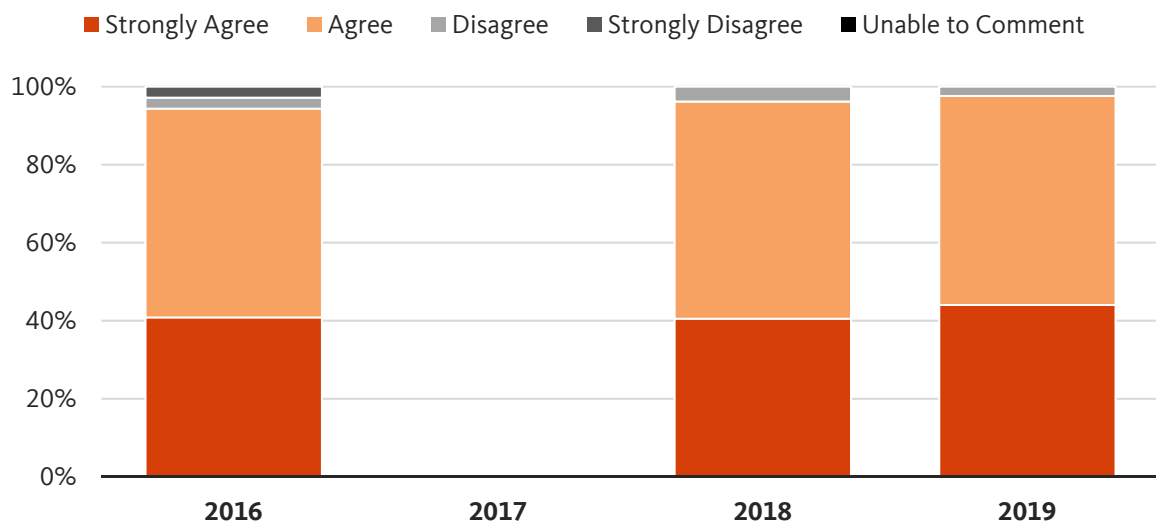| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.8%	53.5%	2.8%	2.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	40.5%	55.7%	3.8%	0.0%	0.0%
2019	44.0%	53.6%	2.4%	0.0%	0.0%

Charts & Tables

Foundational Knowledge

National vs. Institution Chart

Standard 1, Alumni Survey, Question 16

The Pharm.D. program prepared me to evaluate scientific literature.

Optional Comments:

Essentials for Practice and Care

Data Views and Standardized Tables

Standard

A **2**

Charts & Tables

Essentials for Practice and Care

⏱ Longitudinal Chart

Standard 2, Graduating Student Survey, Question 7

The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	60	2	0	0	89
2017	18	35	0	1	0	54
2018	26	47	0	0	1	74
2019	35	50	3	0	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	67.4%	2.2%	0.0%	0.0%
2017	33.3%	64.8%	0.0%	1.9%	0.0%
2018	35.1%	63.5%	0.0%	0.0%	1.4%
2019	39.8%	56.8%	3.4%	0.0%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart
Standard 2, Graduating Student Survey, Question 7
The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

Optional Comments:
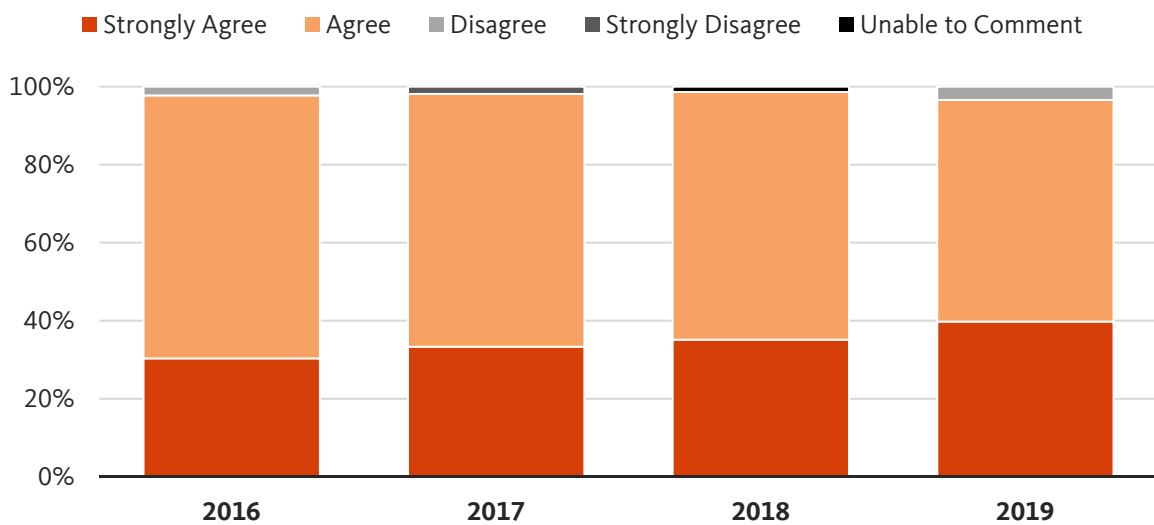
Charts & Tables

Essentials for Practice and Care

🕐 Longitudinal Chart

Standard 2, Graduating Student Survey, Question 8

The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	57	3	0	1	89
2017	18	33	2	1	0	54
2018	26	45	2	0	1	74
2019	33	48	6	1	0	88

Response Percent (%)

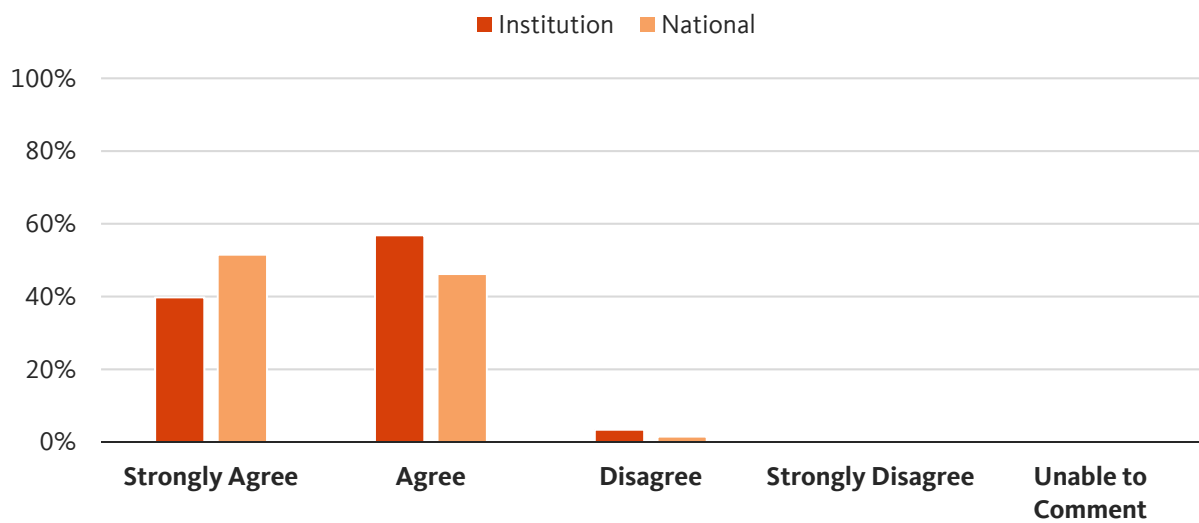| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	64.0%	3.4%	0.0%	1.1%
2017	33.3%	61.1%	3.7%	1.9%	0.0%
2018	35.1%	60.8%	2.7%	0.0%	1.4%
2019	37.5%	54.5%	6.8%	1.1%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart
Standard 2, Graduating Student Survey, Question 8
The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.
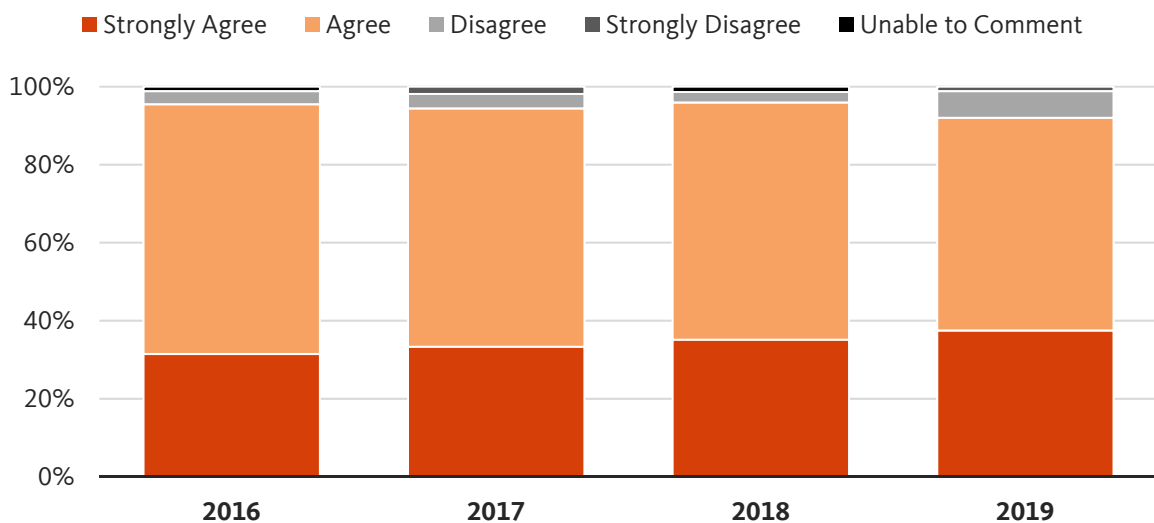

Optional Comments:

Charts & Tables

Essentials for Practice and Care

Longitudinal Chart

Standard 2, Graduating Student Survey, Question 9

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	57	1	0	1	89
2017	16	37	0	1	0	54
2018	28	45	0	0	1	74
2019	34	50	2	2	0	88

Response Percent (%)

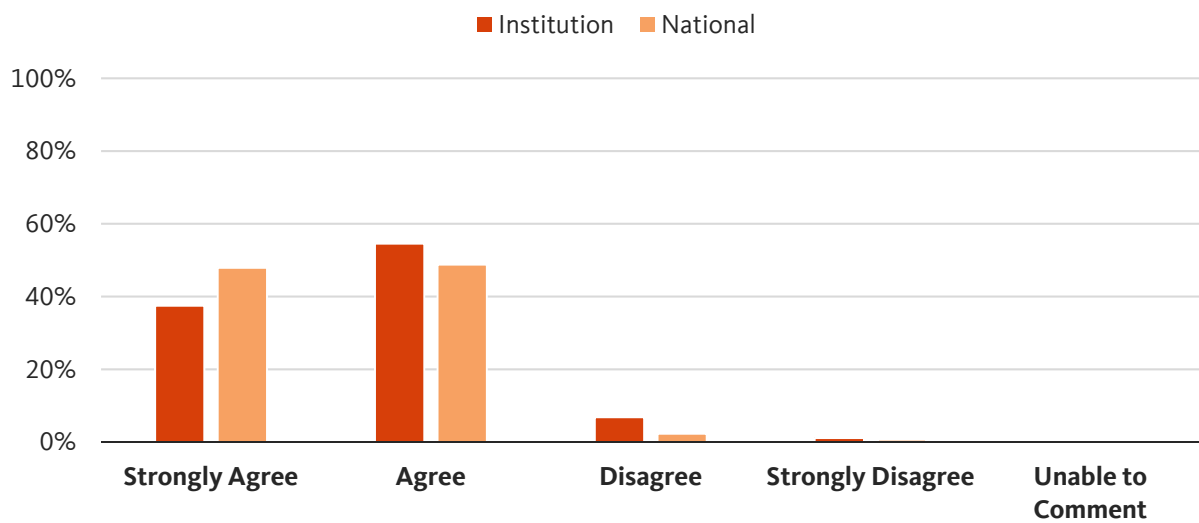| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.7%	64.0%	1.1%	0.0%	1.1%
2017	29.6%	68.5%	0.0%	1.9%	0.0%
2018	37.8%	60.8%	0.0%	0.0%	1.4%
2019	38.6%	56.8%	2.3%	2.3%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart

Standard 2, Graduating Student Survey, Question 9

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.

Legend: ■ Institution ■ National

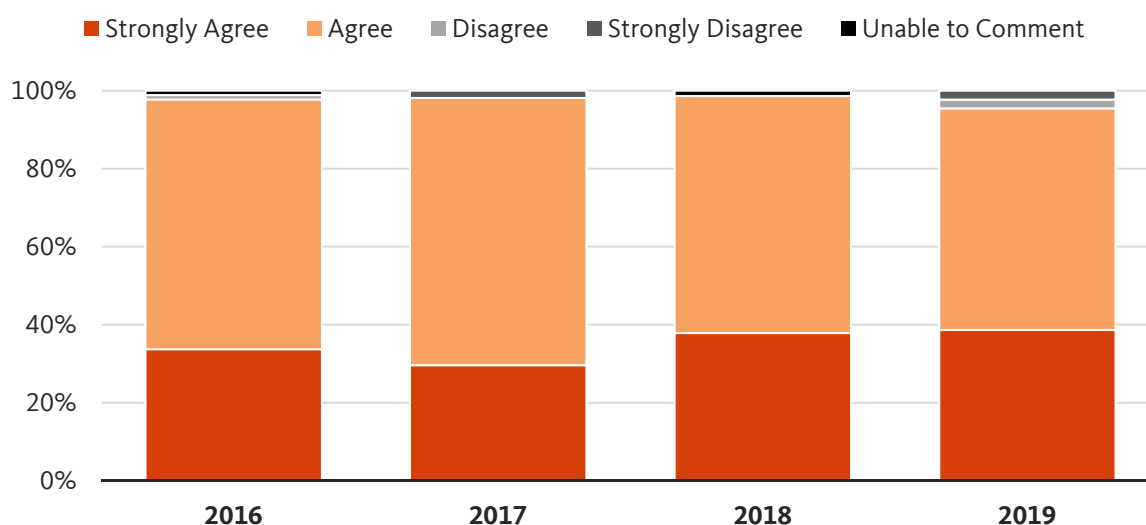|	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
Institution	~38%	~56%	~2%	~2%	0%
National	~49%	~47%	~2%	0%	0%

Optional Comments:

Charts & Tables

Essentials for Practice and Care

Longitudinal Chart
Standard 2, Graduating Student Survey, Question 10
The Pharm.D. program prepared me to assess the health needs of a given patient population.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	22	66	1	0	0	89
2017	14	39	0	1	0	54
2018	23	47	2	1	1	74
2019	21	61	3	3	0	88

Response Percent (%)

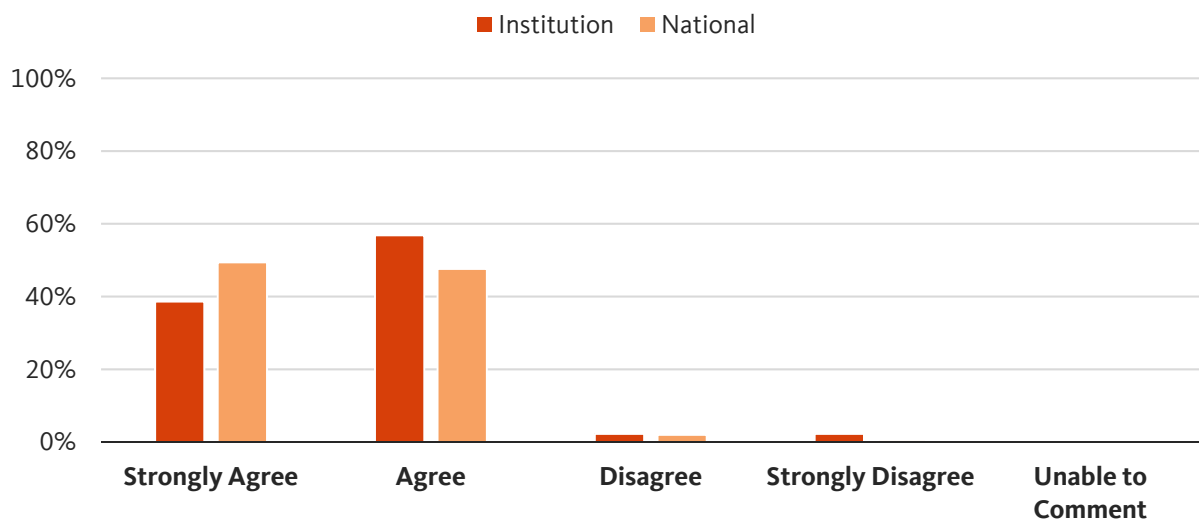| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	24.7%	74.2%	1.1%	0.0%	0.0%
2017	25.9%	72.2%	0.0%	1.9%	0.0%
2018	31.1%	63.5%	2.7%	1.4%	1.4%
2019	23.9%	69.3%	3.4%	3.4%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart

Standard 2, Graduating Student Survey, Question 10

The Pharm.D. program prepared me to assess the health needs of a given patient population.
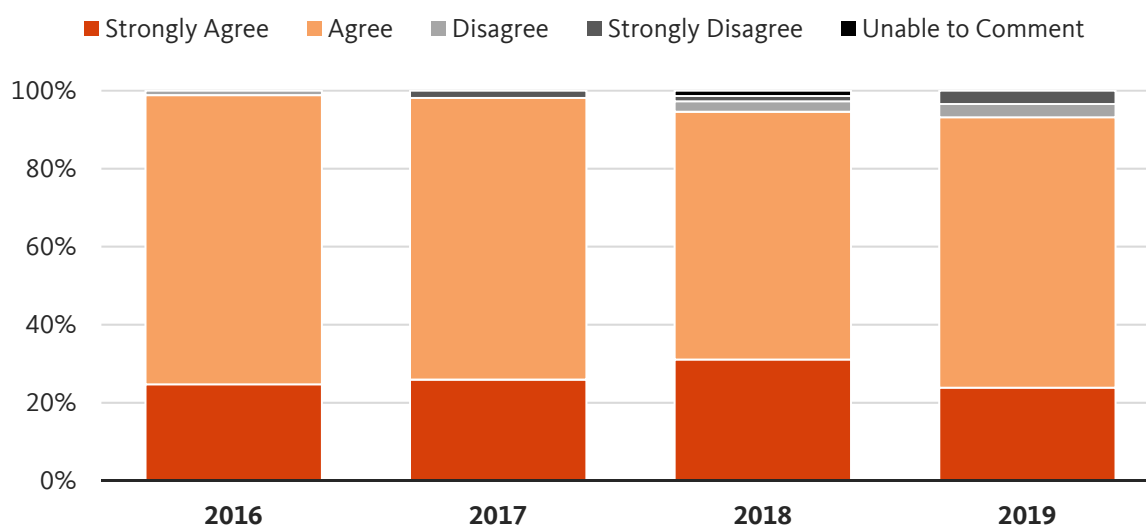

Optional Comments:

Charts & Tables

Essentials for Practice and Care

Longitudinal Chart

Standard 2, Graduating Student Survey, Question 11

The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	60	1	0	0	89
2017	17	36	0	1	0	54
2018	30	43	0	0	1	74
2019	36	49	3	0	0	88

Response Percent (%)

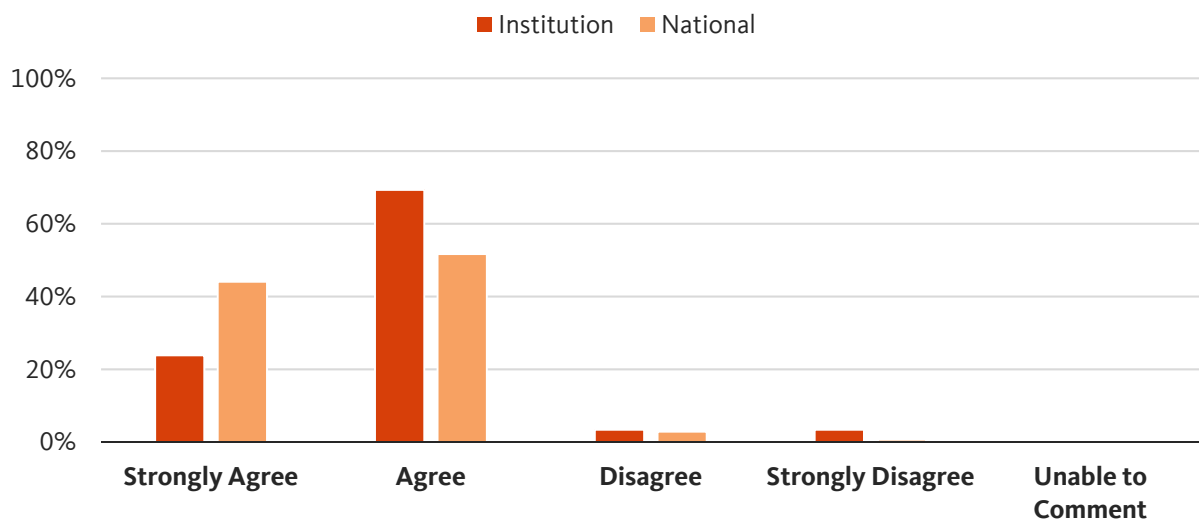| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	67.4%	1.1%	0.0%	0.0%
2017	31.5%	66.7%	0.0%	1.9%	0.0%
2018	40.5%	58.1%	0.0%	0.0%	1.4%
2019	40.9%	55.7%	3.4%	0.0%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart
Standard 2, Graduating Student Survey, Question 11
The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.

Optional Comments:

Charts & Tables

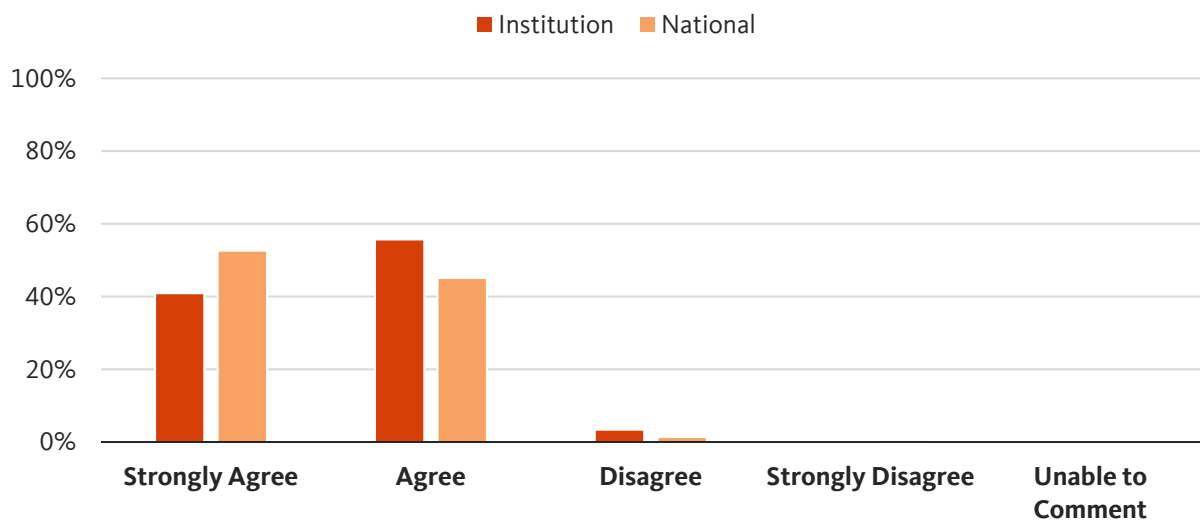**Essentials for Practice and Care**

Longitudinal Chart

Standard 2, Preceptor Survey, Question 14

The Pharm.D. program prepares students to provide medication expertise as part of patient-centered care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	40	74	0	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	117	2	0	5	173
2019	66	113	7	0	5	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	64.9%	0.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	67.6%	1.2%	0.0%	2.9%
2019	34.6%	59.2%	3.7%	0.0%	2.6%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart
Standard 2, Preceptor Survey, Question 14
The Pharm.D. program prepares students to provide medication expertise as part of patient-centered care.
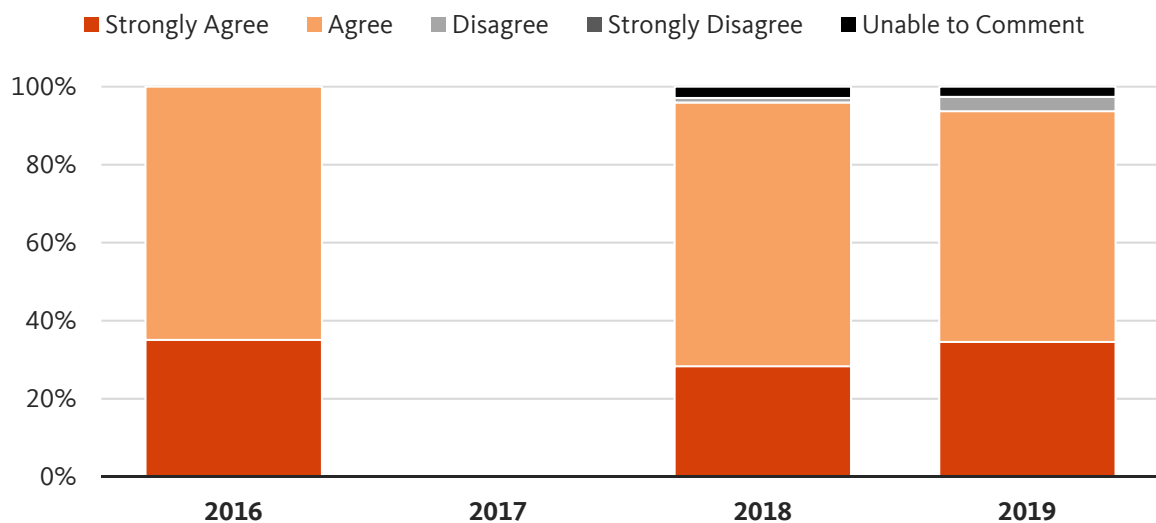

Optional Comments:

Charts & Tables

Essentials for Practice and Care

Longitudinal Chart

Standard 2, Preceptor Survey, Question 15

The Pharm.D. program prepares students to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	70	8	0	6	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	47	106	9	0	11	173
2019	59	115	10	0	7	191

Response Percent (%)

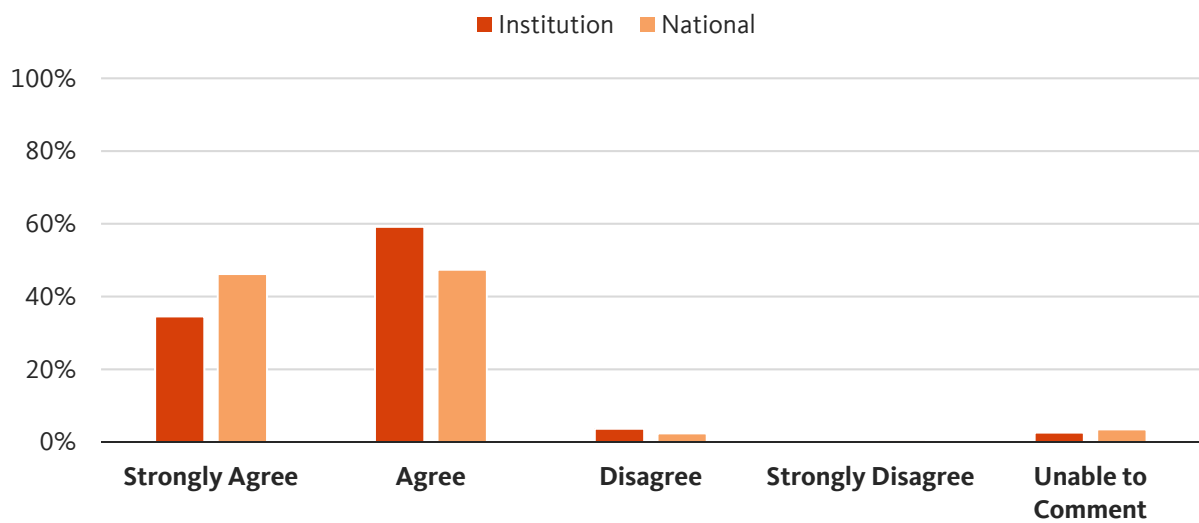| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	61.4%	7.0%	0.0%	5.3%
2017	n/a	n/a	n/a	n/a	n/a
2018	27.2%	61.3%	5.2%	0.0%	6.4%
2019	30.9%	60.2%	5.2%	0.0%	3.7%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart

Standard 2, Preceptor Survey, Question 15

The Pharm.D. program prepares students to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.
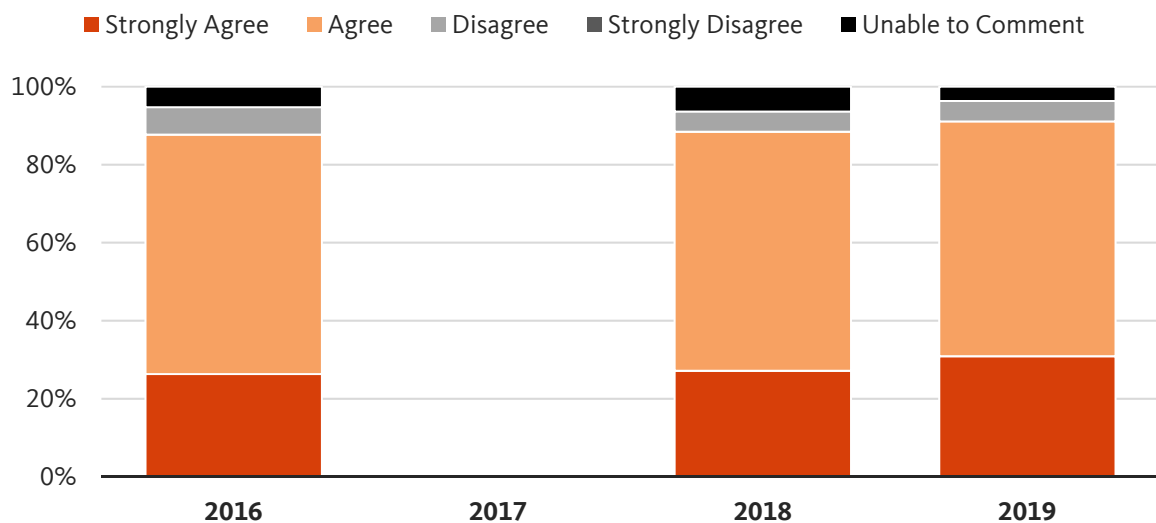

Optional Comments:

Charts & Tables

Essentials for Practice and Care

Longitudinal Chart

Standard 2, Preceptor Survey, Question 16

The Pharm.D. program prepares students to design strategies to manage chronic disease and improve health and wellness.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	36	0	0	2	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	43	110	6	0	14	173
2019	65	108	4	1	13	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.3%	63.2%	0.0%	0.0%	3.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	24.9%	63.6%	3.5%	0.0%	8.1%
2019	34.0%	56.5%	2.1%	0.5%	6.8%

Charts & Tables

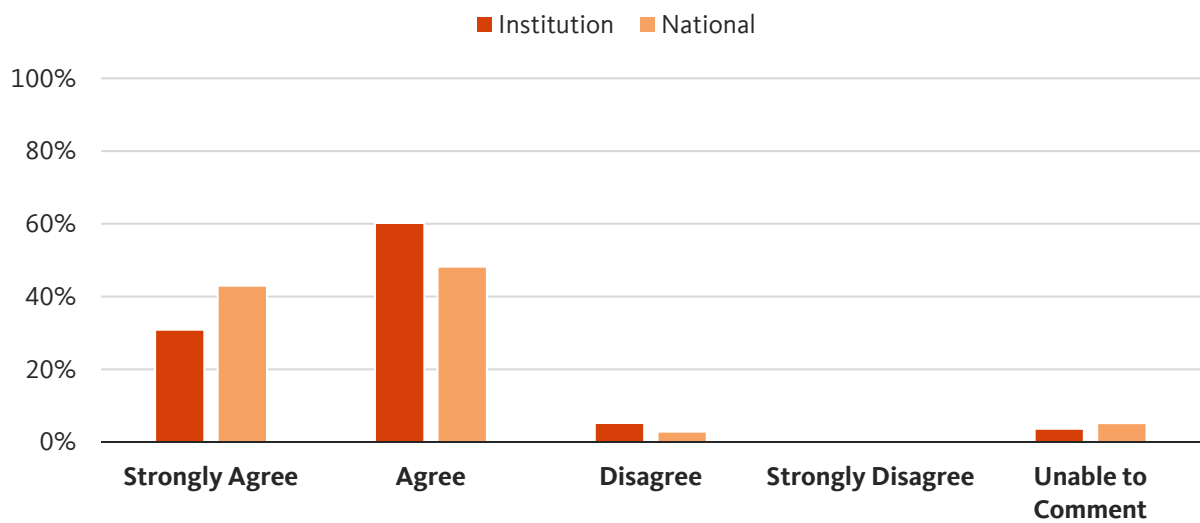## Essentials for Practice and Care

National vs. Institution Chart

Standard 2, Preceptor Survey, Question 16

The Pharm.D. program prepares students to design strategies to manage chronic disease and improve health and wellness.
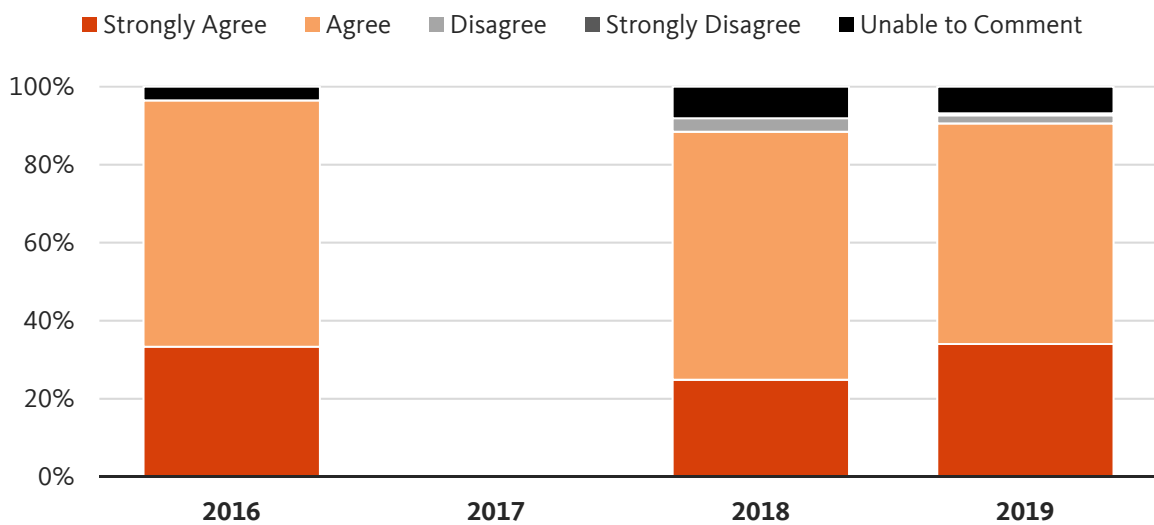

Optional Comments:

Charts & Tables

Essentials for Practice and Care

Longitudinal Chart
Standard 2, Preceptor Survey, Question 17

The Pharm.D. program prepares students to assess the health needs of a given patient population.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	78	2	0	4	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	36	110	10	0	17	173
2019	63	112	6	0	10	191

Response Percent (%)

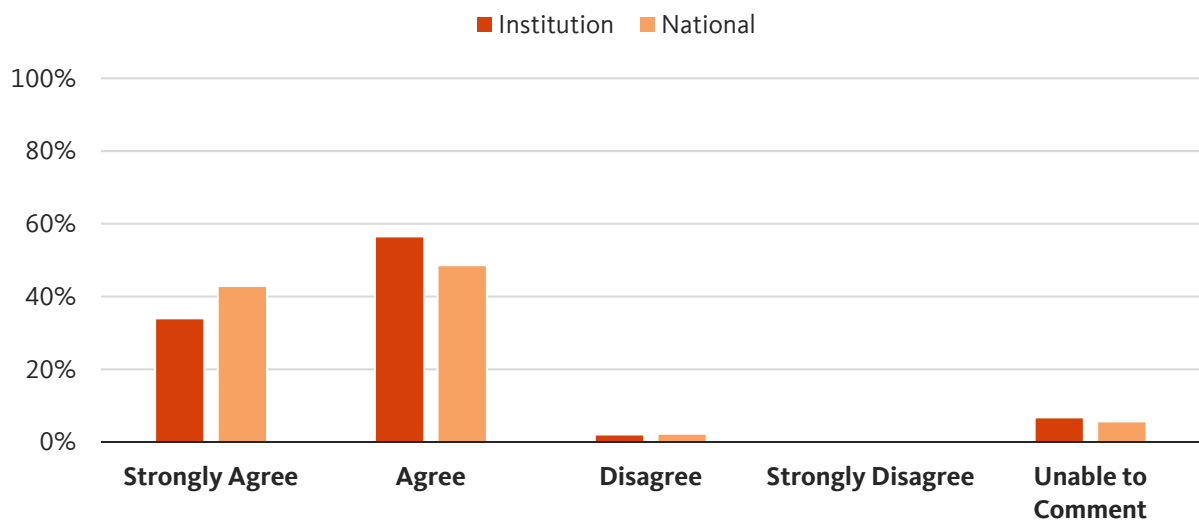| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	68.4%	1.8%	0.0%	3.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	20.8%	63.6%	5.8%	0.0%	9.8%
2019	33.0%	58.6%	3.1%	0.0%	5.2%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart
Standard 2, Preceptor Survey, Question 17
The Pharm.D. program prepares students to assess the health needs of a given patient population.

Optional Comments:
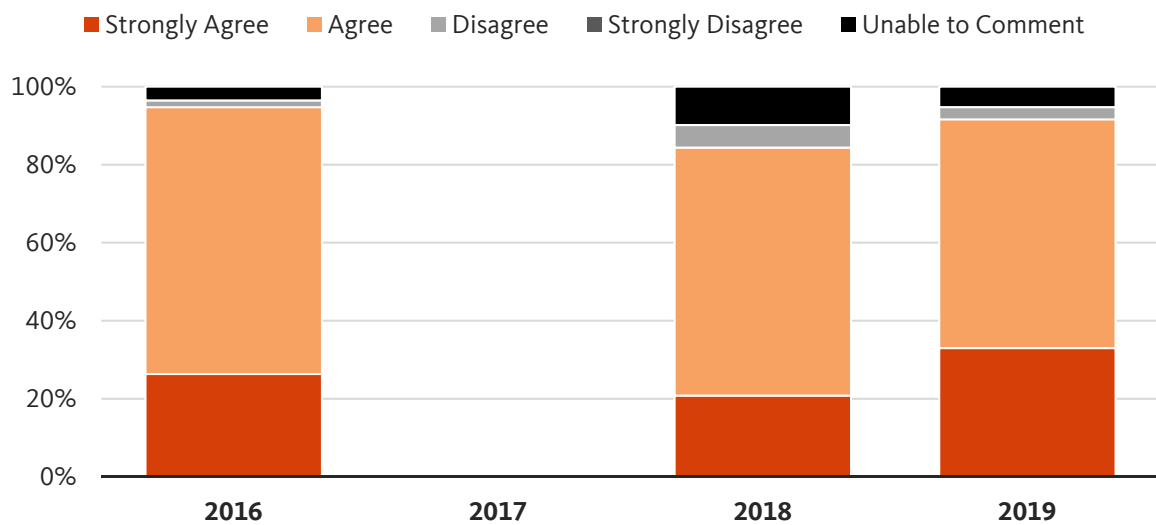
Charts & Tables

Essentials for Practice and Care

🕐 ## Longitudinal Chart

Standard 2, Preceptor Survey, Question 18

The Pharm.D. program prepares students to provide patient-centered care based on evidence-based best practices.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	37	1	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	109	4	0	11	173
2019	66	111	7	1	6	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.3%	64.9%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	63.0%	2.3%	0.0%	6.4%
2019	34.6%	58.1%	3.7%	0.5%	3.1%

Charts & Tables

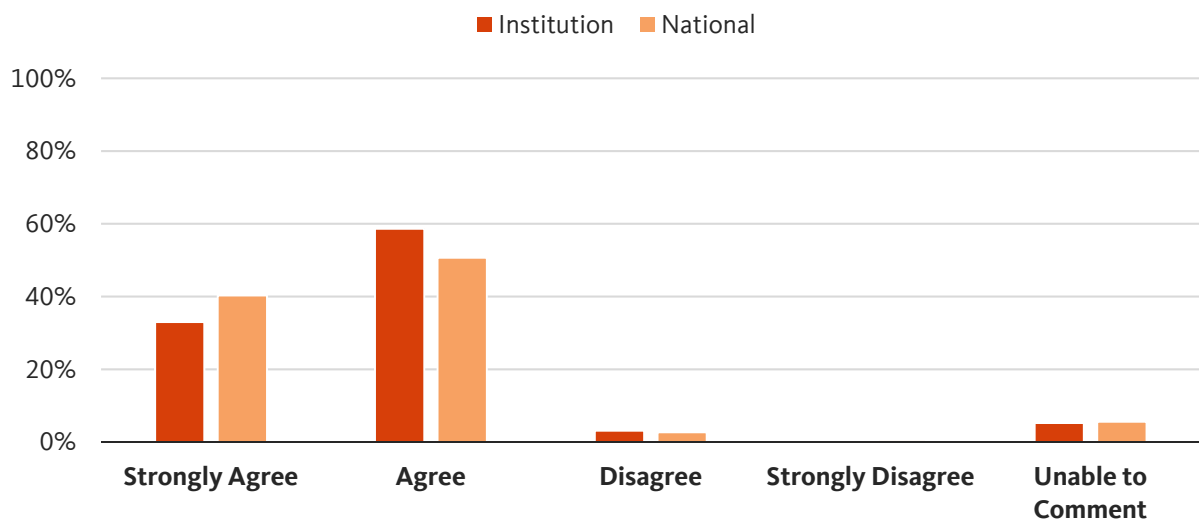**Essentials for Practice and Care**

National vs. Institution Chart

Standard 2, Preceptor Survey, Question 18

The Pharm.D. program prepares students to provide patient-centered care based on evidence-based best practices.
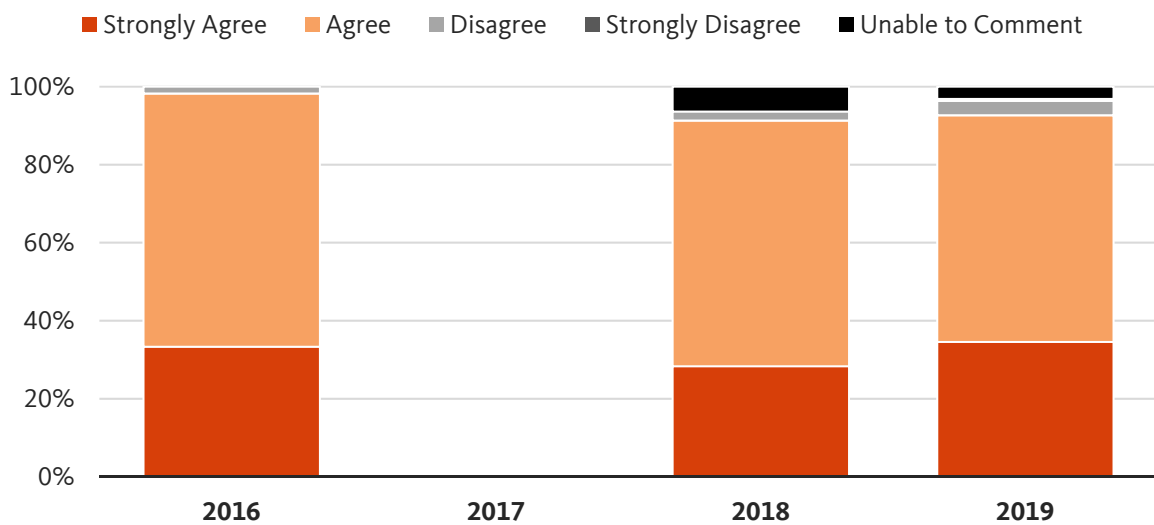

Optional Comments:

Charts & Tables

Essentials for Practice and Care

Longitudinal Chart

Standard 2, Alumni Survey, Question 17

The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	36	33	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	36	43	0	0	0	79
2019	42	40	2	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	50.7%	46.5%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	45.6%	54.4%	0.0%	0.0%	0.0%
2019	50.0%	47.6%	2.4%	0.0%	0.0%

Charts & Tables

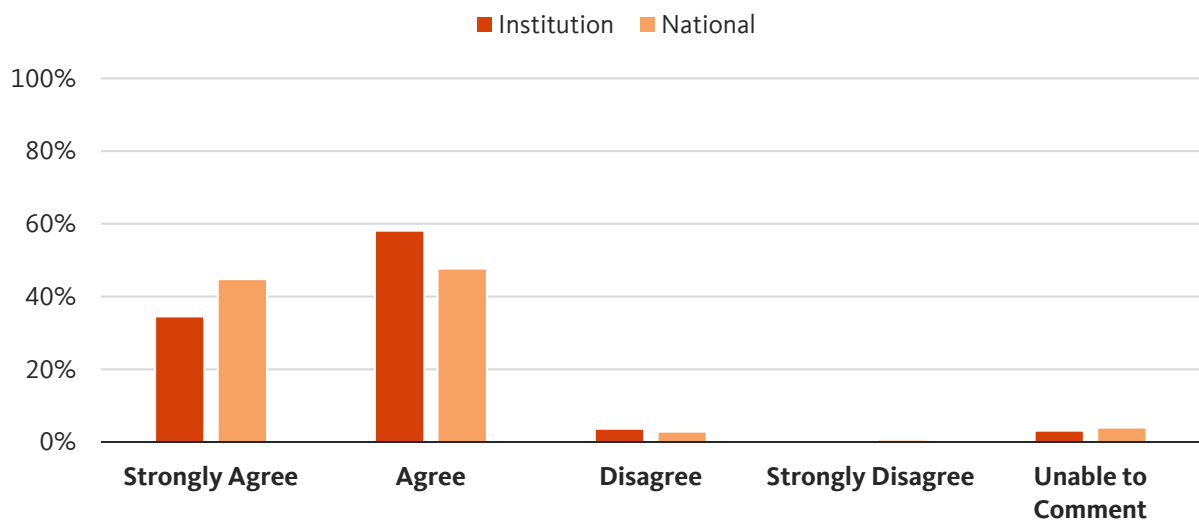**Essentials for Practice and Care**

National vs. Institution Chart

Standard 2, Alumni Survey, Question 17

The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

Optional Comments:

Charts & Tables

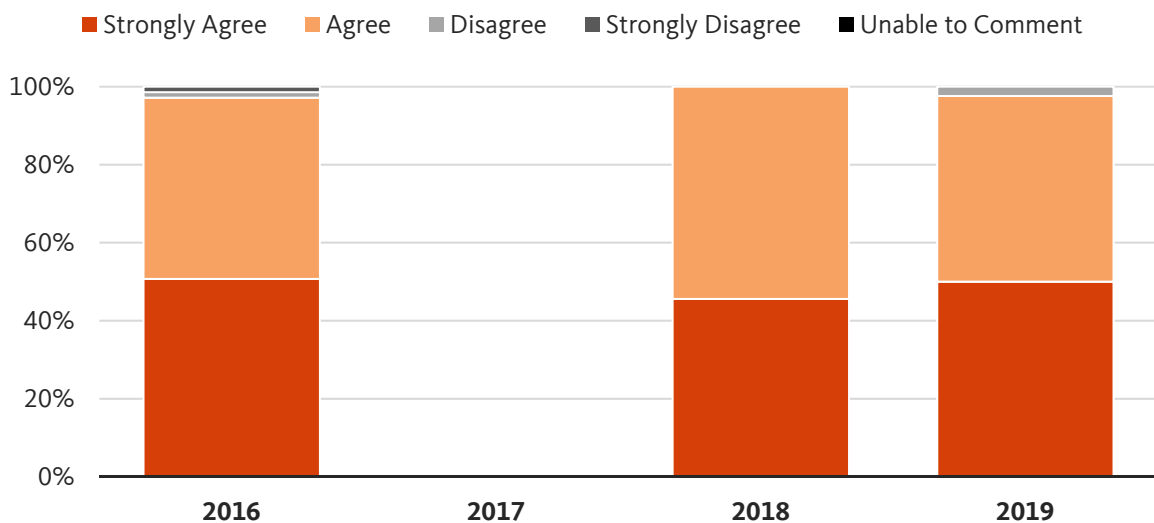**Essentials for Practice and Care**

Longitudinal Chart

Standard 2, Alumni Survey, Question 18

The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	32	37	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	33	44	2	0	0	79
2019	34	47	2	1	0	84

Response Percent (%)

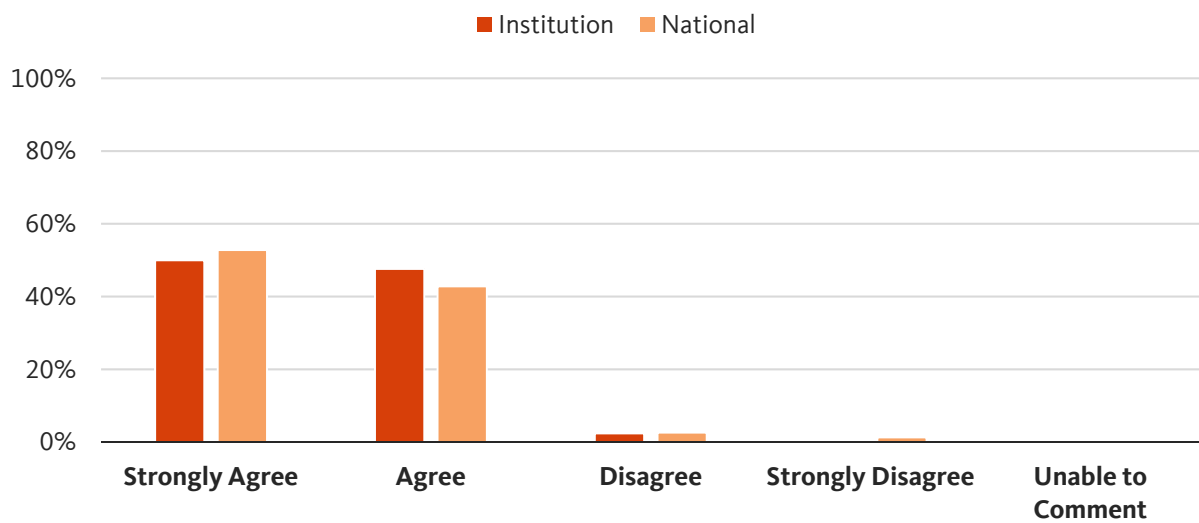| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	45.1%	52.1%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	41.8%	55.7%	2.5%	0.0%	0.0%
2019	40.5%	56.0%	2.4%	1.2%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart

Standard 2, Alumni Survey, Question 18

The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.

Optional Comments:

Charts & Tables
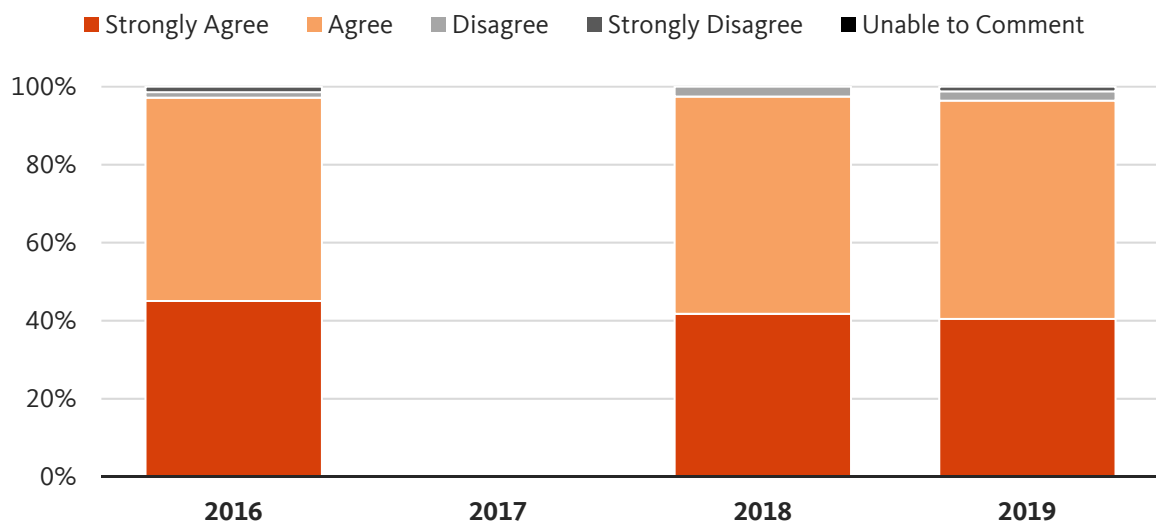
Essentials for Practice and Care

Longitudinal Chart

Standard 2, Alumni Survey, Question 19

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	40	2	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	31	48	0	0	0	79
2019	45	38	1	0	0	84

Response Percent (%)

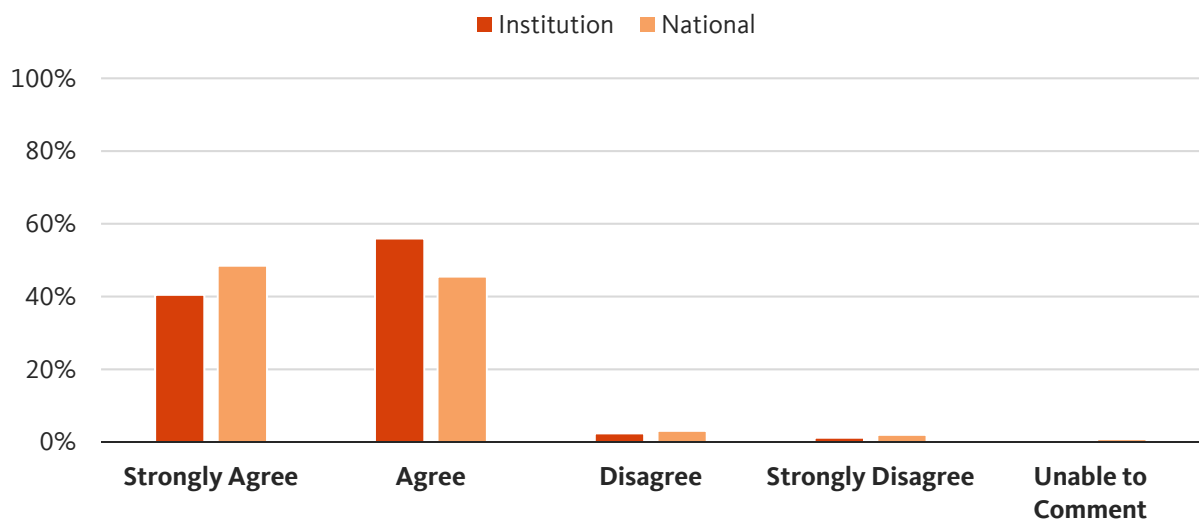| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	39.4%	56.3%	2.8%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	39.2%	60.8%	0.0%	0.0%	0.0%
2019	53.6%	45.2%	1.2%	0.0%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart

Standard 2, Alumni Survey, Question 19

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.

Optional Comments:

Charts & Tables

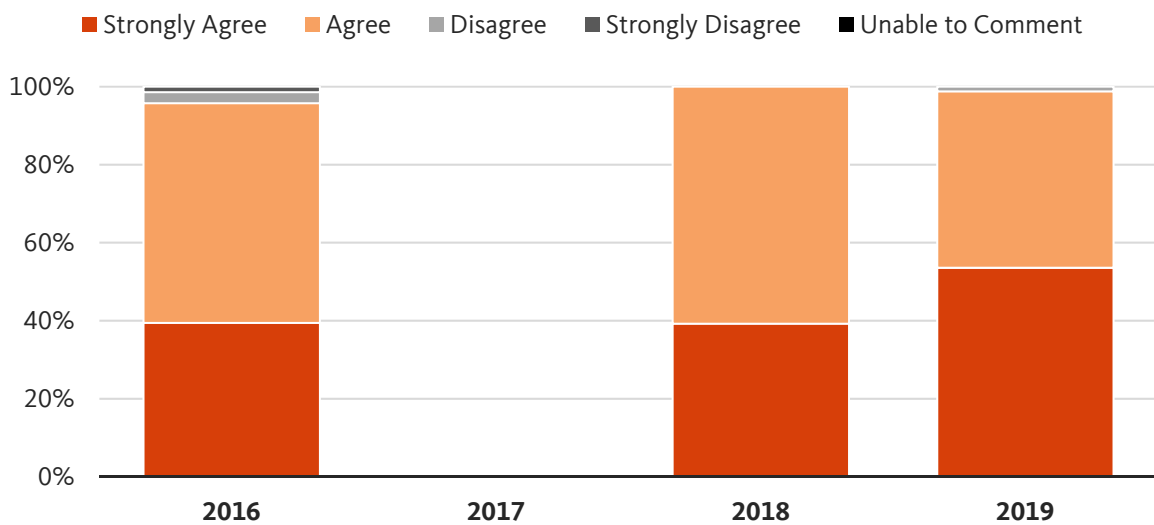**Essentials for Practice and Care**

Longitudinal Chart

Standard 2, Alumni Survey, Question 20

The Pharm.D. program prepared me to assess the health needs of a given patient population.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	36	2	2	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	28	47	3	0	1	79
2019	37	46	1	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.3%	50.7%	2.8%	2.8%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	35.4%	59.5%	3.8%	0.0%	1.3%
2019	44.0%	54.8%	1.2%	0.0%	0.0%

Charts & Tables

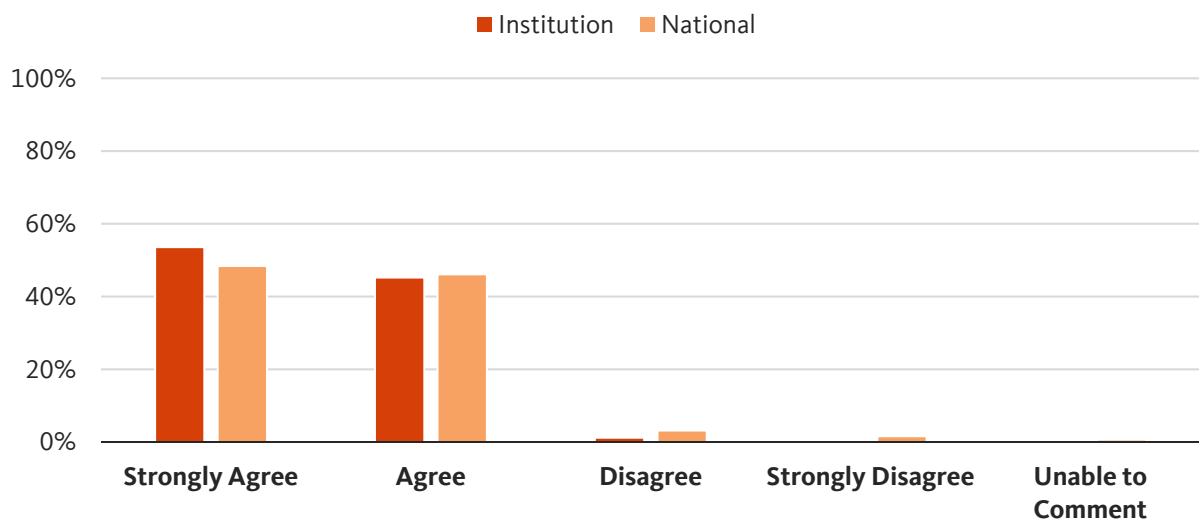**Essentials for Practice and Care**

National vs. Institution Chart

Standard 2, Alumni Survey, Question 20

The Pharm.D. program prepared me to assess the health needs of a given patient population.

Optional Comments:

Charts & Tables

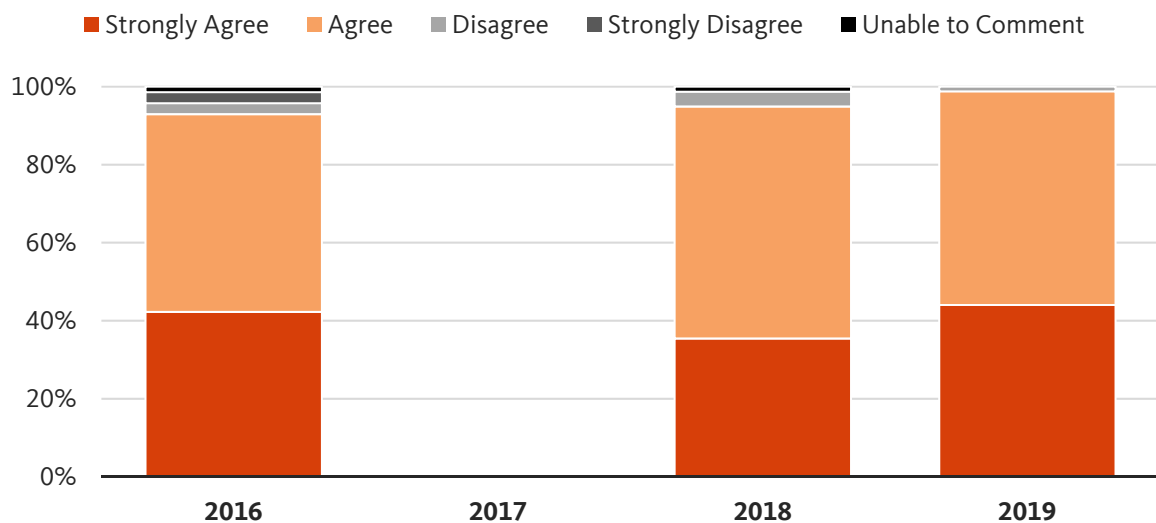**Essentials for Practice and Care**

Longitudinal Chart
Standard 2, Alumni Survey, Question 21

The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	34	33	2	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	35	43	1	0	0	79
2019	49	34	1	0	0	84

Response Percent (%)

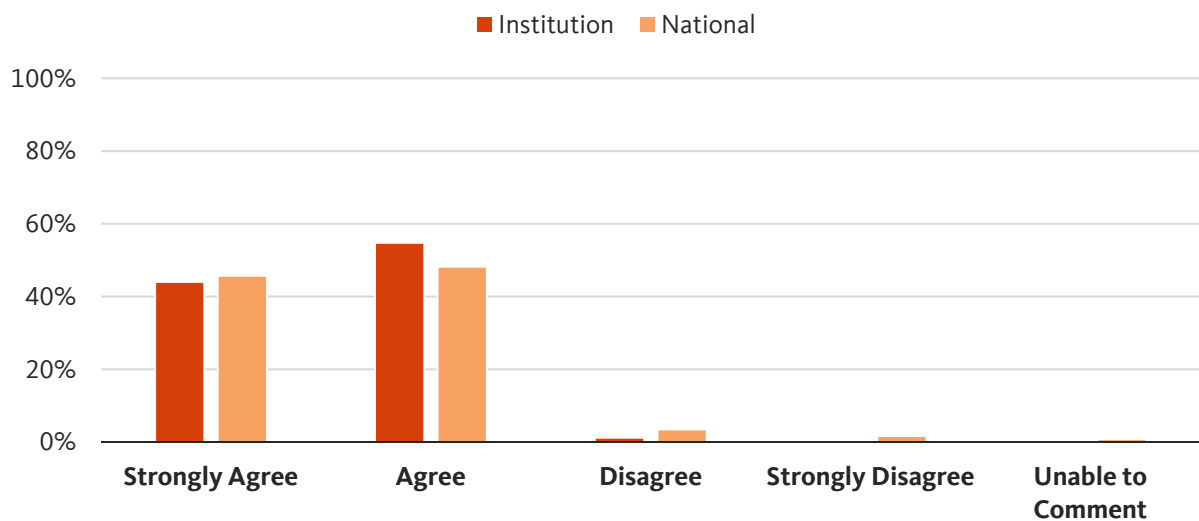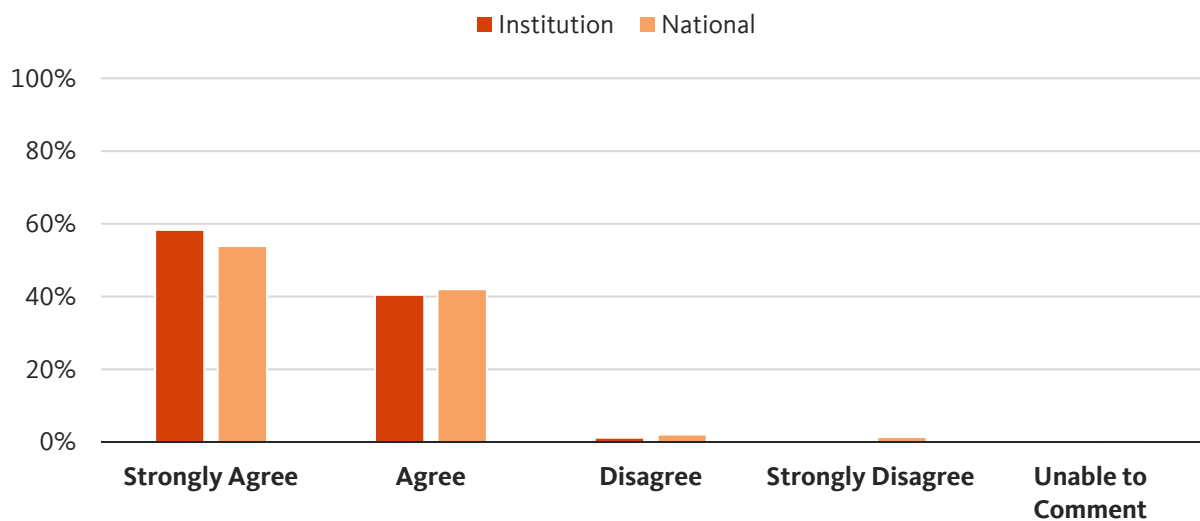| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	47.9%	46.5%	2.8%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	44.3%	54.4%	1.3%	0.0%	0.0%
2019	58.3%	40.5%	1.2%	0.0%	0.0%

Charts & Tables

Essentials for Practice and Care

National vs. Institution Chart

Standard 2, Alumni Survey, Question 21

The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.

Optional Comments:

Approach to Practice and Care

Data Views and Standardized Tables

Standard

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Charts & Tables

Approach to Practice and Care

🕐 Longitudinal Chart

Standard 3, Graduating Student Survey, Question 12

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	69	1	0	0	89
2017	12	41	0	1	0	54
2018	20	53	0	0	1	74
2019	32	53	2	1	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.3%	77.5%	1.1%	0.0%	0.0%
2017	22.2%	75.9%	0.0%	1.9%	0.0%
2018	27.0%	71.6%	0.0%	0.0%	1.4%
2019	36.4%	60.2%	2.3%	1.1%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Graduating Student Survey, Question 12

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.

Optional Comments:

Charts & Tables
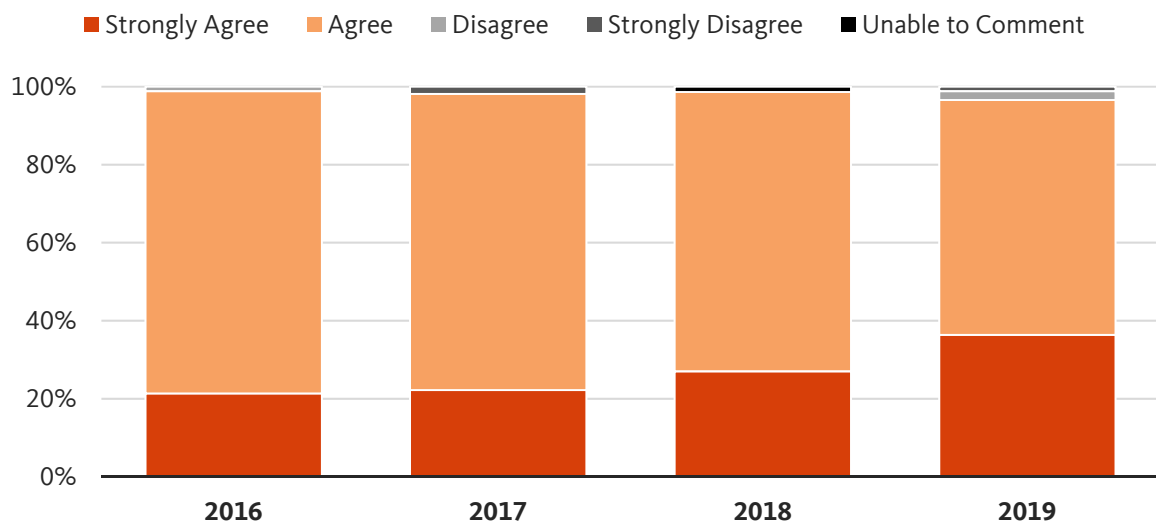
Approach to Practice and Care

Longitudinal Chart

Standard 3, Graduating Student Survey, Question 13

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	60	1	0	0	89
2017	14	38	0	1	1	54
2018	20	53	0	0	1	74
2019	30	56	1	1	0	88

Response Percent (%)

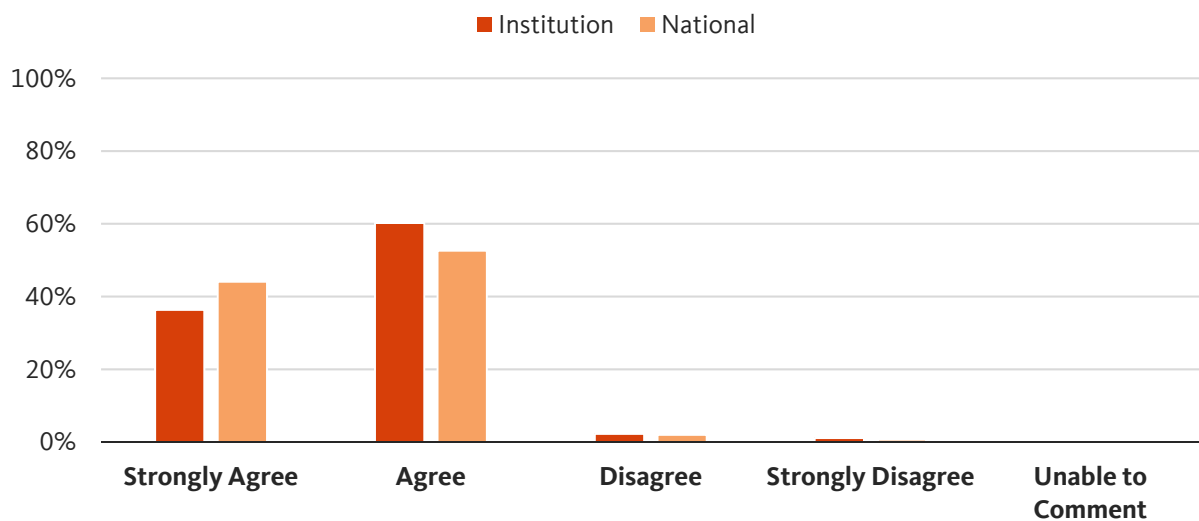| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	67.4%	1.1%	0.0%	0.0%
2017	25.9%	70.4%	0.0%	1.9%	1.9%
2018	27.0%	71.6%	0.0%	0.0%	1.4%
2019	34.1%	63.6%	1.1%	1.1%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Graduating Student Survey, Question 13

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Optional Comments:

Charts & Tables

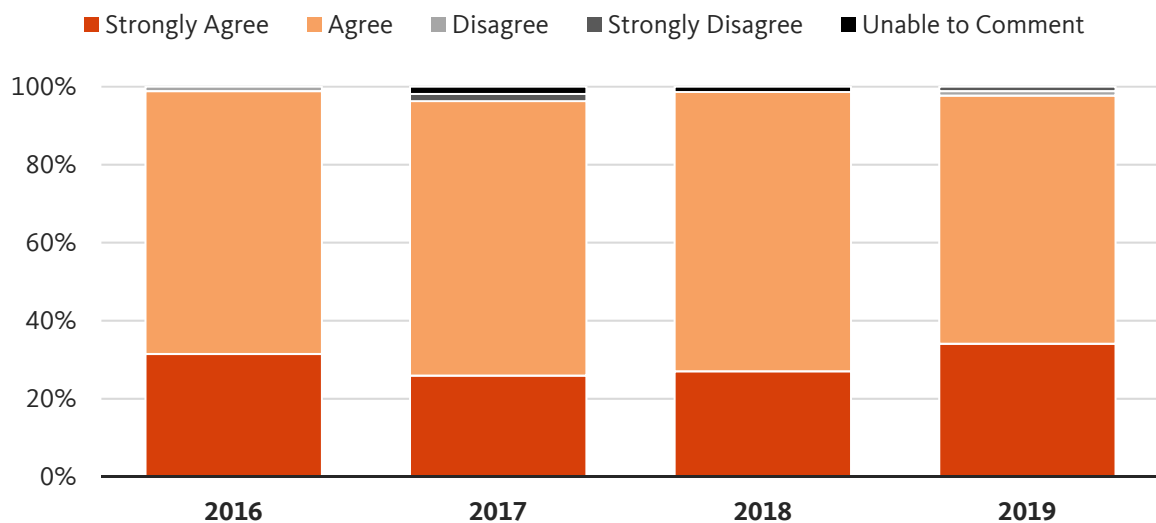**Approach to Practice and Care**

Longitudinal Chart
Standard 3, Graduating Student Survey, Question 14
The Pharm.D. program prepared me to advocate for the patient's best interest.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	57	3	1	1	89
2017	14	38	1	1	0	54
2018	24	48	0	0	2	74
2019	26	58	3	1	0	88

Response Percent (%)

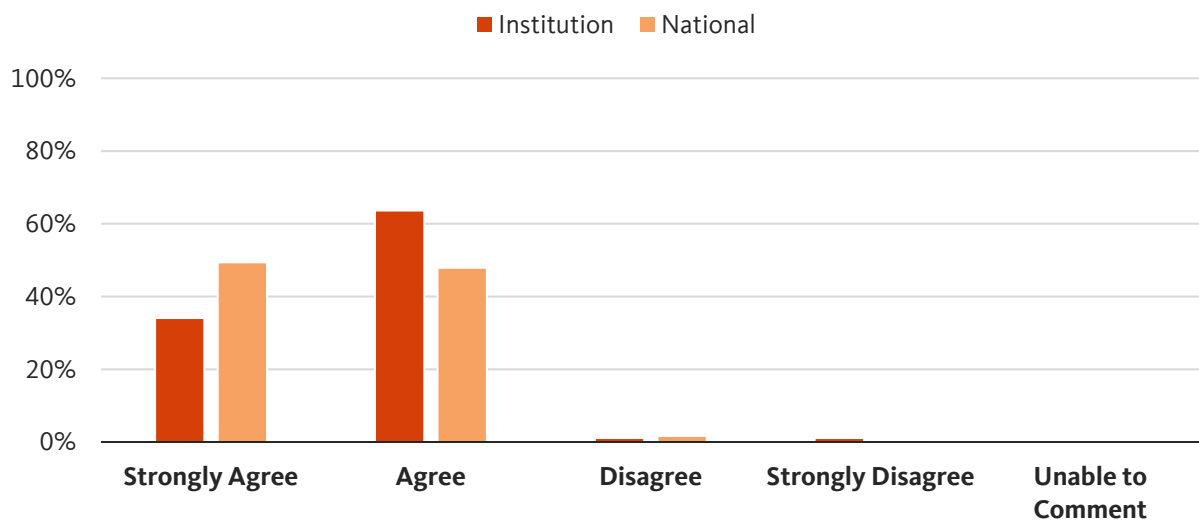| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	64.0%	3.4%	1.1%	1.1%
2017	25.9%	70.4%	1.9%	1.9%	0.0%
2018	32.4%	64.9%	0.0%	0.0%	2.7%
2019	29.5%	65.9%	3.4%	1.1%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Graduating Student Survey, Question 14

The Pharm.D. program prepared me to advocate for the patient's best interest.
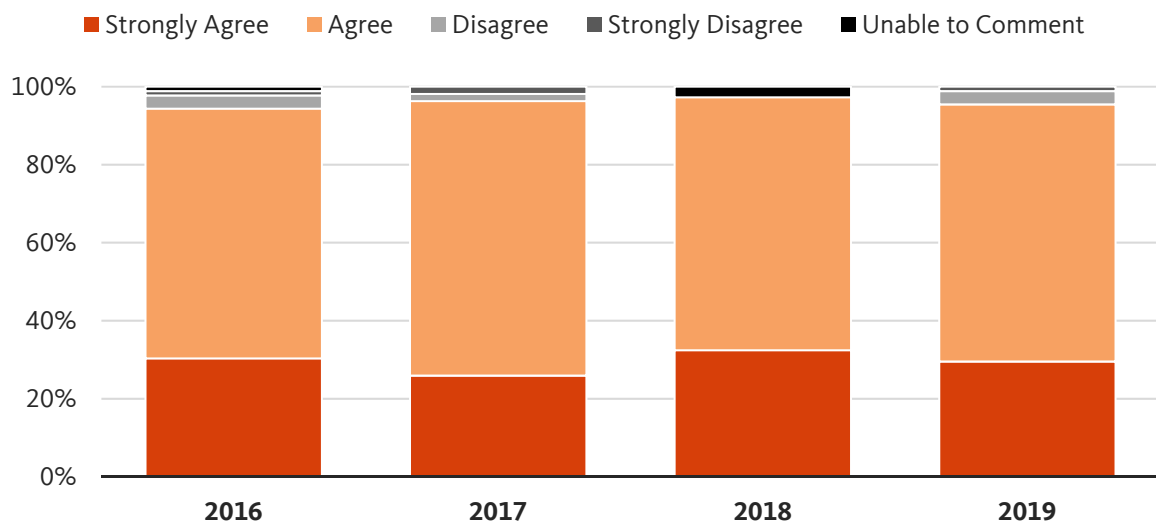

Optional Comments:

Charts & Tables

Approach to Practice and Care

Longitudinal Chart
Standard 3, Graduating Student Survey, Question 15

The Pharm.D. program prepared me to engage as a member of an interprofessional healthcare team.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	56	2	0	1	89
2017	13	38	2	1	0	54
2018	26	46	1	0	1	74
2019	30	53	5	0	0	88

Response Percent (%)

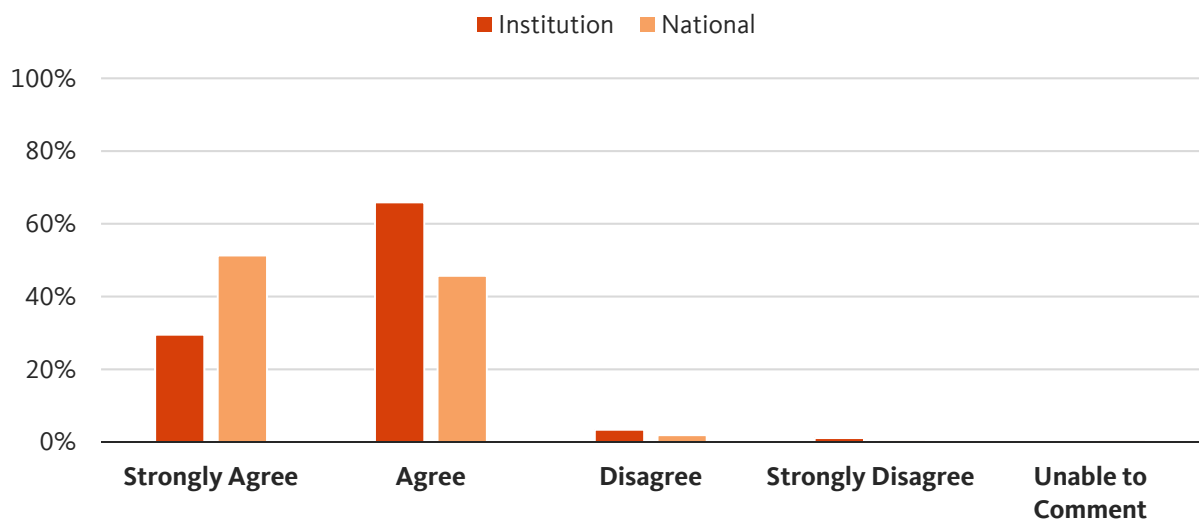| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.7%	62.9%	2.2%	0.0%	1.1%
2017	24.1%	70.4%	3.7%	1.9%	0.0%
2018	35.1%	62.2%	1.4%	0.0%	1.4%
2019	34.1%	60.2%	5.7%	0.0%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Graduating Student Survey, Question 15

The Pharm.D. program prepared me to engage as a member of an interprofessional healthcare team.

Optional Comments:

Charts & Tables

Approach to Practice and Care

🕐 **Longitudinal Chart**

Standard 3, Graduating Student Survey, Question 16

The Pharm.D. program prepared me to identify cultural disparities in healthcare.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	25	61	3	0	0	89
2017	9	39	4	1	1	54
2018	21	49	2	1	1	74
2019	21	61	4	2	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.1%	68.5%	3.4%	0.0%	0.0%
2017	16.7%	72.2%	7.4%	1.9%	1.9%
2018	28.4%	66.2%	2.7%	1.4%	1.4%
2019	23.9%	69.3%	4.5%	2.3%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart
Standard 3, Graduating Student Survey, Question 16
The Pharm.D. program prepared me to identify cultural disparities in healthcare.
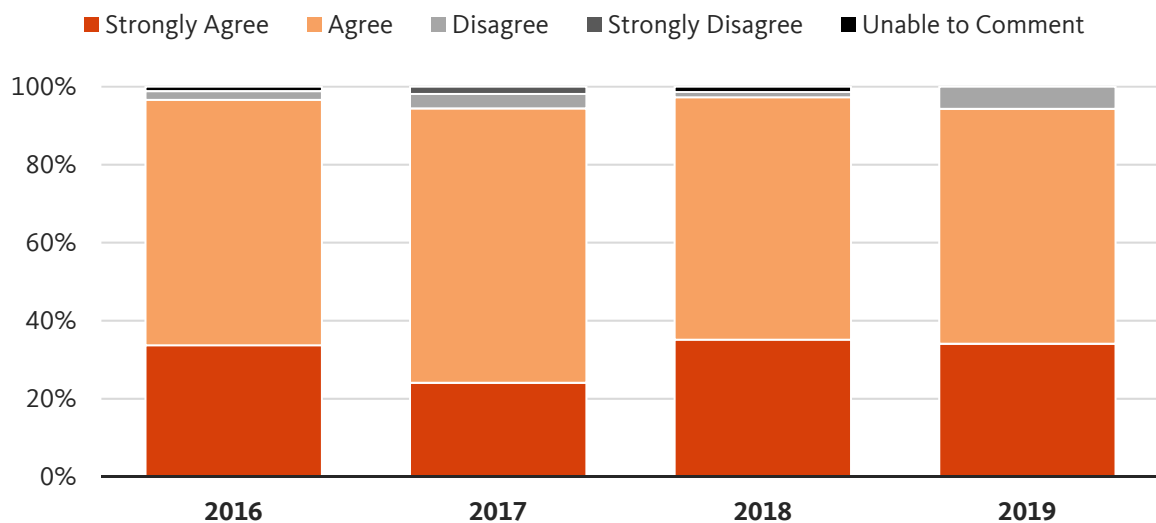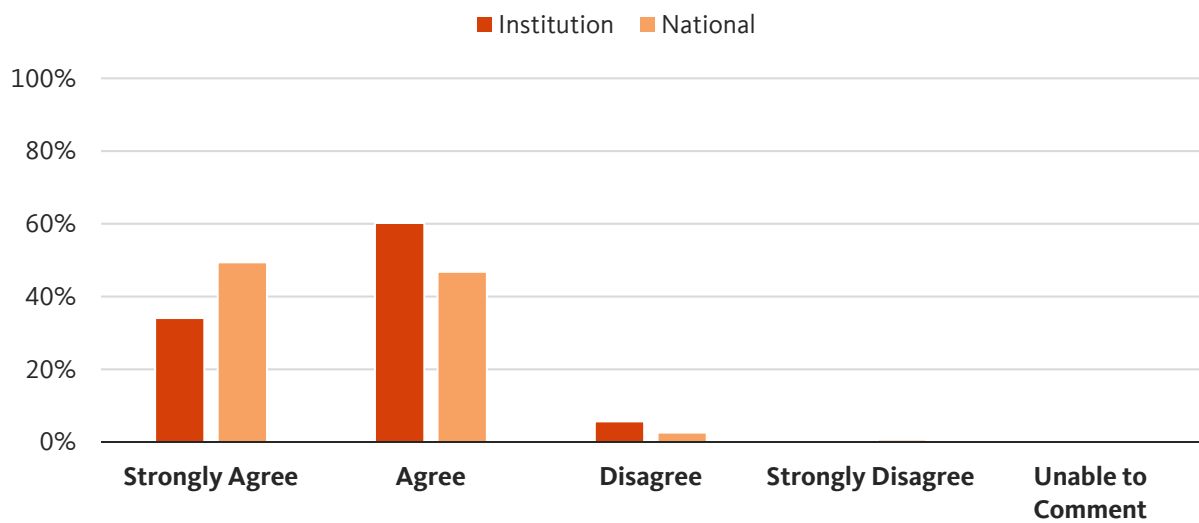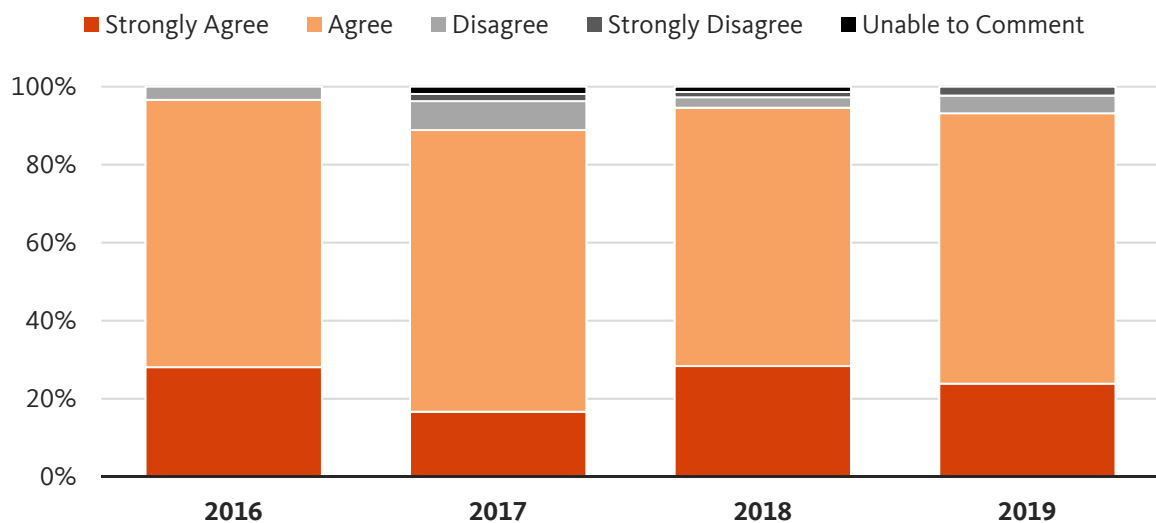

Optional Comments:

Charts & Tables

Approach to Practice and Care

Longitudinal Chart

Standard 3, Graduating Student Survey, Question 17

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	25	60	4	0	0	89
2017	6	42	4	1	1	54
2018	18	52	2	1	1	74
2019	19	60	7	2	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.1%	67.4%	4.5%	0.0%	0.0%
2017	11.1%	77.8%	7.4%	1.9%	1.9%
2018	24.3%	70.3%	2.7%	1.4%	1.4%
2019	21.6%	68.2%	8.0%	2.3%	0.0%

Charts & Tables

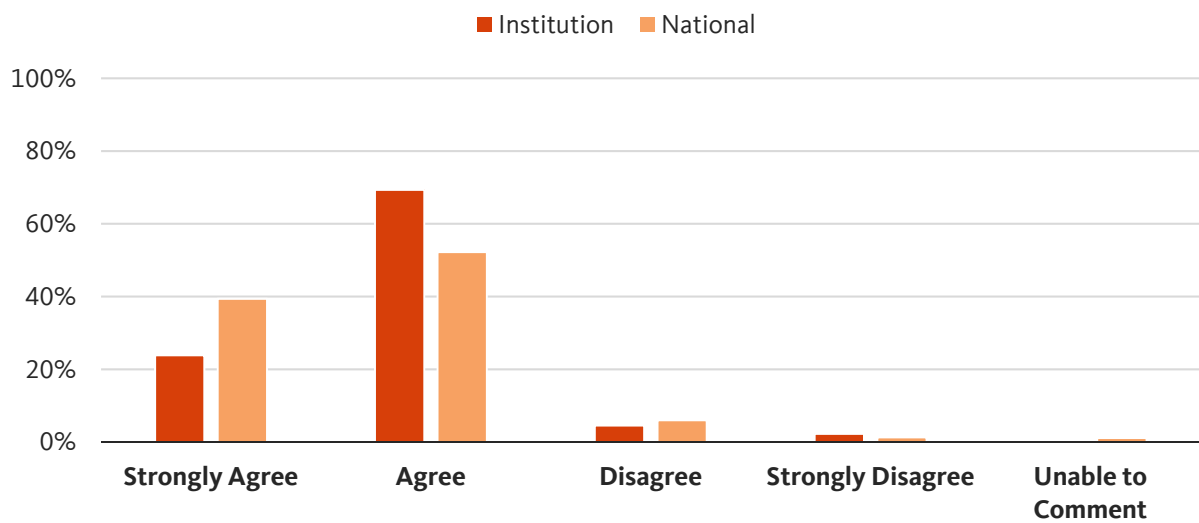**Approach to Practice and Care**

National vs. Institution Chart

Standard 3, Graduating Student Survey, Question 17

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.

Optional Comments:
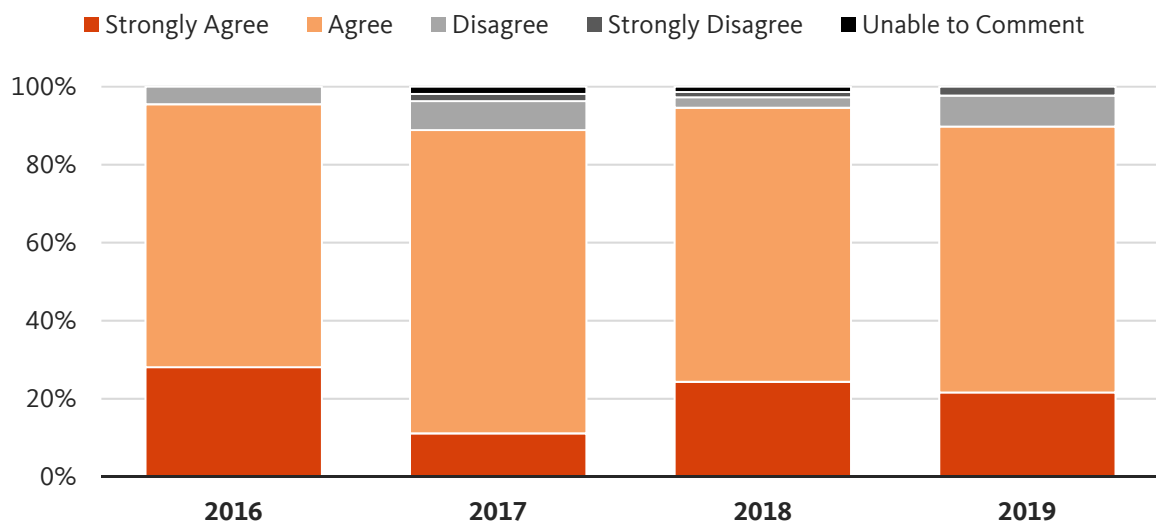
Charts & Tables

Approach to Practice and Care

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Longitudinal Chart

Standard 3, Graduating Student Survey, Question 18

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree   ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	60	2	0	0	89
2017	15	37	1	1	0	54
2018	22	50	1	0	1	74
2019	31	54	1	2	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	67.4%	2.2%	0.0%	0.0%
2017	27.8%	68.5%	1.9%	1.9%	0.0%
2018	29.7%	67.6%	1.4%	0.0%	1.4%
2019	35.2%	61.4%	1.1%	2.3%	0.0%

Charts & Tables

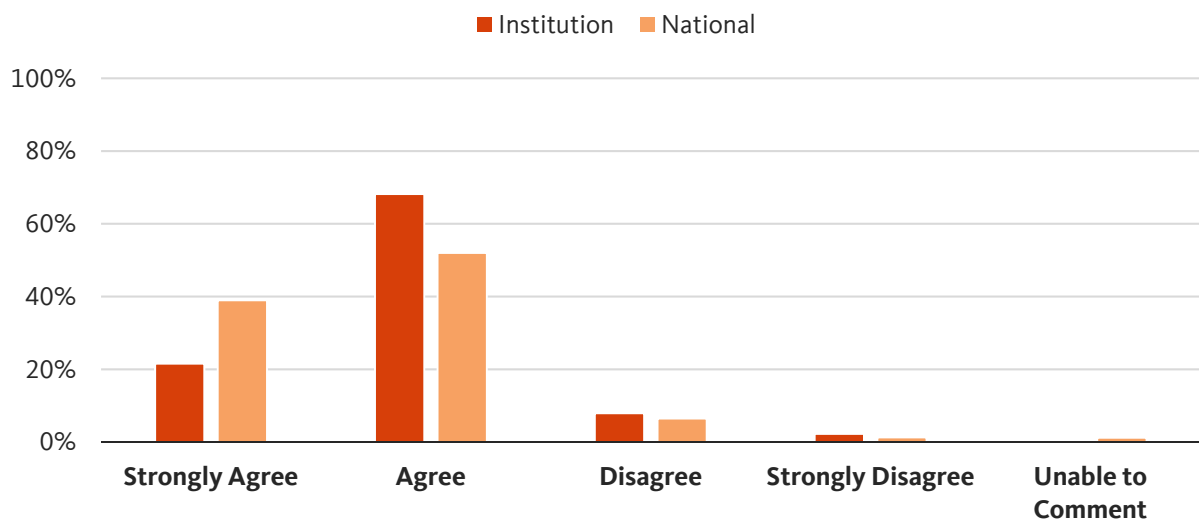**Approach to Practice and Care**

National vs. Institution Chart

Standard 3, Graduating Student Survey, Question 18

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

Optional Comments:

Charts & Tables
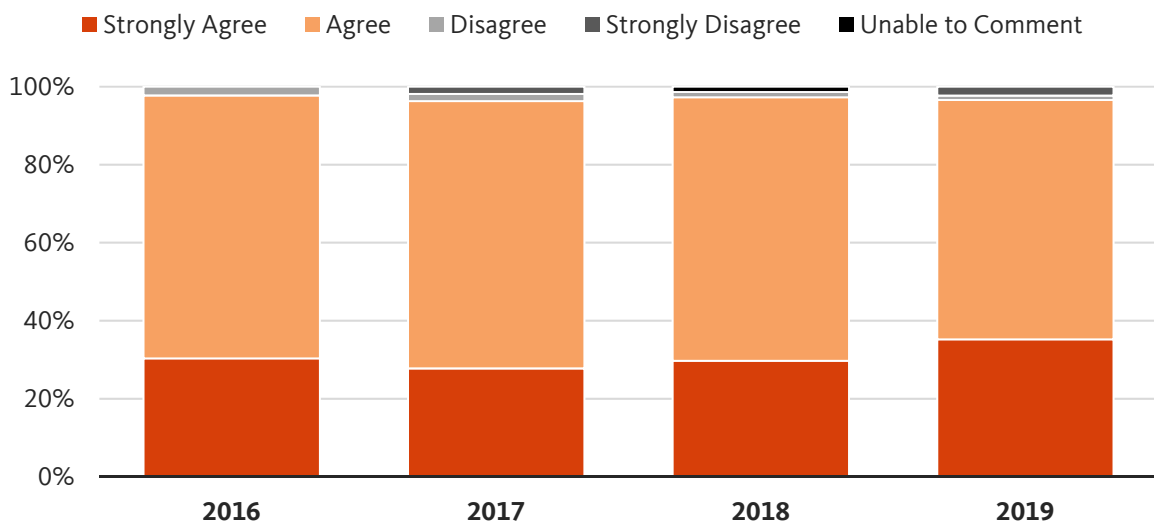
Approach to Practice and Care

Longitudinal Chart

Standard 3, Preceptor Survey, Question 19

The Pharm.D. program prepares students to design, implement, and evaluate viable solutions to patient care problems.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	41	1	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	37	117	11	0	8	173
2019	62	108	8	2	11	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	71.9%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	21.4%	67.6%	6.4%	0.0%	4.6%
2019	32.5%	56.5%	4.2%	1.0%	5.8%

Charts & Tables

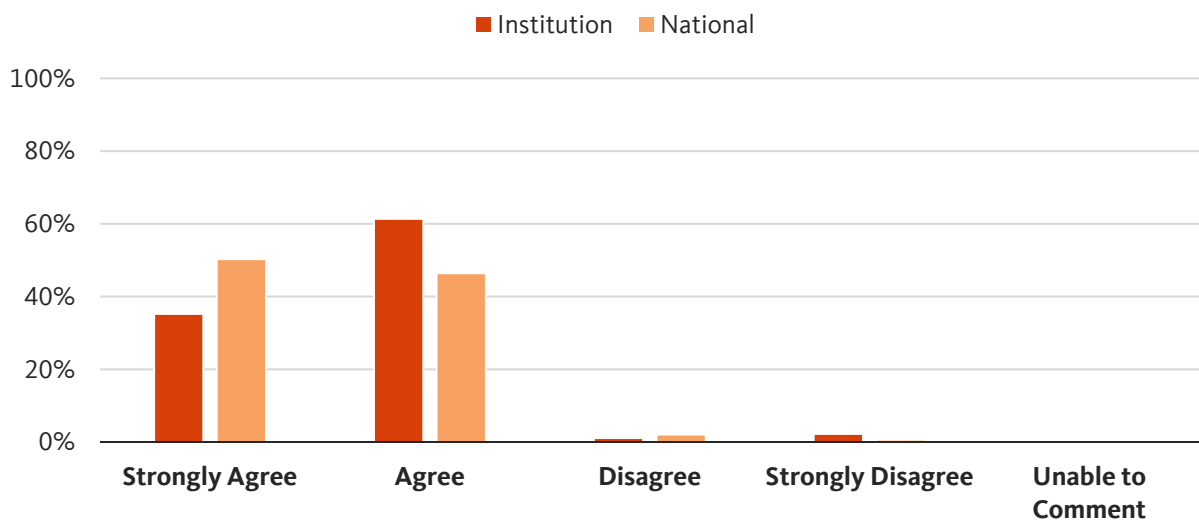**Approach to Practice and Care**

National vs. Institution Chart

Standard 3, Preceptor Survey, Question 19

The Pharm.D. program prepares students to design, implement, and evaluate viable solutions to patient care problems.
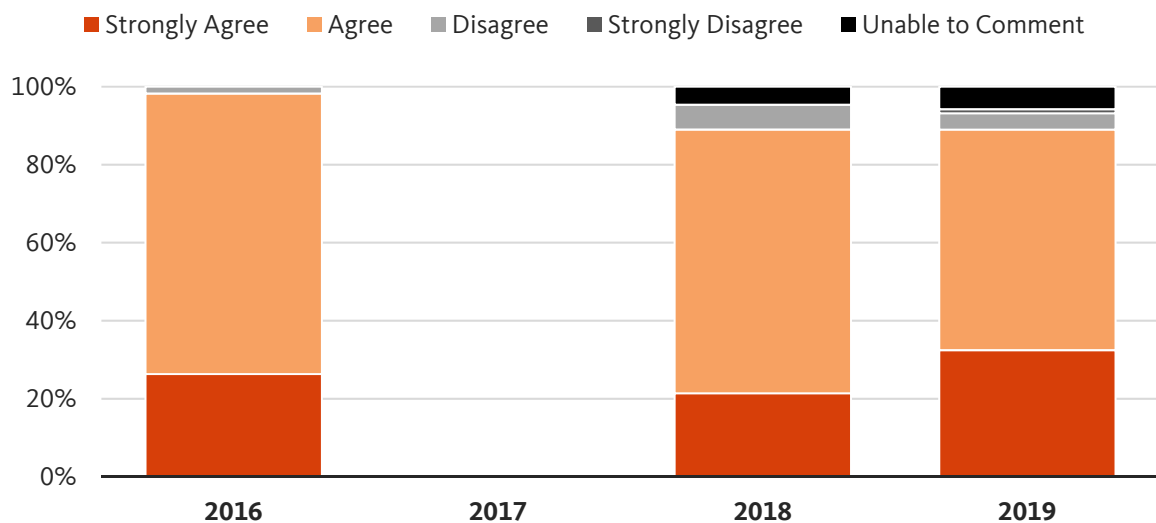

Optional Comments:

Charts & Tables

Approach to Practice and Care

Longitudinal Chart

Standard 3, Preceptor Survey, Question 20

The Pharm.D. program prepares students to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	16	37	3	0	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	46	117	2	0	8	173
2019	65	114	5	0	7	191

Response Percent (%)

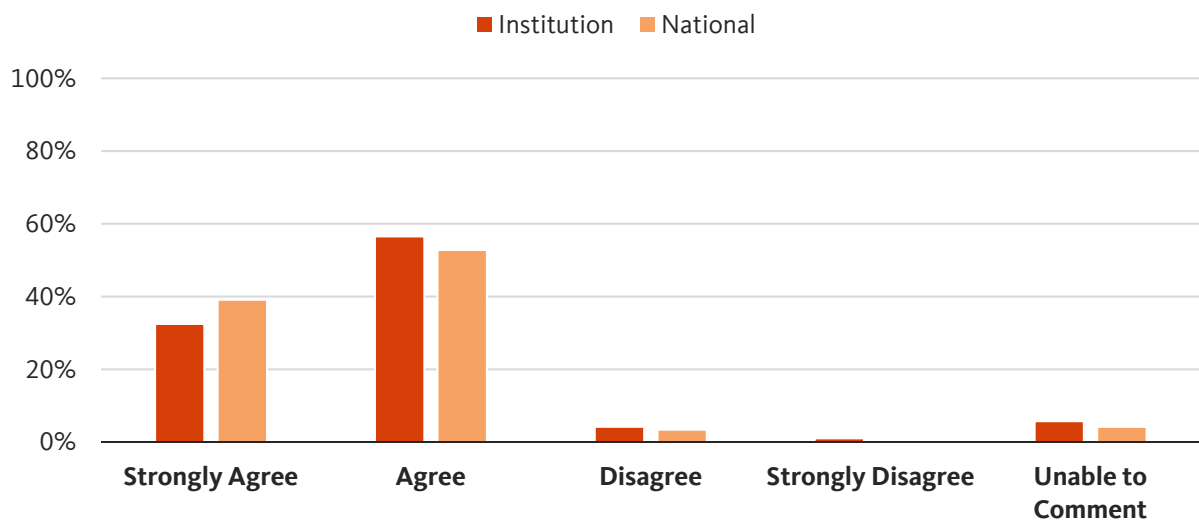| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.1%	64.9%	5.3%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.6%	67.6%	1.2%	0.0%	4.6%
2019	34.0%	59.7%	2.6%	0.0%	3.7%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Preceptor Survey, Question 20

The Pharm.D. program prepares students to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Optional Comments:

Charts & Tables

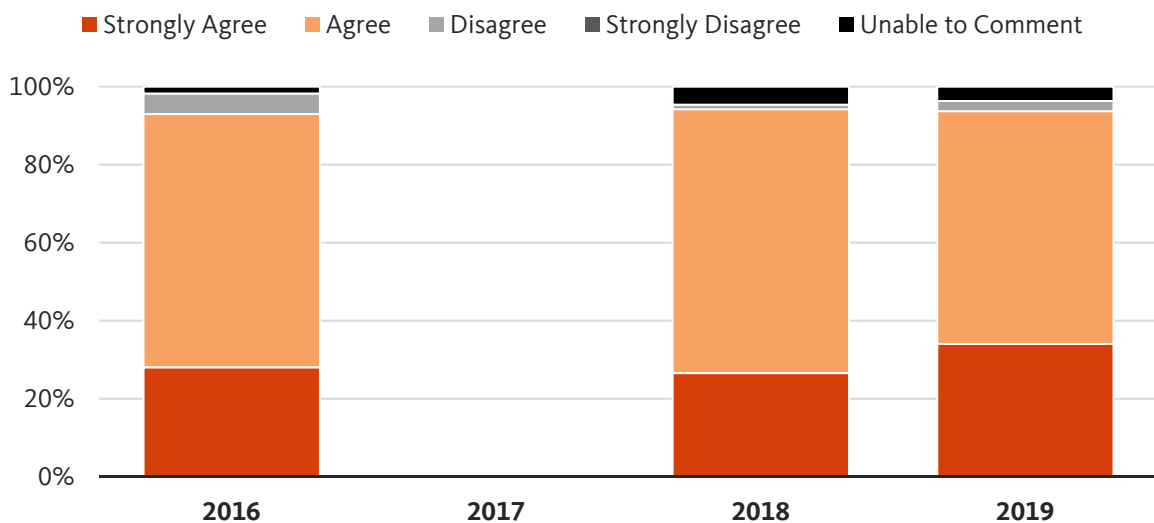**Approach to Practice and Care**

Longitudinal Chart
Standard 3, Preceptor Survey, Question 21
The Pharm.D. program prepares students to advocate for the patient's best interest.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	40	70	4	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	50	104	11	0	8	173
2019	59	118	4	1	9	191

Response Percent (%)

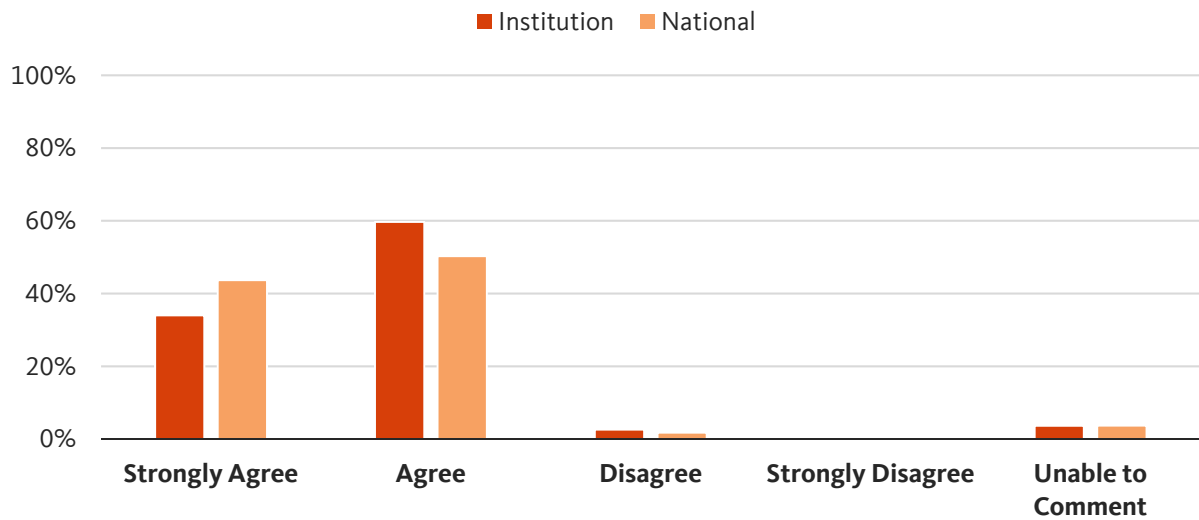| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	61.4%	3.5%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.9%	60.1%	6.4%	0.0%	4.6%
2019	30.9%	61.8%	2.1%	0.5%	4.7%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Preceptor Survey, Question 21

The Pharm.D. program prepares students to advocate for the patient's best interest.

Optional Comments:

Charts & Tables

Approach to Practice and Care

🕐 **Longitudinal Chart**
Standard 3, Preceptor Survey, Question 22
The Pharm.D. program prepares students to engage as a member of an interprofessional healthcare team.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	32	1	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	105	11	0	8	173
2019	65	114	6	1	5	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.1%	56.1%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	60.7%	6.4%	0.0%	4.6%
2019	34.0%	59.7%	3.1%	0.5%	2.6%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Preceptor Survey, Question 22

The Pharm.D. program prepares students to engage as a member of an interprofessional healthcare team.
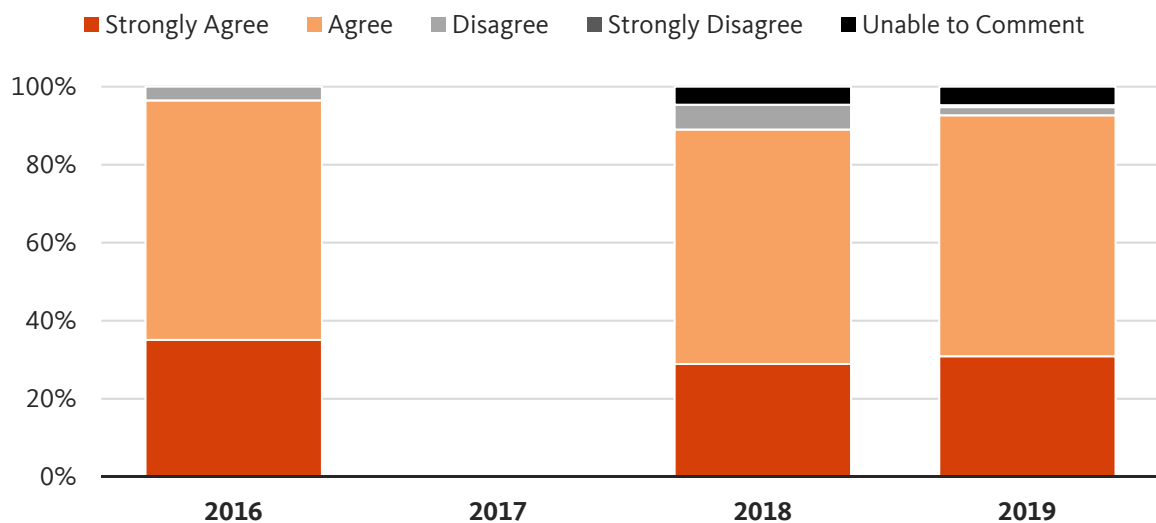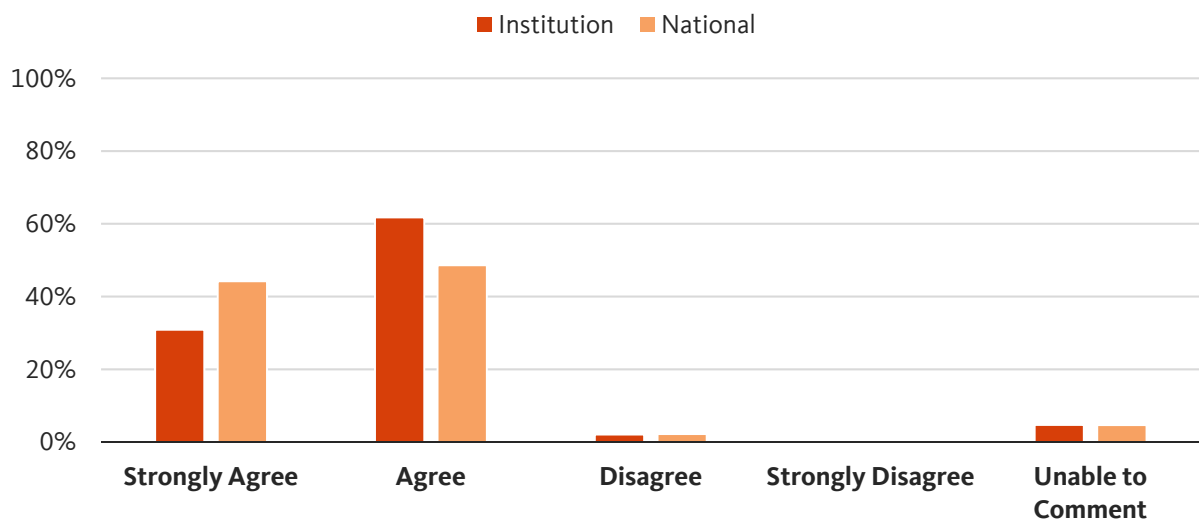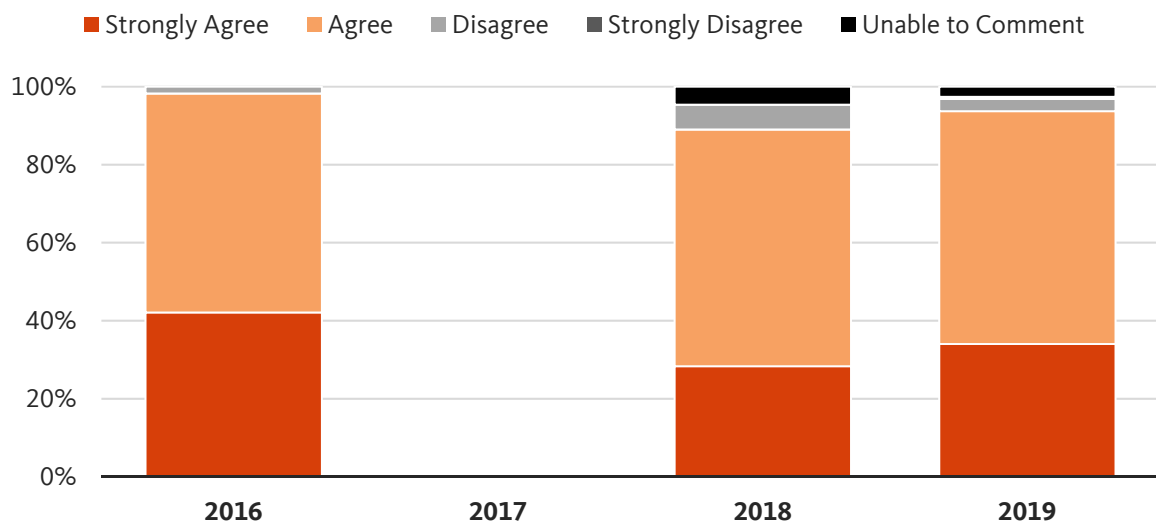

Optional Comments:

Charts & Tables

Approach to Practice and Care

Longitudinal Chart

Standard 3, Preceptor Survey, Question 23

The Pharm.D. program prepares students to Identify cultural disparities in healthcare.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	12	35	5	0	5	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	30	106	11	0	26	173
2019	46	109	7	3	26	191

Response Percent (%)

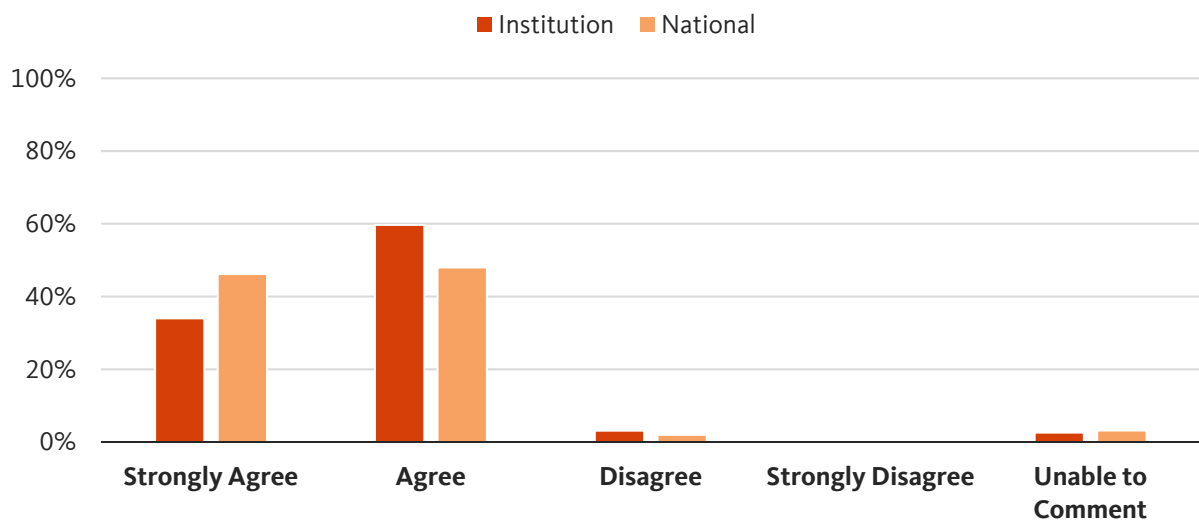| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.1%	61.4%	8.8%	0.0%	8.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	17.3%	61.3%	6.4%	0.0%	15.0%
2019	24.1%	57.1%	3.7%	1.6%	13.6%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Preceptor Survey, Question 23

The Pharm.D. program prepares students to Identify cultural disparities in healthcare.
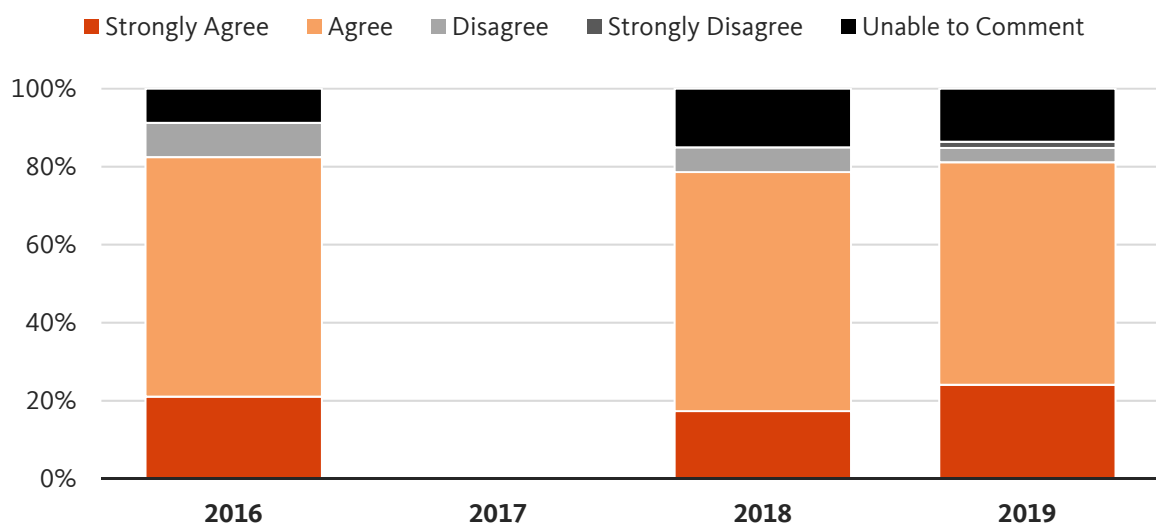

Optional Comments:

Charts & Tables

Approach to Practice and Care

Longitudinal Chart

Standard 3, Preceptor Survey, Question 24

The Pharm.D. program prepares students to recognize and address cultural disparities in access to and delivery of health care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	10	36	5	0	6	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	28	106	9	0	30	173
2019	50	104	9	2	26	191

Response Percent (%)

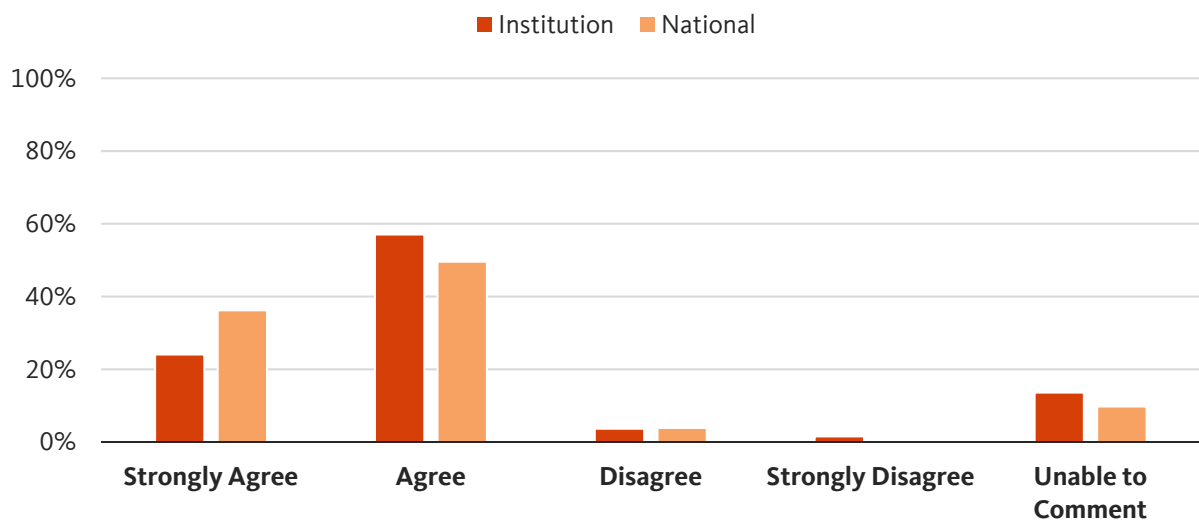| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	17.5%	63.2%	8.8%	0.0%	10.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	16.2%	61.3%	5.2%	0.0%	17.3%
2019	26.2%	54.5%	4.7%	1.0%	13.6%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Preceptor Survey, Question 24

The Pharm.D. program prepares students to recognize and address cultural disparities in access to and delivery of health care.
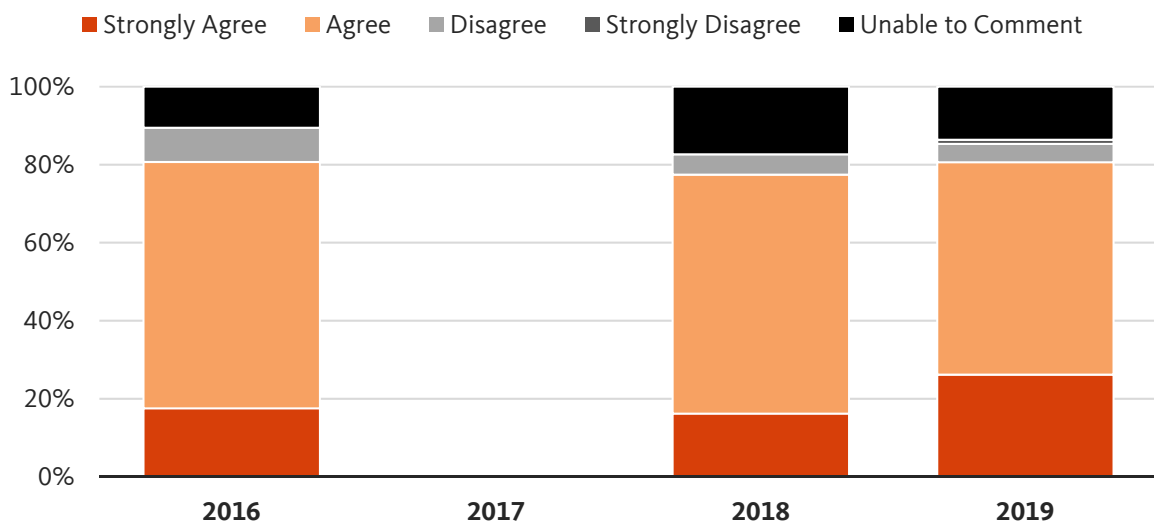

Optional Comments:

Charts & Tables

Approach to Practice and Care

🕐 Longitudinal Chart

Standard 3, Preceptor Survey, Question 25

The Pharm.D. program prepares students to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	42	0	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	45	114	6	1	7	173
2019	64	119	3	0	5	191

Response Percent (%)

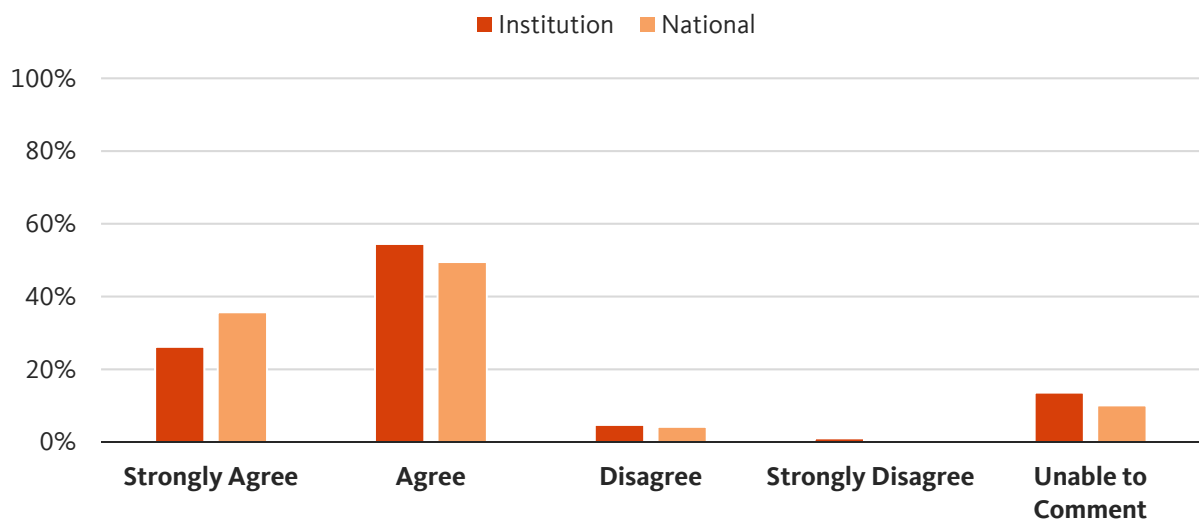| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	73.7%	0.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.0%	65.9%	3.5%	0.6%	4.0%
2019	33.5%	62.3%	1.6%	0.0%	2.6%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart
Standard 3, Preceptor Survey, Question 25

The Pharm.D. program prepares students to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

Optional Comments:

Charts & Tables

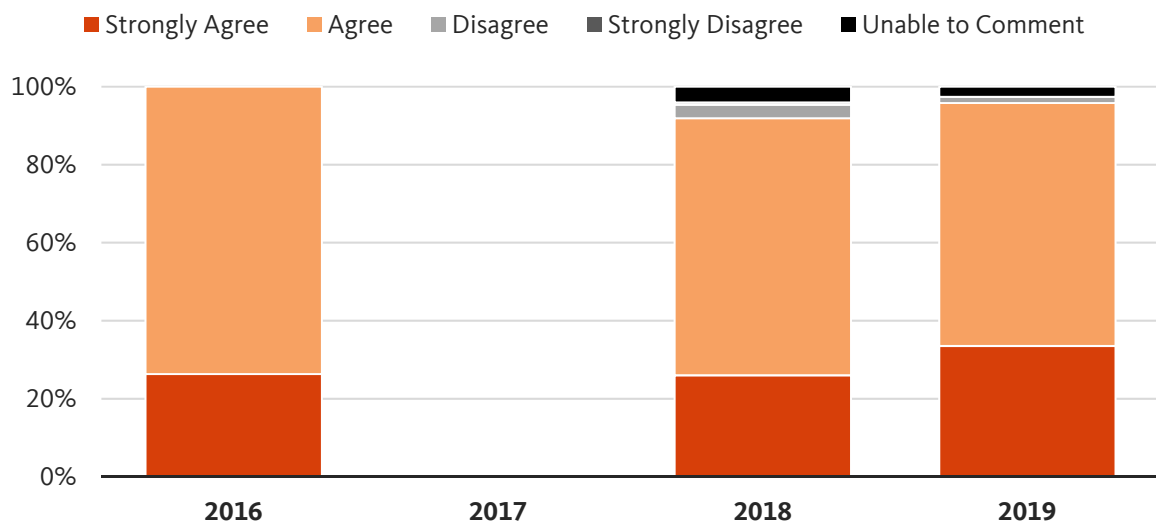**Approach to Practice and Care**

Longitudinal Chart

Standard 3, Alumni Survey, Question 22

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	38	3	1	2	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	29	46	2	0	2	79
2019	36	46	2	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.0%	53.5%	4.2%	1.4%	2.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	36.7%	58.2%	2.5%	0.0%	2.5%
2019	42.9%	54.8%	2.4%	0.0%	0.0%

Charts & Tables

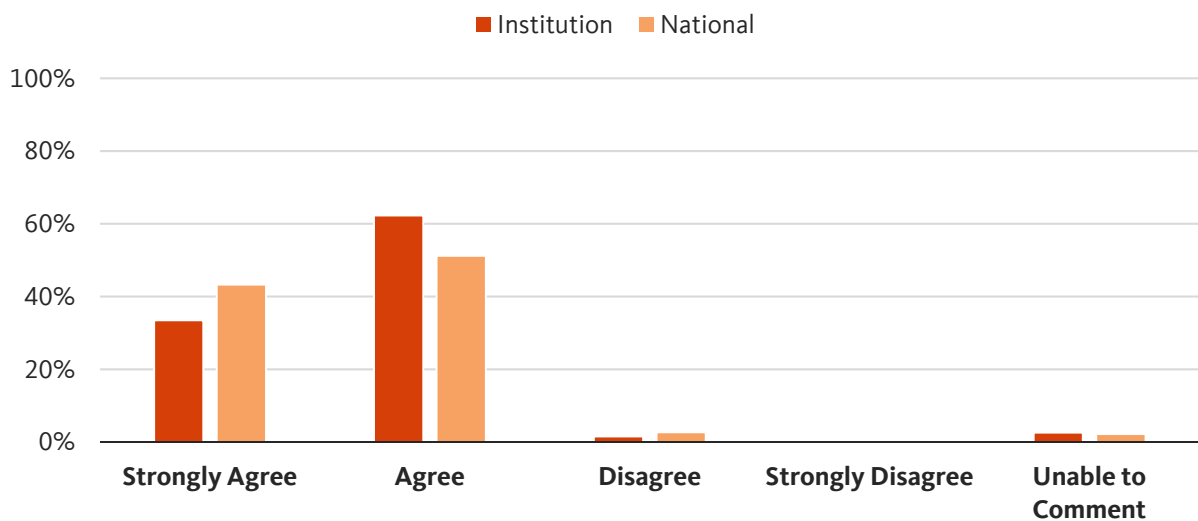**Approach to Practice and Care**

National vs. Institution Chart

Standard 3, Alumni Survey, Question 22

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.

Optional Comments:

Charts & Tables
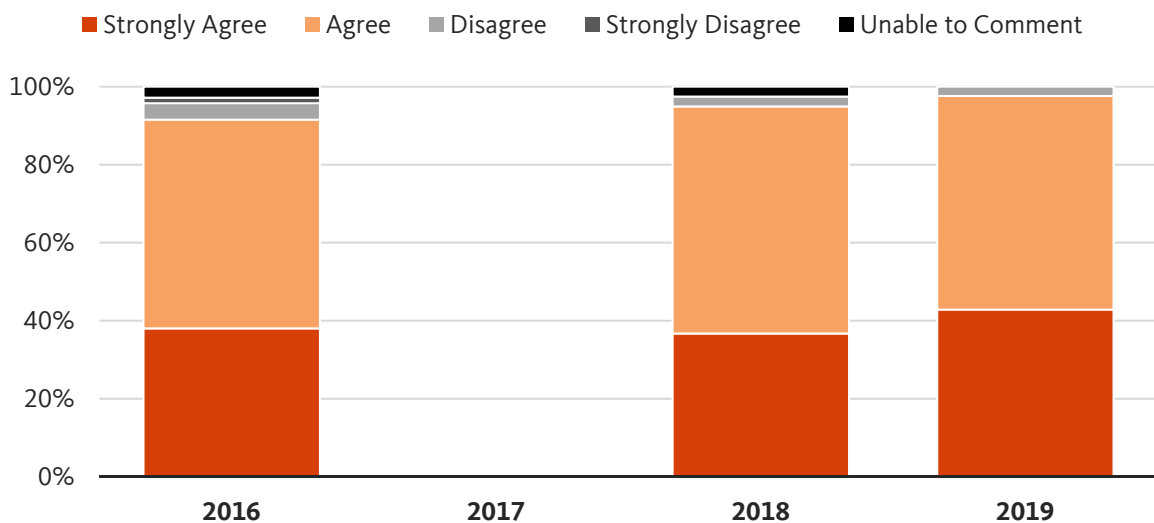
Approach to Practice and Care

Longitudinal Chart

Standard 3, Alumni Survey, Question 23

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	39	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	34	42	2	0	1	79
2019	39	42	3	0	0	84

Response Percent (%)

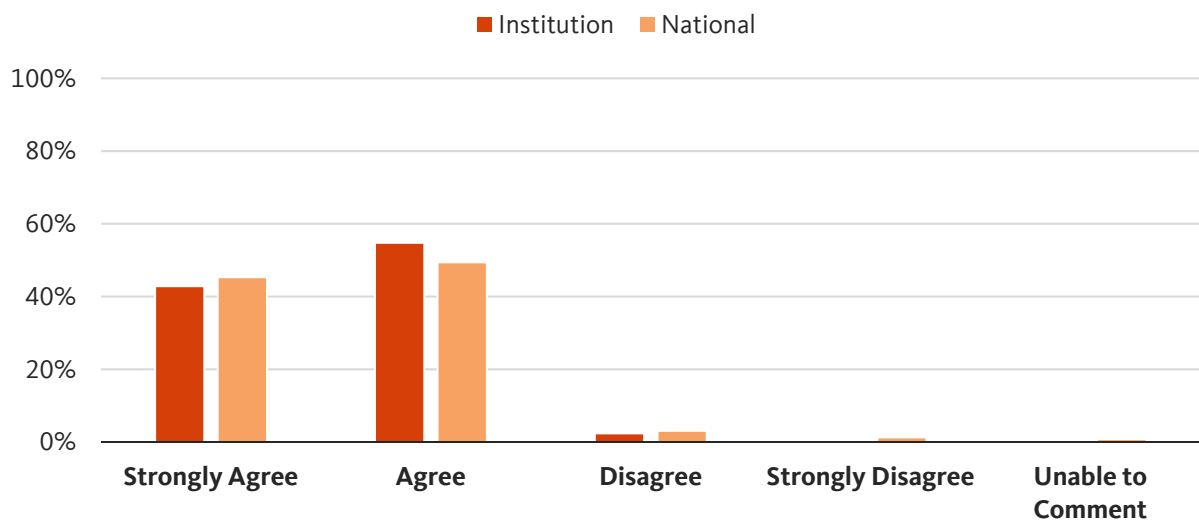| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.3%	54.9%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	43.0%	53.2%	2.5%	0.0%	1.3%
2019	46.4%	50.0%	3.6%	0.0%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Alumni Survey, Question 23

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Optional Comments:

Charts & Tables

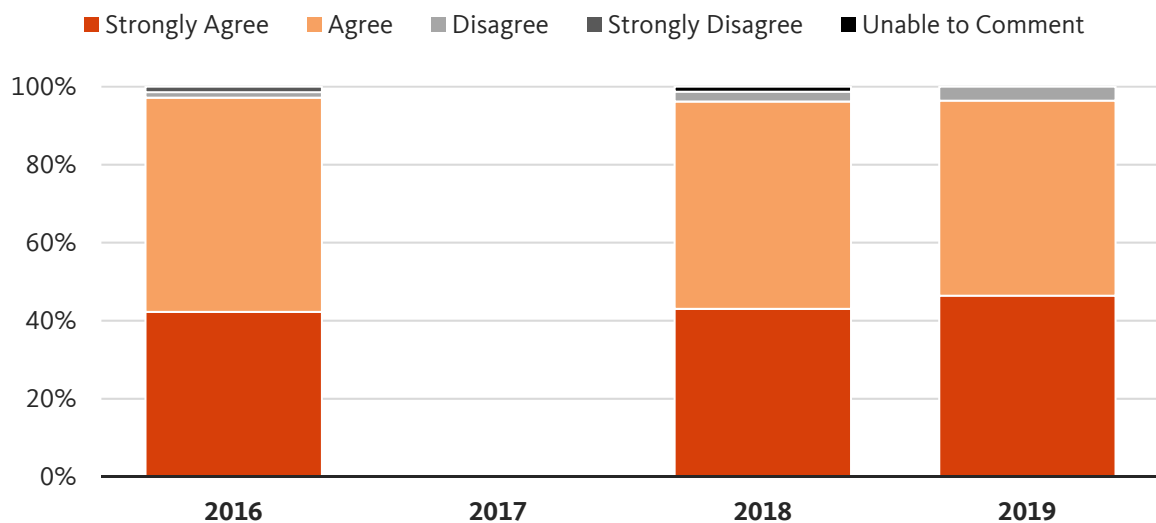**Approach to Practice and Care**

Longitudinal Chart

Standard 3, Alumni Survey, Question 24

The Pharm.D. program prepared me to advocate for the patient's best interest.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	38	3	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	37	41	1	0	0	79
2019	39	43	2	0	0	84

Response Percent (%)

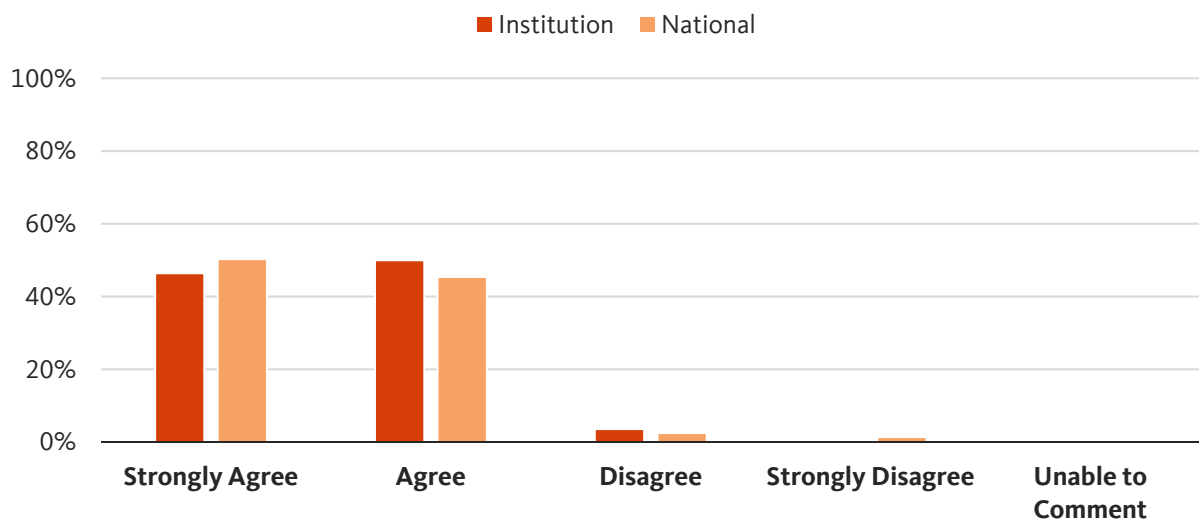| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	39.4%	53.5%	4.2%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	46.8%	51.9%	1.3%	0.0%	0.0%
2019	46.4%	51.2%	2.4%	0.0%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Alumni Survey, Question 24

The Pharm.D. program prepared me to advocate for the patient's best interest.

Optional Comments:

Charts & Tables

Approach to Practice and Care

Longitudinal Chart
Standard 3, Alumni Survey, Question 25
The Pharm.D. program prepared to engage as a member of an interprofessional healthcare team.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	31	34	3	1	2	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	33	42	3	1	0	79
2019	41	41	2	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	43.7%	47.9%	4.2%	1.4%	2.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	41.8%	53.2%	3.8%	1.3%	0.0%
2019	48.8%	48.8%	2.4%	0.0%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart
Standard 3, Alumni Survey, Question 25

The Pharm.D. program prepared to engage as a member of an interprofessional healthcare team.
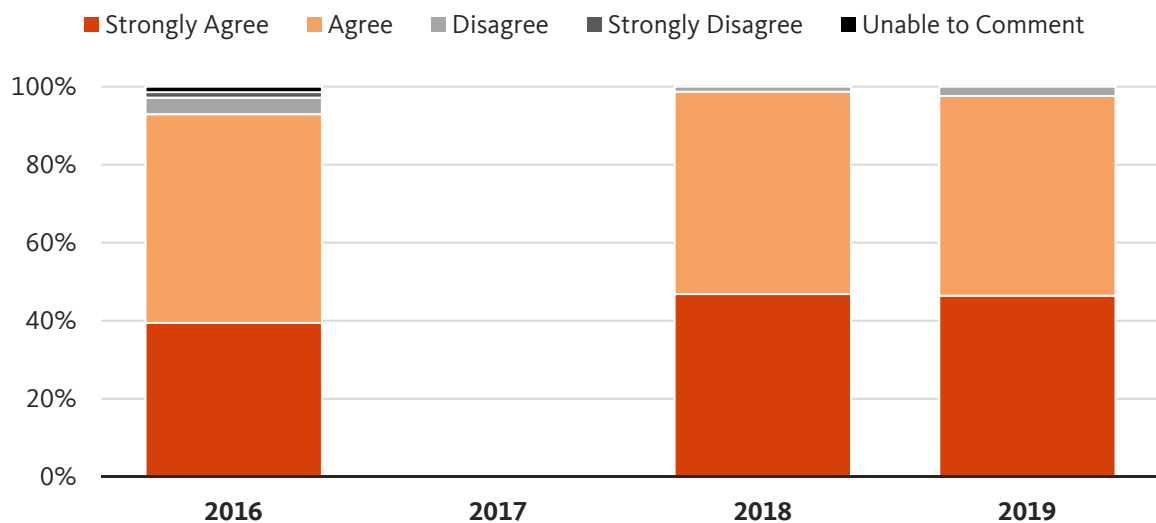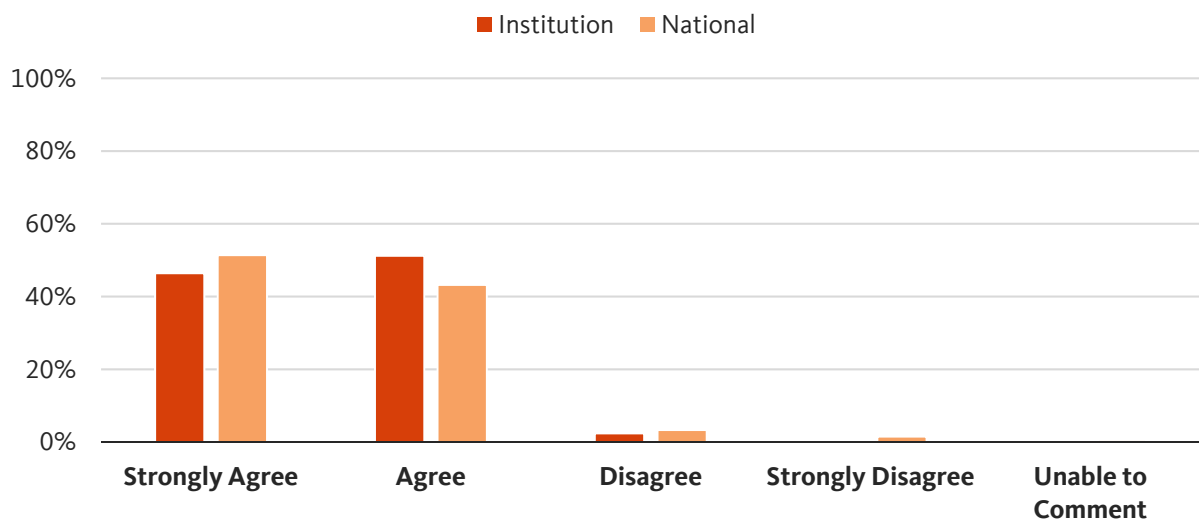

Optional Comments:

Charts & Tables

Approach to Practice and Care

🕐 Longitudinal Chart
Standard 3, Alumni Survey, Question 26
The Pharm.D. program prepared me to identify cultural disparities in healthcare.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	43	4	0	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	28	41	7	1	2	79
2019	33	46	5	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.8%	60.6%	5.6%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	35.4%	51.9%	8.9%	1.3%	2.5%
2019	39.3%	54.8%	6.0%	0.0%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Alumni Survey, Question 26

The Pharm.D. program prepared me to identify cultural disparities in healthcare.

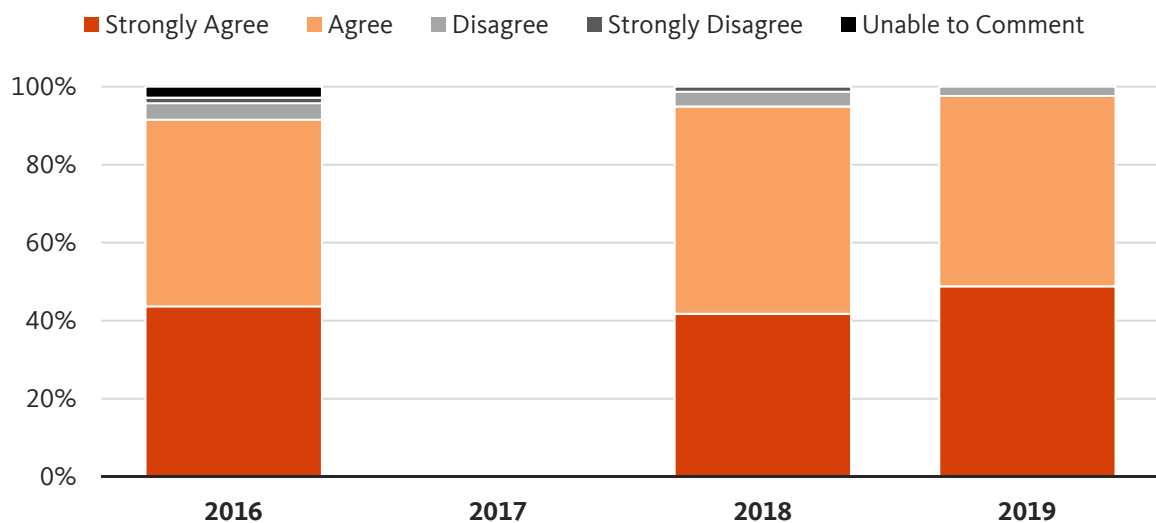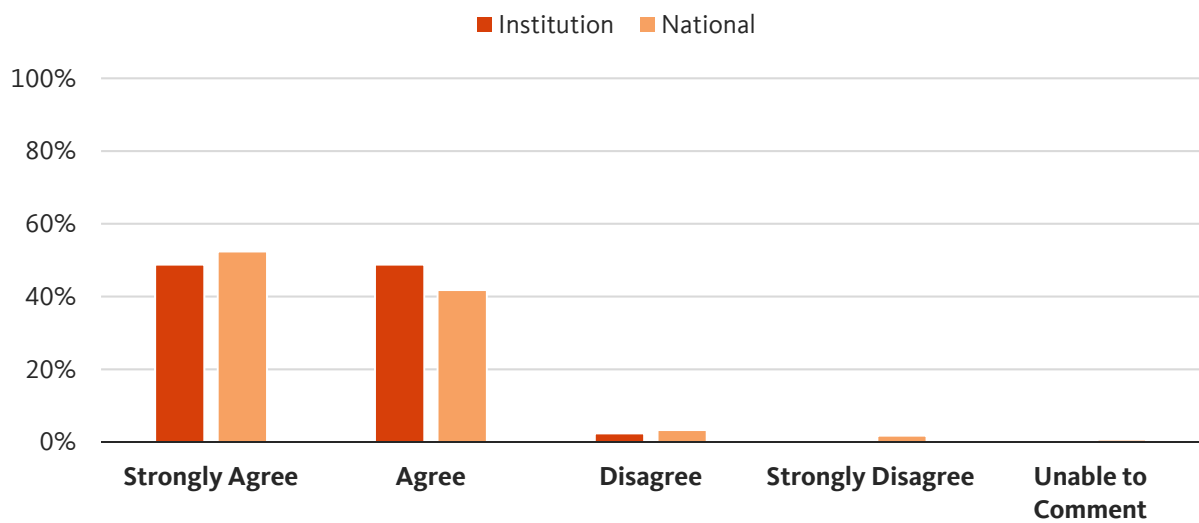**Optional Comments:**

Charts & Tables

Approach to Practice and Care

🕐 Longitudinal Chart

Standard 3, Alumni Survey, Question 27

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	41	4	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	24	42	10	1	2	79
2019	30	49	5	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.8%	57.7%	5.6%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	30.4%	53.2%	12.7%	1.3%	2.5%
2019	35.7%	58.3%	6.0%	0.0%	0.0%

Charts & Tables

Approach to Practice and Care

National vs. Institution Chart

Standard 3, Alumni Survey, Question 27

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.
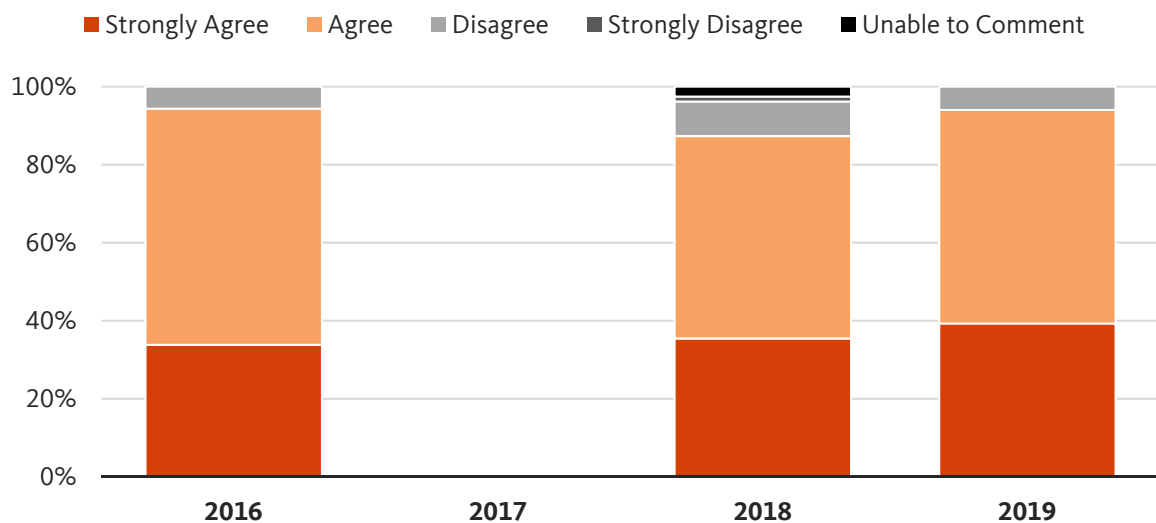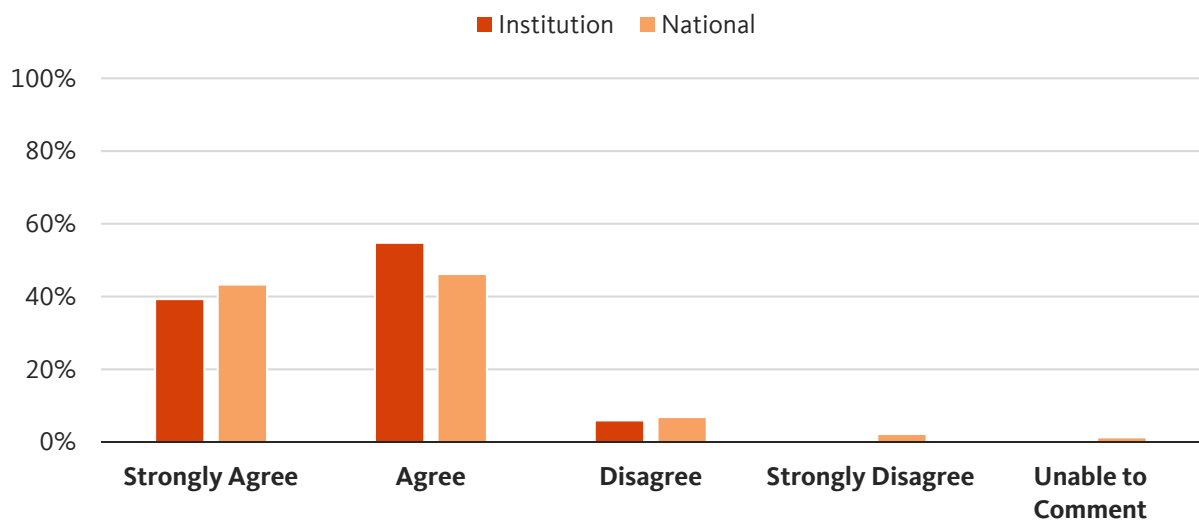

Optional Comments:

Charts & Tables

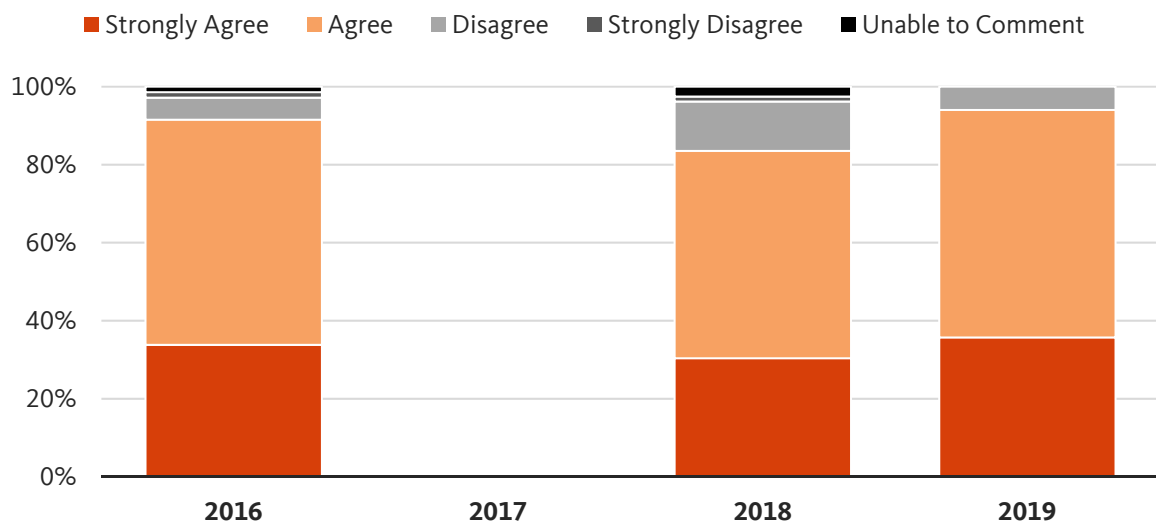**Approach to Practice and Care**

Longitudinal Chart

Standard 3, Alumni Survey, Question 28

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	42	2	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	37	39	2	1	0	79
2019	42	38	4	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	59.2%	2.8%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	46.8%	49.4%	2.5%	1.3%	0.0%
2019	50.0%	45.2%	4.8%	0.0%	0.0%

Charts & Tables

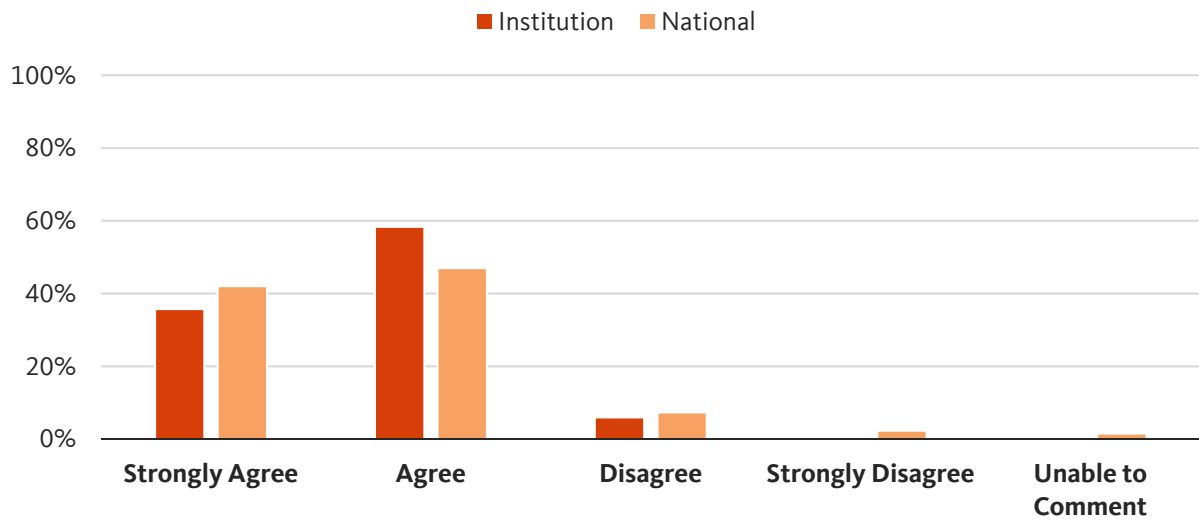**Approach to Practice and Care**

National vs. Institution Chart

Standard 3, Alumni Survey, Question 28

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

Optional Comments:

Personal and Professional Development

Data Views and Standardized Tables

Standard

A **4**

Charts & Tables

Personal and Professional Development

Longitudinal Chart

Standard 4, Graduating Student Survey, Question 19

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	59	4	0	0	89
2017	14	36	1	2	1	54
2018	21	47	4	0	2	74
2019	28	58	1	1	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	66.3%	4.5%	0.0%	0.0%
2017	25.9%	66.7%	1.9%	3.7%	1.9%
2018	28.4%	63.5%	5.4%	0.0%	2.7%
2019	31.8%	65.9%	1.1%	1.1%	0.0%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Graduating Student Survey, Question 19

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.
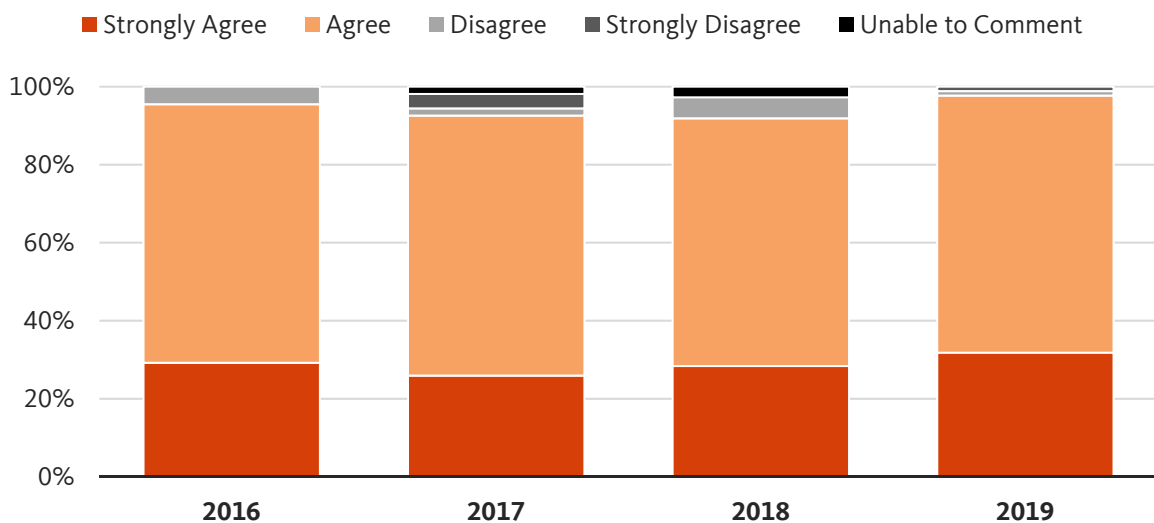

Optional Comments:

Charts & Tables

Personal and Professional Development

Longitudinal Chart
Standard 4, Graduating Student Survey, Question 20

The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	61	2	0	0	89
2017	11	41	1	1	0	54
2018	22	44	5	0	3	74
2019	28	53	3	3	1	88

Response Percent (%)

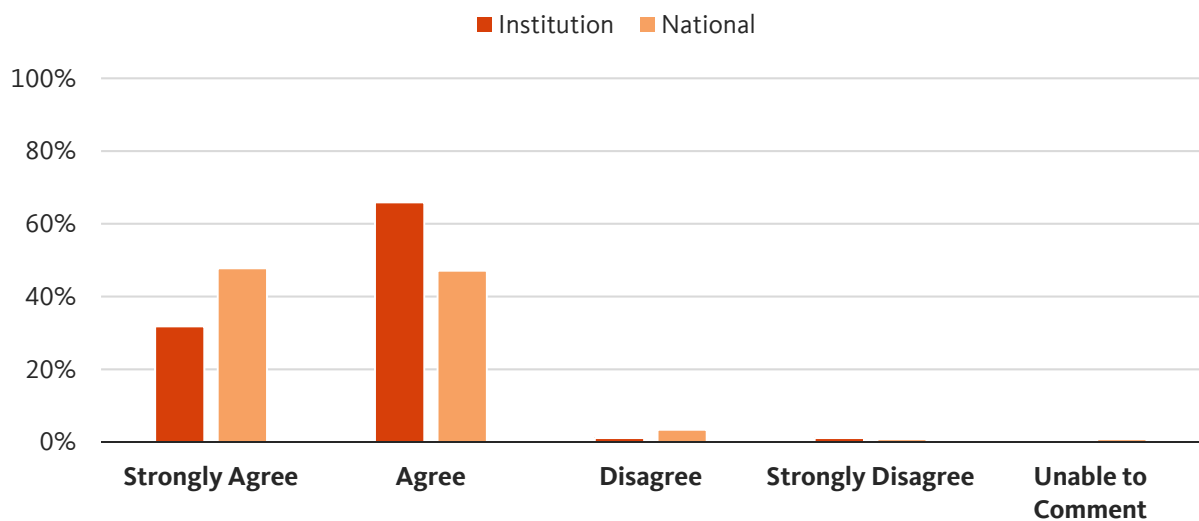| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	68.5%	2.2%	0.0%	0.0%
2017	20.4%	75.9%	1.9%	1.9%	0.0%
2018	29.7%	59.5%	6.8%	0.0%	4.1%
2019	31.8%	60.2%	3.4%	3.4%	1.1%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Graduating Student Survey, Question 20

The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.

Optional Comments:

Charts & Tables

Personal and Professional Development

Longitudinal Chart

Standard 4, Graduating Student Survey, Question 21

The Pharm.D. program prepared me to develop new ideas and approaches to practice.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	61	6	1	1	89
2017	9	38	3	2	2	54
2018	18	50	4	0	2	74
2019	21	55	8	3	1	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	22.5%	68.5%	6.7%	1.1%	1.1%
2017	16.7%	70.4%	5.6%	3.7%	3.7%
2018	24.3%	67.6%	5.4%	0.0%	2.7%
2019	23.9%	62.5%	9.1%	3.4%	1.1%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Graduating Student Survey, Question 21

The Pharm.D. program prepared me to develop new ideas and approaches to practice.
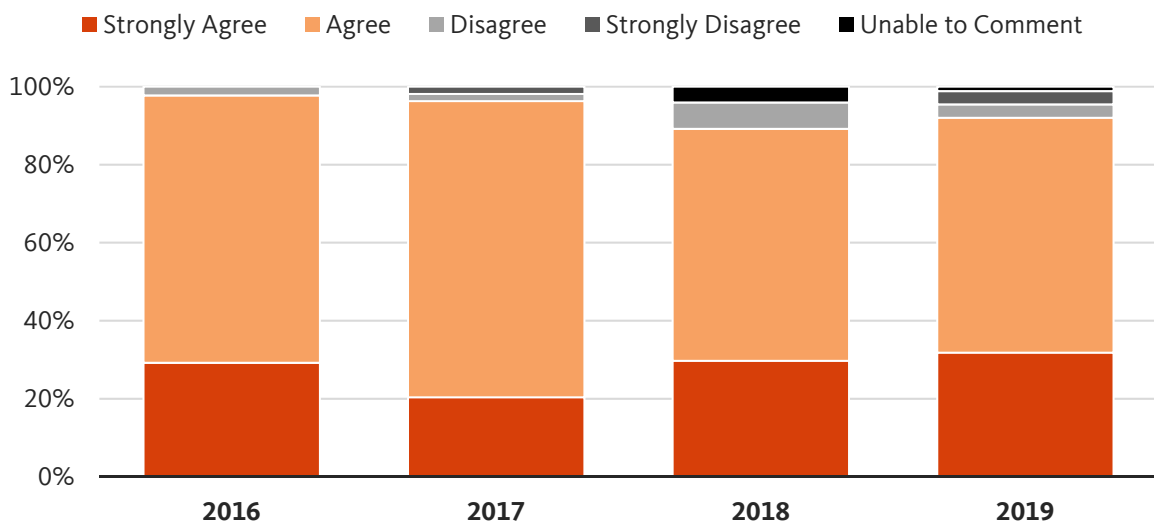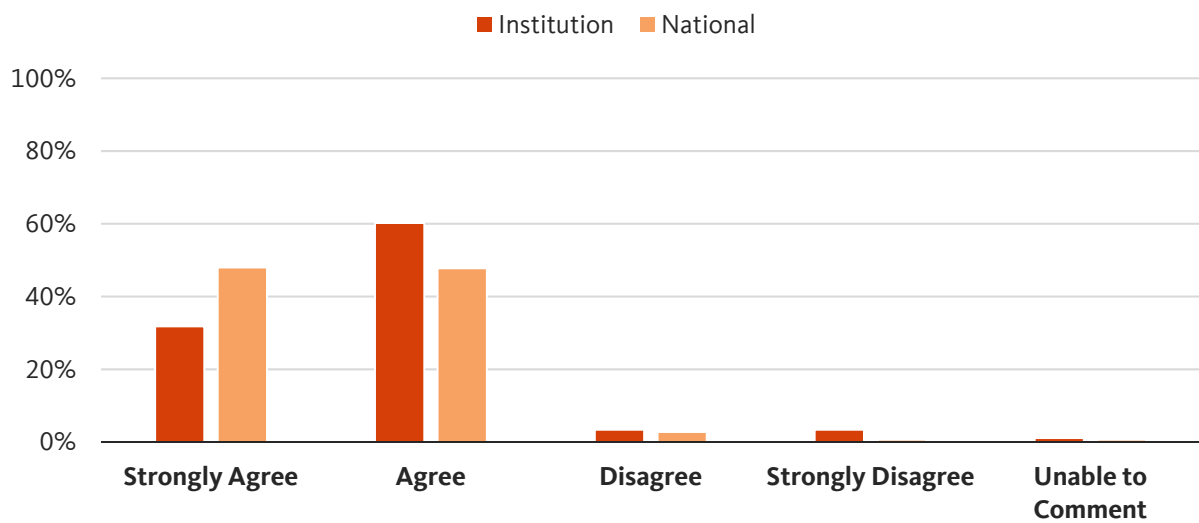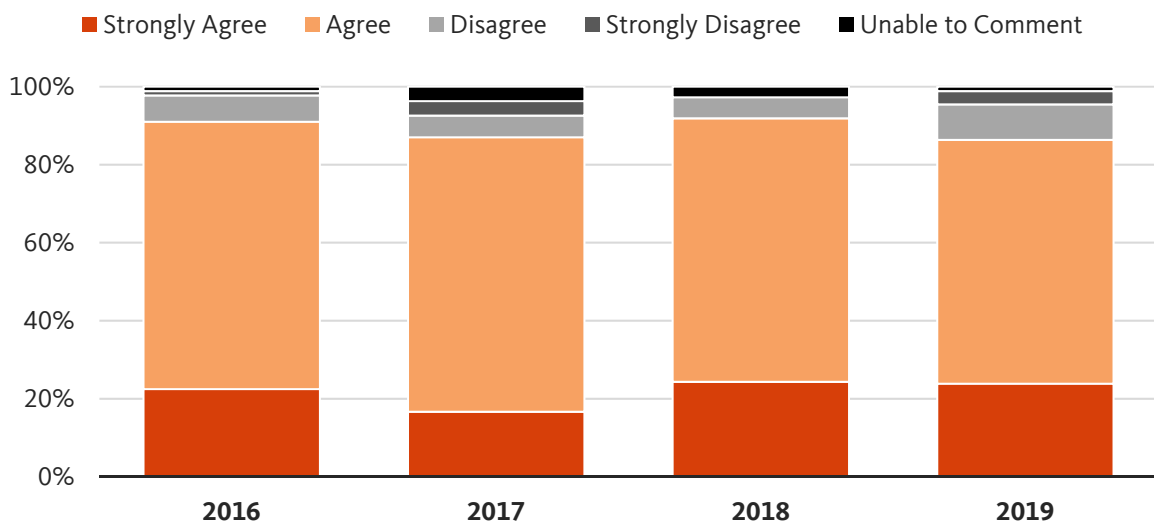

Optional Comments:

Charts & Tables

Personal and Professional Development

Longitudinal Chart

Standard 4, Graduating Student Survey, Question 22

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	33	54	2	0	0	89
2017	18	35	0	1	0	54
2018	27	46	0	0	1	74
2019	34	50	1	2	1	88

Response Percent (%)

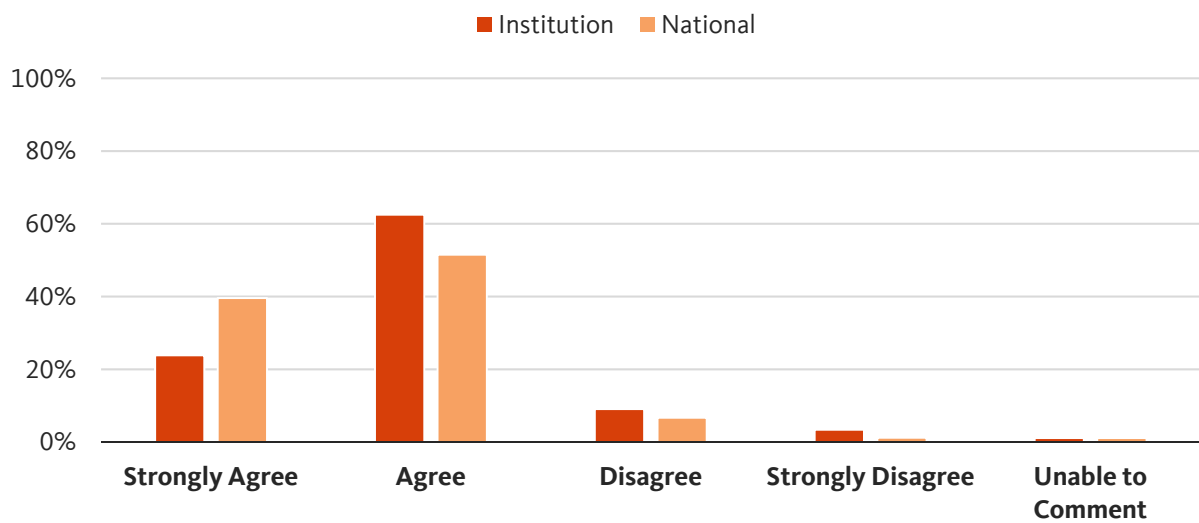| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	37.1%	60.7%	2.2%	0.0%	0.0%
2017	33.3%	64.8%	0.0%	1.9%	0.0%
2018	36.5%	62.2%	0.0%	0.0%	1.4%
2019	38.6%	56.8%	1.1%	2.3%	1.1%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Graduating Student Survey, Question 22

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Optional Comments:

Charts & Tables

Personal and Professional Development

Longitudinal Chart

Standard 4, Graduating Student Survey, Question 23

I developed the skills needed to prepare me for continuous professional development and self-directed life-long learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	32	56	1	0	0	89
2017	20	32	2	0	0	54
2018	23	50	0	0	1	74
2019	33	52	2	1	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.0%	62.9%	1.1%	0.0%	0.0%
2017	37.0%	59.3%	3.7%	0.0%	0.0%
2018	31.1%	67.6%	0.0%	0.0%	1.4%
2019	37.5%	59.1%	2.3%	1.1%	0.0%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Graduating Student Survey, Question 23

I developed the skills needed to prepare me for continuous professional development and self-directed life-long learning.
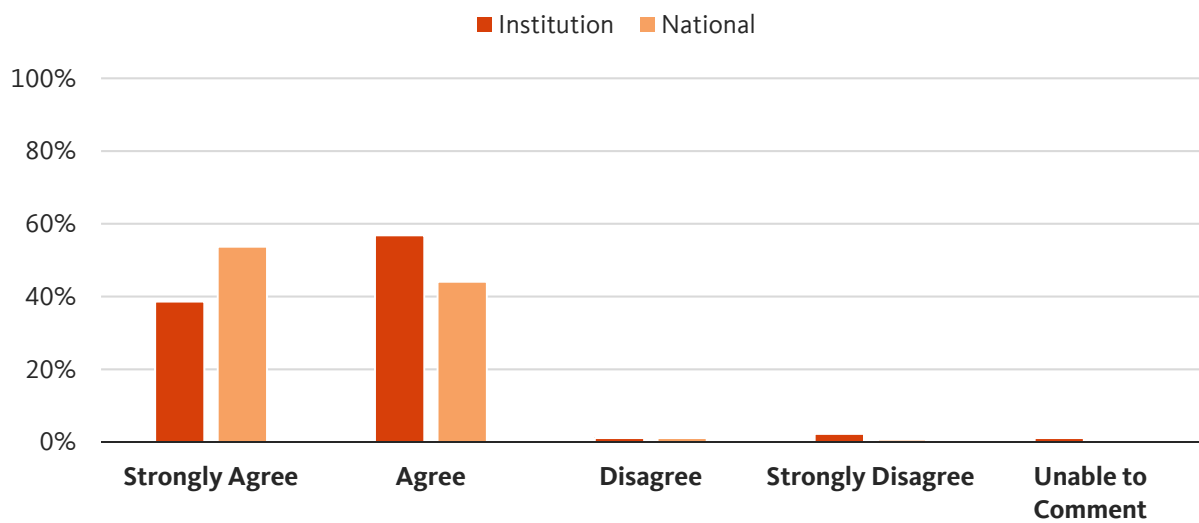

Optional Comments:

Charts & Tables

Personal and Professional Development

A 4

Longitudinal Chart

Standard 4, Graduating Student Survey, Question 25

Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	59	2	0	1	89
2017	12	35	6	0	1	54
2018	18	48	7	0	1	74
2019	29	53	4	2	0	88

Response Percent (%)

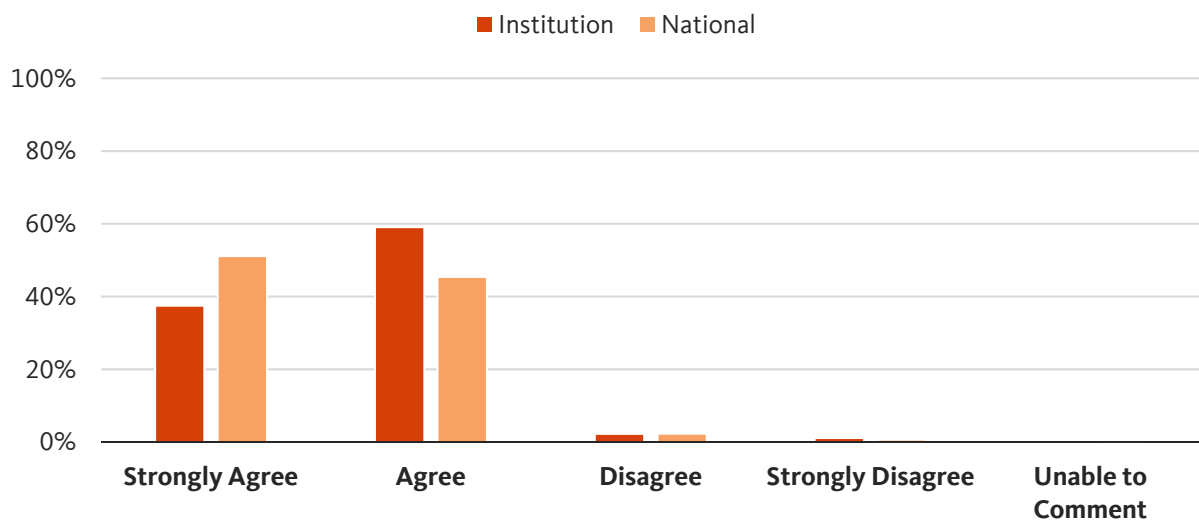| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	66.3%	2.2%	0.0%	1.1%
2017	22.2%	64.8%	11.1%	0.0%	1.9%
2018	24.3%	64.9%	9.5%	0.0%	1.4%
2019	33.0%	60.2%	4.5%	2.3%	0.0%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Graduating Student Survey, Question 25

Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.

Optional Comments:

Charts & Tables

A **4**

Personal and Professional Development

Longitudinal Chart
Standard 4, Preceptor Survey, Question 26

The Pharm.D. program prepares students to examine and reflect on how my behavior and choices affect my personal and professional growth.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	13	39	2	0	3	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	39	110	10	0	14	173
2019	53	118	9	0	11	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	22.8%	68.4%	3.5%	0.0%	5.3%
2017	n/a	n/a	n/a	n/a	n/a
2018	22.5%	63.6%	5.8%	0.0%	8.1%
2019	27.7%	61.8%	4.7%	0.0%	5.8%

Charts & Tables

Personal and Professional Development

◆◆ **National vs. Institution Chart**
Standard 4, Preceptor Survey, Question 26
The Pharm.D. program prepares students to examine and reflect on how my behavior and choices affect my personal and professional growth.

Legend: ■ Institution   ■ National

Chart (approximate values):

Category	Institution	National
Strongly Agree	~28%	~39%
Agree	~62%	~51%
Disagree	~5%	~4%
Strongly Disagree	~0%	~1%
Unable to Comment	~5%	~4%

Optional Comments:

Charts & Tables

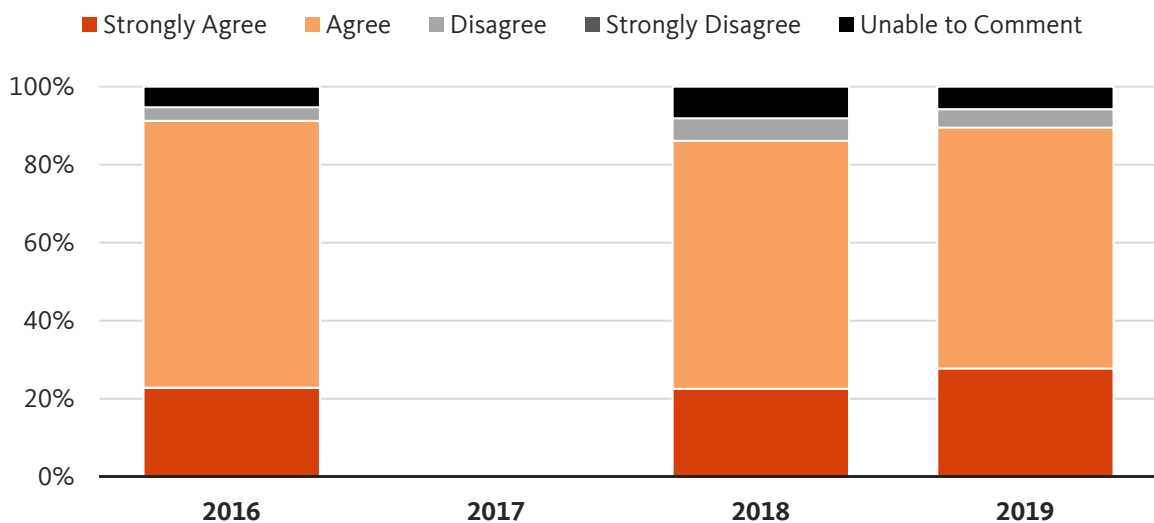**Personal and Professional Development**

Longitudinal Chart
Standard 4, Preceptor Survey, Question 27
The Pharm.D. program prepares students to accept responsibility for creating and achieving shared goals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	40	1	0	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	116	5	0	12	173
2019	56	122	5	0	8	191

Response Percent (%)

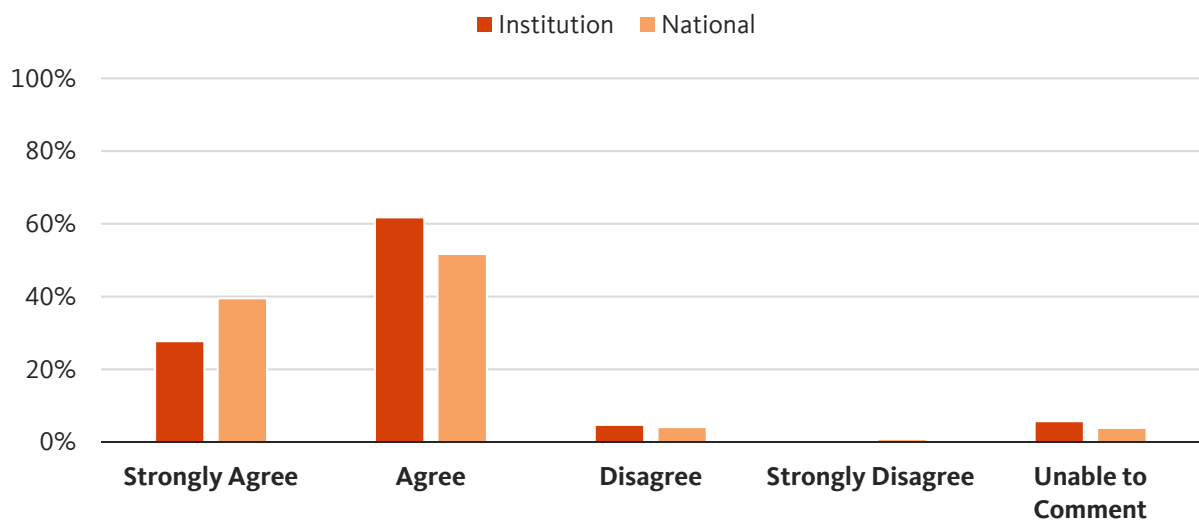| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	70.2%	1.8%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	23.1%	67.1%	2.9%	0.0%	6.9%
2019	29.3%	63.9%	2.6%	0.0%	4.2%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Preceptor Survey, Question 27

The Pharm.D. program prepares students to accept responsibility for creating and achieving shared goals.
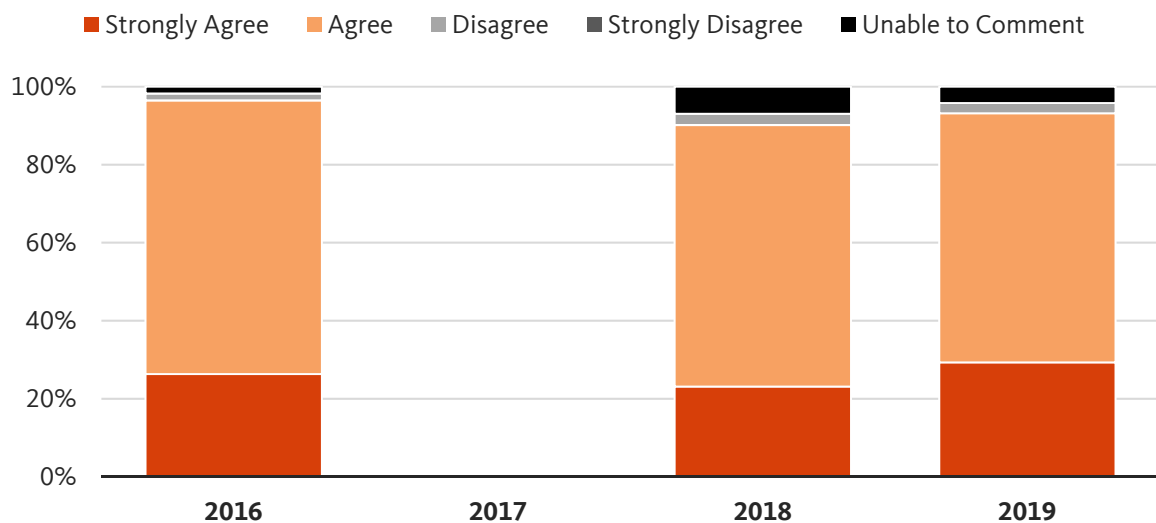

Optional Comments:

Charts & Tables

Personal and Professional Development

Longitudinal Chart

Standard 4, Preceptor Survey, Question 28

The Pharm.D. program prepares students to develop new ideas and approaches to practice.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	38	3	0	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	31	120	10	0	12	173
2019	54	110	11	2	14	191

Response Percent (%)

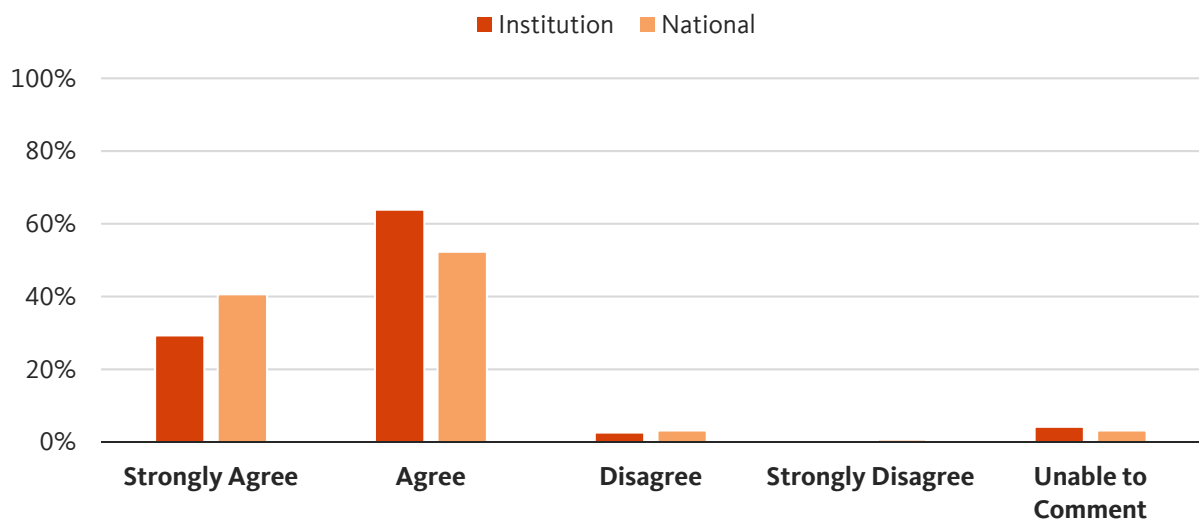| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	66.7%	5.3%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	17.9%	69.4%	5.8%	0.0%	6.9%
2019	28.3%	57.6%	5.8%	1.0%	7.3%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Preceptor Survey, Question 28

The Pharm.D. program prepares students to develop new ideas and approaches to practice.
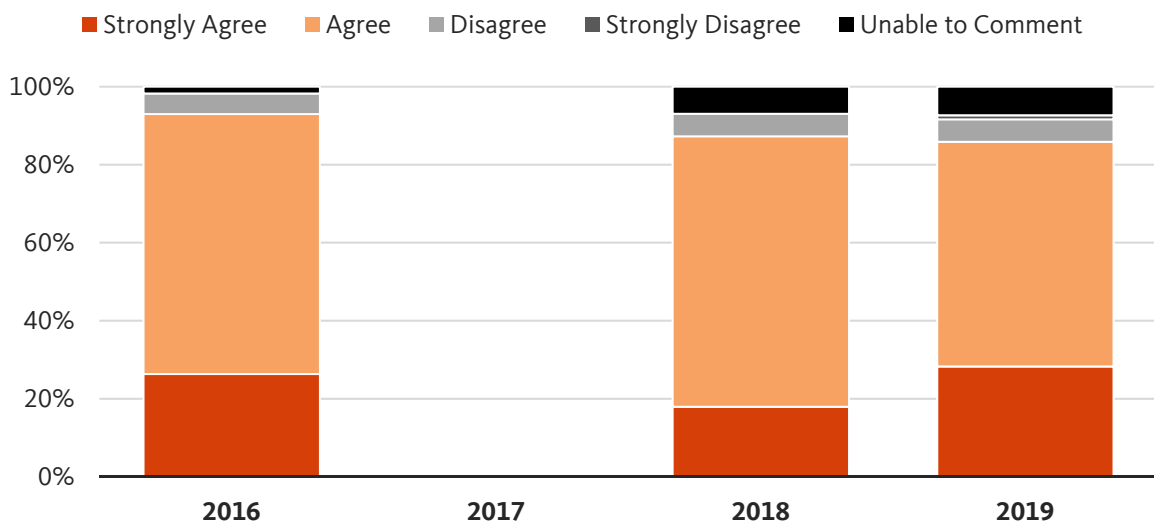

Optional Comments:

Charts & Tables

Personal and Professional Development

Longitudinal Chart

Standard 4, Preceptor Survey, Question 29

The Pharm.D. program prepares students to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	22	34	1	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	51	115	0	0	7	173
2019	72	114	1	0	4	191

Response Percent (%)

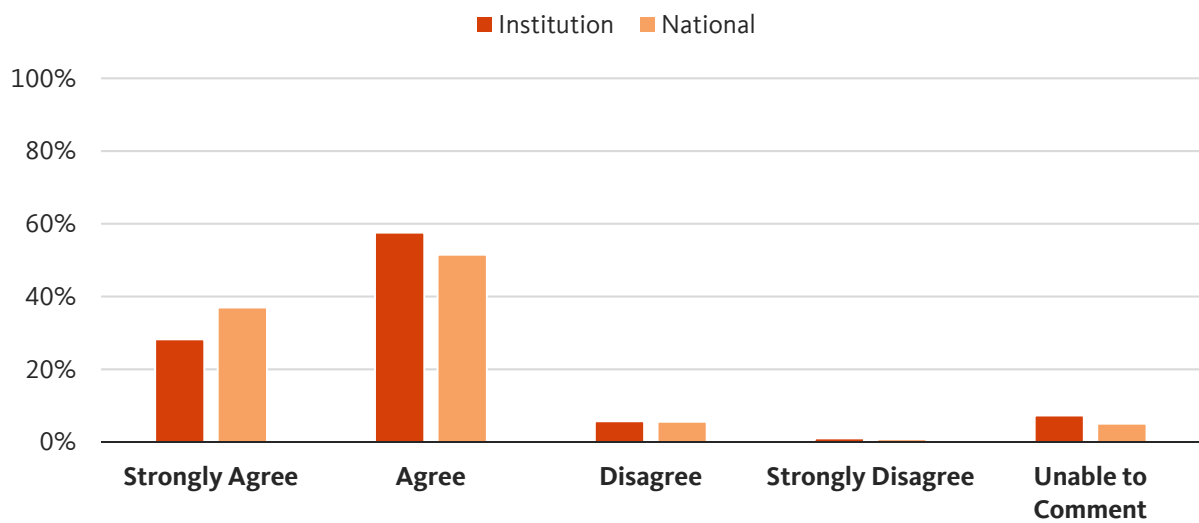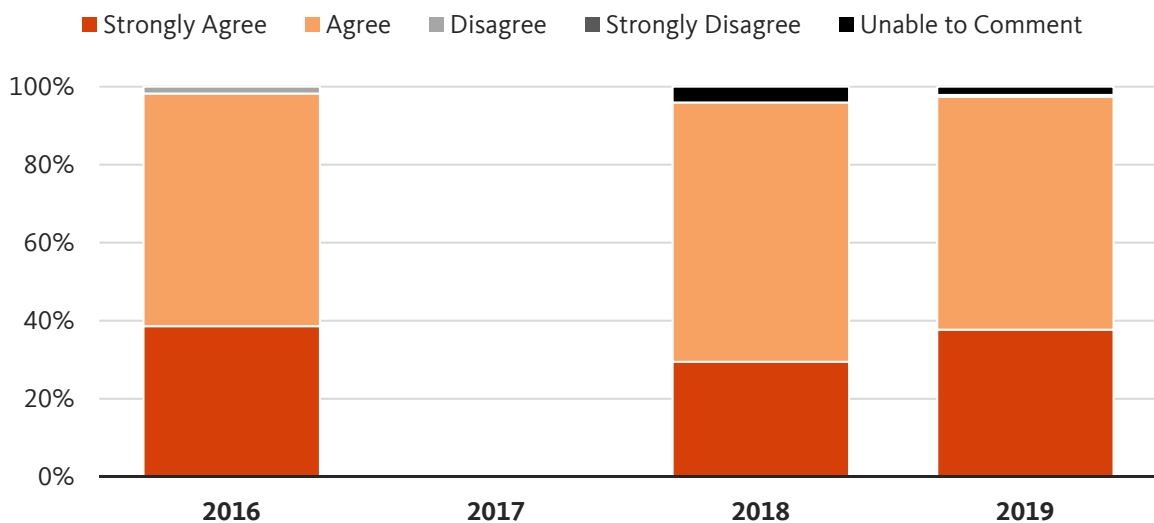| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.6%	59.6%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	29.5%	66.5%	0.0%	0.0%	4.0%
2019	37.7%	59.7%	0.5%	0.0%	2.1%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Preceptor Survey, Question 29

The Pharm.D. program prepares students to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Optional Comments:

Charts & Tables

Personal and Professional Development

Longitudinal Chart
Standard 4, Alumni Survey, Question 8
I was encouraged to assume responsibility for my own learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	47	0	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	35	4	0	0	79
2019	42	42	0	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	32.4%	66.2%	0.0%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	44.3%	5.1%	0.0%	0.0%
2019	50.0%	50.0%	0.0%	0.0%	0.0%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart
Standard 4, Alumni Survey, Question 8

I was encouraged to assume responsibility for my own learning.

Optional Comments:

Charts & Tables

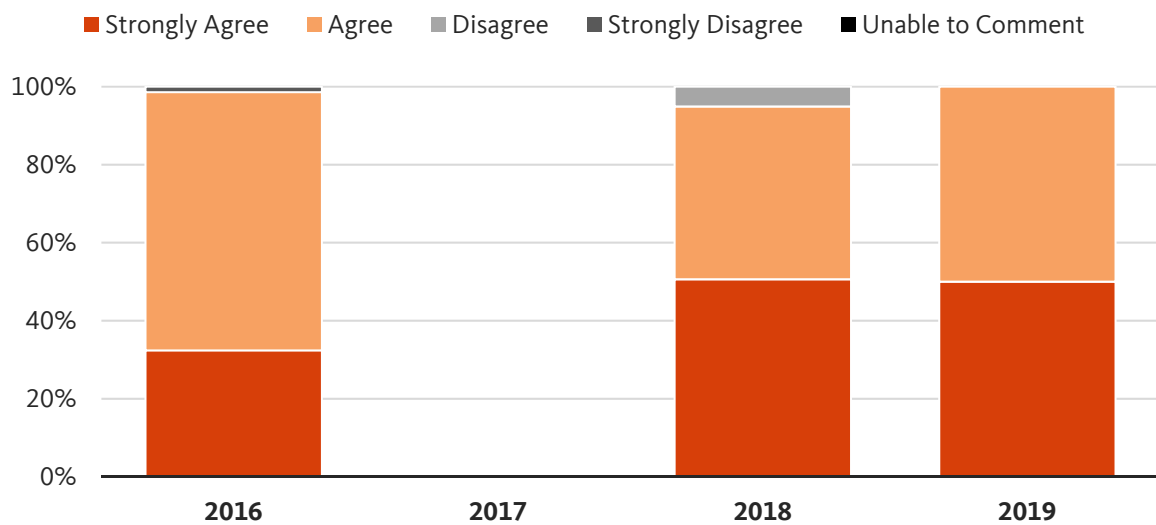**Personal and Professional Development**

Longitudinal Chart

Standard 4, Alumni Survey, Question 29

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	25	40	4	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	38	35	5	1	0	79
2019	39	40	5	0	0	84

Response Percent (%)

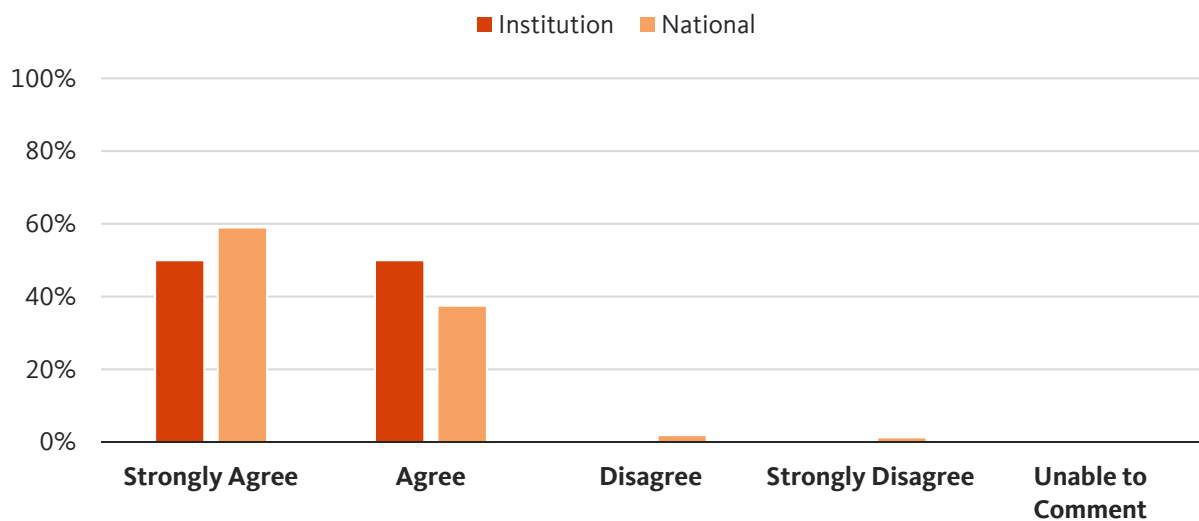| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.2%	56.3%	5.6%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	48.1%	44.3%	6.3%	1.3%	0.0%
2019	46.4%	47.6%	6.0%	0.0%	0.0%

Charts & Tables

A **4**

Personal and Professional Development

National vs. Institution Chart
Standard 4, Alumni Survey, Question 29

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.

■ Institution   ■ National

Optional Comments:

Charts & Tables

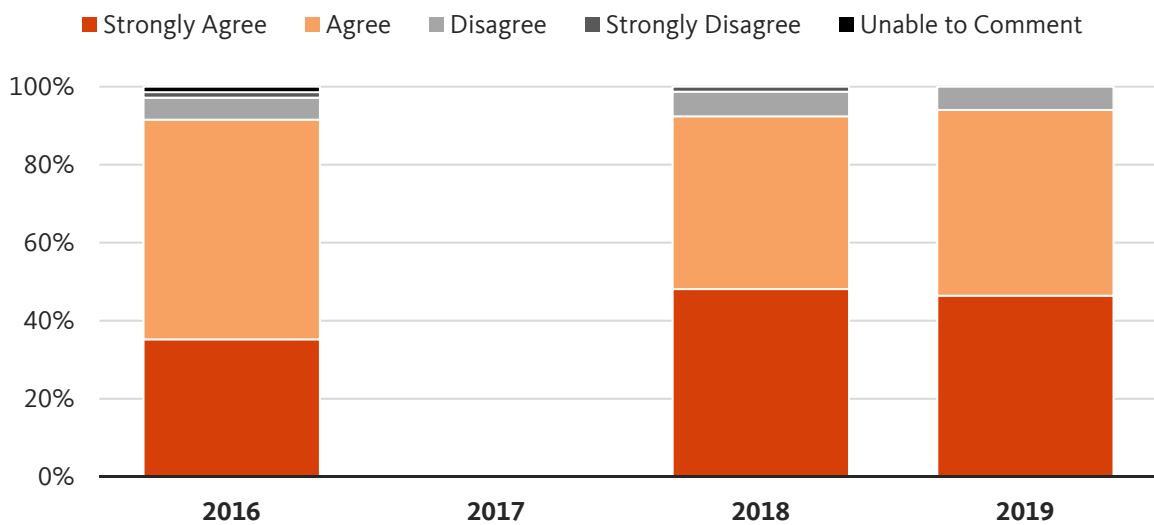**Personal and Professional Development**

Longitudinal Chart

Standard 4, Alumni Survey, Question 30

The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	43	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	38	37	3	1	0	79
2019	38	42	2	0	2	84

Response Percent (%)

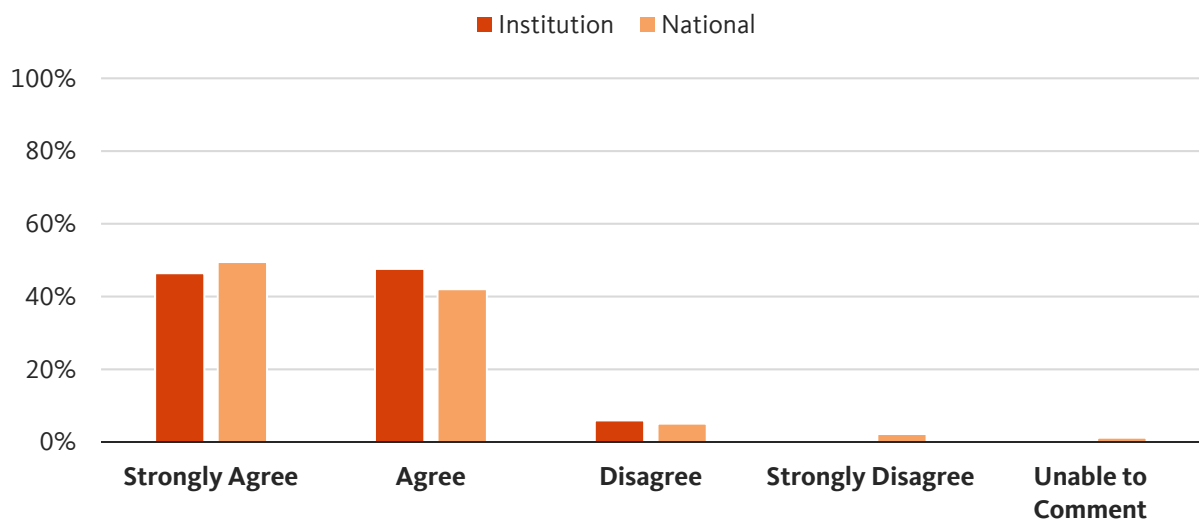| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	60.6%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	48.1%	46.8%	3.8%	1.3%	0.0%
2019	45.2%	50.0%	2.4%	0.0%	2.4%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart

Standard 4, Alumni Survey, Question 30

The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.

Optional Comments:

Charts & Tables
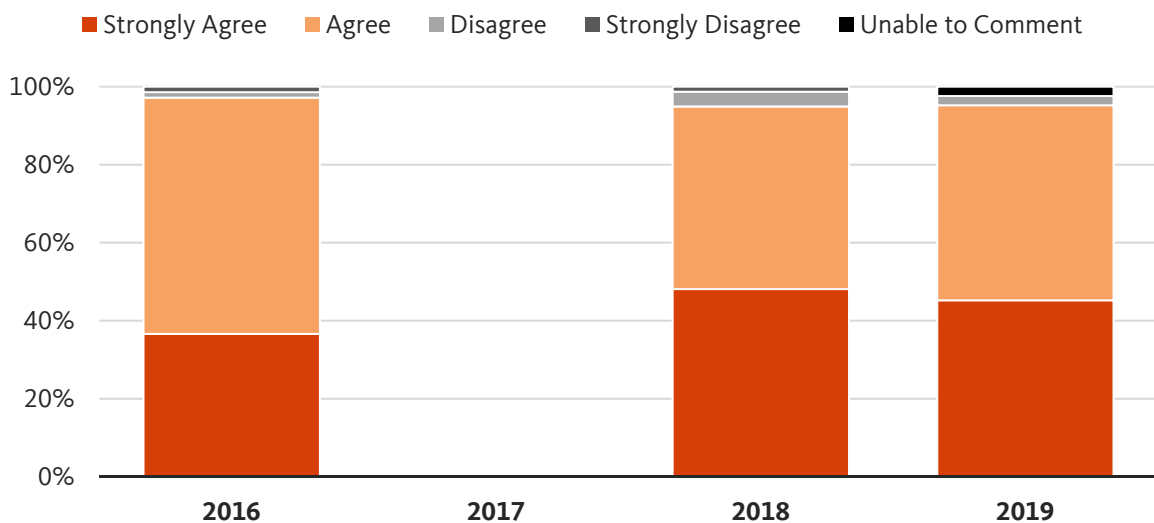
Personal and Professional Development

Longitudinal Chart
Standard 4, Alumni Survey, Question 31

The Pharm.D. program prepared me to develop new ideas and approaches to practice.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	21	41	7	2	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	25	47	6	1	0	79
2019	30	44	7	1	2	84

Response Percent (%)

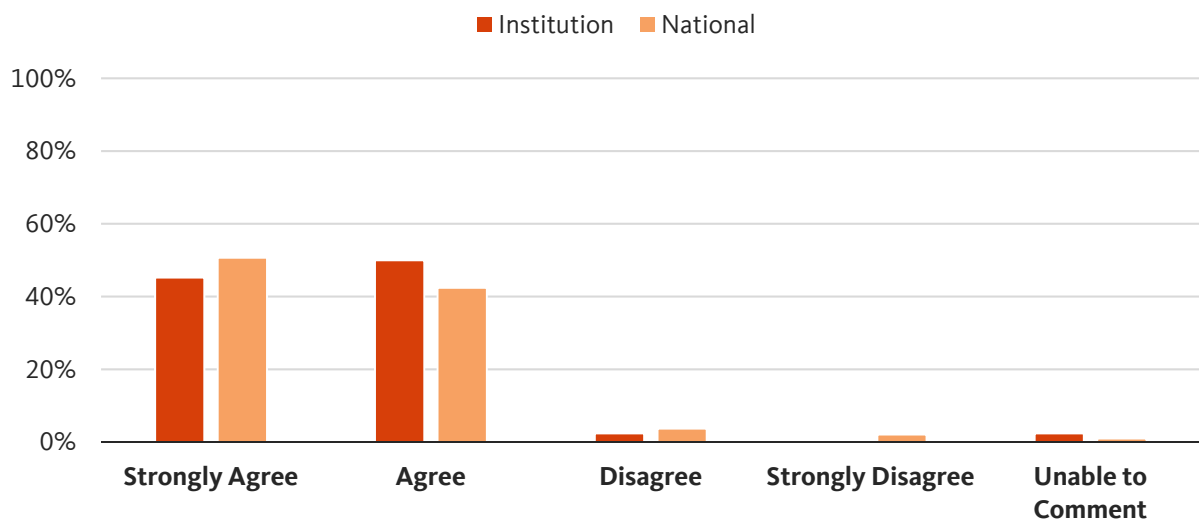| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.6%	57.7%	9.9%	2.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.6%	59.5%	7.6%	1.3%	0.0%
2019	35.7%	52.4%	8.3%	1.2%	2.4%

Charts & Tables

Personal and Professional Development

National vs. Institution Chart
Standard 4, Alumni Survey, Question 31
The Pharm.D. program prepared me to develop new ideas and approaches to practice.

Optional Comments:

Charts & Tables
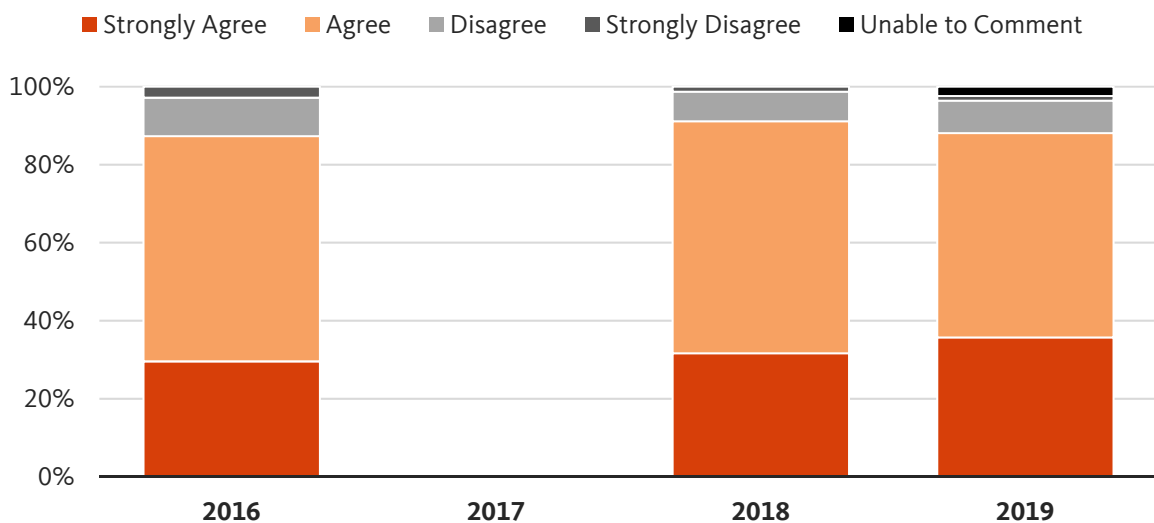
Personal and Professional Development

Longitudinal Chart
Standard 4, Alumni Survey, Question 32

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	34	35	0	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	38	0	1	0	79
2019	46	37	1	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	47.9%	49.3%	0.0%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	48.1%	0.0%	1.3%	0.0%
2019	54.8%	44.0%	1.2%	0.0%	0.0%

Charts & Tables

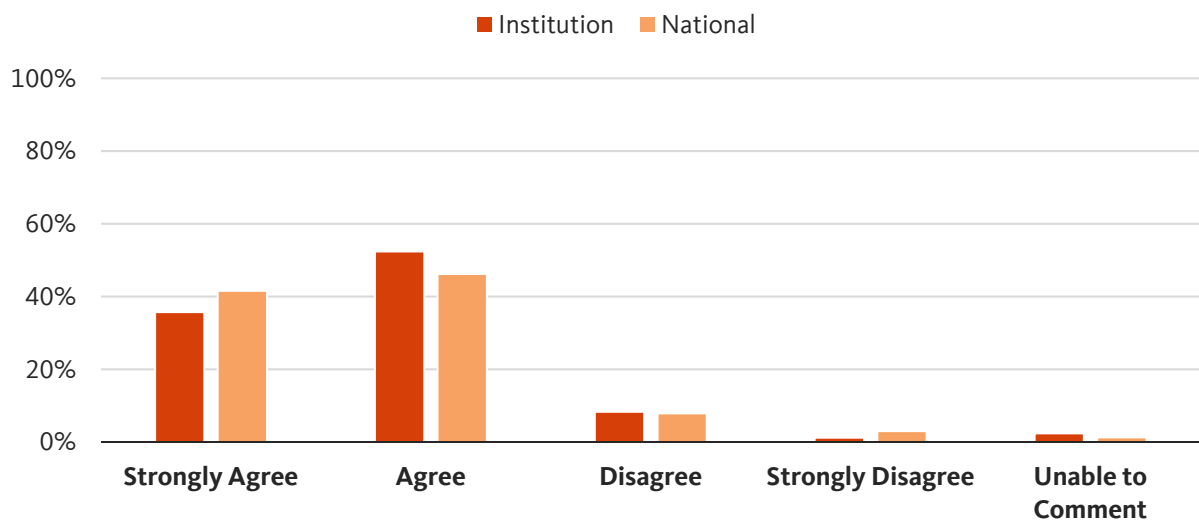**Personal and Professional Development**

National vs. Institution Chart

Standard 4, Alumni Survey, Question 32

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Optional Comments:

Eligibility and Reporting Requirements

Data Views and Standardized Tables

Standard

A 5

Charts & Tables

Eligibility and Reporting Requirements

No Data Views or Standardized Tables for this Standard

College Vision, Mission, and Goals

Data Views and Standardized Tables

Standard

A **6**

Charts & Tables

Eligibility and Reporting Requirements

No Data Views or Standardized Tables for this Standard

Strategic Plan

Data Views and Standardized Tables

Standard

A 7

Charts & Tables

Strategic Plan

Longitudinal Chart
Standard 7, Faculty Survey, Question 11
The college/school effectively employs strategic planning.
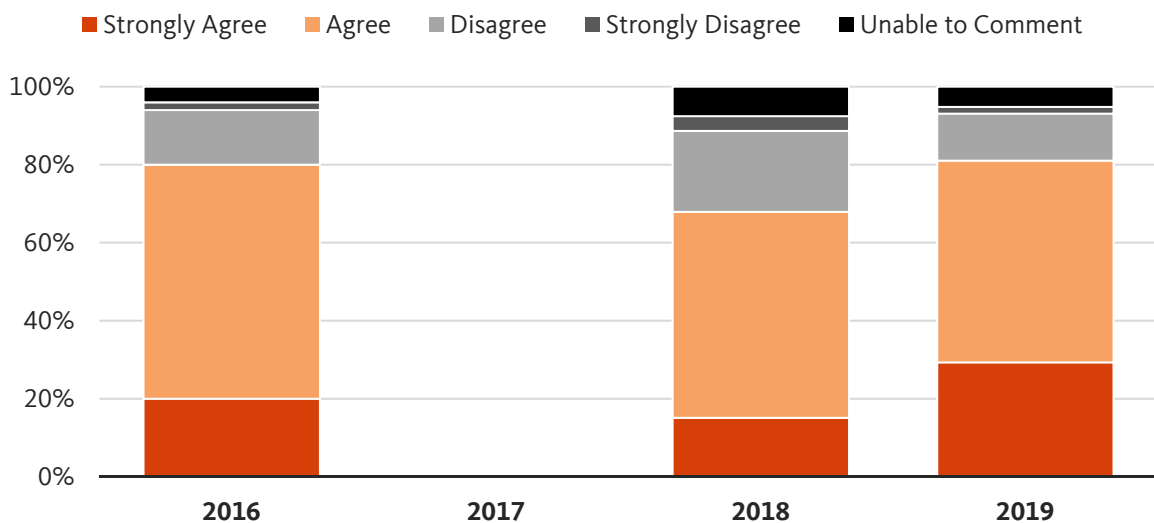
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	10	30	7	1	2	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	8	28	11	2	4	53
2019	17	30	7	1	3	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	20.0%	60.0%	14.0%	2.0%	4.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	15.1%	52.8%	20.8%	3.8%	7.5%
2019	29.3%	51.7%	12.1%	1.7%	5.2%

Charts & Tables

Strategic Plan

National vs. Institution Chart

Standard 7, Faculty Survey, Question 11

The college/school effectively employs strategic planning.
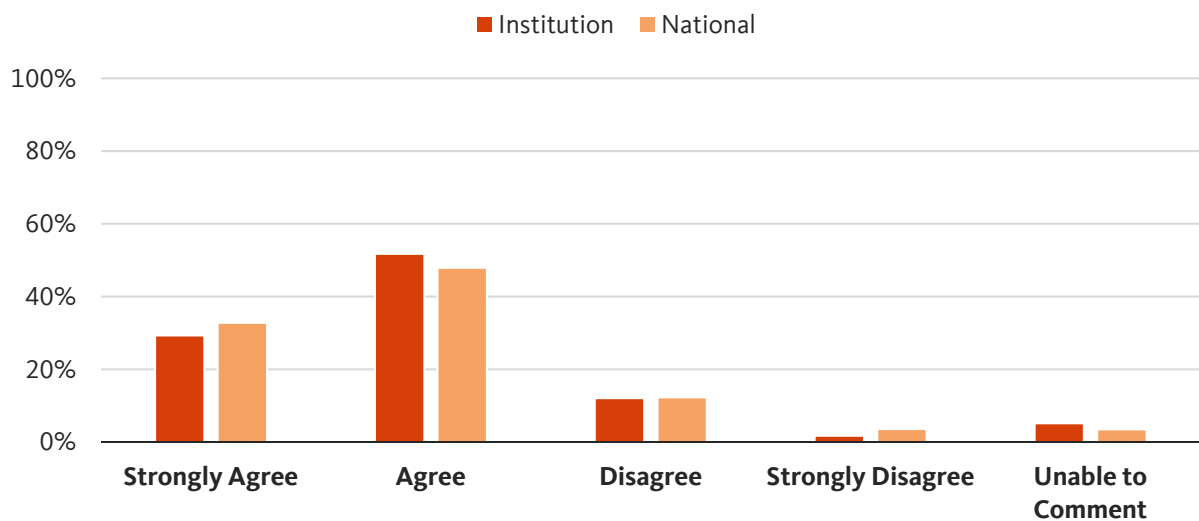
Optional Comments:

Survey results are on par with national responses, but below the desired College threshold of 85% Strongly Agree or Agree. Currently, all strategic plan items are tracked and progress reported to faculty at each fall faculty meeting, and at interim opportunities with College Council, as appropriate. Additional opportunities for faculty to review progress may be warranted and the tracking document will be added to the faculty resource page.

Charts & Tables

Strategic Plan

Longitudinal Chart

Standard 7, Faculty Survey, Question 12

The college/school requested my input during the development of the current strategic plan.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	20	1	0	6	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	19	25	3	0	6	53
2019	36	20	1	0	1	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	46.0%	40.0%	2.0%	0.0%	12.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	35.8%	47.2%	5.7%	0.0%	11.3%
2019	62.1%	34.5%	1.7%	0.0%	1.7%

Charts & Tables

Strategic Plan

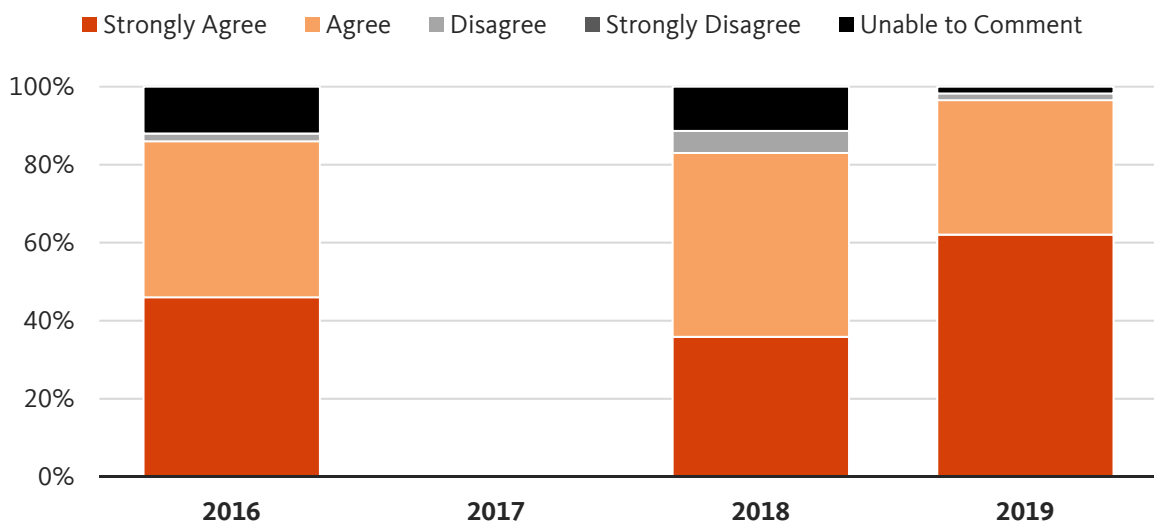### National vs. Institution Chart

Standard 7, Faculty Survey, Question 12

The college/school requested my input during the development of the current strategic plan.
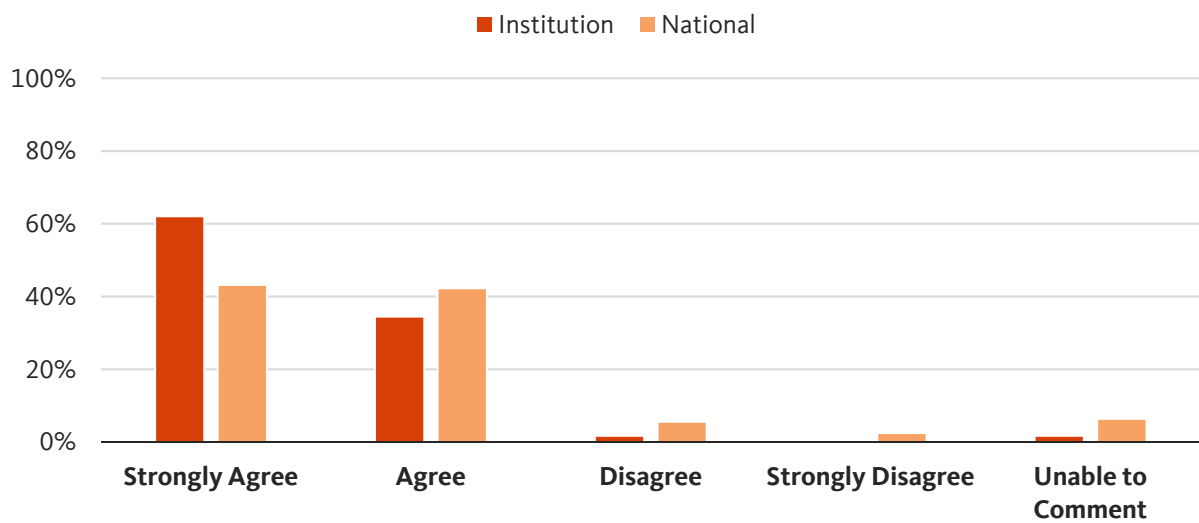
Optional Comments:

Charts & Tables

Strategic Plan

👁 **Recommended Monitoring**

Standard 7

If applicable, briefly describe issues or elements of the standard that may require further monitoring.

Comments:

> The College has a strong record of utilizing strategic planning effectively, as verified by tracking documents for the previous Strategic Plan. The 2022 Strategic Plan was approved only recently and largely developed as a guide for the new Dean as to priorities expressed by the faculty. It would be appropriate to provide follow up on progress implementing these priorities or any adjustments to the plan as the leadership team with a new Dean moves forward.

Organization and Governance

Data Views and Standardized Tables

Standard

A 8

Charts & Tables

Organization and Governance

Data Table

Distribution of Full-Time Pharmacy Faculty by Department and Rank

The data view below is being populated using individual data from the Faculty Profiles. Please have all faculty members at your college/school complete their profile before commenting on the data view.

Please note that the following data view is derived from the Faculty Profile Survey.
This data view will not reflect the accurate numbers unless all Faculty Profiles are complete.

Faculty Profile Update Statistics:

Total Faculty Profiles: 49
Completed Total Faculty Profiles: 49
In-Progress Faculty Profiles: 0
Not Started Faculty Profiles: 0
Part-time Faculty: 1

Faculty Rank	Admin/No Academic Dept	Pharmaceutical Sciences	Pharmacy Practice
	1	0	0
Professor	0	4	4
Associate Professor	0	11	6
Assistant Professor	0	3	6
Instructor	0	0	6
Other	2	0	2
None	4	0	0

Optional Comments:

Charts & Tables

Organization and Governance

Longitudinal Chart
Standard 8, Faculty Survey, Question 1

The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.
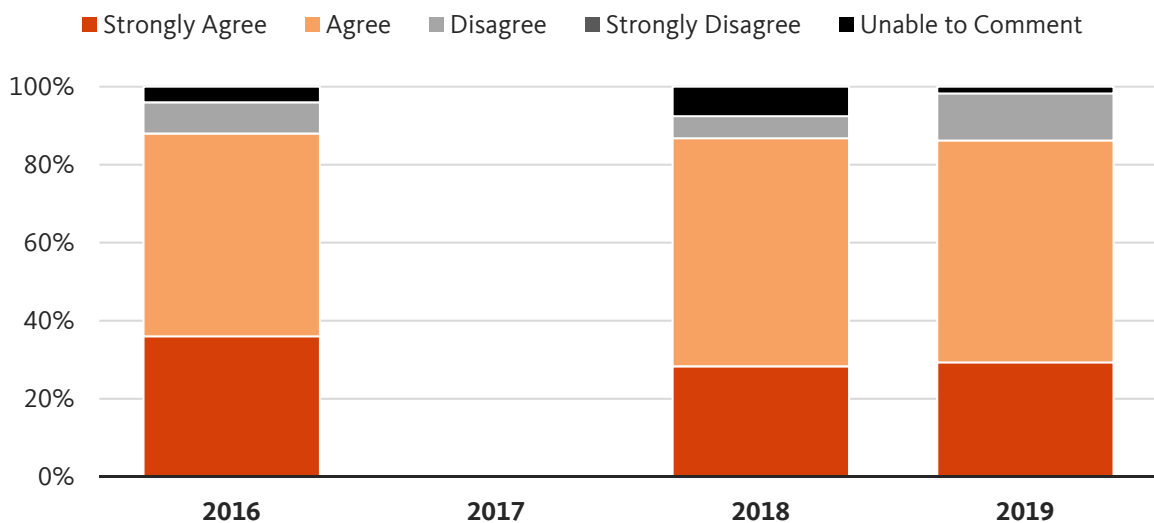
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	26	4	0	2	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	15	31	3	0	4	53
2019	17	33	7	0	1	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.0%	52.0%	8.0%	0.0%	4.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	58.5%	5.7%	0.0%	7.5%
2019	29.3%	56.9%	12.1%	0.0%	1.7%

Charts & Tables

Organization and Governance

National vs. Institution Chart

Standard 8, Faculty Survey, Question 1

The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.

Optional Comments:

Charts & Tables

Organization and Governance

🕐 Longitudinal Chart
Standard 8, Faculty Survey, Question 2

The college/school's administrators function as a unified team.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	20	5	0	1	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	18	29	3	0	3	53
2019	17	32	5	0	4	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	48.0%	40.0%	10.0%	0.0%	2.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	34.0%	54.7%	5.7%	0.0%	5.7%
2019	29.3%	55.2%	8.6%	0.0%	6.9%

Charts & Tables
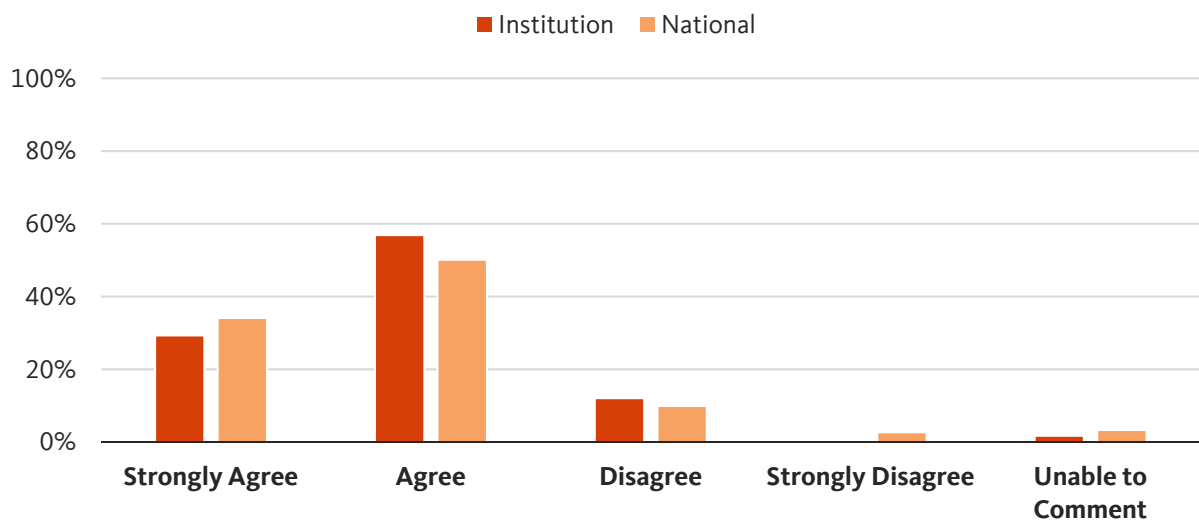
Organization and Governance

National vs. Institution Chart

Standard 8, Faculty Survey, Question 2

The college/school's administrators function as a unified team.
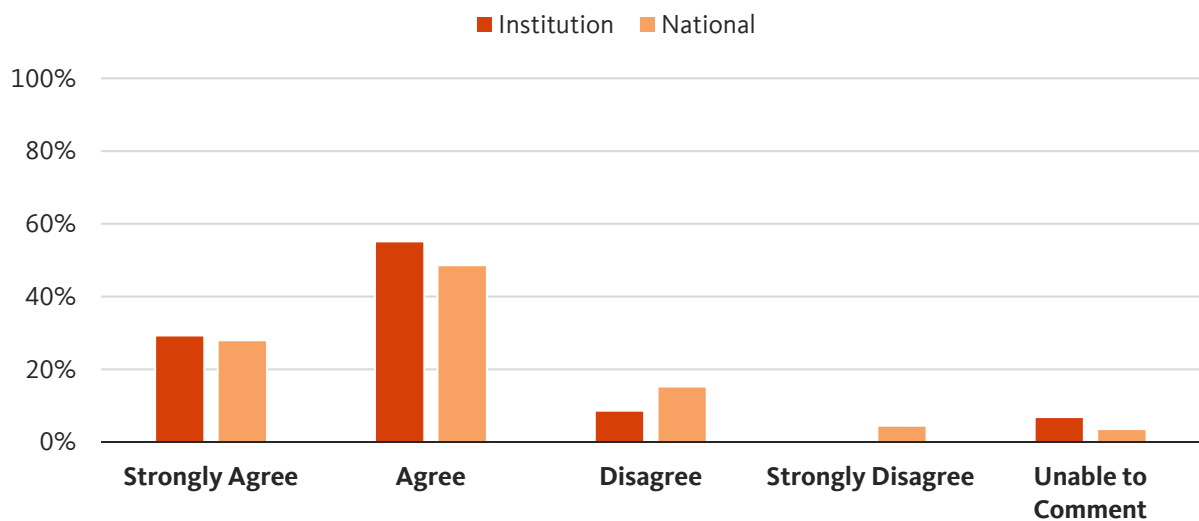
Optional Comments:

The 2019 Faculty Survey results for this item are just below (84.5%) the college performance threshold of at least 85% of respondents indicate Strongly Agree or Agree and may reflect uncertainty associated with the introduction of a new Dean.

Charts & Tables

Organization and Governance

Longitudinal Chart

Standard 8, Faculty Survey, Question 5

The Dean is an effective leader of the college/school.
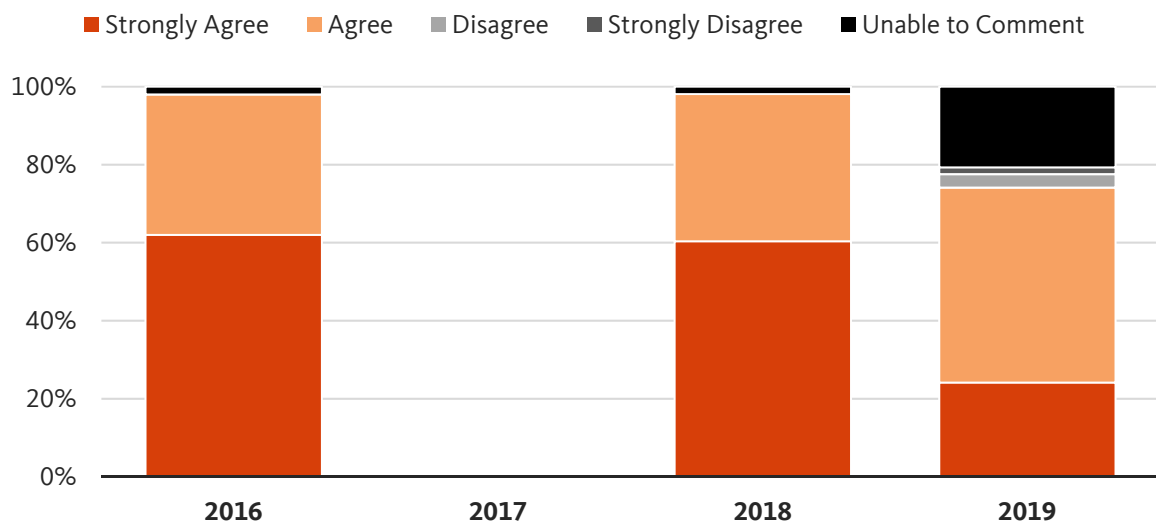
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	31	18	0	0	1	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	32	20	0	0	1	53
2019	14	29	2	1	12	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	62.0%	36.0%	0.0%	0.0%	2.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	60.4%	37.7%	0.0%	0.0%	1.9%
2019	24.1%	50.0%	3.4%	1.7%	20.7%

Charts & Tables

Organization and Governance

National vs. Institution Chart

Standard 8, Faculty Survey, Question 5

The Dean is an effective leader of the college/school.
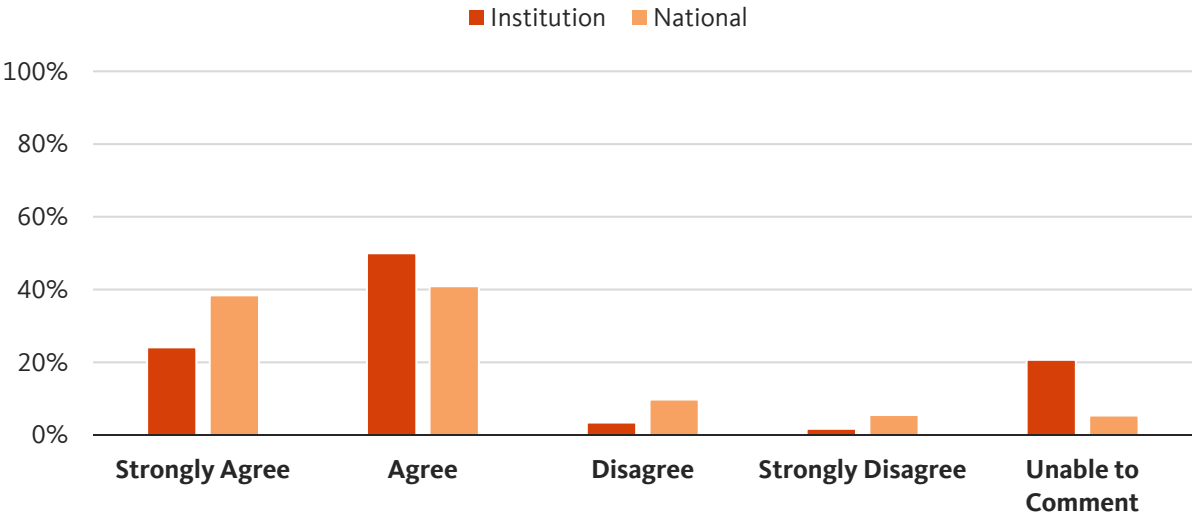
Optional Comments:

The large percentage of Unable to Comment for this survey item impacts the overall level of agreement with the question regarding "The Dean is an effective leader." During the time frame of the 2019 AACP Faculty Survey, the College was ending a one-year time frame with Interim Dean, Dr. Mark Leid, (AY 18-19) and the new Dean, Dr. Grace Kuo, had been announced but had yet to begin her role. Many faculty may have felt unable to effectively evaluate the future contributions of Dean Kuo.

Charts & Tables

Organization and Governance

🕐 Longitudinal Chart
Standard 8, Faculty Survey, Question 10
The college/school provides opportunities for faculty participation in governance.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment
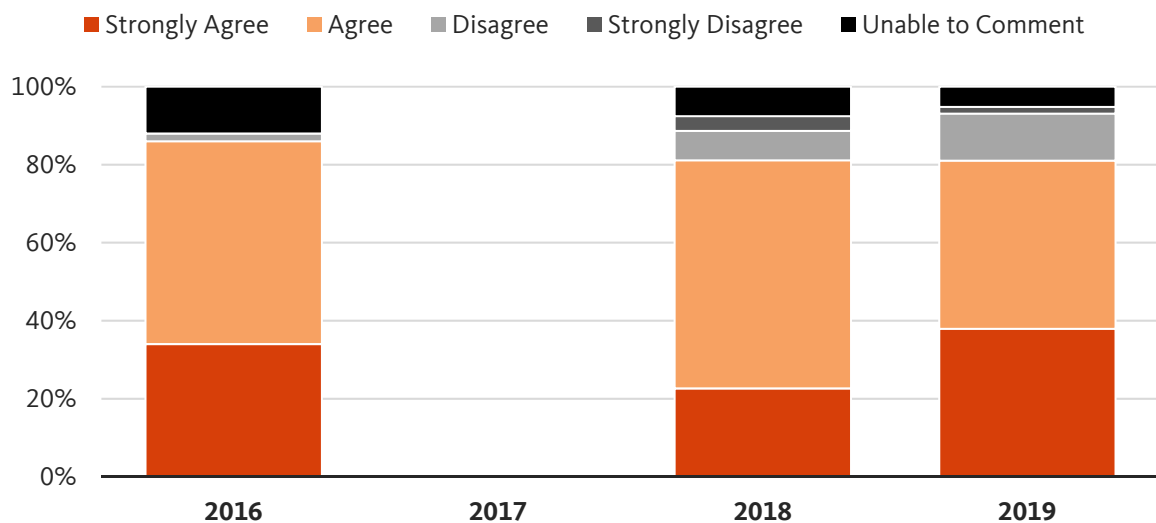
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	17	26	1	0	6	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	12	31	4	2	4	53
2019	22	25	7	1	3	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	34.0%	52.0%	2.0%	0.0%	12.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	22.6%	58.5%	7.5%	3.8%	7.5%
2019	37.9%	43.1%	12.1%	1.7%	5.2%

Charts & Tables

Organization and Governance

National vs. Institution Chart
Standard 8, Faculty Survey, Question 10
The college/school provides opportunities for faculty participation in governance.
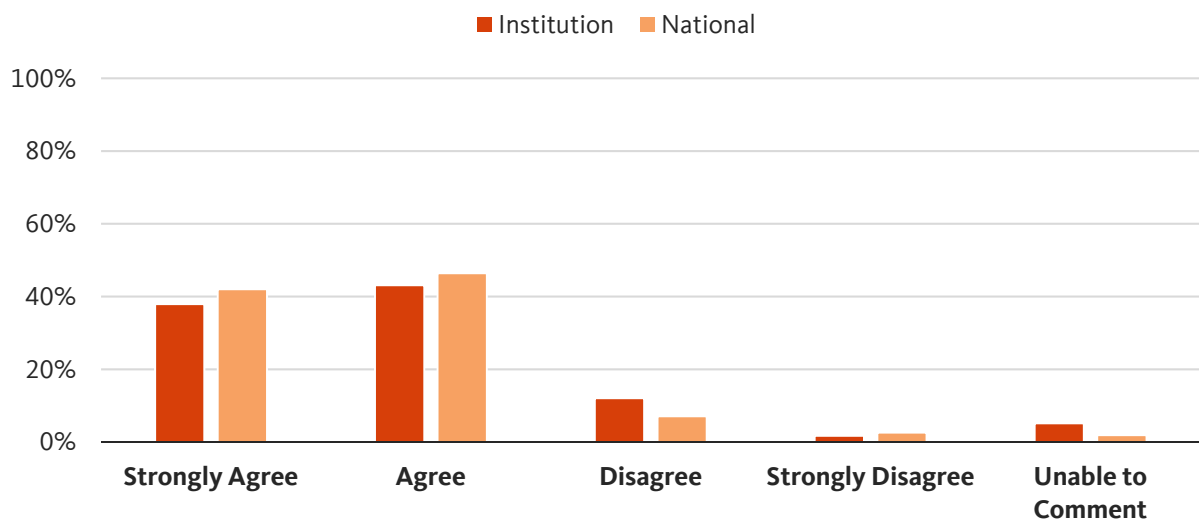
Optional Comments:

The 2019 Faculty Survey results for this item are just below (81%) the college performance threshold of at least 85% of respondents indicate Strongly Agree or Agree. Faculty are represented on College Council, but stronger communication has been cited as a need. Effective with the December 2019 faculty meeting, there is a more focused
e   ort to require chairs of all standing committees to report their activities to the faculty and post committee minutes.

Charts & Tables

Organization and Governance

Longitudinal Chart
Standard 8, Alumni Survey, Question 2
The current Dean is providing leadership in pharmacy.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	10	39	3	0	19	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	15	28	3	2	31	79
2019	11	17	4	1	51	84

Response Percent (%)

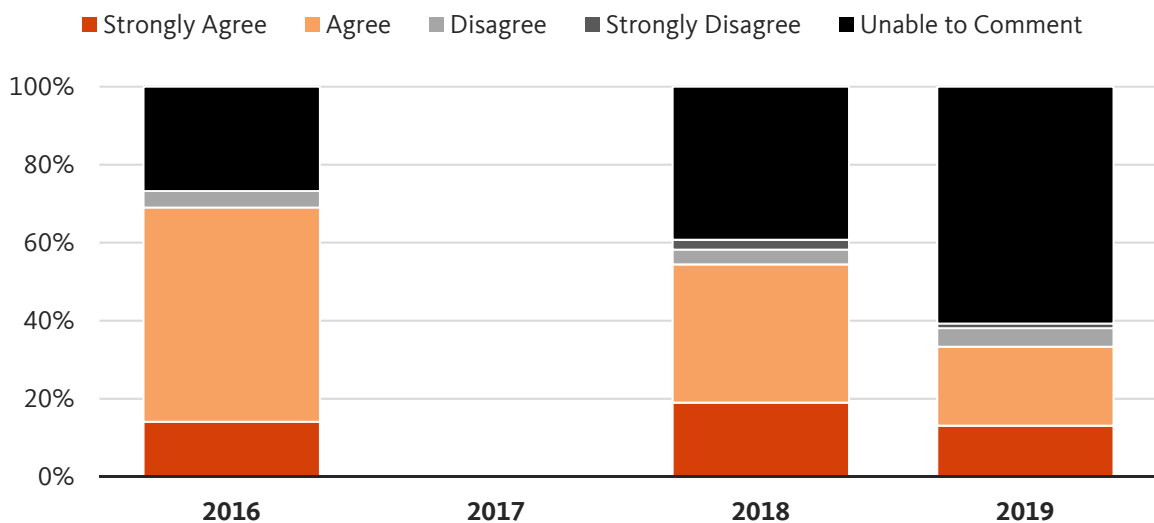| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	14.1%	54.9%	4.2%	0.0%	26.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	19.0%	35.4%	3.8%	2.5%	39.2%
2019	13.1%	20.2%	4.8%	1.2%	60.7%

Charts & Tables

Organization and Governance

National vs. Institution Chart
Standard 8, Alumni Survey, Question 2
The current Dean is providing leadership in pharmacy.
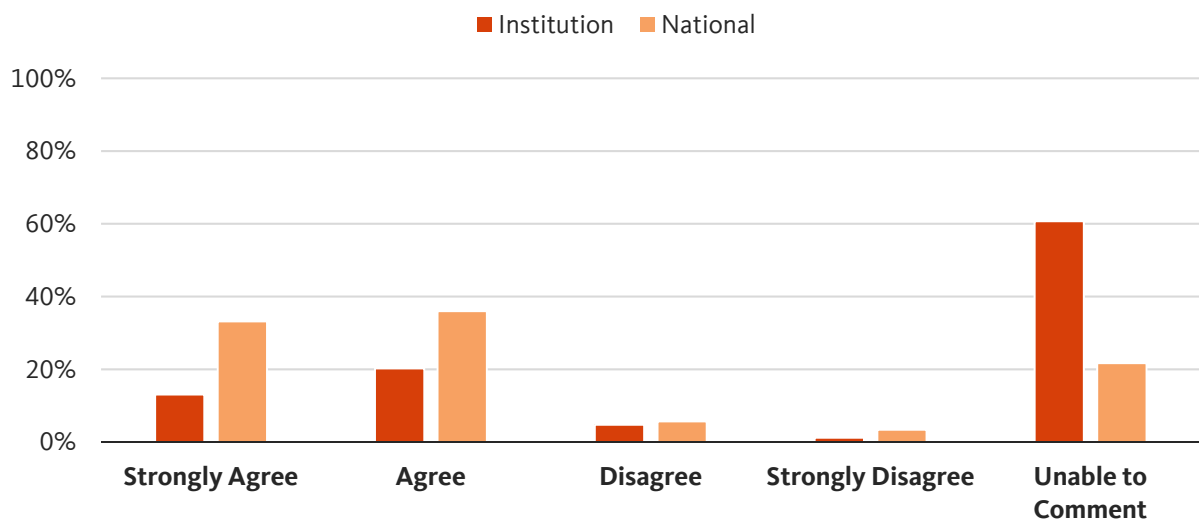
Optional Comments:

The large percentage of Unable to Comment for this survey item impacts the overall level of agreement with the question regarding "The current Dean is providing leadership in pharmacy." During the time frame of the 2019 AACP Faculty Survey, the College was ending a one-year time frame with Interim Dean, Dr. Mark Leid, (AY 18-19) and the new Dean, Dr. Grace Kuo, had been announced but had yet to begin her role. Many alumni may have felt unable to effectively evaluate the future contributions of Dean Kuo.

Organizational Culture

Data Views and Standardized Tables

Standard

A **9**

Charts & Tables

Organizational Culture

🕐 Longitudinal Chart

Standard 9, Faculty Survey, Question 3

The college/school's administrator(s) are aware of my needs/problems.
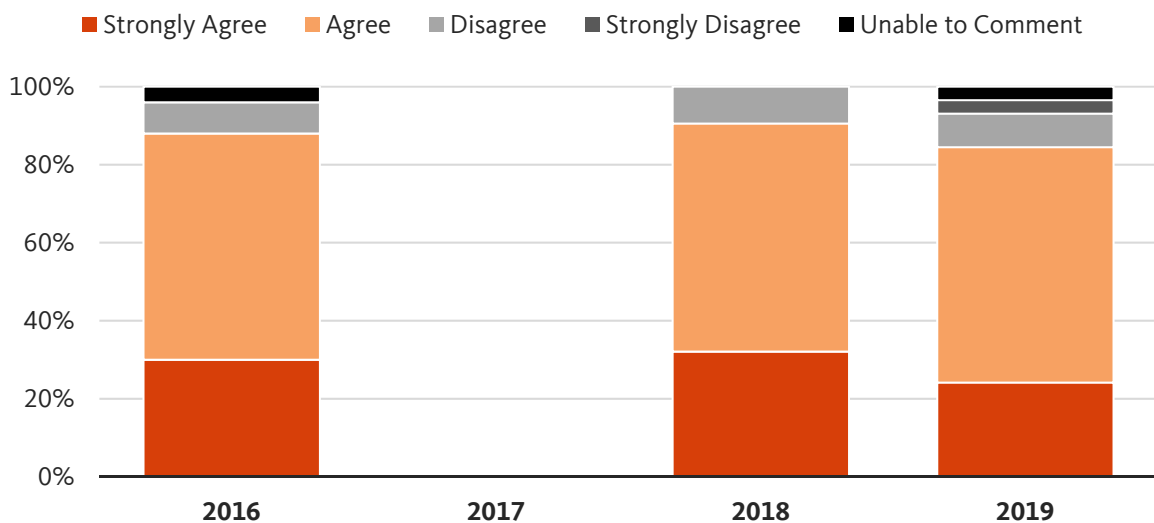
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	29	4	0	2	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	17	31	5	0	0	53
2019	14	35	5	2	2	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.0%	58.0%	8.0%	0.0%	4.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	32.1%	58.5%	9.4%	0.0%	0.0%
2019	24.1%	60.3%	8.6%	3.4%	3.4%

Charts & Tables

Organizational Culture

National vs. Institution Chart

Standard 9, Faculty Survey, Question 3

The college/school's administrator(s) are aware of my needs/problems.

Optional Comments:

Charts & Tables

Organizational Culture

🕐 Longitudinal Chart

Standard 9, Faculty Survey, Question 4

The college/school's administrator(s) are responsive to my needs/problems.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment
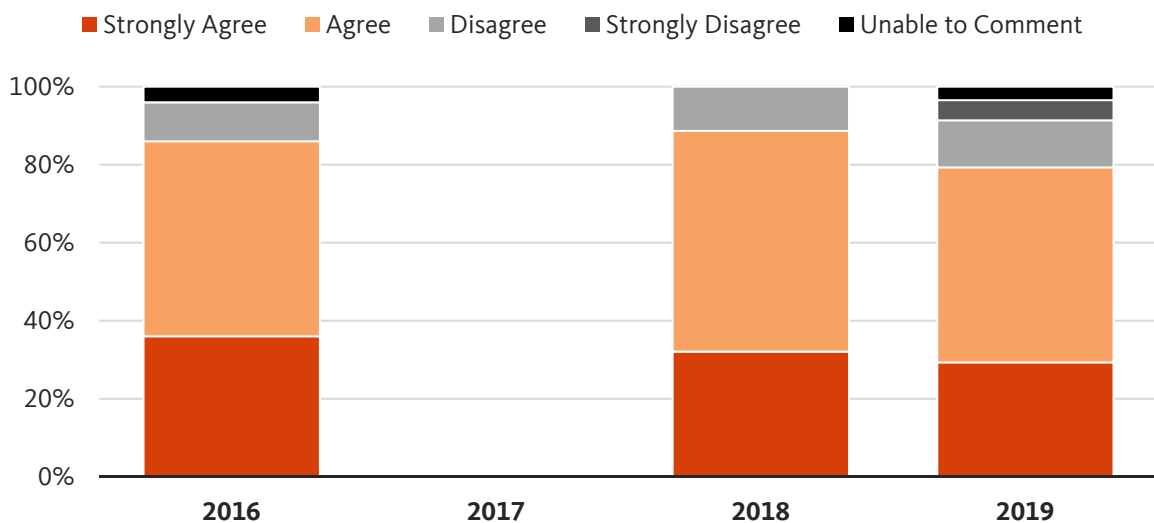
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	25	5	0	2	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	17	30	6	0	0	53
2019	17	29	7	3	2	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.0%	50.0%	10.0%	0.0%	4.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	32.1%	56.6%	11.3%	0.0%	0.0%
2019	29.3%	50.0%	12.1%	5.2%	3.4%

Charts & Tables

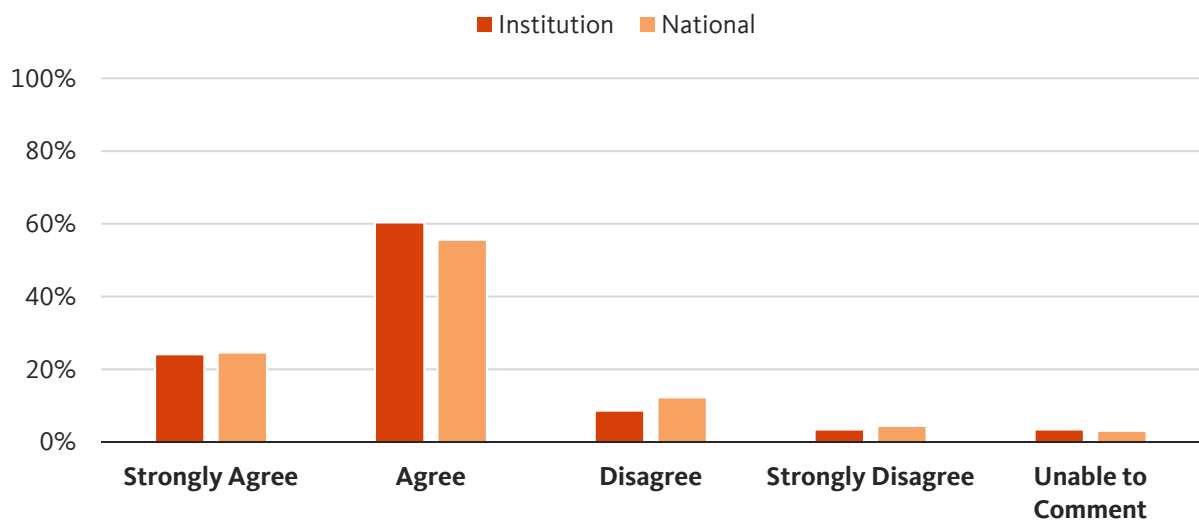**Organizational Culture**

National vs. Institution Chart

Standard 9, Faculty Survey, Question 4

The college/school's administrator(s) are responsive to my needs/problems.
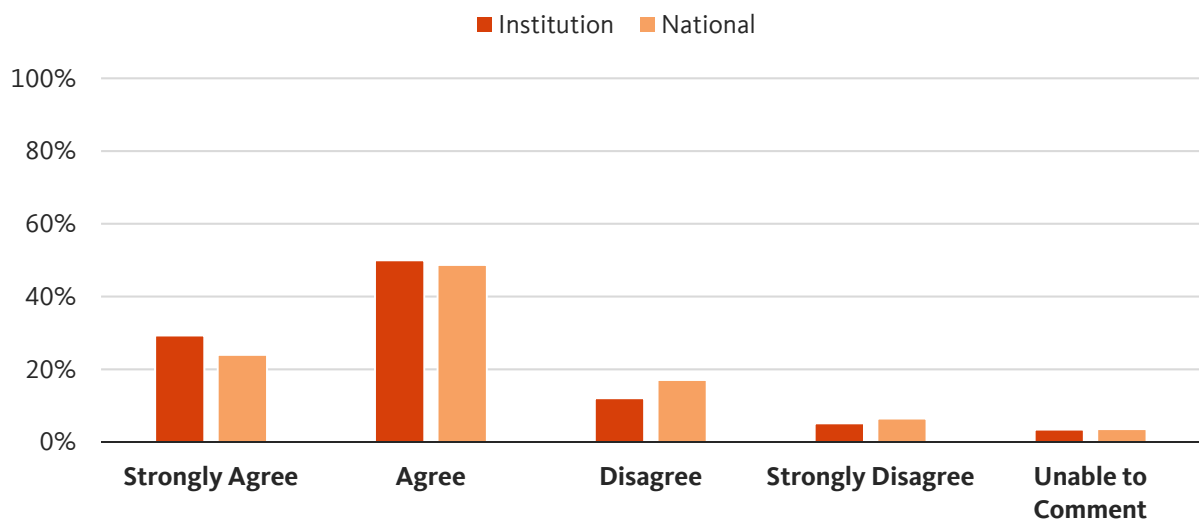
Optional Comments:

While below The College's desired threshold, most faculty strongly agreed or agreed that College administrators were aware of and responsive to faculty needs/problems. A lower percentage disagreed with responsiveness (10%) compared to the national average (16.7%). This positive sentiment is attributed to the accessibility of the Department chairs on both campuses and visits by the Dean to the Portland campus.

Charts & Tables

Organizational Culture

🕐 **Longitudinal Chart**

Standard 9, Faculty Survey, Question 6

I am given the opportunity to provide evaluative feedback of the administrators.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	11	13	17	4	5	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	9	32	10	1	1	53
2019	9	30	11	4	4	58

Response Percent (%)

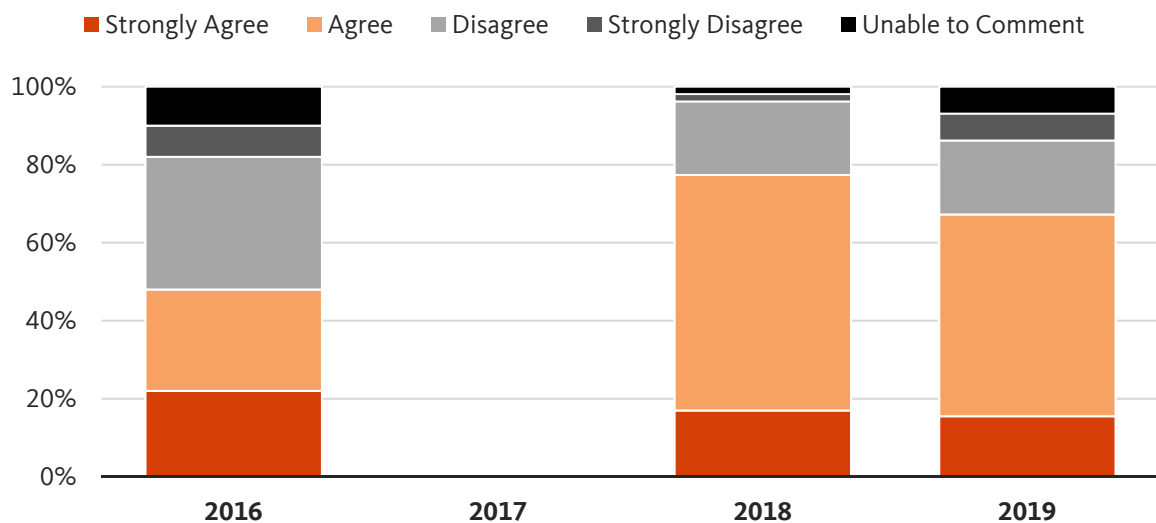| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	22.0%	26.0%	34.0%	8.0%	10.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	17.0%	60.4%	18.9%	1.9%	1.9%
2019	15.5%	51.7%	19.0%	6.9%	6.9%

Charts & Tables

Organizational Culture

National vs. Institution Chart
Standard 9, Faculty Survey, Question 6

I am given the opportunity to provide evaluative feedback of the administrators.
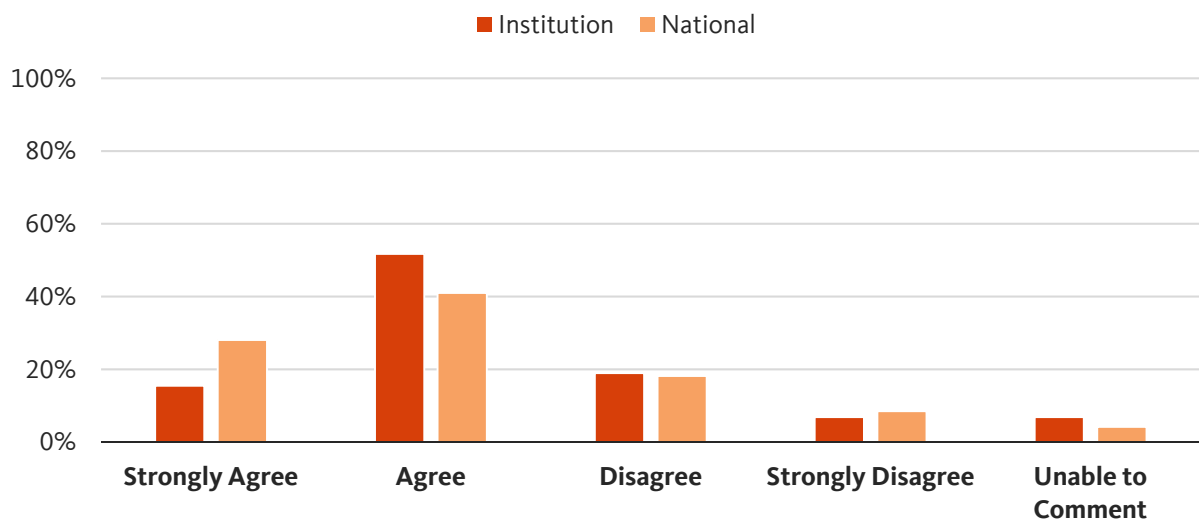
Optional Comments:

In 2016, compared to national averages, a much smaller percentage of faculty strongly agreed (22% vs 26.3%) or agreed (26% vs 40.3%) that faculty are given the opportunity to provide evaluative feedback of the administrators. To correct this, administrator reviews were conducted in July 2017. Reassuringly, in 2018 and 2019, faculty agreed or strongly on par with national averages that they were given the opportunity to provide feedback on administrators.

Charts & Tables

Organizational Culture

🕐 **Longitudinal Chart**

Standard 9, Faculty Survey, Question 35

Curricular collaboration among disciplines is encouraged at my college/school.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	28	3	1	3	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	11	33	4	0	5	53
2019	18	33	1	3	3	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.0%	56.0%	6.0%	2.0%	6.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	20.8%	62.3%	7.5%	0.0%	9.4%
2019	31.0%	56.9%	1.7%	5.2%	5.2%

Charts & Tables

Organizational Culture
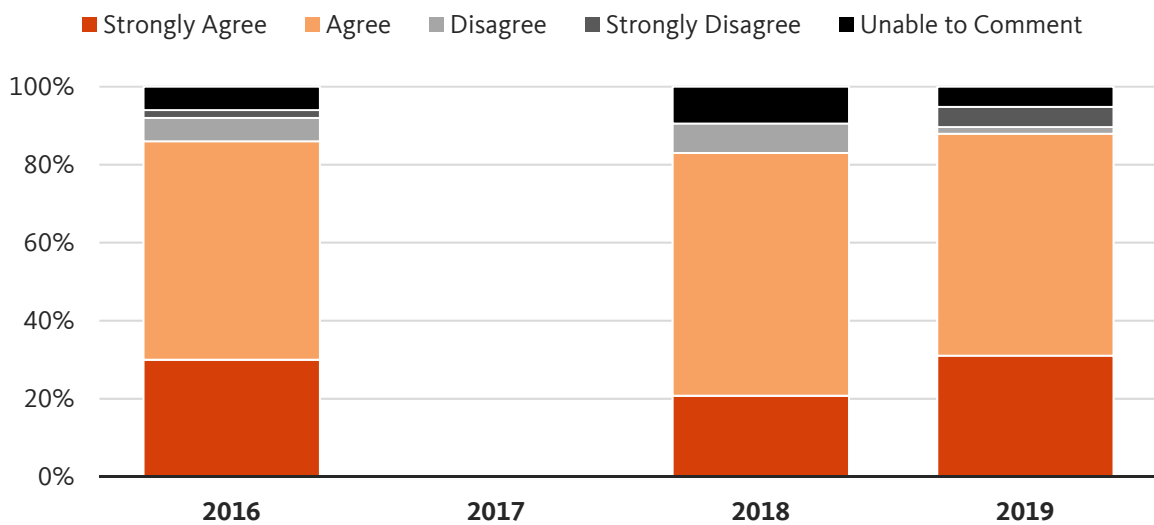
National vs. Institution Chart

Standard 9, Faculty Survey, Question 35

Curricular collaboration among disciplines is encouraged at my college/school.

■ Institution   ■ National

Optional Comments:

Compared to national averages, a slightly higher percentage of faculty strongly agreed or agreed that curricular collaboration is encouraged at the College. This may reflect the incorporation of both practice and science topics into the Integrated Drug Structure, Action, and Therapeutics course sequence and Integrated Drug Therapy course sequences.

Charts & Tables

Organizational Culture

Longitudinal Chart

Standard 9, Faculty Survey, Question 37

The college/school provides an environment and culture that promote professional behavior among students, faculty, administrators, preceptors, and staff

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	20	2	0	2	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	21	29	1	1	1	53
2019	16	33	6	1	2	58

Response Percent (%)

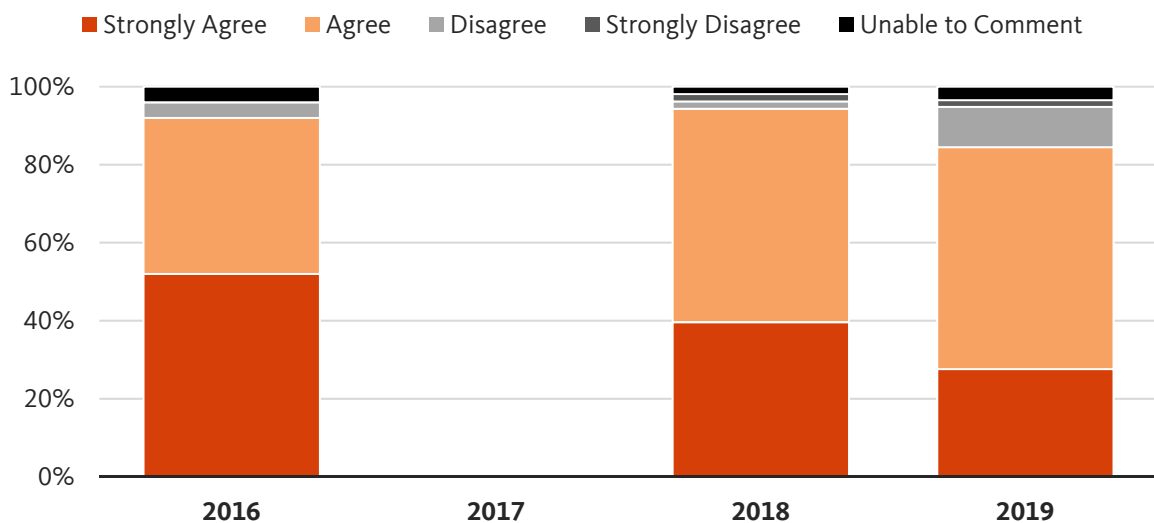| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	52.0%	40.0%	4.0%	0.0%	4.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	39.6%	54.7%	1.9%	1.9%	1.9%
2019	27.6%	56.9%	10.3%	1.7%	3.4%

Charts & Tables

Organizational Culture

National vs. Institution Chart
Standard 9, Faculty Survey, Question 37
The college/school provides an environment and culture that promote professional behavior among students, faculty, administrators, preceptors, and staff
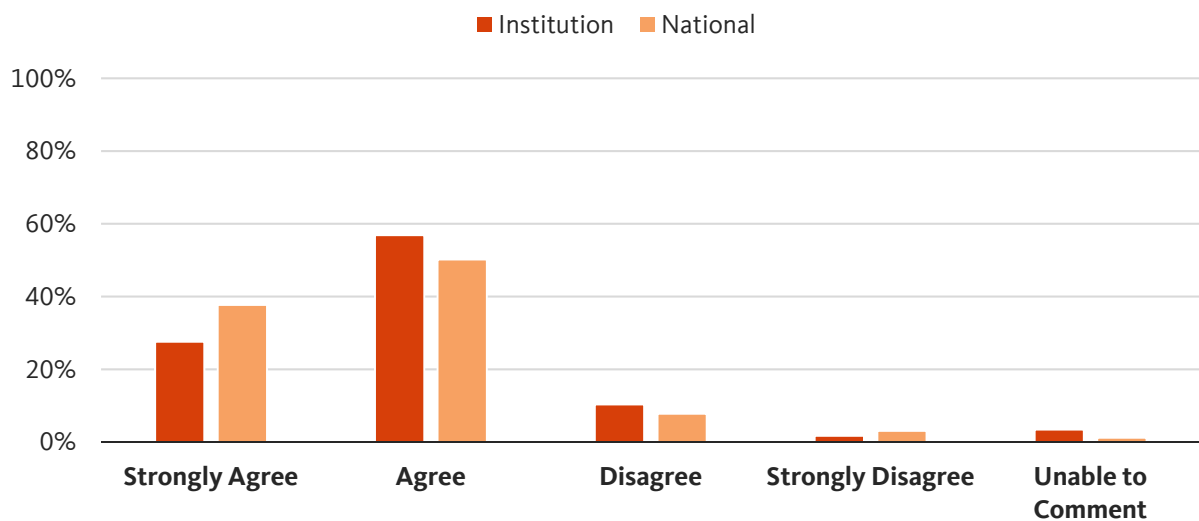
Optional Comments:

Most faculty agreed on par with national averages that the College provides an environment and culture that promotes professional behavior among students, faculty, administrators, preceptors, and staff. However, while the percent disagreeing with this statement is on par with national averages, an increase occurred in the college survey between the 2018 and 2019 surveys. The origin of the increase isn't known but merits tracking. The new Dean, Dr. Grace Kuo, began her tenure with an emphasis on professionalism across the college and two new task forces, one on professional reparation and one on Wellness have been established this year. Hopefully, this renewed emphasis will make this one year increase in disagreement an anomaly.

Charts & Tables

Organizational Culture

🕐 Longitudinal Chart

Standard 9, Graduating Student Survey, Question 46

The college/school's administration responded to problems and issues of concern to the student body.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	17	58	7	1	6	89
2017	10	31	2	2	9	54
2018	7	39	18	4	6	74
2019	14	56	9	5	4	88

Response Percent (%)

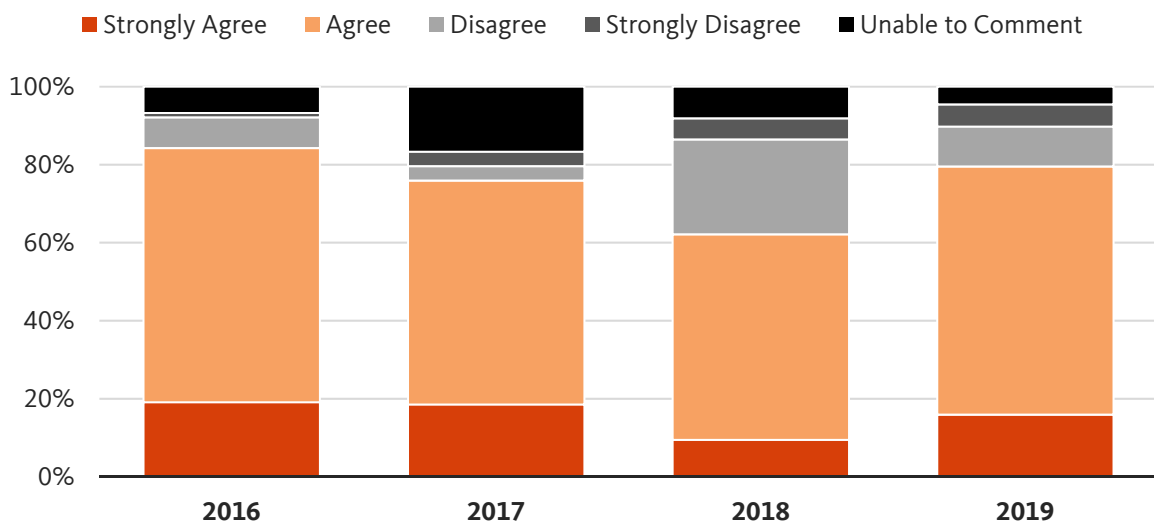| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	19.1%	65.2%	7.9%	1.1%	6.7%
2017	18.5%	57.4%	3.7%	3.7%	16.7%
2018	9.5%	52.7%	24.3%	5.4%	8.1%
2019	15.9%	63.6%	10.2%	5.7%	4.5%

Charts & Tables

Organizational Culture

National vs. Institution Chart
Standard 9, Graduating Student Survey, Question 46
The college/school's administration responded to problems and issues of concern to the student body.

Optional Comments:

Most graduating students strongly agreed or agreed that the College administration responded to problems and concerns of the student body. An anomalous one year increase in 2018 in students disagreeing with the statement improved in 2019. Again, the origin of the 2018 disagreement isn't specifically known. It is possible that the dips in 2018 ratings from Graduating Students are related to that cohort being the first cohort to experience the revised curriculum.

Charts & Tables

Organizational Culture

Longitudinal Chart

Standard 9, Graduating Student Survey, Question 51

The college/school of pharmacy had processes to communicate student perspectives to the faculty or administration.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	61	3	0	6	89
2017	10	39	2	1	2	54
2018	12	48	8	2	4	74
2019	24	51	6	4	3	88

Response Percent (%)

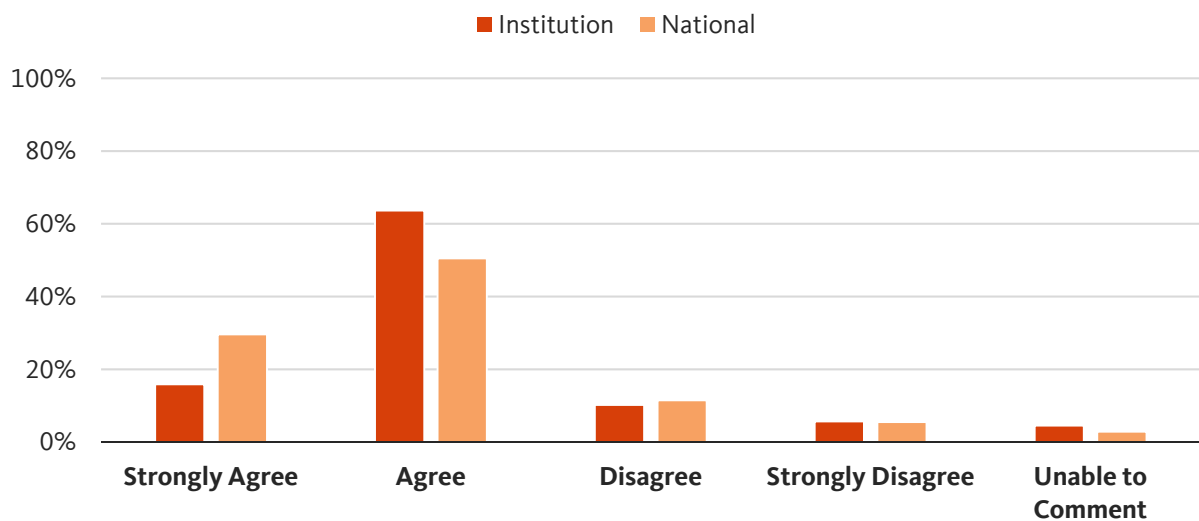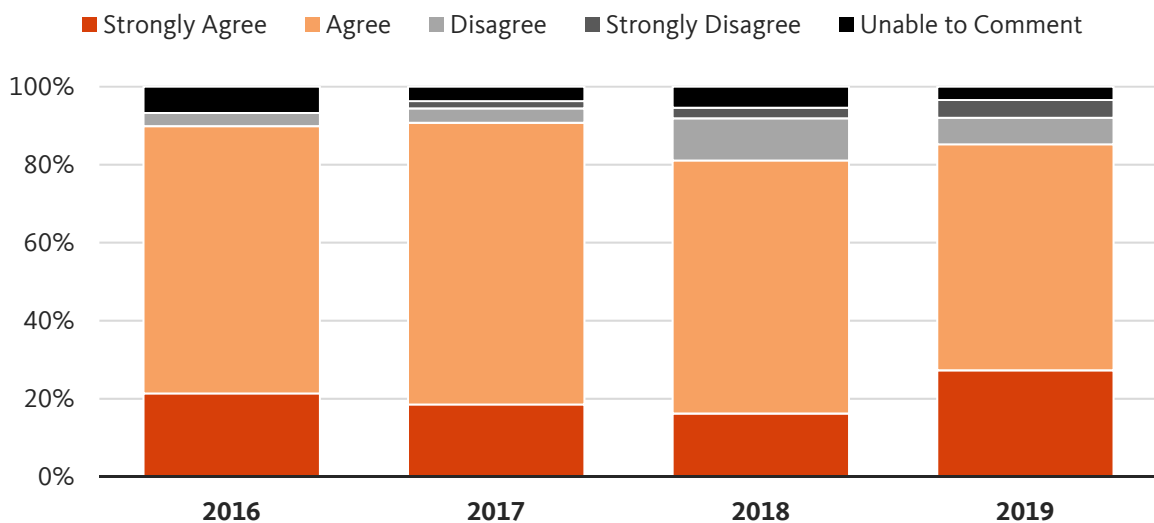| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.3%	68.5%	3.4%	0.0%	6.7%
2017	18.5%	72.2%	3.7%	1.9%	3.7%
2018	16.2%	64.9%	10.8%	2.7%	5.4%
2019	27.3%	58.0%	6.8%	4.5%	3.4%

Charts & Tables

Organizational Culture

National vs. Institution Chart

Standard 9, Graduating Student Survey, Question 51

The college/school of pharmacy had processes to communicate student perspectives to the faculty or administration.
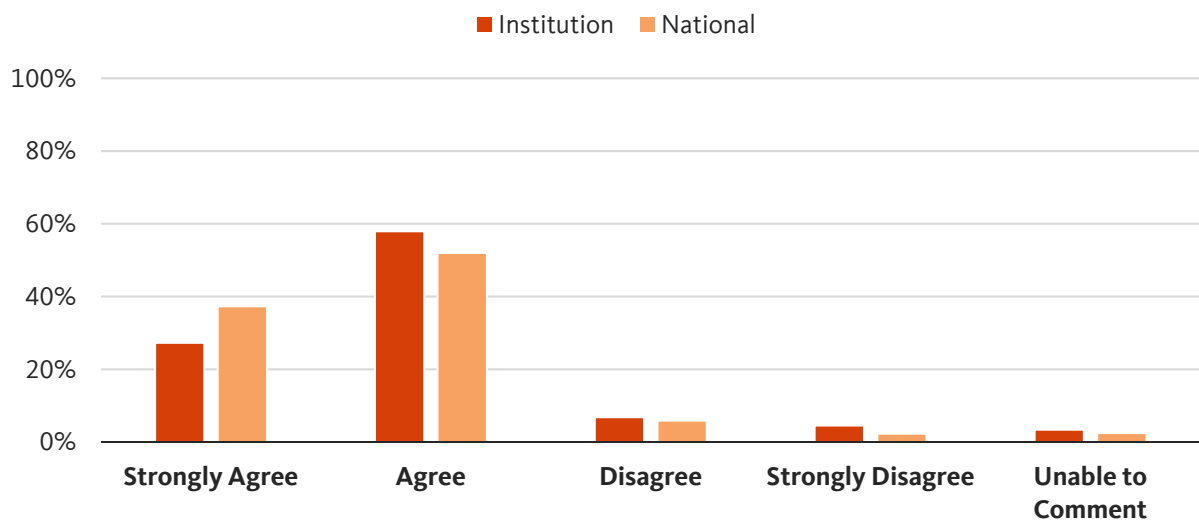
Optional Comments:

In 2019, roughly on par with national averages, an overwhelming majority (85%) of graduating students agreed that the College had processes to communicate student perspectives to the faculty or administration, that faculty, administrators, and staff served as positive role models for students (92%), and that preceptors modeled professional attributes and behaviors (94%). Most graduating students (96%) agreed that they were aware of expected behaviors with respect to professional and academic conduct.

Charts & Tables

Organizational Culture

🕐 Longitudinal Chart

Standard 9, Graduating Student Survey, Question 52

Faculty, administrators and sta. served as positive role models for students.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment
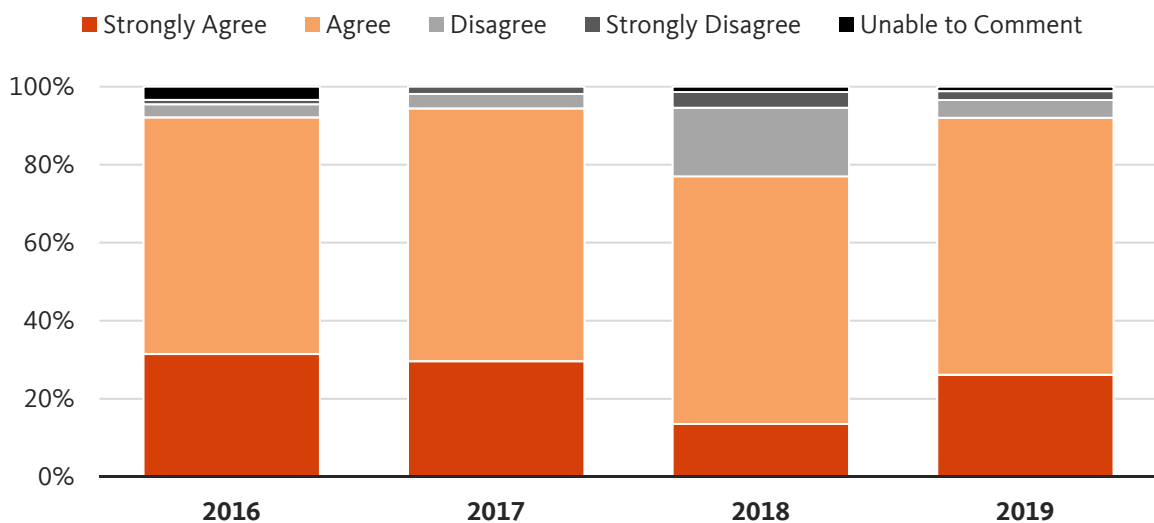
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	54	3	1	3	89
2017	16	35	2	1	0	54
2018	10	47	13	3	1	74
2019	23	58	4	2	1	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	60.7%	3.4%	1.1%	3.4%
2017	29.6%	64.8%	3.7%	1.9%	0.0%
2018	13.5%	63.5%	17.6%	4.1%	1.4%
2019	26.1%	65.9%	4.5%	2.3%	1.1%

Charts & Tables

Organizational Culture
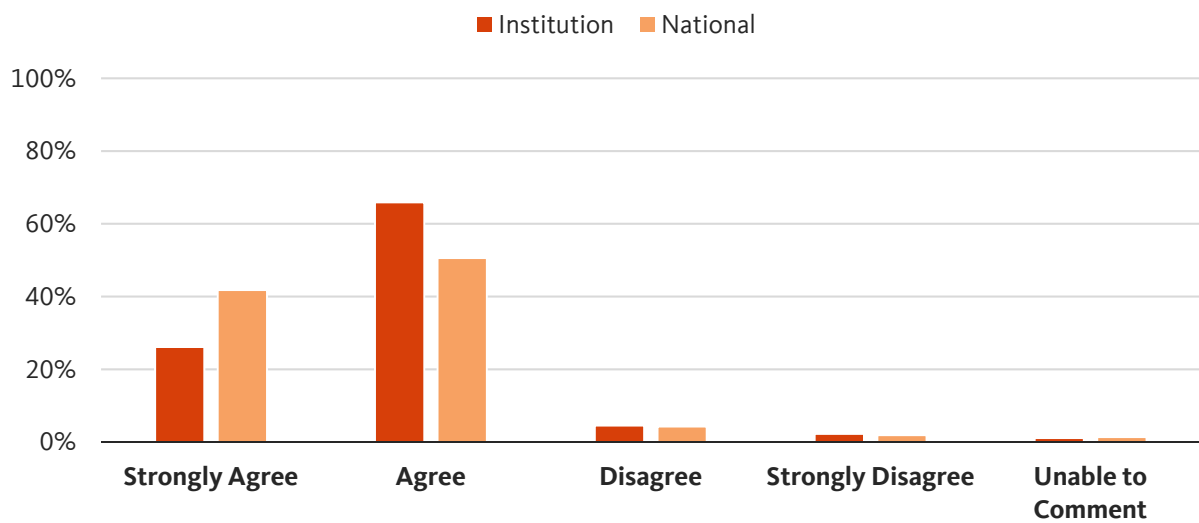
National vs. Institution Chart

Standard 9, Graduating Student Survey, Question 52

Faculty, administrators and sta. served as positive role models for students.

■ Institution   ■ National

Optional Comments:

Charts & Tables

A **9**

Organizational Culture

🕐 Longitudinal Chart

Standard 9, Graduating Student Survey, Question 53

Preceptors modeled professional attributes and behaviors.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	62	4	0	0	89
2017	19	33	1	1	0	54
2018	19	52	2	0	1	74
2019	25	58	0	3	2	88

Response Percent (%)

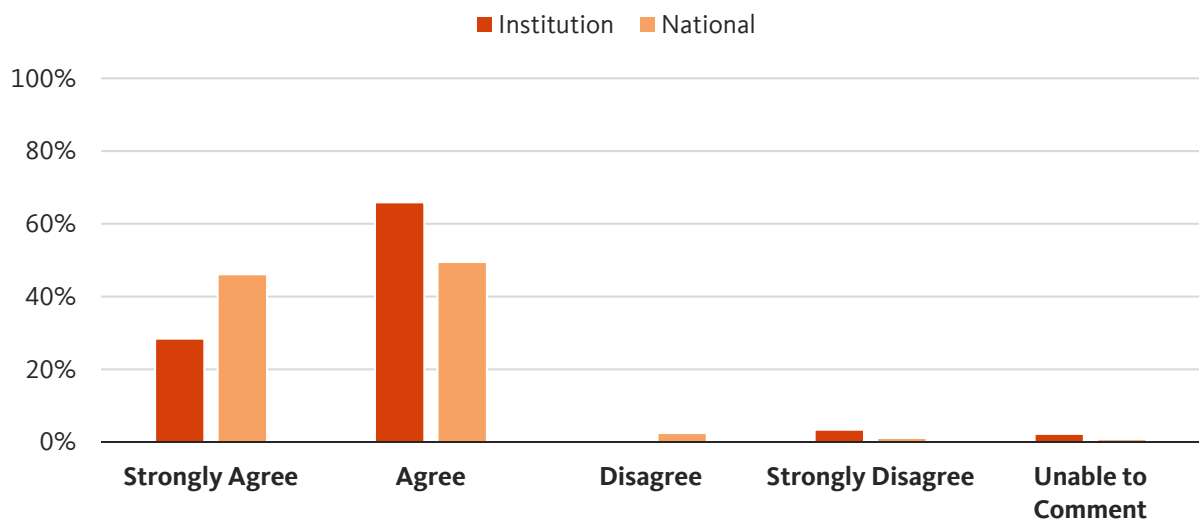| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	25.8%	69.7%	4.5%	0.0%	0.0%
2017	35.2%	61.1%	1.9%	1.9%	0.0%
2018	25.7%	70.3%	2.7%	0.0%	1.4%
2019	28.4%	65.9%	0.0%	3.4%	2.3%

Charts & Tables

Organizational Culture

National vs. Institution Chart

Standard 9, Graduating Student Survey, Question 53

Preceptors modeled professional attributes and behaviors.

Optional Comments:

Charts & Tables

Organizational Culture

Longitudinal Chart

Standard 9, Graduating Student Survey, Question 55

I was aware of expected behaviors with respect to professional and academic conduct.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	59	2	0	0	89
2017	21	32	0	1	0	54
2018	30	43	0	0	1	74
2019	38	47	1	2	0	88

Response Percent (%)

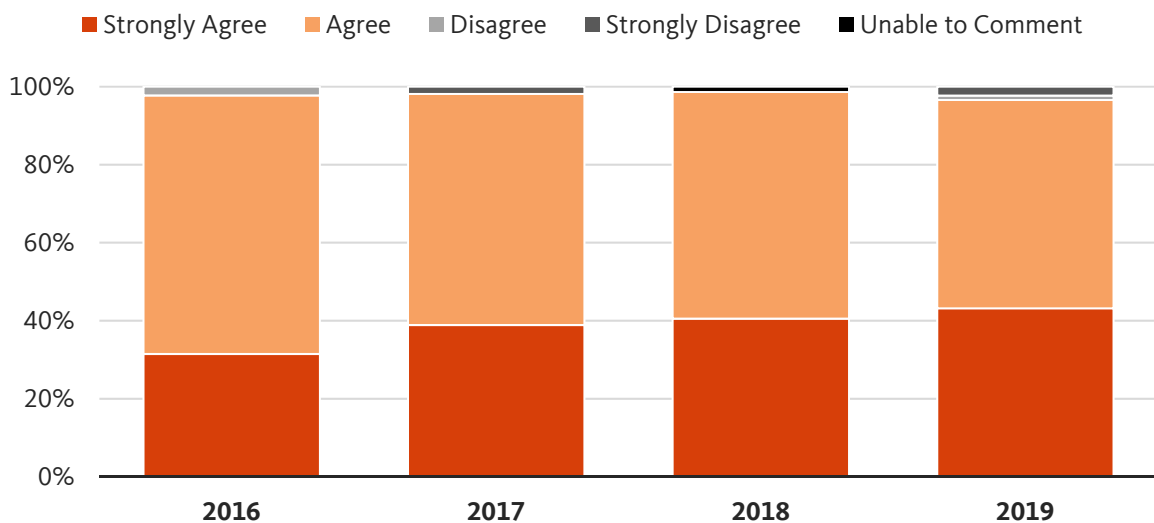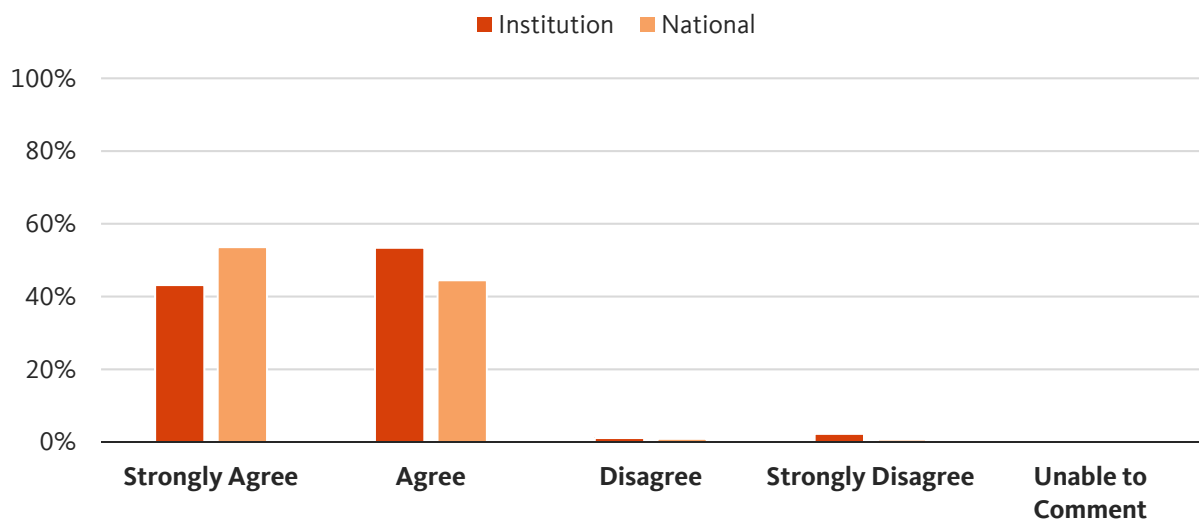| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	66.3%	2.2%	0.0%	0.0%
2017	38.9%	59.3%	0.0%	1.9%	0.0%
2018	40.5%	58.1%	0.0%	0.0%	1.4%
2019	43.2%	53.4%	1.1%	2.3%	0.0%

Charts & Tables

Organizational Culture

National vs. Institution Chart

Standard 9, Graduating Student Survey, Question 55

I was aware of expected behaviors with respect to professional and academic conduct.

■ Institution ■ National

Optional Comments:

Charts & Tables

Organizational Culture

Longitudinal Chart

Standard 9, Alumni Survey, Question 1

The college/school communicates effectively with alumni about college/school activities.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	44	0	0	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	33	45	1	0	0	79
2019	41	43	0	0	0	84

Response Percent (%)

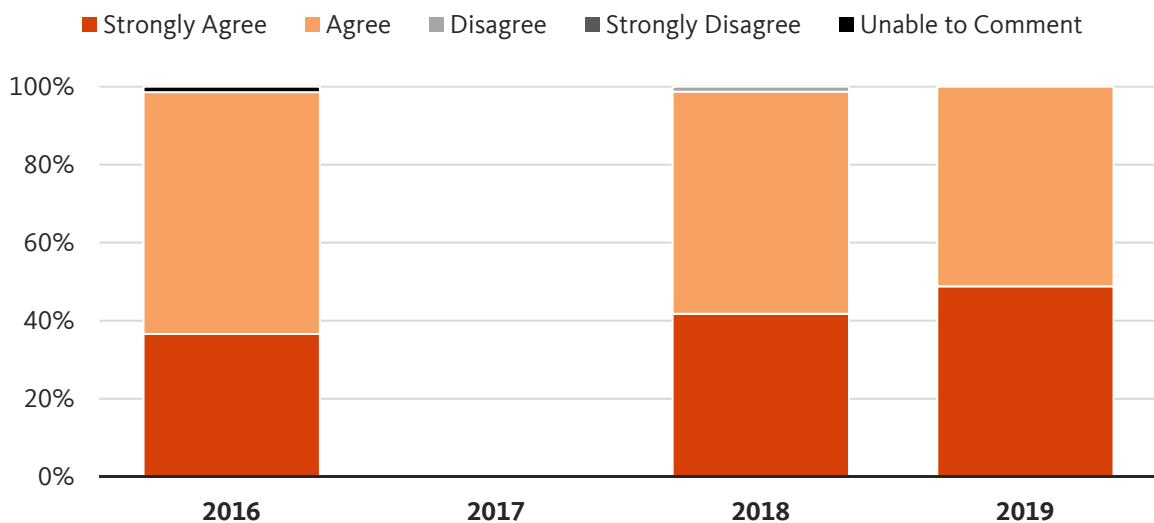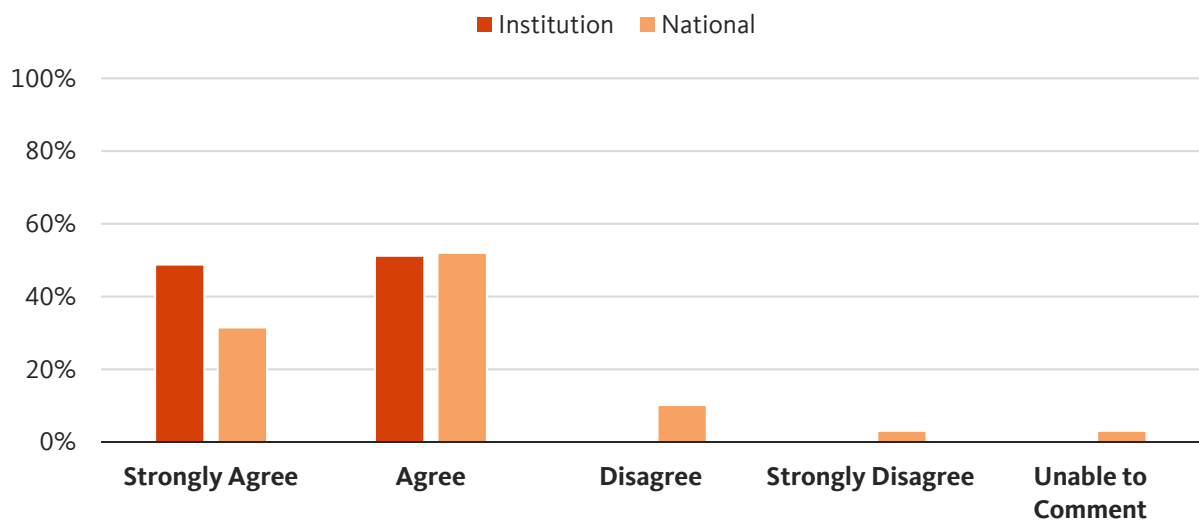| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	62.0%	0.0%	0.0%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	41.8%	57.0%	1.3%	0.0%	0.0%
2019	48.8%	51.2%	0.0%	0.0%	0.0%

Charts & Tables

Organizational Culture

National vs. Institution Chart

Standard 9, Alumni Survey, Question 1

The college/school communicates effectively with alumni about college/school activities.

Optional Comments:

Charts & Tables

Organizational Culture

Longitudinal Chart
Standard 9, Alumni Survey, Question 3
The college/school encourages alumni to stay involved.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	13	43	3	2	10	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	12	26	7	3	31	79
2019	11	21	7	3	42	84

Response Percent (%)

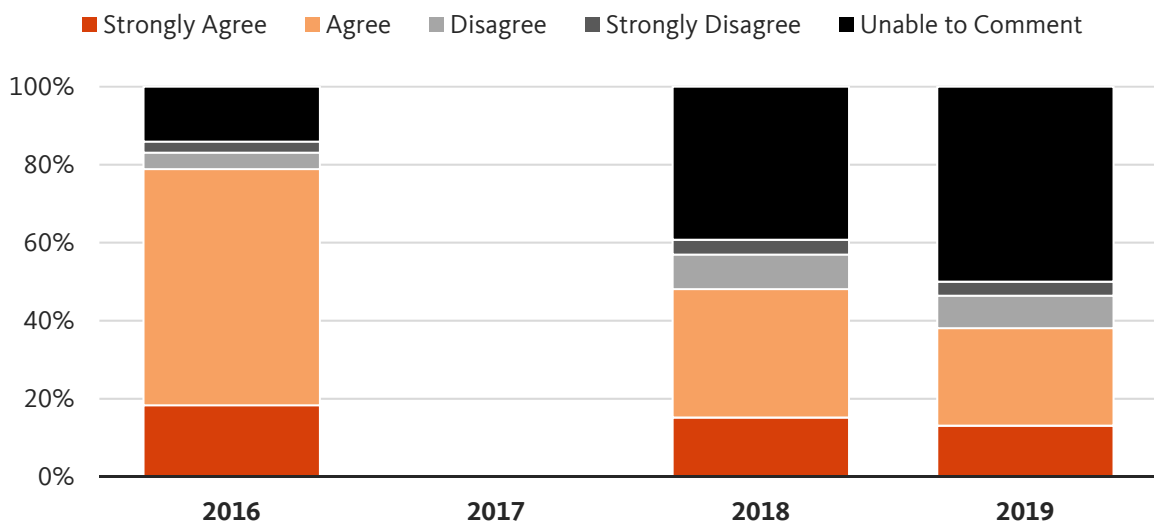| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	18.3%	60.6%	4.2%	2.8%	14.1%
2017	n/a	n/a	n/a	n/a	n/a
2018	15.2%	32.9%	8.9%	3.8%	39.2%
2019	13.1%	25.0%	8.3%	3.6%	50.0%

Charts & Tables

Organizational Culture

National vs. Institution Chart
Standard 9, Alumni Survey, Question 3
The college/school encourages alumni to stay involved.
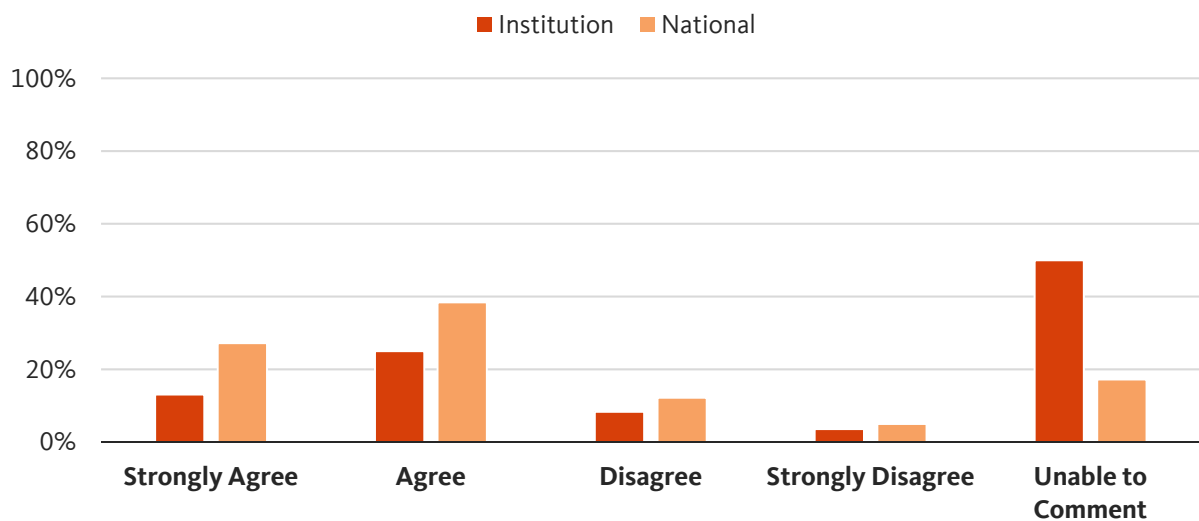
Optional Comments:

All alumni agreed in 2019 that the College communicates effectively about activities. However, in spite of communications and diversity of events sponsored by the College, a large (50% in 2019) and increasing percentage chose "unable to comment" on the statement the College encourages them to stay involved. The disparity in responses is somewhat confusing and will be explored further.

Charts & Tables

Organizational Culture

Longitudinal Chart
Standard 9, Alumni Survey, Question 4

When I was a student the faculty displayed respect for their colleagues and students.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	39	4	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	29	44	5	1	0	79
2019	33	45	2	3	1	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	54.9%	5.6%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	36.7%	55.7%	6.3%	1.3%	0.0%
2019	39.3%	53.6%	2.4%	3.6%	1.2%

Charts & Tables
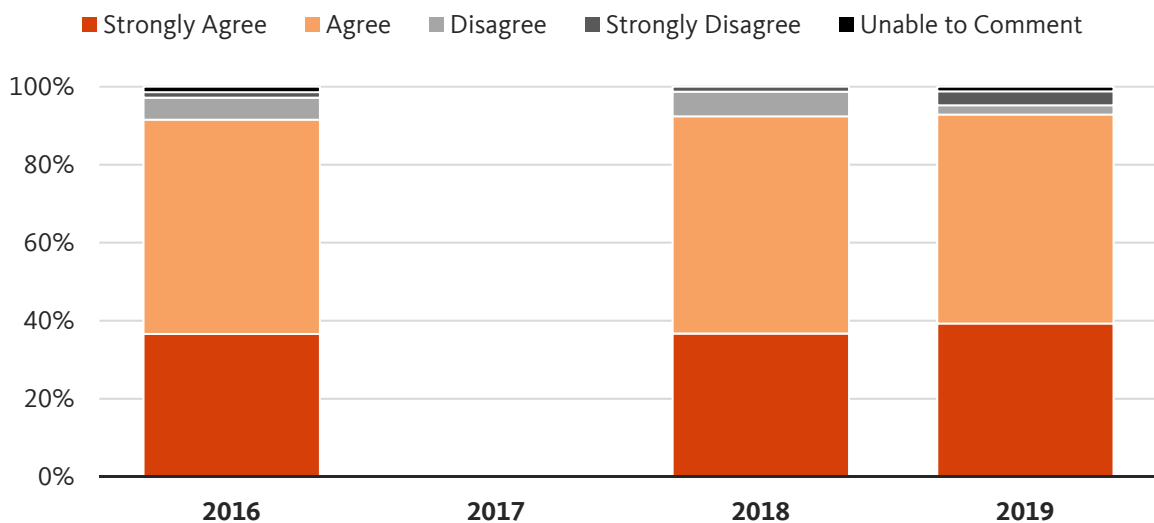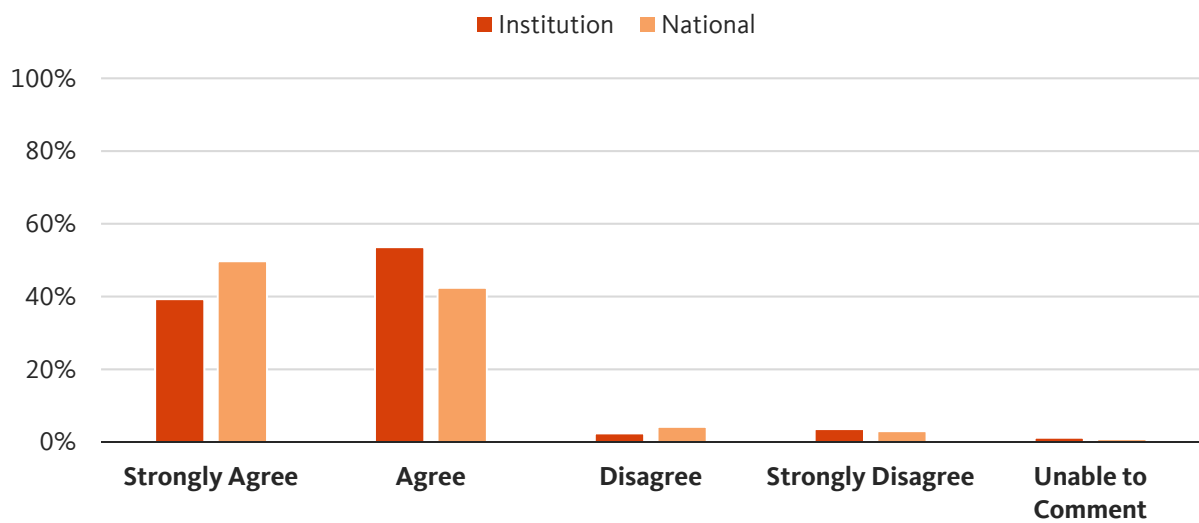
Organizational Culture

National vs. Institution Chart
Standard 9, Alumni Survey, Question 4
When I was a student the faculty displayed respect for their colleagues and students.

■ Institution ■ National

Optional Comments:

Charts & Tables

Organizational Culture

Longitudinal Chart

Standard 9, Alumni Survey, Question 5

When I was a student faculty, administrators, and sta. served as positive role models for students.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	41	2	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	31	44	2	1	1	79
2019	34	44	4	2	0	84

Response Percent (%)

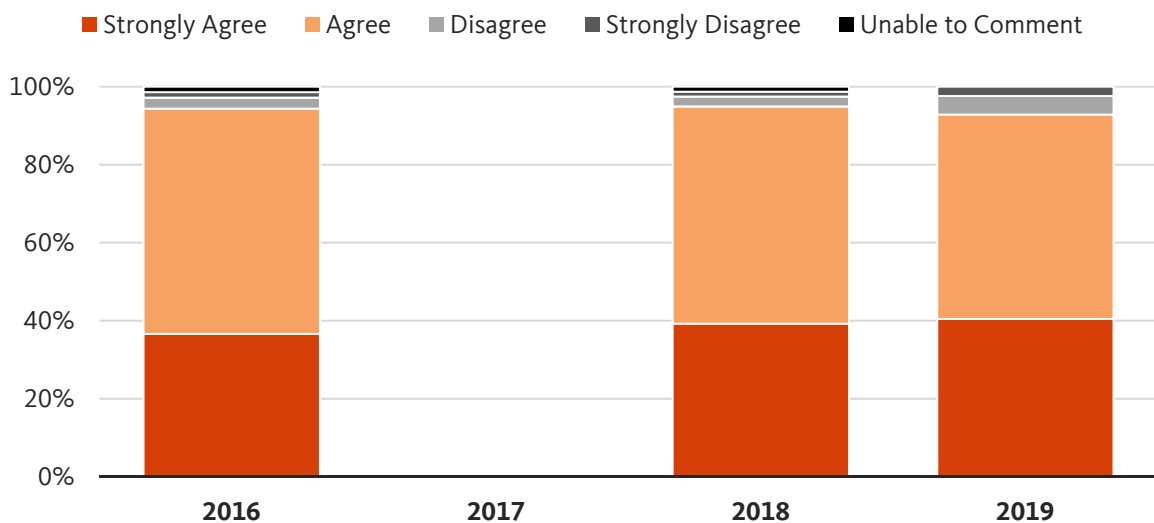| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	57.7%	2.8%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	39.2%	55.7%	2.5%	1.3%	1.3%
2019	40.5%	52.4%	4.8%	2.4%	0.0%

Charts & Tables

Organizational Culture

National vs. Institution Chart
Standard 9, Alumni Survey, Question 5
When I was a student faculty, administrators, and sta. served as positive role models for students.

Legend: ■ Institution ■ National

Response	Institution	National
Strongly Agree	40%	52%
Agree	52%	41%
Disagree	5%	4%
Strongly Disagree	2%	2%
Unable to Comment	0%	1%

Optional Comments:

Charts & Tables

Organizational Culture

🕐 Longitudinal Chart

Standard 9, Preceptor Survey, Question 30

I have ongoing contact with the Office of Experiential Education.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	36	4	2	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	45	83	29	2	14	173
2019	62	102	19	2	6	191

Response Percent (%)

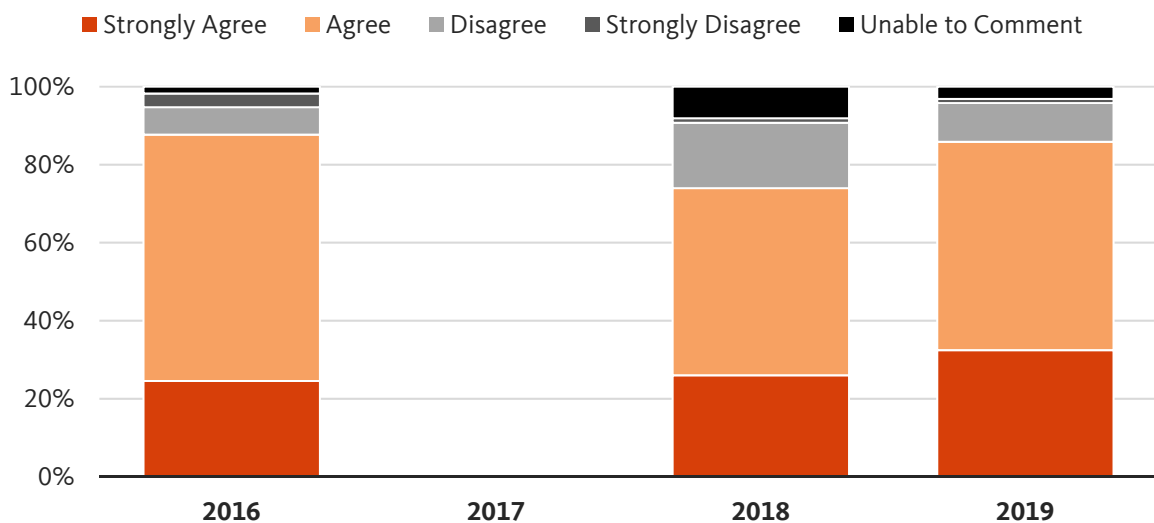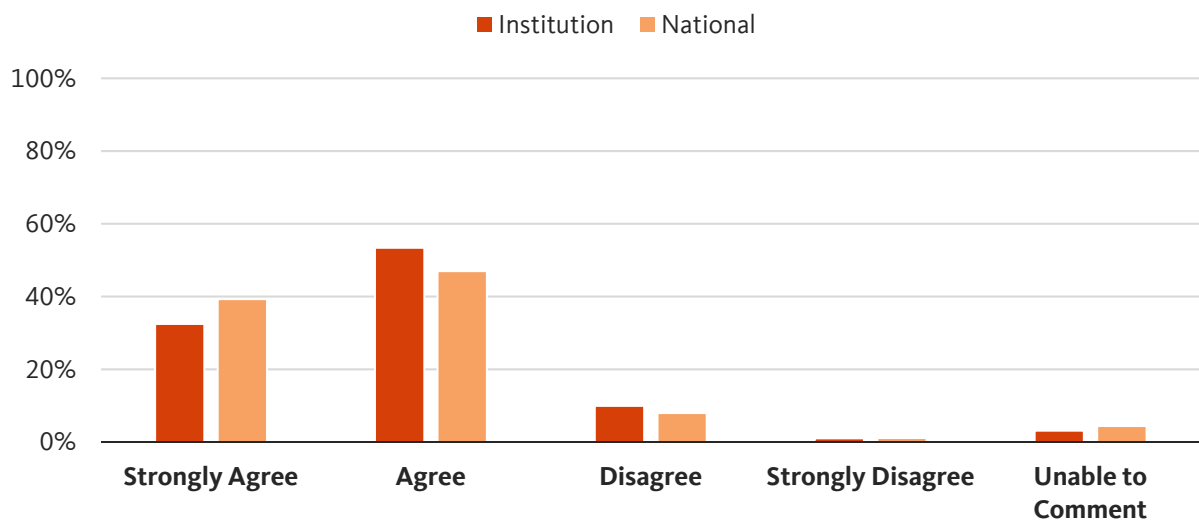| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	24.6%	63.2%	7.0%	3.5%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.0%	48.0%	16.8%	1.2%	8.1%
2019	32.5%	53.4%	9.9%	1.0%	3.1%

Charts & Tables

Organizational Culture

National vs. Institution Chart
Standard 9, Preceptor Survey, Question 30
I have ongoing contact with the Office of Experiential Education.

Optional Comments:

Curriculum Design, Delivery, and Oversight

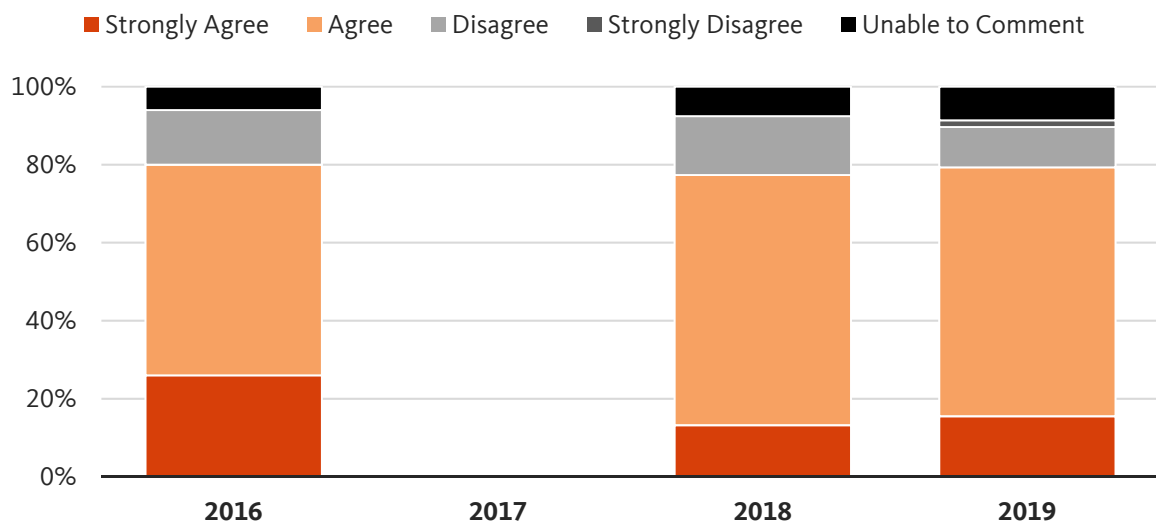Data Views and Standardized Tables

Standard

A 10

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Faculty Survey, Question 9

The curriculum oversight processes are effective.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	13	27	7	0	3	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	7	34	8	0	4	53
2019	9	37	6	1	5	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.0%	54.0%	14.0%	0.0%	6.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	13.2%	64.2%	15.1%	0.0%	7.5%
2019	15.5%	63.8%	10.3%	1.7%	8.6%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Faculty Survey, Question 9
The curriculum oversight processes are effective.

Optional Comments:

Recent changes that assure posting of Curriculum and Assessment committee minutes and review at all faculty meetings will aid in addressing any concerns. All aspects of the curriculum are reviewed periodically, but the Assessment committee is currently developing and implementing plans for strictly scheduled review of courses going forward.

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Faculty Survey, Question 32

The organization and structure of the curriculum is clear.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	24	6	1	5	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	9	36	2	0	6	53
2019	13	36	6	0	3	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.0%	48.0%	12.0%	2.0%	10.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	17.0%	67.9%	3.8%	0.0%	11.3%
2019	22.4%	62.1%	10.3%	0.0%	5.2%

Charts & Tables
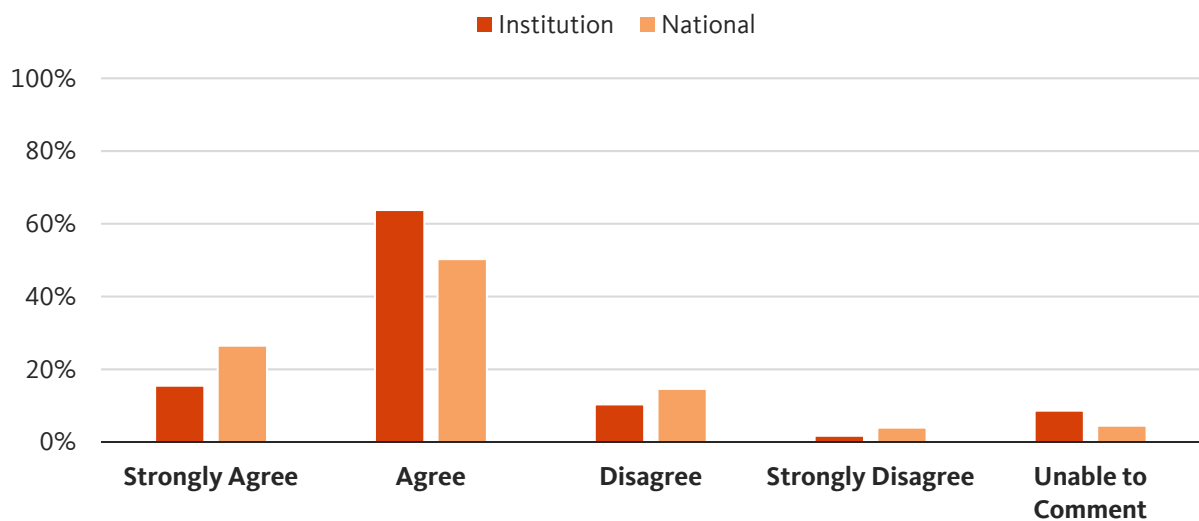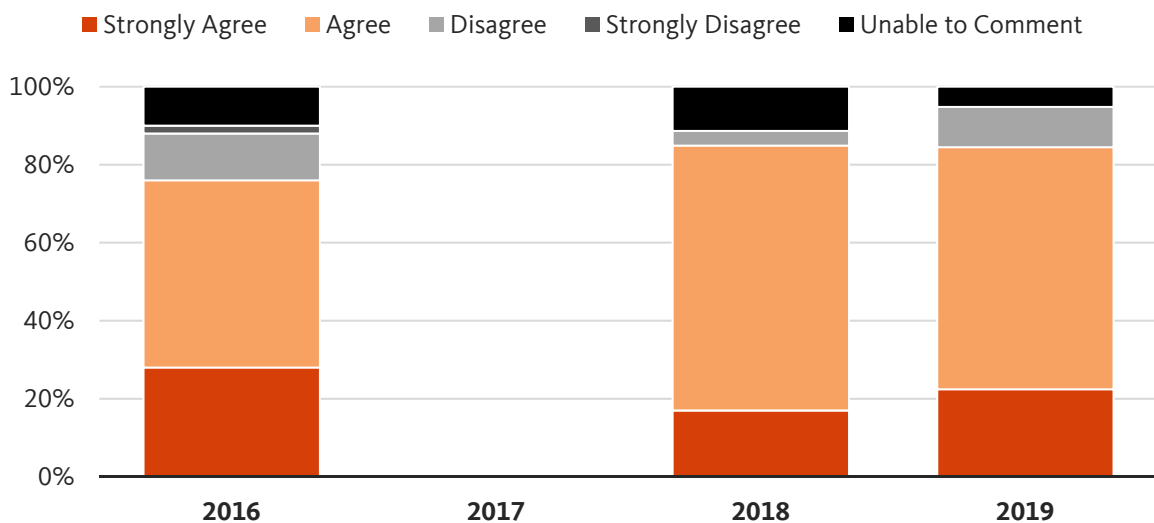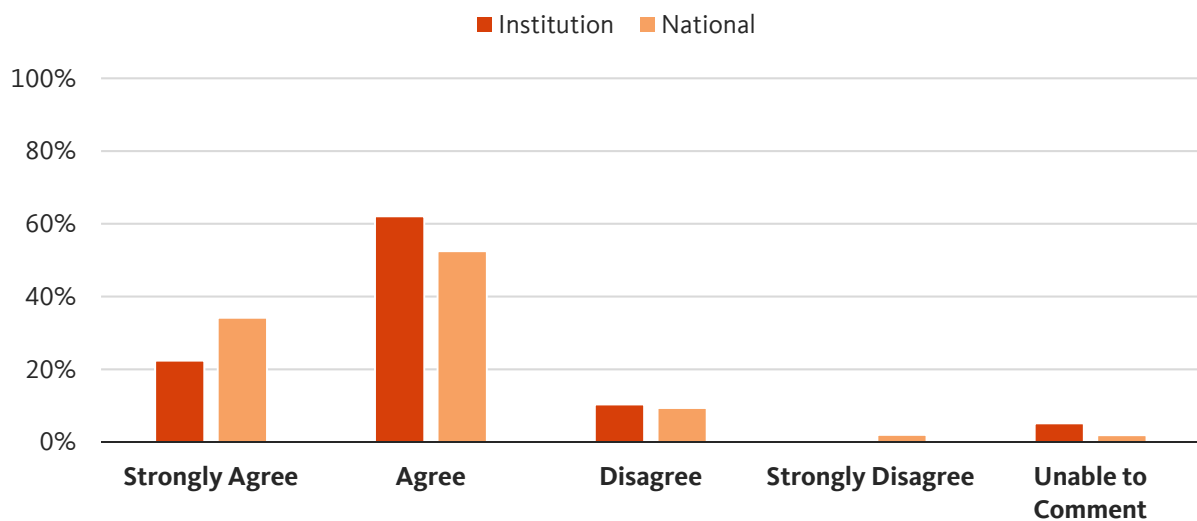
Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Faculty Survey, Question 32
The organization and structure of the curriculum is clear.
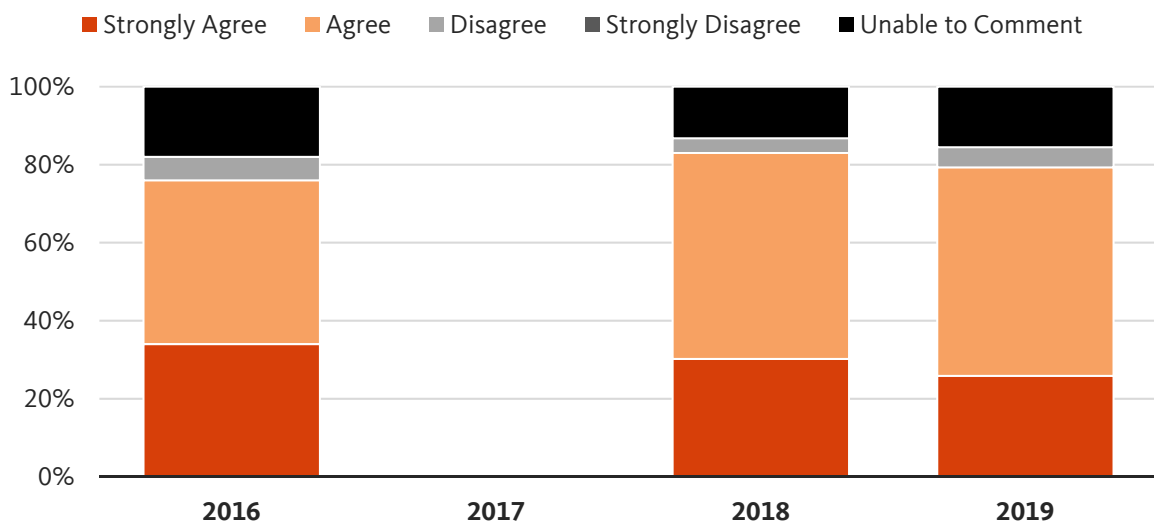

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Faculty Survey, Question 33

I understand how my instructional content .s into the curriculum.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	17	21	3	0	9	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	16	28	2	0	7	53
2019	15	31	3	0	9	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	34.0%	42.0%	6.0%	0.0%	18.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	30.2%	52.8%	3.8%	0.0%	13.2%
2019	25.9%	53.4%	5.2%	0.0%	15.5%

Charts & Tables
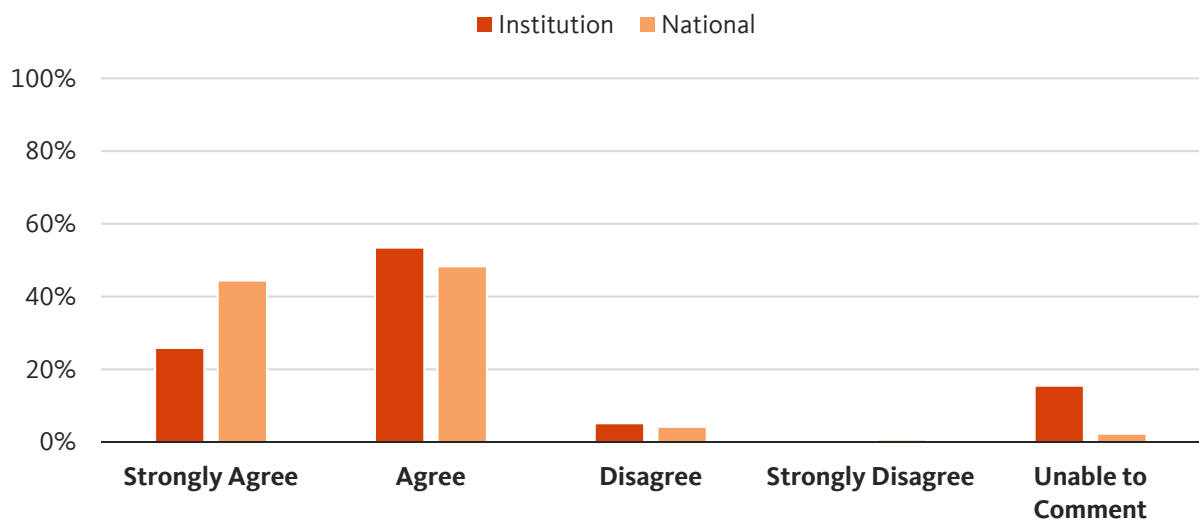
Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Faculty Survey, Question 33
I understand how my instructional content .s into the curriculum.

■ Institution   ■ National
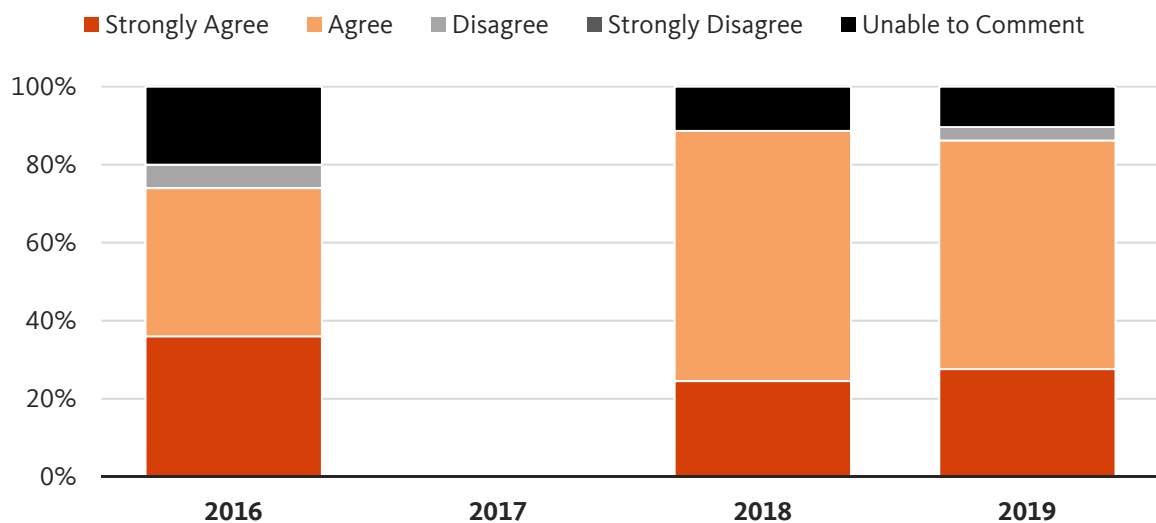

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Faculty Survey, Question 34

The curriculum is taught at a depth that supports understanding of central concepts and principles.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	19	3	0	10	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	13	34	0	0	6	53
2019	16	34	2	0	6	58

Response Percent (%)

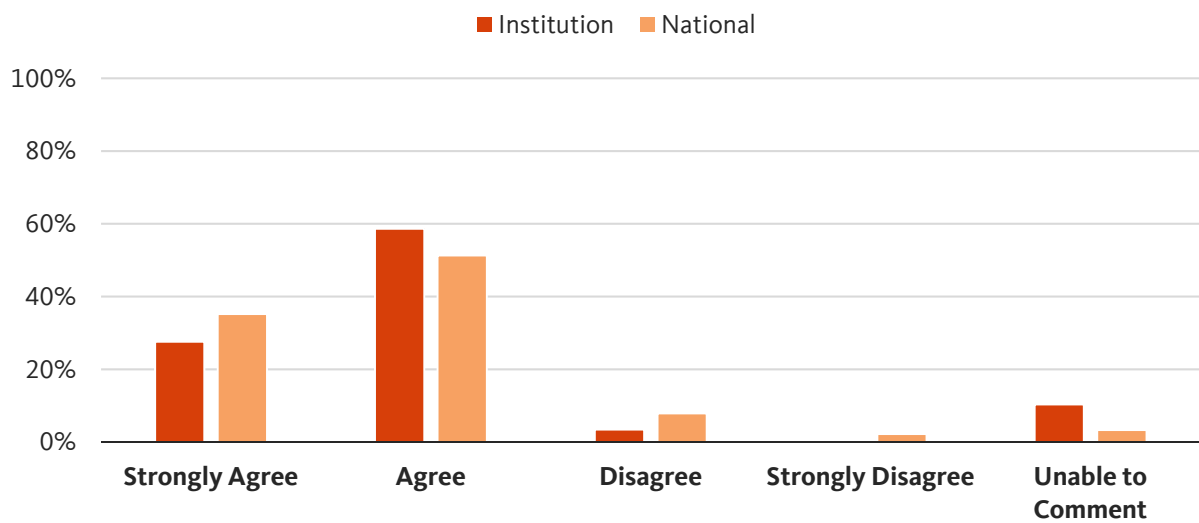| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.0%	38.0%	6.0%	0.0%	20.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	24.5%	64.2%	0.0%	0.0%	11.3%
2019	27.6%	58.6%	3.4%	0.0%	10.3%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Faculty Survey, Question 34

The curriculum is taught at a depth that supports understanding of central concepts and principles.

■ Institution ■ National
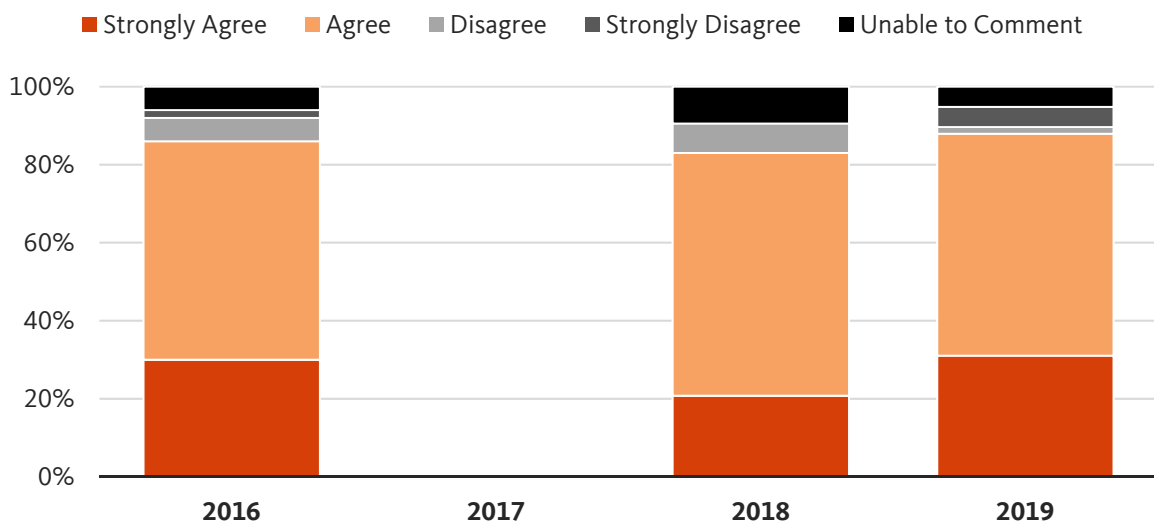

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Faculty Survey, Question 35

Curricular collaboration among disciplines is encouraged at my college/school.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	28	3	1	3	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	11	33	4	0	5	53
2019	18	33	1	3	3	58

Response Percent (%)

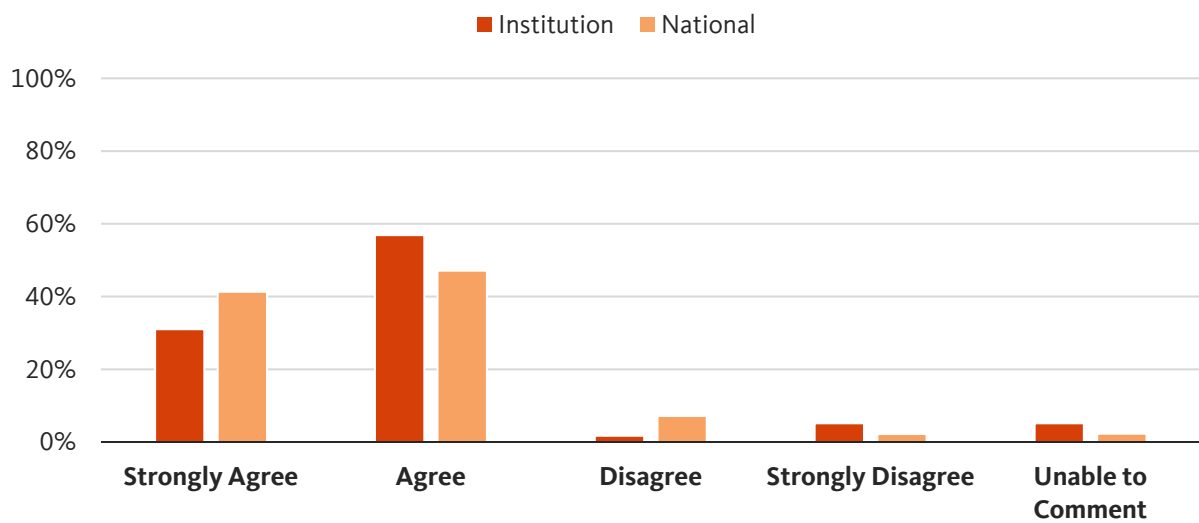| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.0%	56.0%	6.0%	2.0%	6.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	20.8%	62.3%	7.5%	0.0%	9.4%
2019	31.0%	56.9%	1.7%	5.2%	5.2%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Faculty Survey, Question 35

Curricular collaboration among disciplines is encouraged at my college/school.
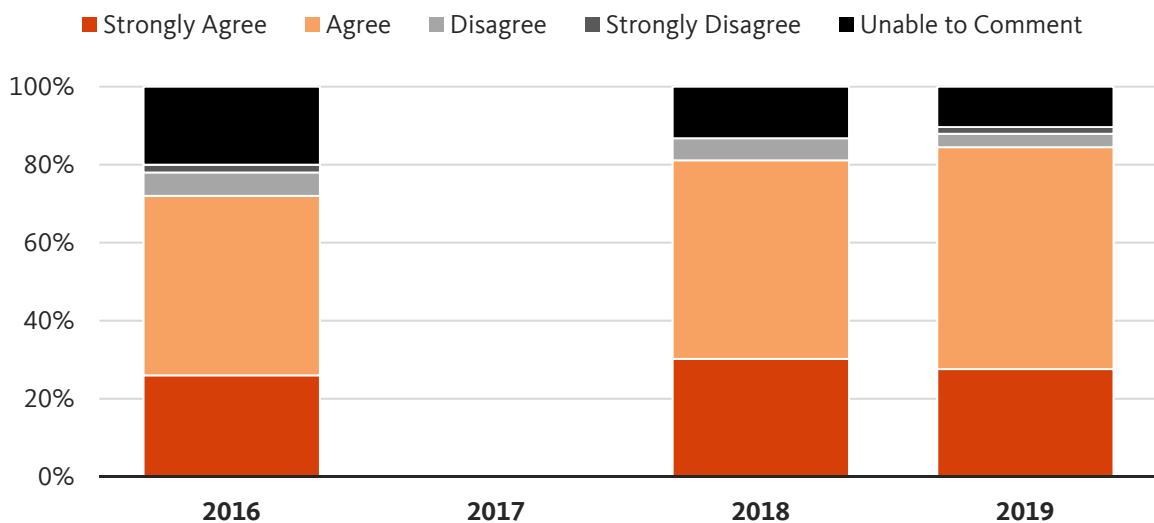

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Faculty Survey, Question 36

The college/school uses programmatic assessment data to improve the curriculum.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	13	23	3	1	10	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	16	27	3	0	7	53
2019	16	33	2	1	6	58

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.0%	46.0%	6.0%	2.0%	20.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	30.2%	50.9%	5.7%	0.0%	13.2%
2019	27.6%	56.9%	3.4%	1.7%	10.3%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Faculty Survey, Question 36

The college/school uses programmatic assessment data to improve the curriculum.
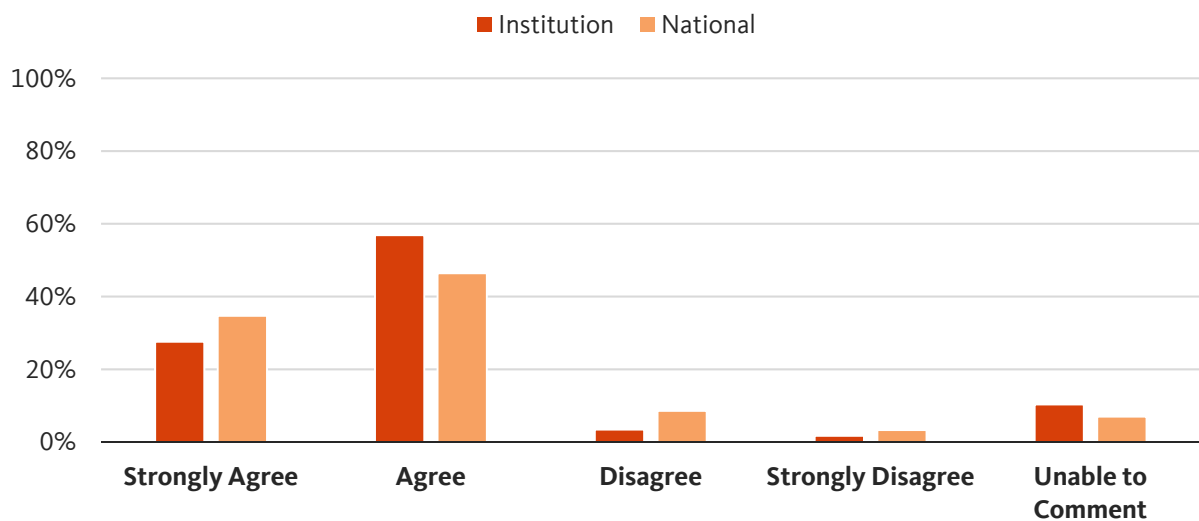
Optional Comments:

Faculty agreement has progressively improved as the Office of Assessment has begun to publish internal updates for faculty on specific assessment topics.
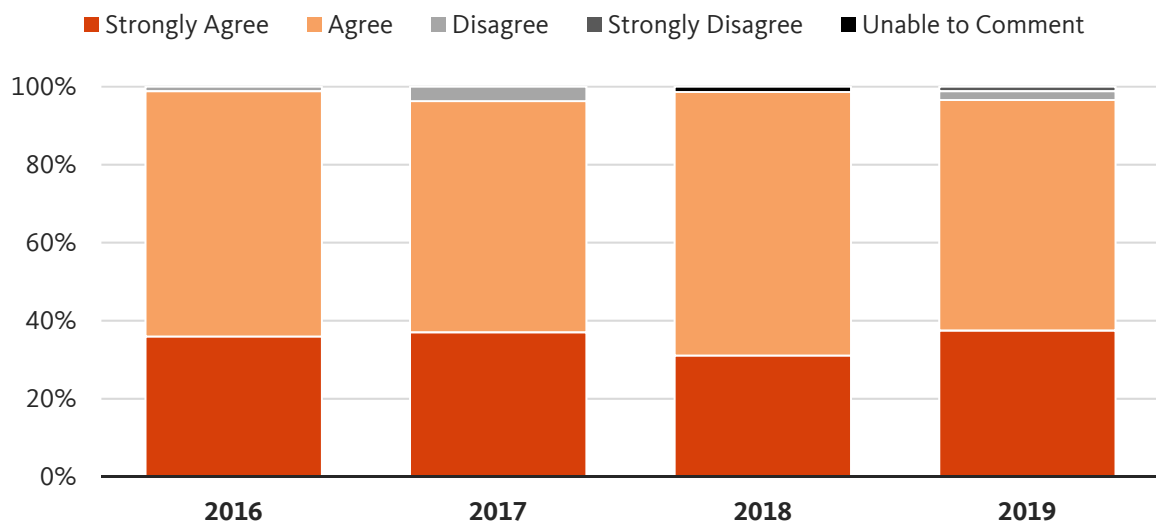
Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Graduating Student Survey, Question 23

I developed the skills needed to prepare me for continuous professional development and self-directed life-long learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	32	56	1	0	0	89
2017	20	32	2	0	0	54
2018	23	50	0	0	1	74
2019	33	52	2	1	0	88

Response Percent (%)

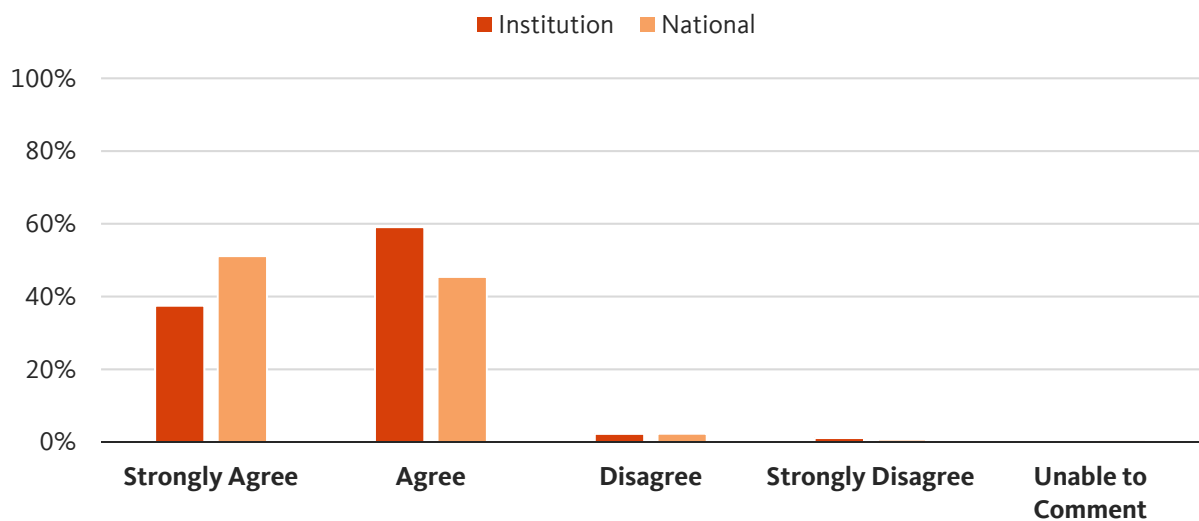| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.0%	62.9%	1.1%	0.0%	0.0%
2017	37.0%	59.3%	3.7%	0.0%	0.0%
2018	31.1%	67.6%	0.0%	0.0%	1.4%
2019	37.5%	59.1%	2.3%	1.1%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Graduating Student Survey, Question 23

I developed the skills needed to prepare me for continuous professional development and self-directed life-long learning.
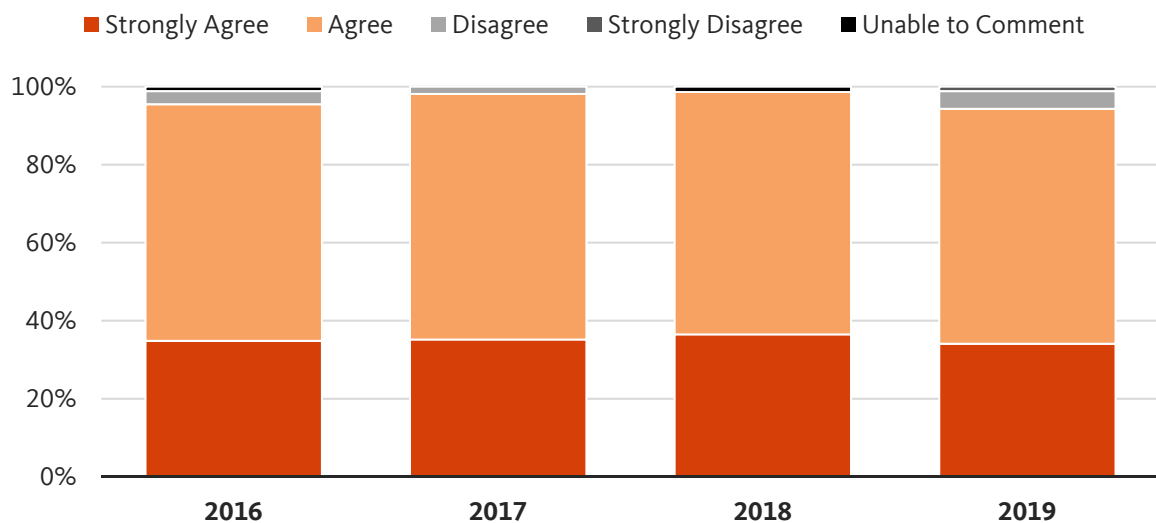

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Graduating Student Survey, Question 24

I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	31	54	3	0	1	89
2017	19	34	1	0	0	54
2018	27	46	0	0	1	74
2019	30	53	4	1	0	88

Response Percent (%)

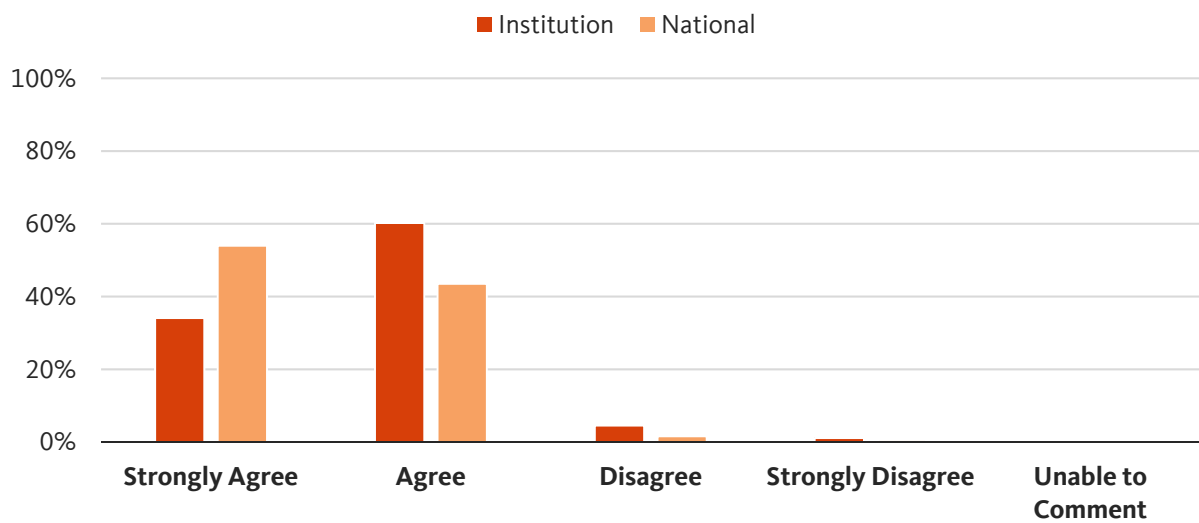| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	34.8%	60.7%	3.4%	0.0%	1.1%
2017	35.2%	63.0%	1.9%	0.0%	0.0%
2018	36.5%	62.2%	0.0%	0.0%	1.4%
2019	34.1%	60.2%	4.5%	1.1%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Graduating Student Survey, Question 24

I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).
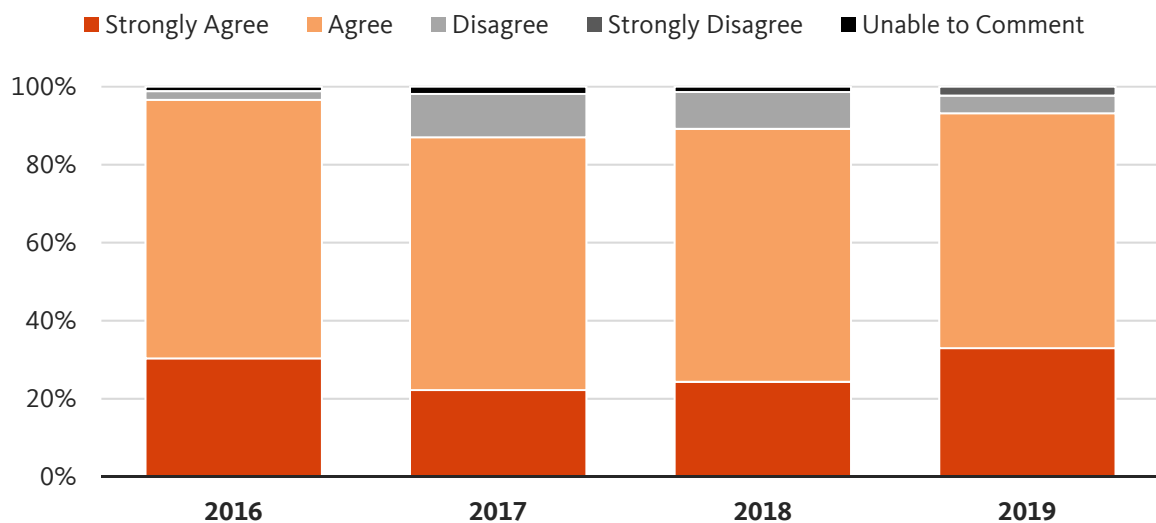

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart
Standard 10, Graduating Student Survey, Question 25

Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	59	2	0	1	89
2017	12	35	6	0	1	54
2018	18	48	7	0	1	74
2019	29	53	4	2	0	88

Response Percent (%)

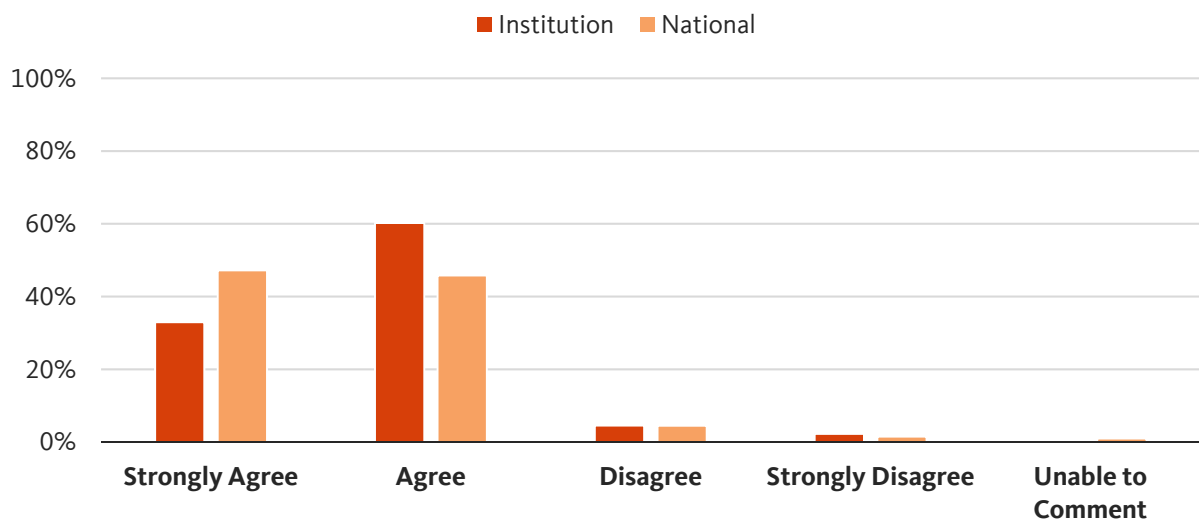| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	66.3%	2.2%	0.0%	1.1%
2017	22.2%	64.8%	11.1%	0.0%	1.9%
2018	24.3%	64.9%	9.5%	0.0%	1.4%
2019	33.0%	60.2%	4.5%	2.3%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Graduating Student Survey, Question 25

Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.
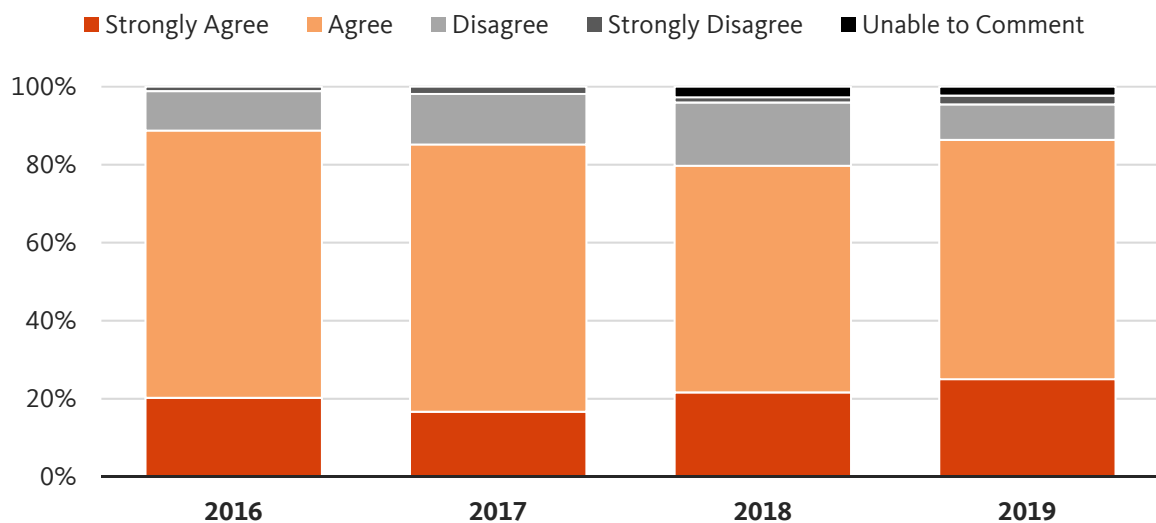

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Graduating Student Survey, Question 26

My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	61	9	1	0	89
2017	9	37	7	1	0	54
2018	16	43	12	1	2	74
2019	22	54	8	2	2	88

Response Percent (%)

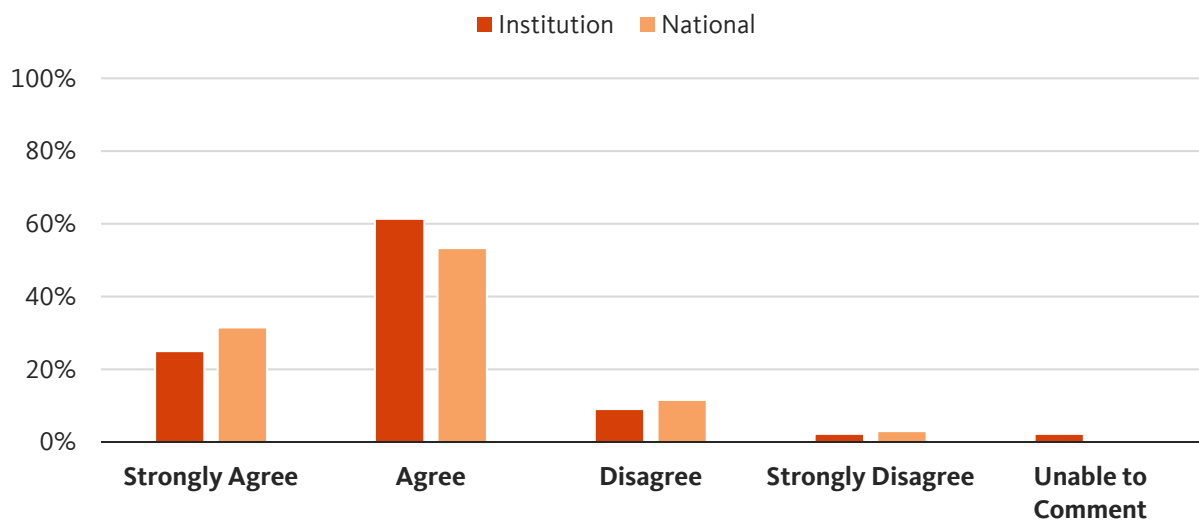| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	20.2%	68.5%	10.1%	1.1%	0.0%
2017	16.7%	68.5%	13.0%	1.9%	0.0%
2018	21.6%	58.1%	16.2%	1.4%	2.7%
2019	25.0%	61.4%	9.1%	2.3%	2.3%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Graduating Student Survey, Question 26

My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.
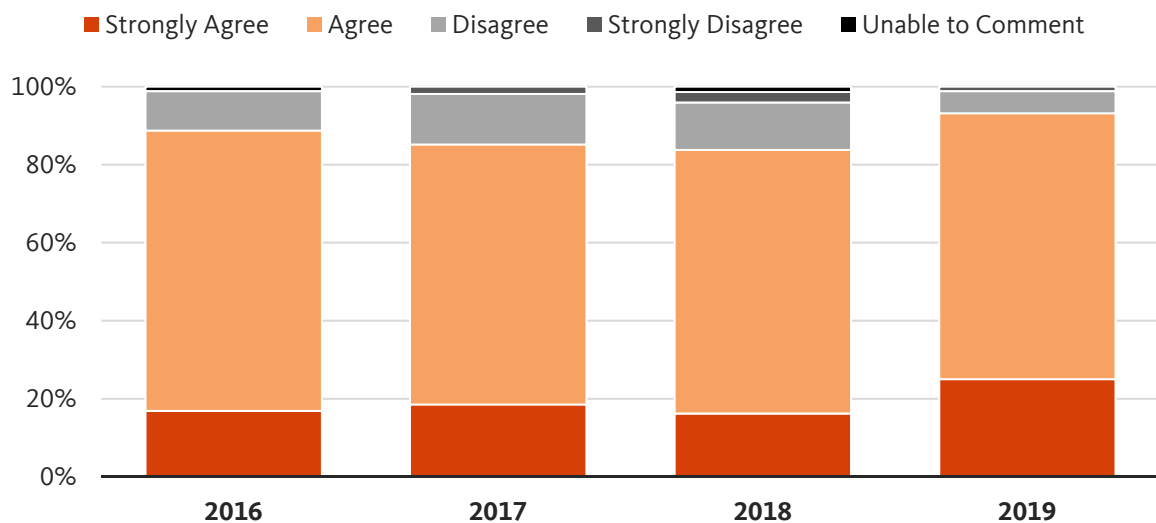

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Graduating Student Survey, Question 27

My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	64	9	0	1	89
2017	10	36	7	1	0	54
2018	12	50	9	2	1	74
2019	22	60	5	1	0	88

Response Percent (%)

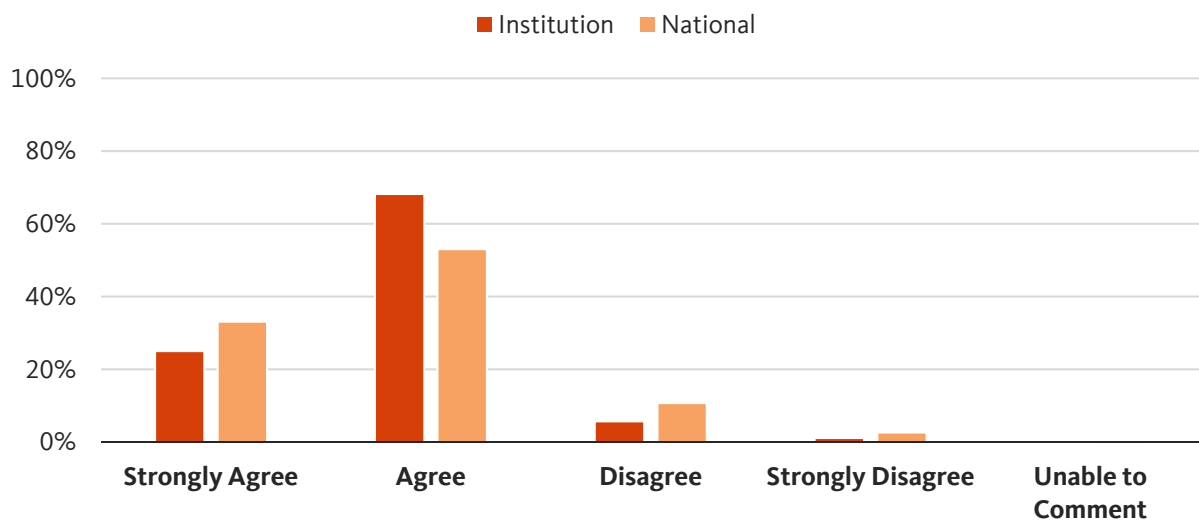| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	16.9%	71.9%	10.1%	0.0%	1.1%
2017	18.5%	66.7%	13.0%	1.9%	0.0%
2018	16.2%	67.6%	12.2%	2.7%	1.4%
2019	25.0%	68.2%	5.7%	1.1%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Graduating Student Survey, Question 27

My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.
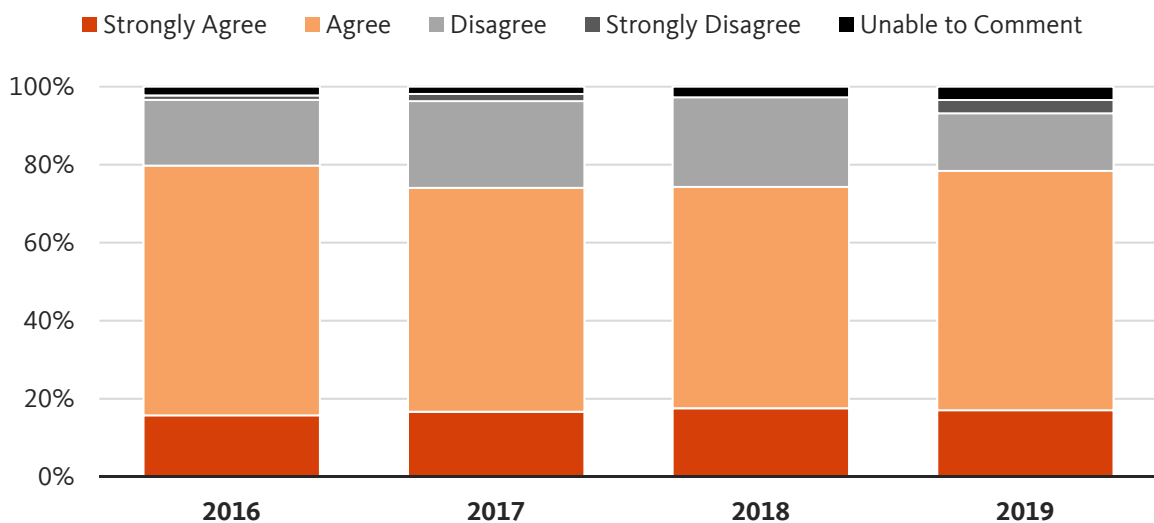

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Graduating Student Survey, Question 28

My introductory pharmacy practice experiences were of high quality.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	57	15	1	2	89
2017	9	31	12	1	1	54
2018	13	42	17	0	2	74
2019	15	54	13	3	3	88

Response Percent (%)

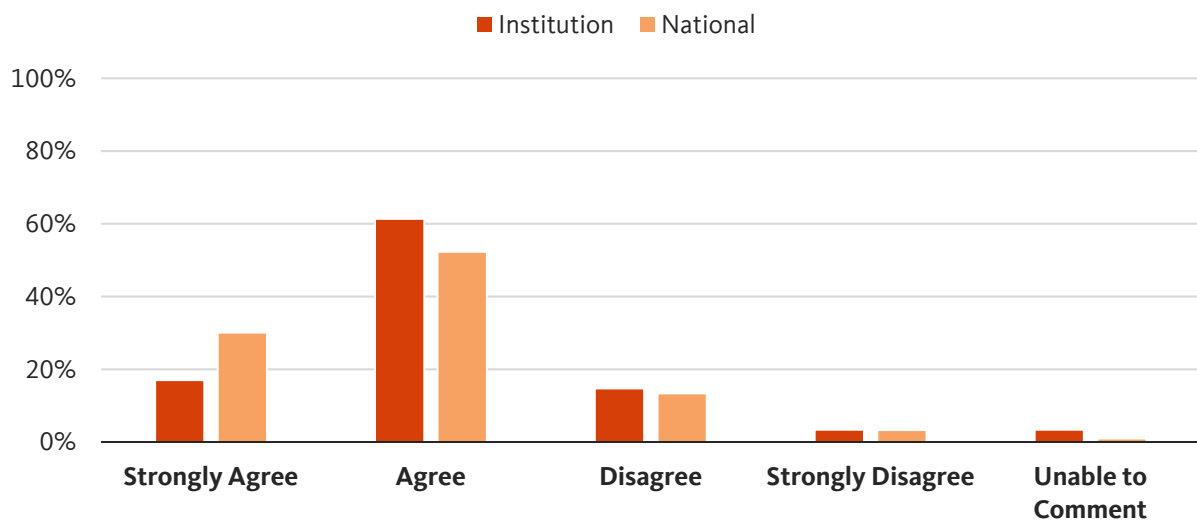| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	15.7%	64.0%	16.9%	1.1%	2.2%
2017	16.7%	57.4%	22.2%	1.9%	1.9%
2018	17.6%	56.8%	23.0%	0.0%	2.7%
2019	17.0%	61.4%	14.8%	3.4%	3.4%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Graduating Student Survey, Question 28

My introductory pharmacy practice experiences were of high quality.

Bar chart legend: Institution (dark orange), National (light orange). Y-axis from 0% to 100%.

Response	Institution	National
Strongly Agree	~17%	~30%
Agree	~61%	~52%
Disagree	~14%	~13%
Strongly Disagree	~3%	~3%
Unable to Comment	~3%	~1%

Optional Comments:

On par with national data, IPPE experiences are di   cult to assign due to the wide variety of experience students have on entry to the professional program. Results have improved as experiential faculty have extended their e   orts to assess students previous experience and make placement appropriate to their entry level skills.
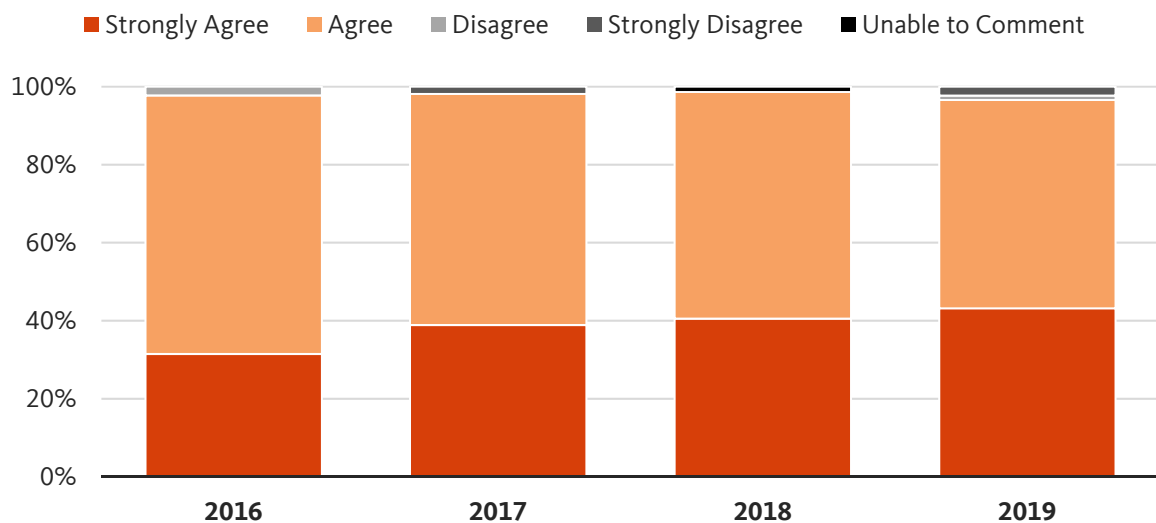
Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Graduating Student Survey, Question 55

I was aware of expected behaviors with respect to professional and academic conduct.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	59	2	0	0	89
2017	21	32	0	1	0	54
2018	30	43	0	0	1	74
2019	38	47	1	2	0	88

Response Percent (%)

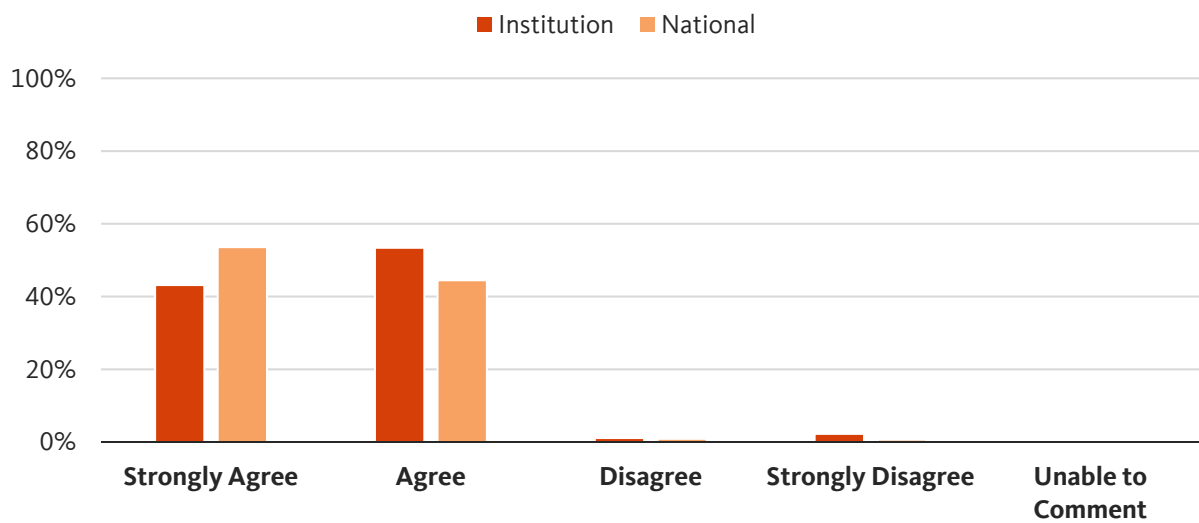| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	66.3%	2.2%	0.0%	0.0%
2017	38.9%	59.3%	0.0%	1.9%	0.0%
2018	40.5%	58.1%	0.0%	0.0%	1.4%
2019	43.2%	53.4%	1.1%	2.3%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Graduating Student Survey, Question 55

I was aware of expected behaviors with respect to professional and academic conduct.

■ Institution ■ National
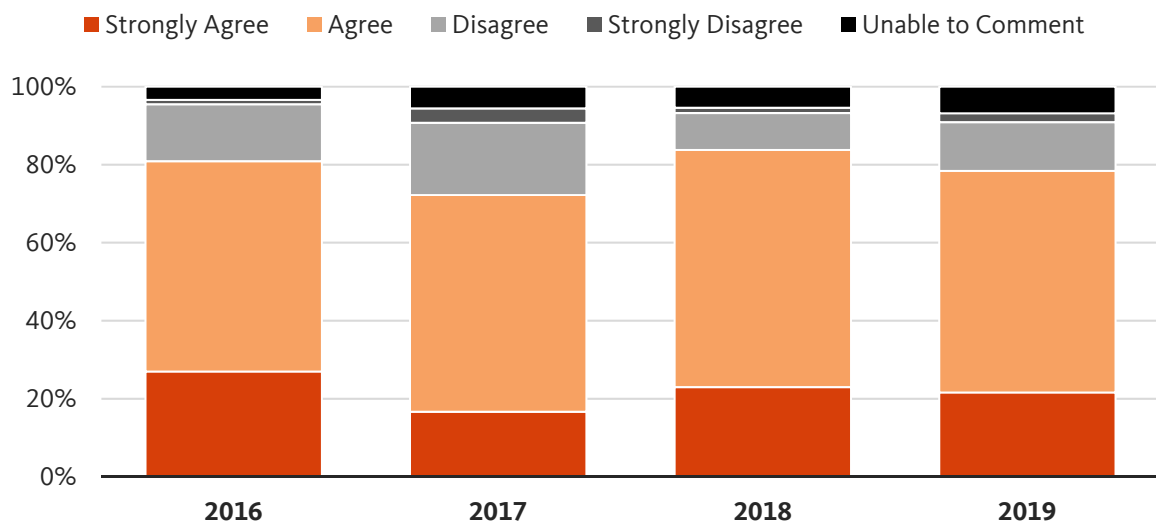

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Graduating Student Survey, Question 60

I was aware of opportunities to participate in research activities with faculty.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	48	13	1	3	89
2017	9	30	10	2	3	54
2018	17	45	7	1	4	74
2019	19	50	11	2	6	88

Response Percent (%)

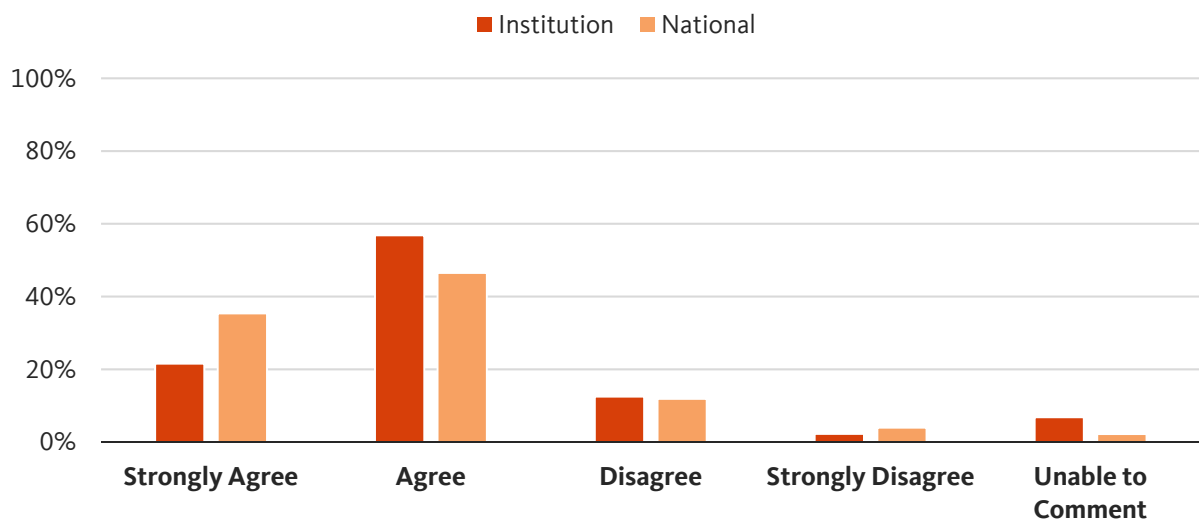| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	27.0%	53.9%	14.6%	1.1%	3.4%
2017	16.7%	55.6%	18.5%	3.7%	5.6%
2018	23.0%	60.8%	9.5%	1.4%	5.4%
2019	21.6%	56.8%	12.5%	2.3%	6.8%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Graduating Student Survey, Question 60

I was aware of opportunities to participate in research activities with faculty.

Optional Comments:

Addressed elsewhere and on par with national results. Introduction to research opportunities occurs during orientation and the Research and Scholarship committee recently provided stronger guidance for students regarding processes for human subjects research approval. Approximately 30 research posters were presented by students at the most recent ASHP midyear meeting.
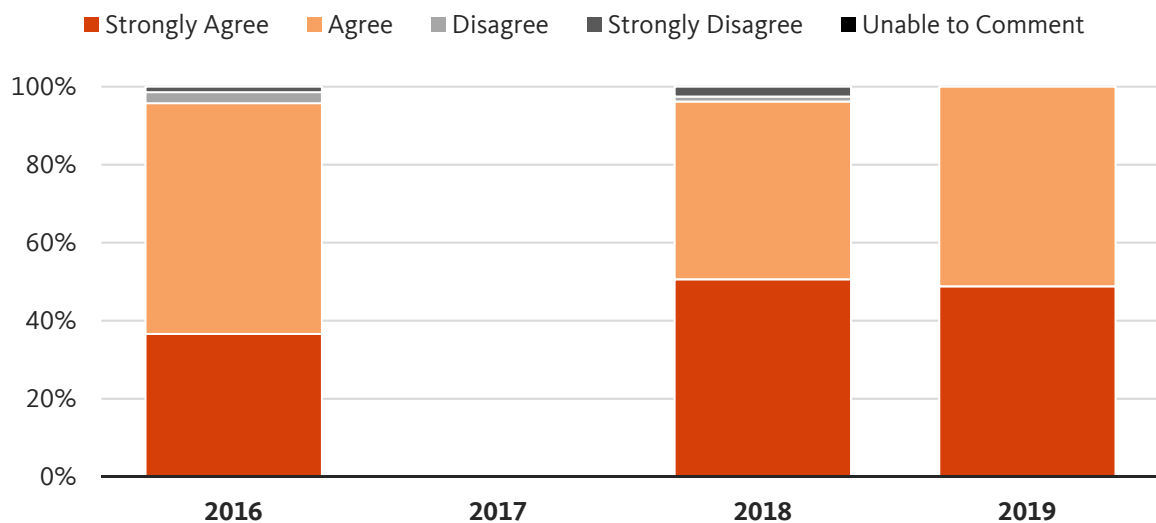
Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Alumni Survey, Question 7

The curriculum provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	42	2	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	36	1	2	0	79
2019	41	43	0	0	0	84

Response Percent (%)

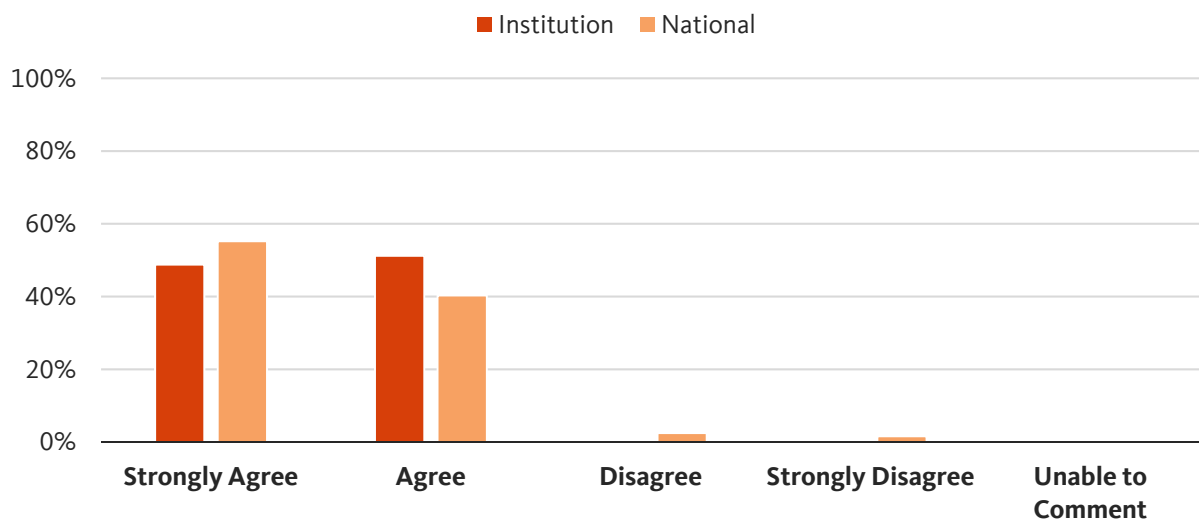| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	59.2%	2.8%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	45.6%	1.3%	2.5%	0.0%
2019	48.8%	51.2%	0.0%	0.0%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Alumni Survey, Question 7

The curriculum provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning).
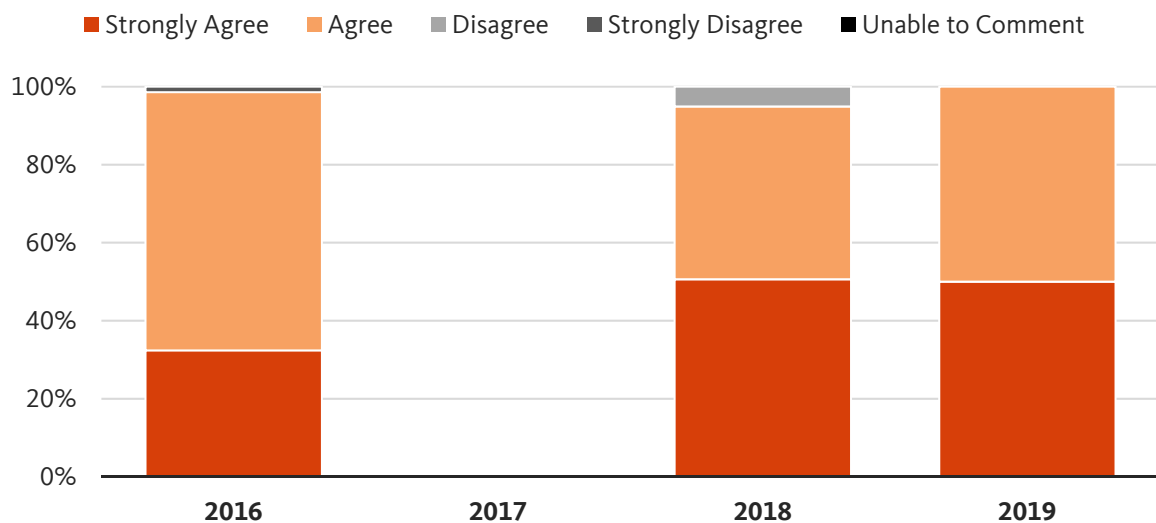

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Alumni Survey, Question 8

I was encouraged to assume responsibility for my own learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	47	0	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	35	4	0	0	79
2019	42	42	0	0	0	84

Response Percent (%)

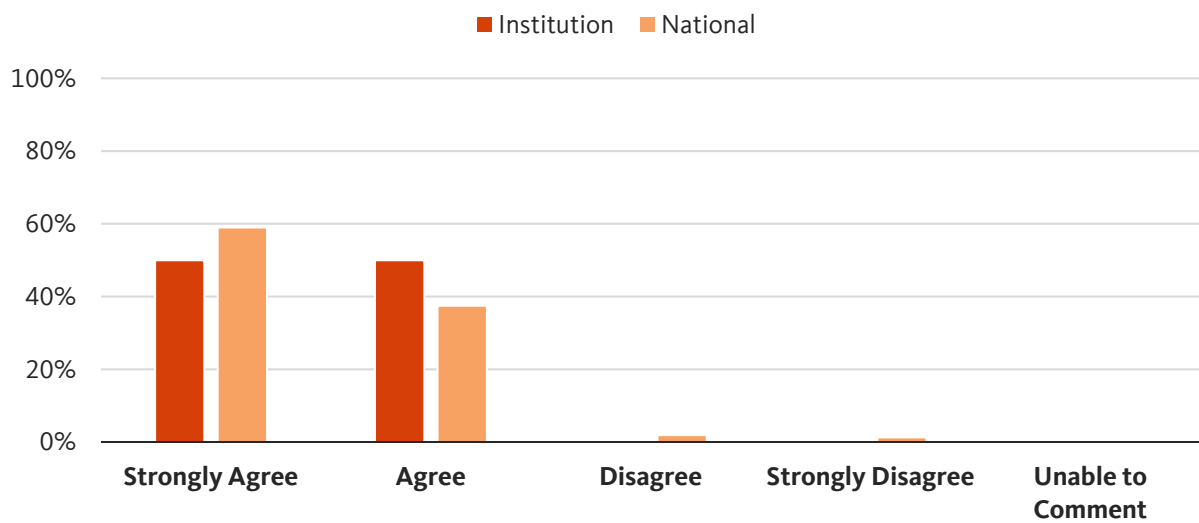| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	32.4%	66.2%	0.0%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	44.3%	5.1%	0.0%	0.0%
2019	50.0%	50.0%	0.0%	0.0%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart

Standard 10, Alumni Survey, Question 8

I was encouraged to assume responsibility for my own learning.
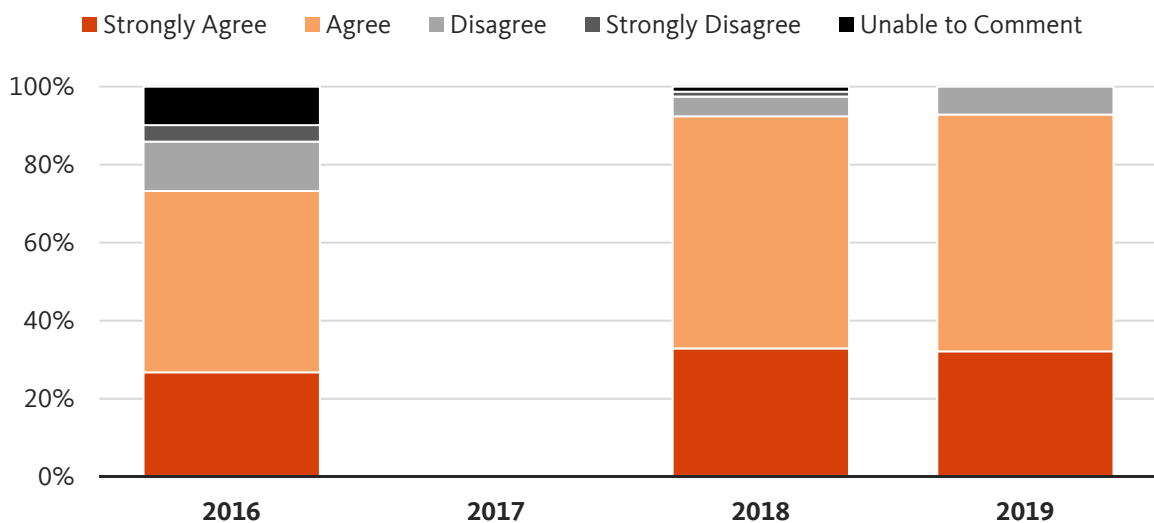

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Alumni Survey, Question 12

Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	33	9	3	7	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	26	47	4	1	1	79
2019	27	51	6	0	0	84

Response Percent (%)

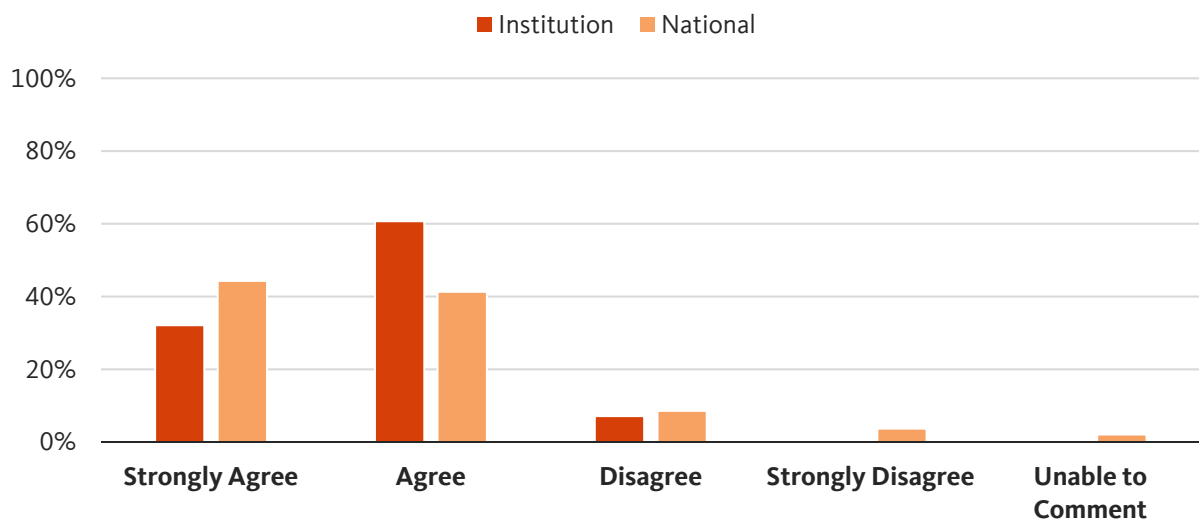| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.8%	46.5%	12.7%	4.2%	9.9%
2017	n/a	n/a	n/a	n/a	n/a
2018	32.9%	59.5%	5.1%	1.3%	1.3%
2019	32.1%	60.7%	7.1%	0.0%	0.0%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Alumni Survey, Question 12

Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.
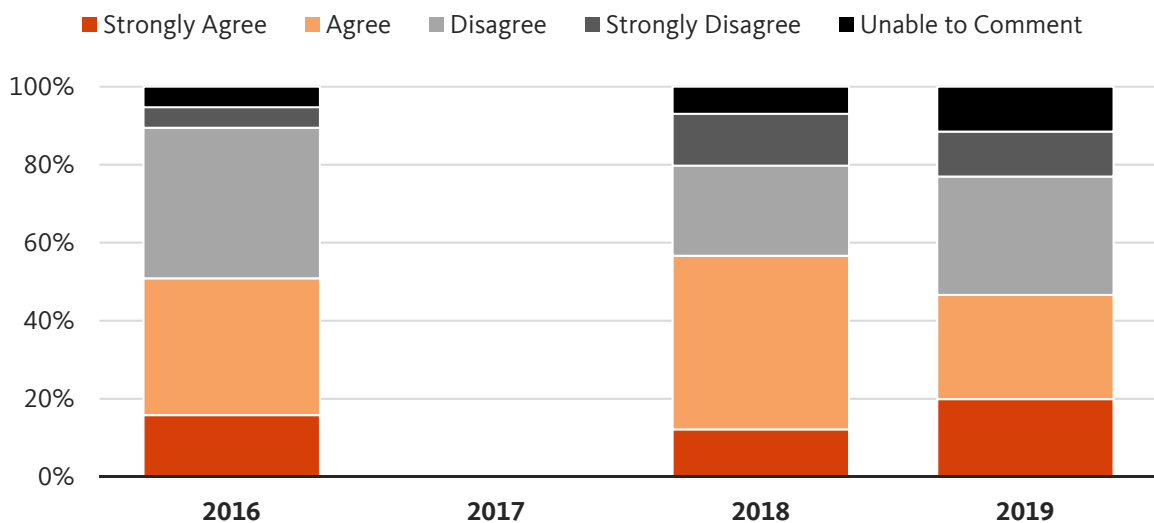

Optional Comments:

Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Preceptor Survey, Question 2

I receive the results from students' evaluations of my rotation.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	9	20	22	3	3	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	21	77	40	23	12	173
2019	38	51	58	22	22	191

Response Percent (%)

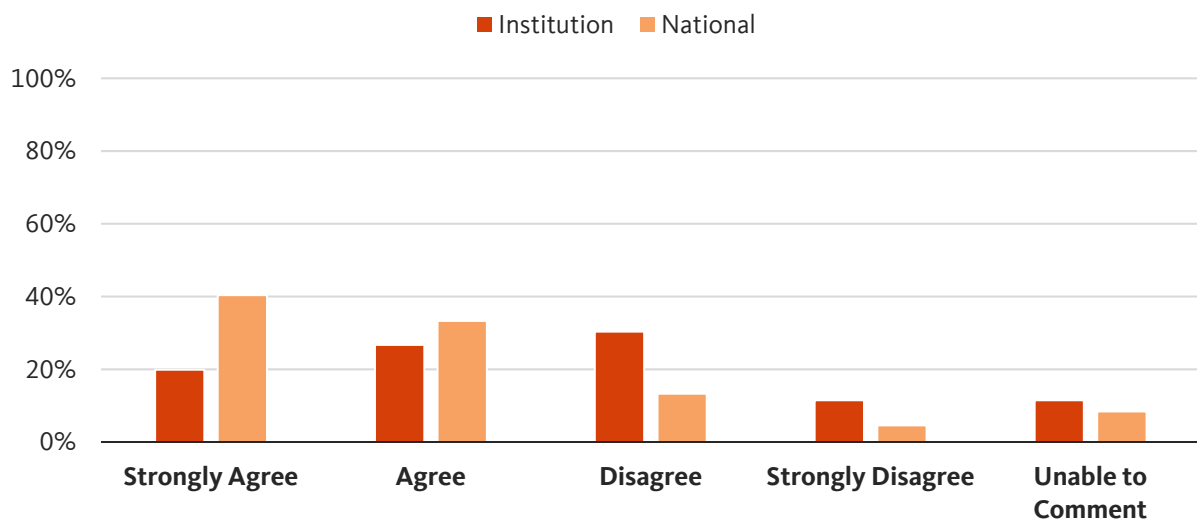| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	15.8%	35.1%	38.6%	5.3%	5.3%
2017	n/a	n/a	n/a	n/a	n/a
2018	12.1%	44.5%	23.1%	13.3%	6.9%
2019	19.9%	26.7%	30.4%	11.5%	11.5%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Preceptor Survey, Question 2
I receive the results from students' evaluations of my rotation.

Optional Comments:

Preceptor Surveys show a concern with how timely preceptors receive student evaluations. This concern is likely the genesis of Preceptor concerns regarding 'clarity of expectations' in Standard 20 and will be part of monitoring recommended for Standard 20. Staffing shortages and turnover contributed to this challenge. Fortunately, in 2017, the College hired an Assessment Analyst and significantly increased the ability to report performance of sites and preceptors. In 2018, a 0.50 FTE increase in support staff allowed OEE to improve timely communication to students and preceptors, update materials, and maintain the experiential website. These recent hires cleared a backlog of evaluations and new policies are finalized to clarify distribution processes. The Assessment Analyst, in particular, undertook a careful examination of e-Value the past year and identified parameters not correctly set to optimize efficiency. A video is also being created to assist Preceptors in accessing evaluations.
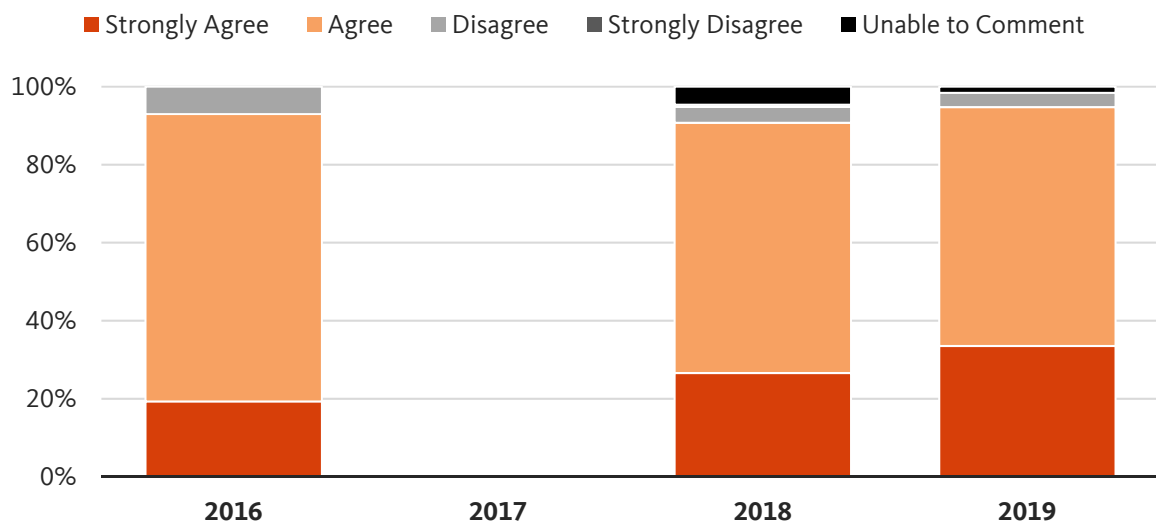
Charts & Tables

Curriculum Design, Delivery, and Oversight

Longitudinal Chart

Standard 10, Preceptor Survey, Question 9

The assessment tools provided to me for my site are suitable for measuring student performance.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	11	42	4	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	46	111	7	1	8	173
2019	64	117	7	0	3	191

Response Percent (%)

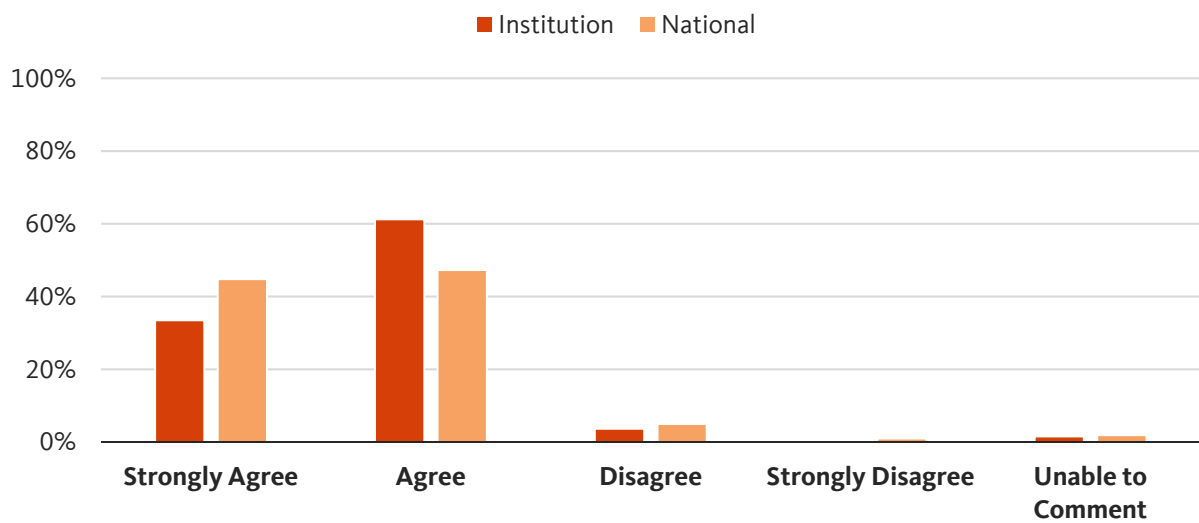| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	19.3%	73.7%	7.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.6%	64.2%	4.0%	0.6%	4.6%
2019	33.5%	61.3%	3.7%	0.0%	1.6%

Charts & Tables

Curriculum Design, Delivery, and Oversight

National vs. Institution Chart
Standard 10, Preceptor Survey, Question 9
The assessment tools provided to me for my site are suitable for measuring student performance.

Optional Comments:

Interprofessional Education

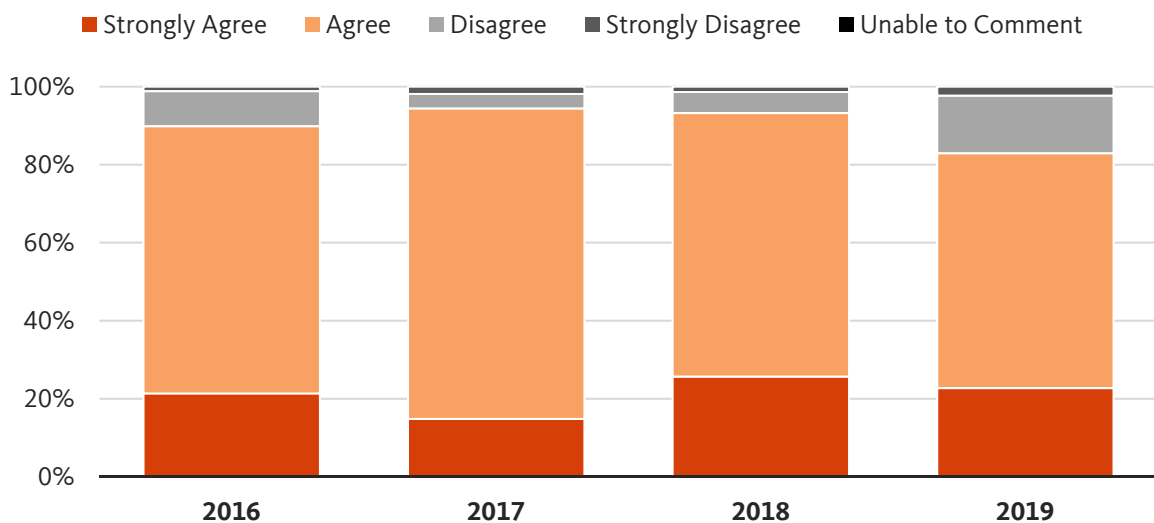Data Views and Standardized Tables

Standard

A 11

Charts & Tables

Interprofessional Education

Longitudinal Chart
Standard 11, Graduating Student Survey, Question 3
The learning experience with other professions students helped me gain a better understanding of how to be part of a multi-disciplinary team to improve patient outcomes.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	61	8	1	0	89
2017	8	43	2	1	0	54
2018	19	50	4	1	0	74
2019	20	53	13	2	0	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.3%	68.5%	9.0%	1.1%	0.0%
2017	14.8%	79.6%	3.7%	1.9%	0.0%
2018	25.7%	67.6%	5.4%	1.4%	0.0%
2019	22.7%	60.2%	14.8%	2.3%	0.0%

Charts & Tables

Interprofessional Education

National vs. Institution Chart

Standard 11, Graduating Student Survey, Question 3

The learning experience with other professions students helped me gain a better understanding of how to be part of a multi-disciplinary team to improve patient outcomes.
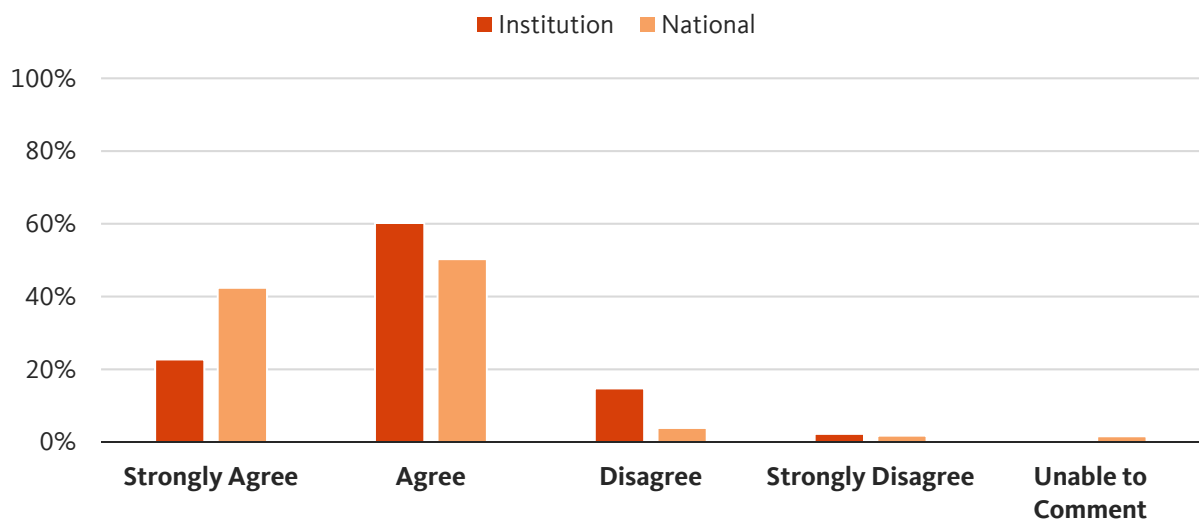
Optional Comments:

The 2016-2018 student feedback in this area meets the established College performance targets which are 85% of students indicated Strongly Agree or Agree. The 2019 results show a slightly lower outcome at 82.9% in agreement. This survey item will be reviewed and monitored over time.
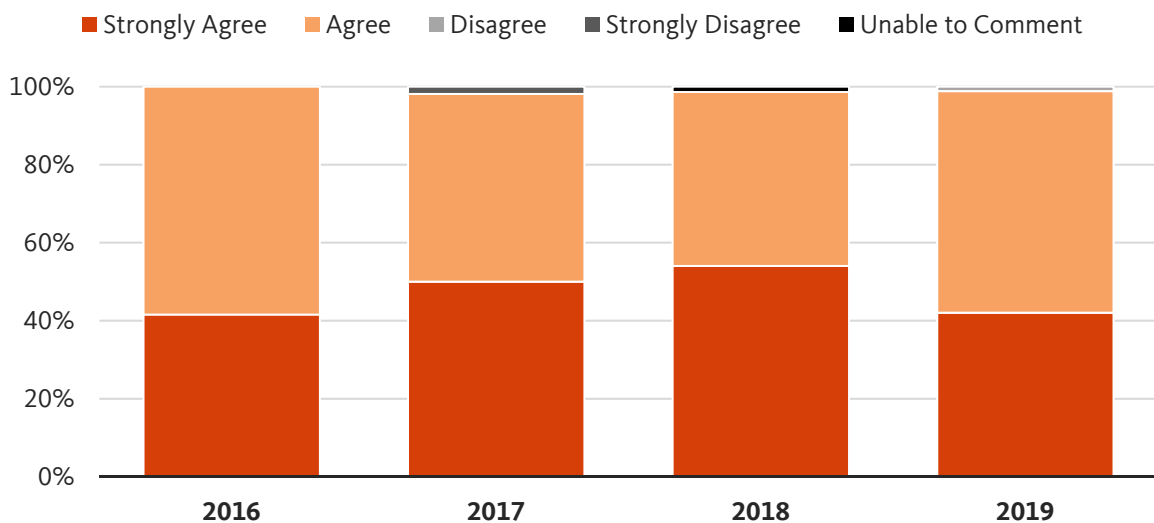
Charts & Tables

Interprofessional Education

🕐 Longitudinal Chart

Standard 11, Graduating Student Survey, Question 38

My pharmacy practice experiences allowed me to collaborate with other health care professionals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	37	52	0	0	0	89
2017	27	26	0	1	0	54
2018	40	33	0	0	1	74
2019	37	50	1	0	0	88

Response Percent (%)

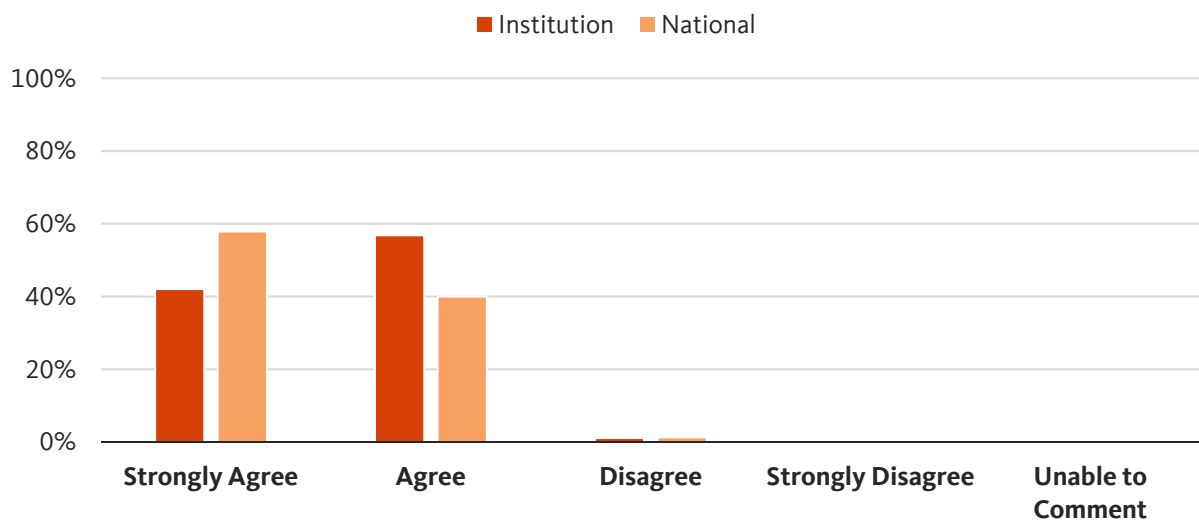| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	41.6%	58.4%	0.0%	0.0%	0.0%
2017	50.0%	48.1%	0.0%	1.9%	0.0%
2018	54.1%	44.6%	0.0%	0.0%	1.4%
2019	42.0%	56.8%	1.1%	0.0%	0.0%

Charts & Tables

Interprofessional Education

National vs. Institution Chart
Standard 11, Graduating Student Survey, Question 38
My pharmacy practice experiences allowed me to collaborate with other health care professionals.

Optional Comments:

Pre-APPE Curriculum

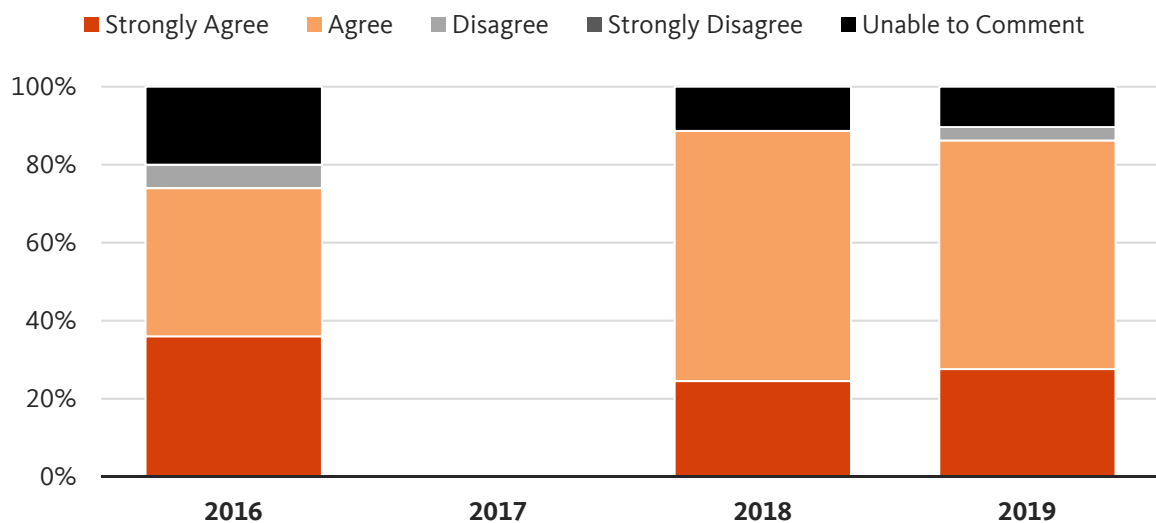Data Views and Standardized Tables

Standard

A 12

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Faculty Survey, Question 34

The curriculum is taught at a depth that supports understanding of central concepts and principles.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	19	3	0	10	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	13	34	0	0	6	53
2019	16	34	2	0	6	58

Response Percent (%)

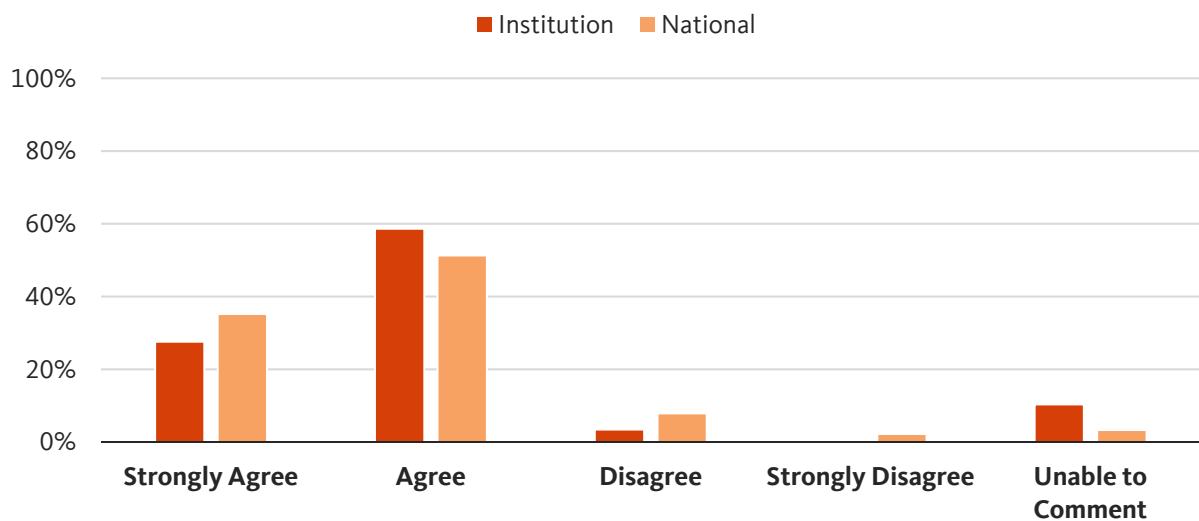| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.0%	38.0%	6.0%	0.0%	20.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	24.5%	64.2%	0.0%	0.0%	11.3%
2019	27.6%	58.6%	3.4%	0.0%	10.3%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart
Standard 12, Faculty Survey, Question 34
The curriculum is taught at a depth that supports understanding of central concepts and principles.
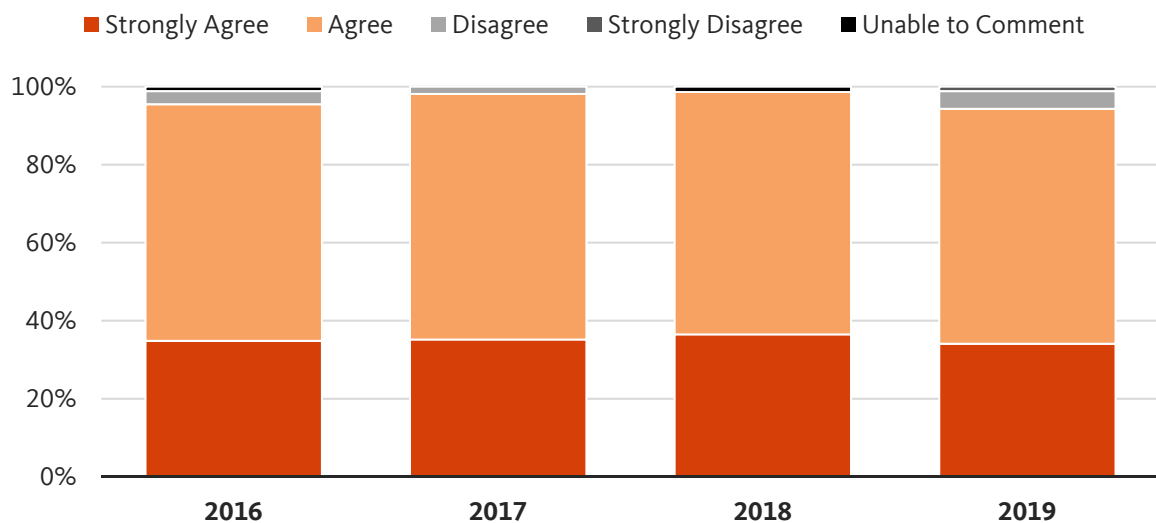

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 24

I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	31	54	3	0	1	89
2017	19	34	1	0	0	54
2018	27	46	0	0	1	74
2019	30	53	4	1	0	88

Response Percent (%)

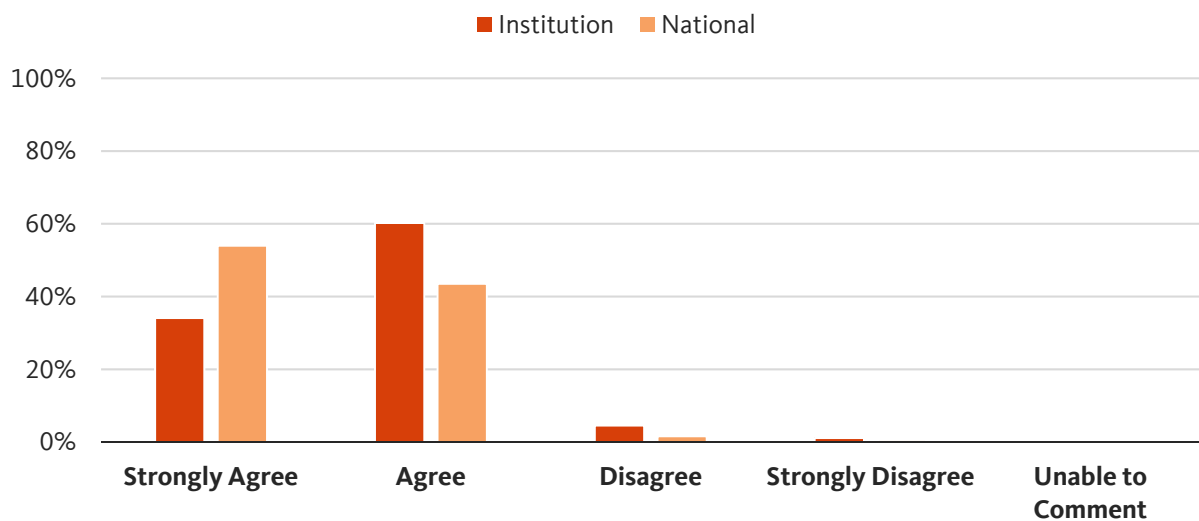| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	34.8%	60.7%	3.4%	0.0%	1.1%
2017	35.2%	63.0%	1.9%	0.0%	0.0%
2018	36.5%	62.2%	0.0%	0.0%	1.4%
2019	34.1%	60.2%	4.5%	1.1%	0.0%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 24

I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).
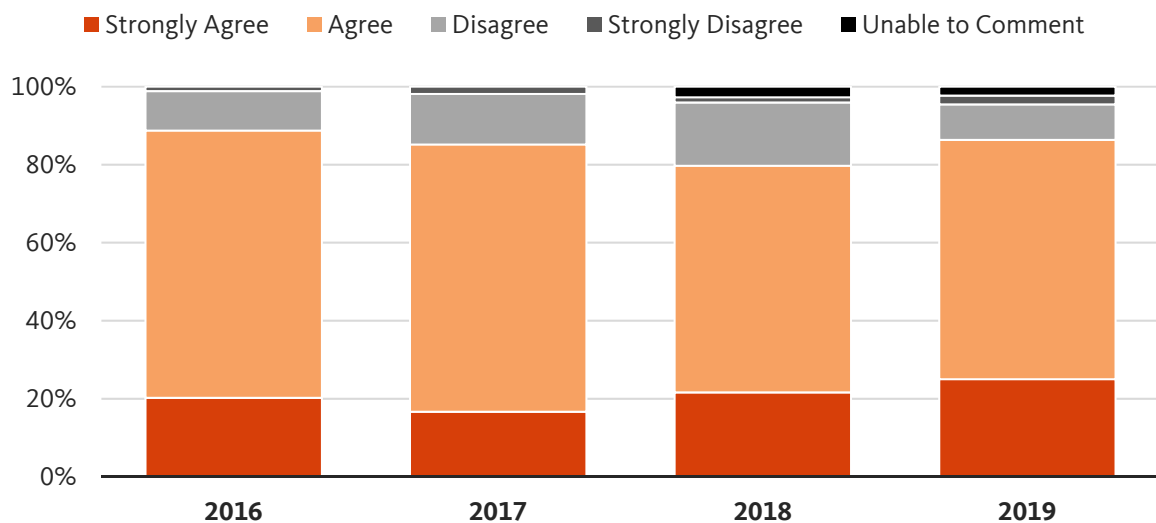

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 26

My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	61	9	1	0	89
2017	9	37	7	1	0	54
2018	16	43	12	1	2	74
2019	22	54	8	2	2	88

Response Percent (%)

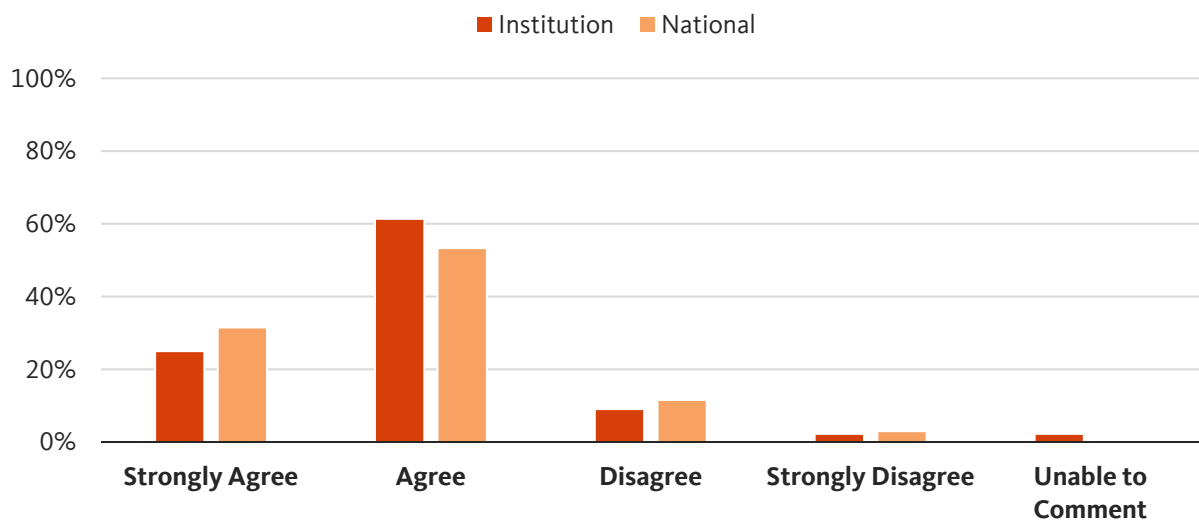| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	20.2%	68.5%	10.1%	1.1%	0.0%
2017	16.7%	68.5%	13.0%	1.9%	0.0%
2018	21.6%	58.1%	16.2%	1.4%	2.7%
2019	25.0%	61.4%	9.1%	2.3%	2.3%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 26

My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences
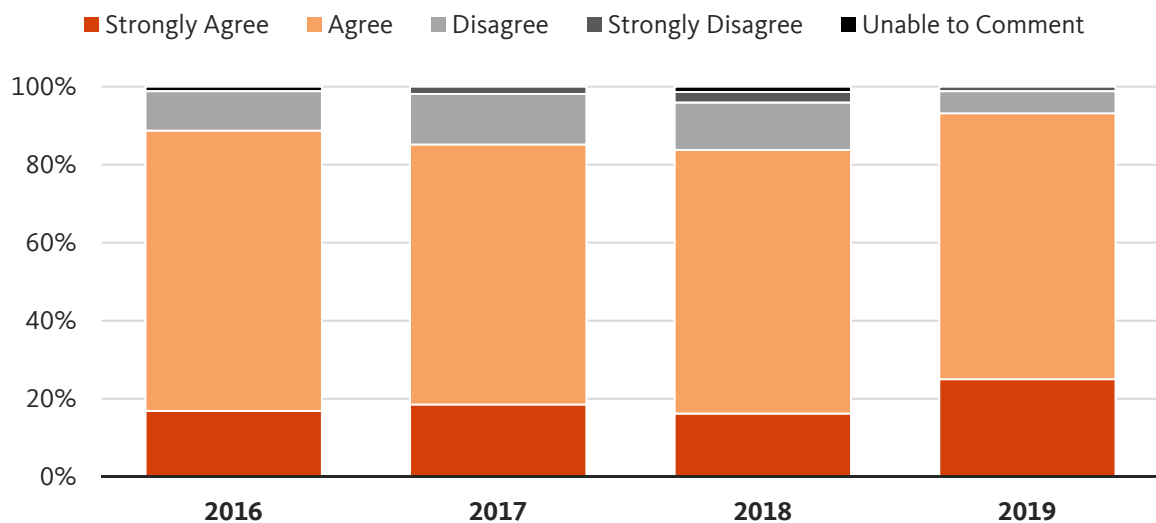

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 27

My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	64	9	0	1	89
2017	10	36	7	1	0	54
2018	12	50	9	2	1	74
2019	22	60	5	1	0	88

Response Percent (%)

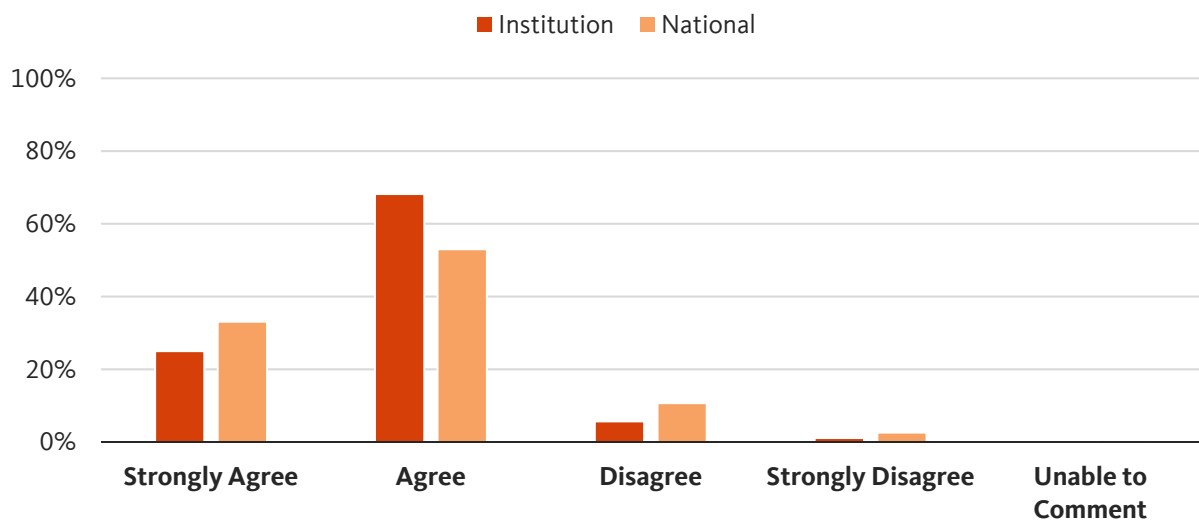| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	16.9%	71.9%	10.1%	0.0%	1.1%
2017	18.5%	66.7%	13.0%	1.9%	0.0%
2018	16.2%	67.6%	12.2%	2.7%	1.4%
2019	25.0%	68.2%	5.7%	1.1%	0.0%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 27

My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.
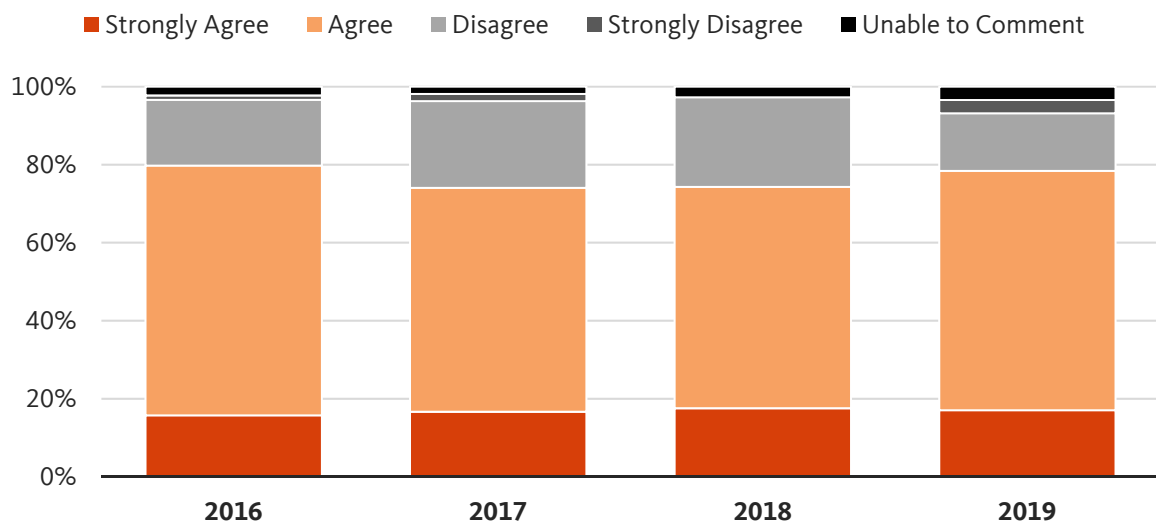

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 28

My introductory pharmacy practice experiences were of high quality.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	57	15	1	2	89
2017	9	31	12	1	1	54
2018	13	42	17	0	2	74
2019	15	54	13	3	3	88

Response Percent (%)

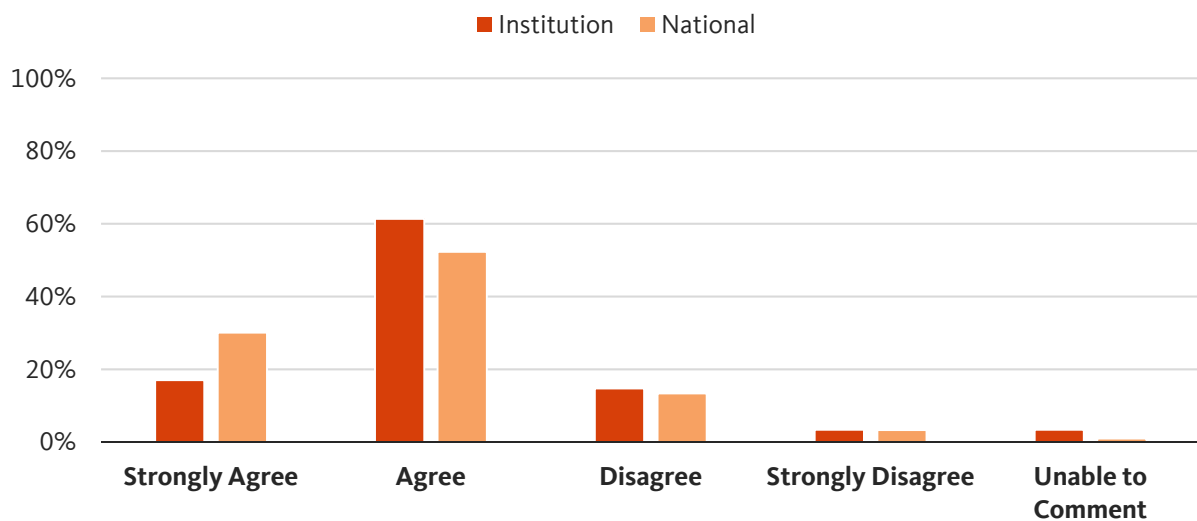| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	15.7%	64.0%	16.9%	1.1%	2.2%
2017	16.7%	57.4%	22.2%	1.9%	1.9%
2018	17.6%	56.8%	23.0%	0.0%	2.7%
2019	17.0%	61.4%	14.8%	3.4%	3.4%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 28

My introductory pharmacy practice experiences were of high quality.

Optional Comments:

On par with national data, IPPE experiences are difficult to assign due to the wide variety of experience students have on entry to the professional program. Results have improved as experiential faculty have extended their efforts to assess students previous experience and make placement appropriate to their entry level skills.
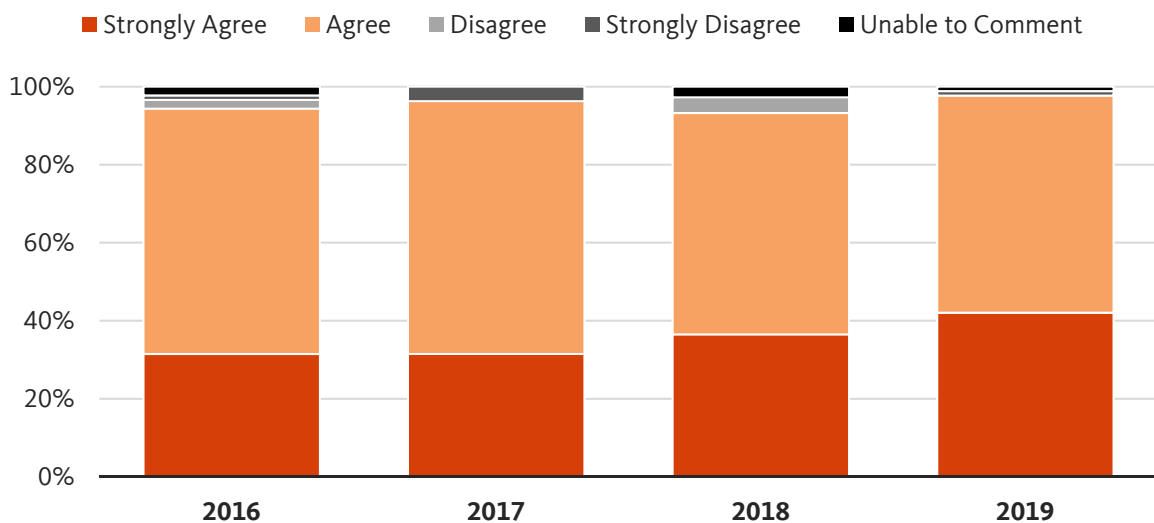
Charts & Tables

Pre-APPE Curriculum

🕐 **Longitudinal Chart**

Standard 12, Graduating Student Survey, Question 58

The college/school's faculty and administration encouraged me to participate in regional, state, or national pharmacy meetings.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	56	2	1	2	89
2017	17	35	0	2	0	54
2018	27	42	3	0	2	74
2019	37	49	0	1	1	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	62.9%	2.2%	1.1%	2.2%
2017	31.5%	64.8%	0.0%	3.7%	0.0%
2018	36.5%	56.8%	4.1%	0.0%	2.7%
2019	42.0%	55.7%	0.0%	1.1%	1.1%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 58

The college/school's faculty and administration encouraged me to participate in regional, state, or national pharmacy meetings.
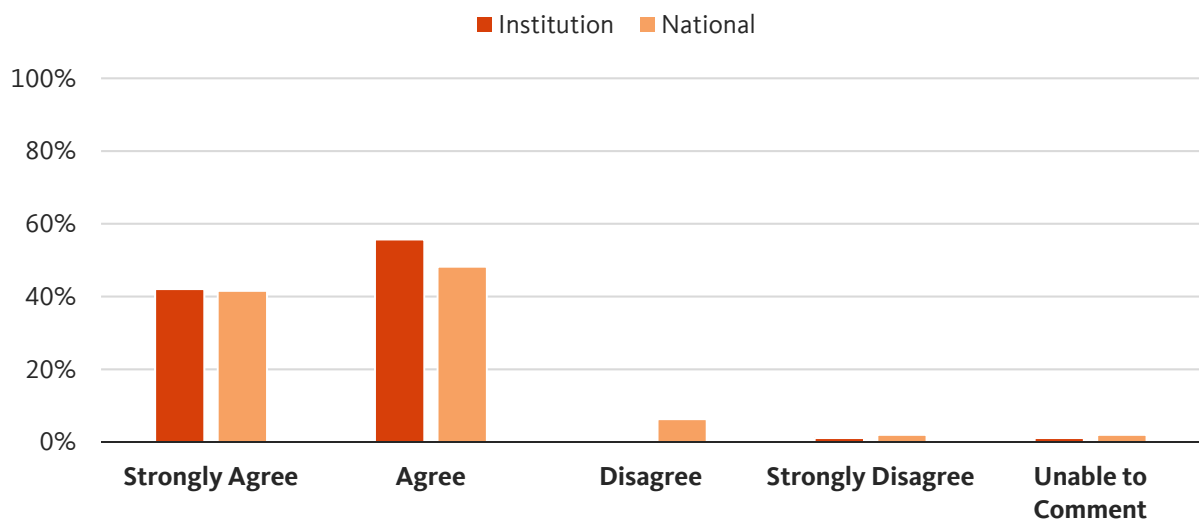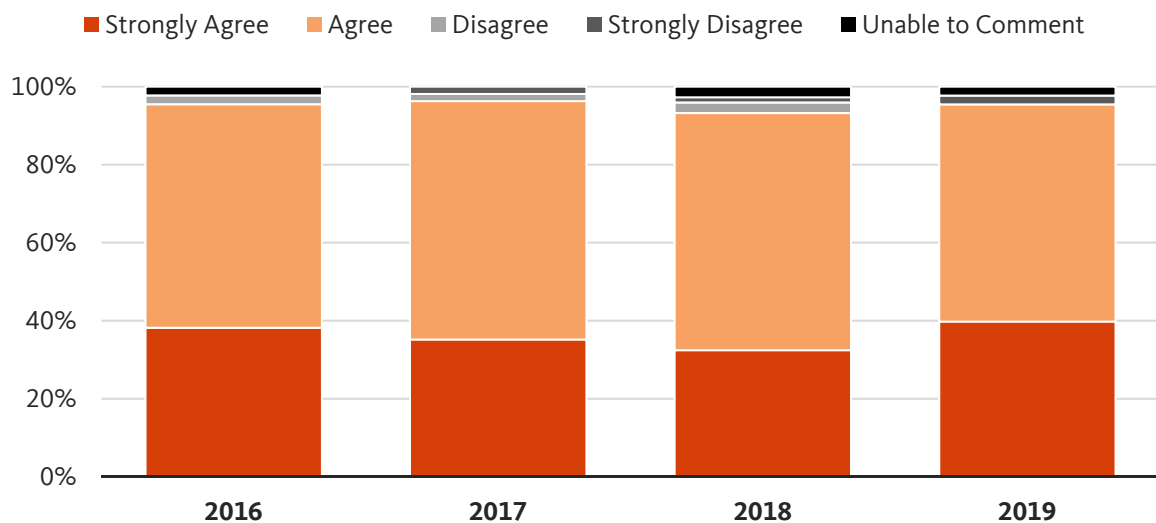

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 59

The college/school of pharmacy was supportive of student professional organizations.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	34	51	2	0	2	89
2017	19	33	1	1	0	54
2018	24	45	2	1	2	74
2019	35	49	0	2	2	88

Response Percent (%)

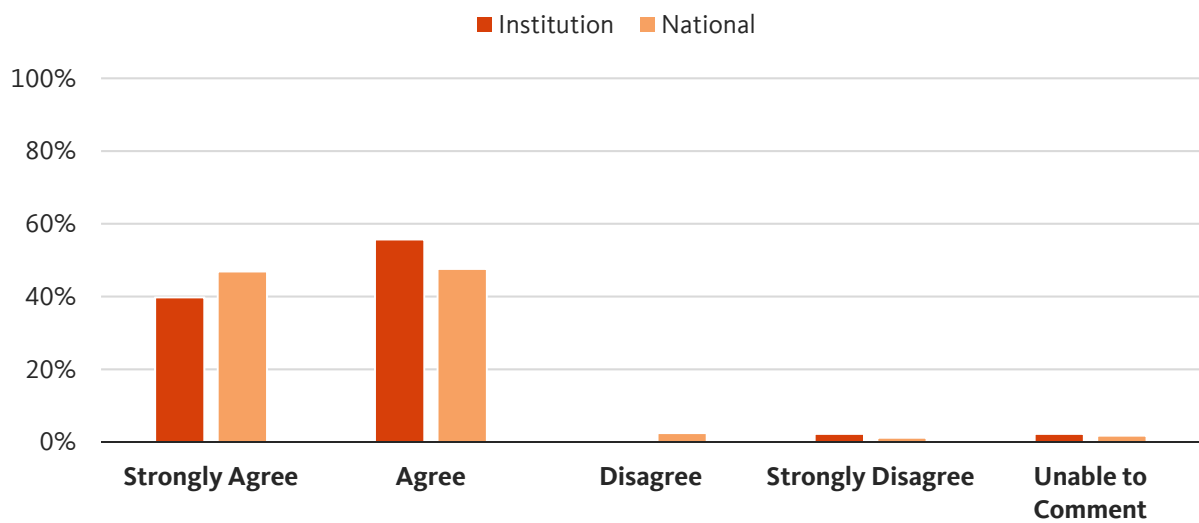| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.2%	57.3%	2.2%	0.0%	2.2%
2017	35.2%	61.1%	1.9%	1.9%	0.0%
2018	32.4%	60.8%	2.7%	1.4%	2.7%
2019	39.8%	55.7%	0.0%	2.3%	2.3%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 59

The college/school of pharmacy was supportive of student professional organizations.
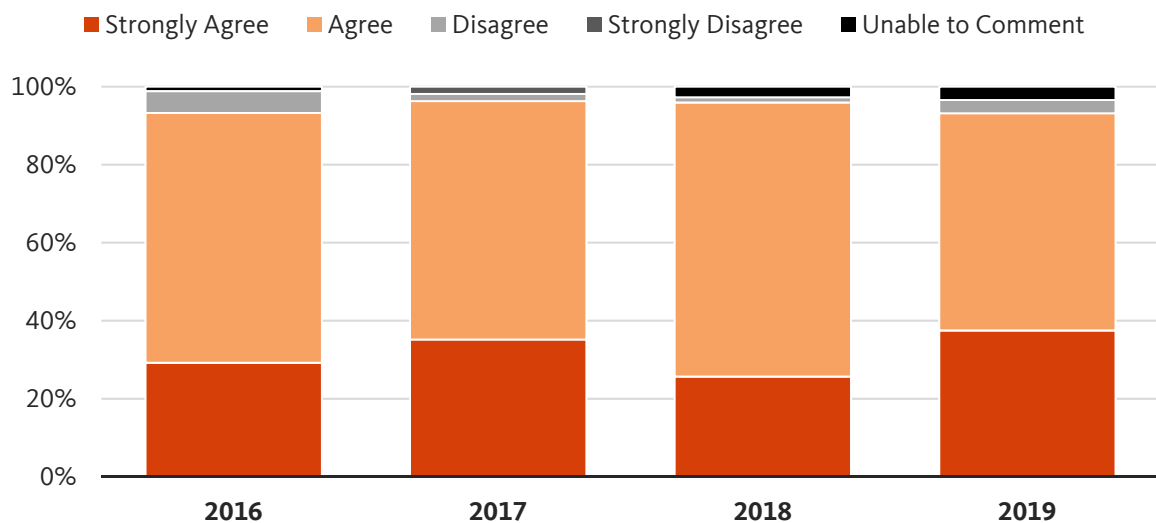

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 69

I am prepared to enter pharmacy practice.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	57	5	0	1	89
2017	19	33	1	1	0	54
2018	19	52	1	0	2	74
2019	33	49	3	0	3	88

Response Percent (%)

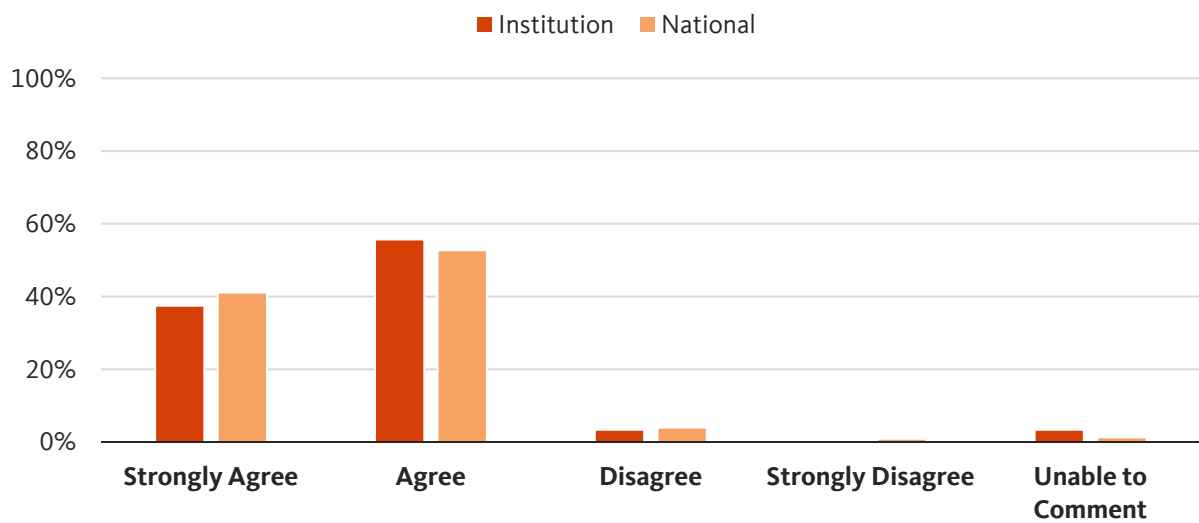| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	64.0%	5.6%	0.0%	1.1%
2017	35.2%	61.1%	1.9%	1.9%	0.0%
2018	25.7%	70.3%	1.4%	0.0%	2.7%
2019	37.5%	55.7%	3.4%	0.0%	3.4%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 69

I am prepared to enter pharmacy practice.
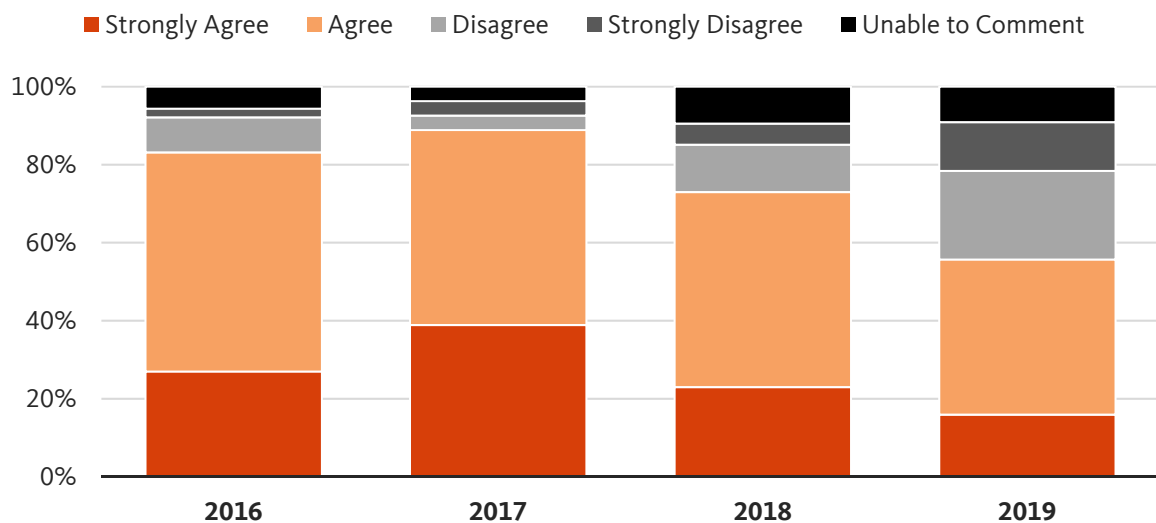

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 70

If I were starting my college career over again I would choose to study pharmacy.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	50	8	2	5	89
2017	21	27	2	2	2	54
2018	17	37	9	4	7	74
2019	14	35	20	11	8	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	27.0%	56.2%	9.0%	2.2%	5.6%
2017	38.9%	50.0%	3.7%	3.7%	3.7%
2018	23.0%	50.0%	12.2%	5.4%	9.5%
2019	15.9%	39.8%	22.7%	12.5%	9.1%

Charts & Tables

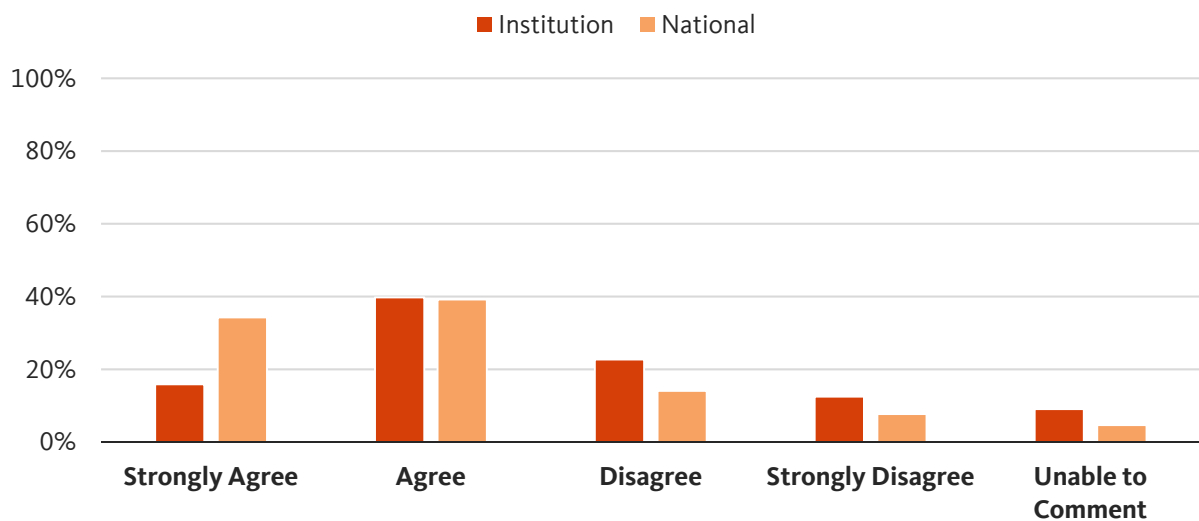**Pre-APPE Curriculum**

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 70

If I were starting my college career over again I would choose to study pharmacy.

Optional Comments:

A somewhat surprising survey result, but based on free responses from GSS, students are definitely disappointed with the change in the job market that is currently evolving.
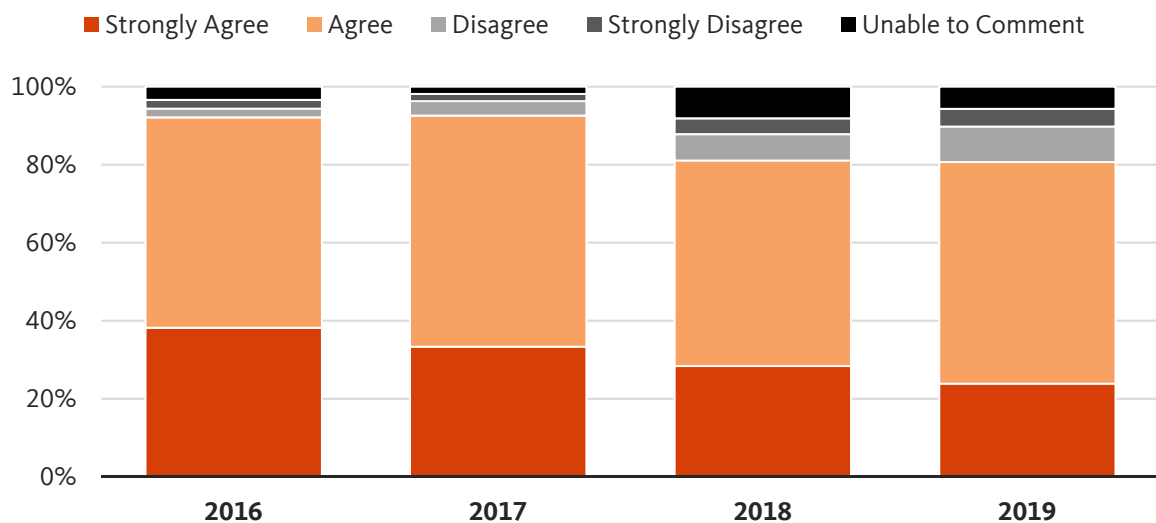
Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Graduating Student Survey, Question 71

If I were starting my pharmacy program over again I would choose the same college/school of pharmacy.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	34	48	2	2	3	89
2017	18	32	2	1	1	54
2018	21	39	5	3	6	74
2019	21	50	8	4	5	88

Response Percent (%)

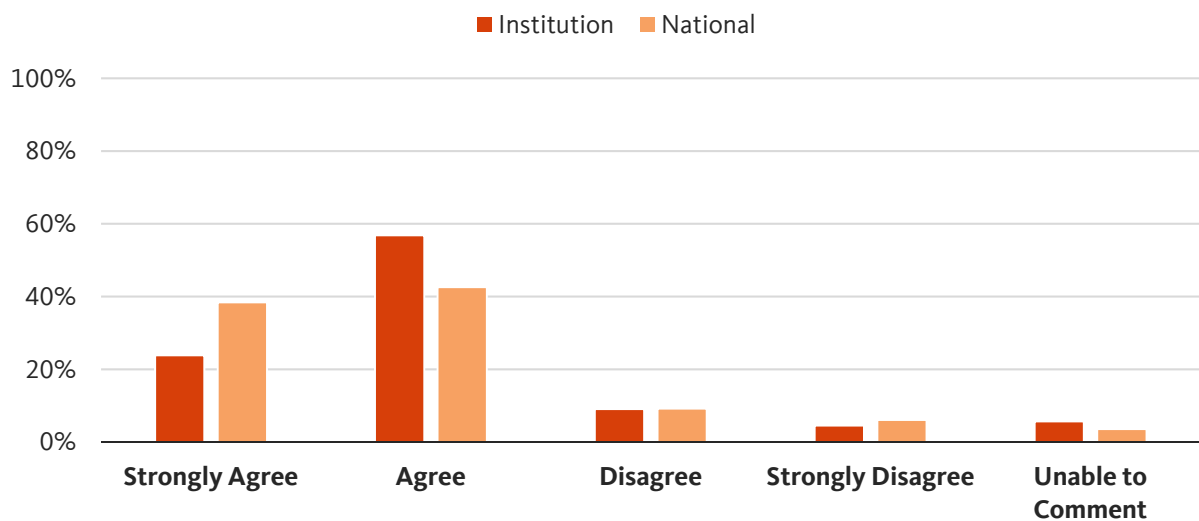| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.2%	53.9%	2.2%	2.2%	3.4%
2017	33.3%	59.3%	3.7%	1.9%	1.9%
2018	28.4%	52.7%	6.8%	4.1%	8.1%
2019	23.9%	56.8%	9.1%	4.5%	5.7%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Graduating Student Survey, Question 71

If I were starting my pharmacy program over again I would choose the same college/school of pharmacy.
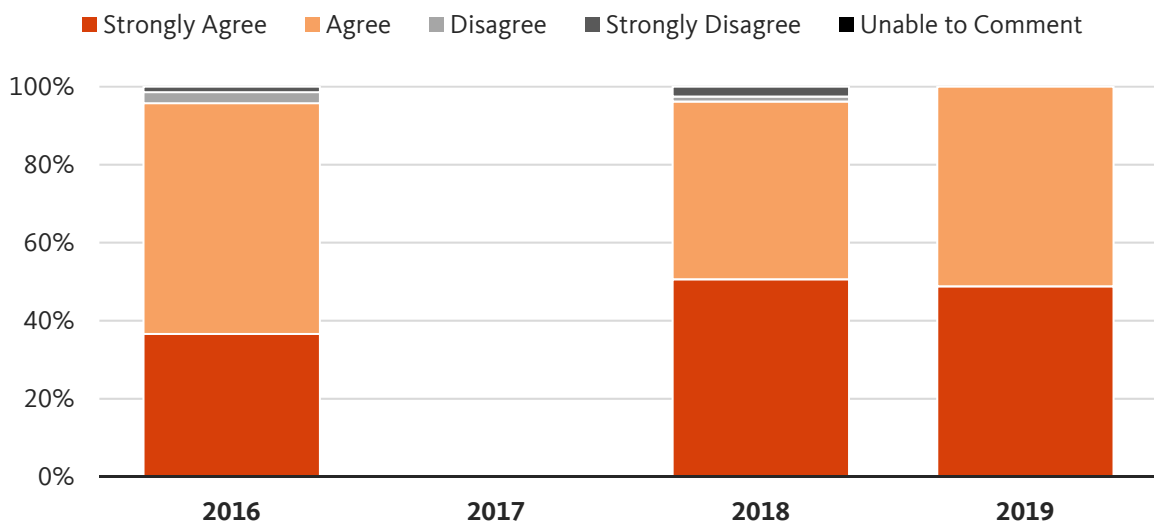

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart

Standard 12, Alumni Survey, Question 7

When I was a student the curriculum provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning).

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	42	2	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	36	1	2	0	79
2019	41	43	0	0	0	84

Response Percent (%)

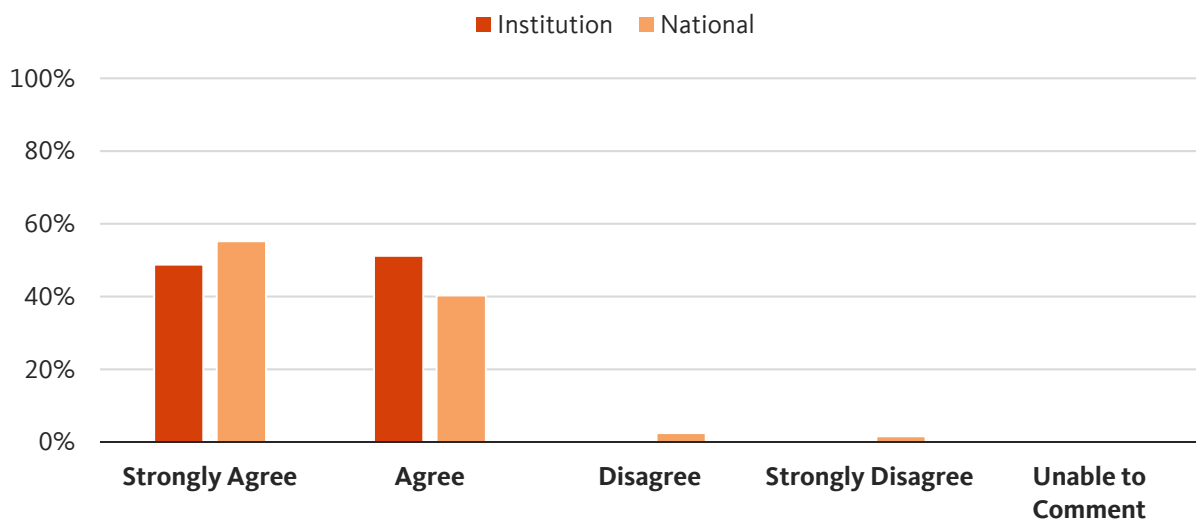| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	59.2%	2.8%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	45.6%	1.3%	2.5%	0.0%
2019	48.8%	51.2%	0.0%	0.0%	0.0%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart

Standard 12, Alumni Survey, Question 7

When I was a student the curriculum provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning).
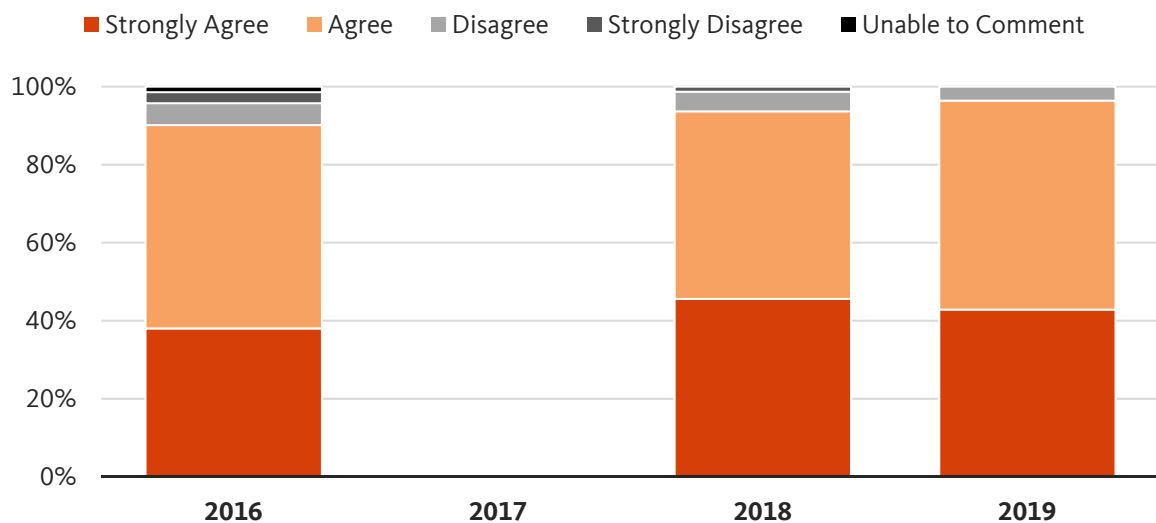

Optional Comments:

Charts & Tables

Pre-APPE Curriculum

Longitudinal Chart
Standard 12, Alumni Survey, Question 10
When I was a student the curriculum prepared me to enter my first pharmacy job.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	37	4	2	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	36	38	4	1	0	79
2019	36	45	3	0	0	84

Response Percent (%)

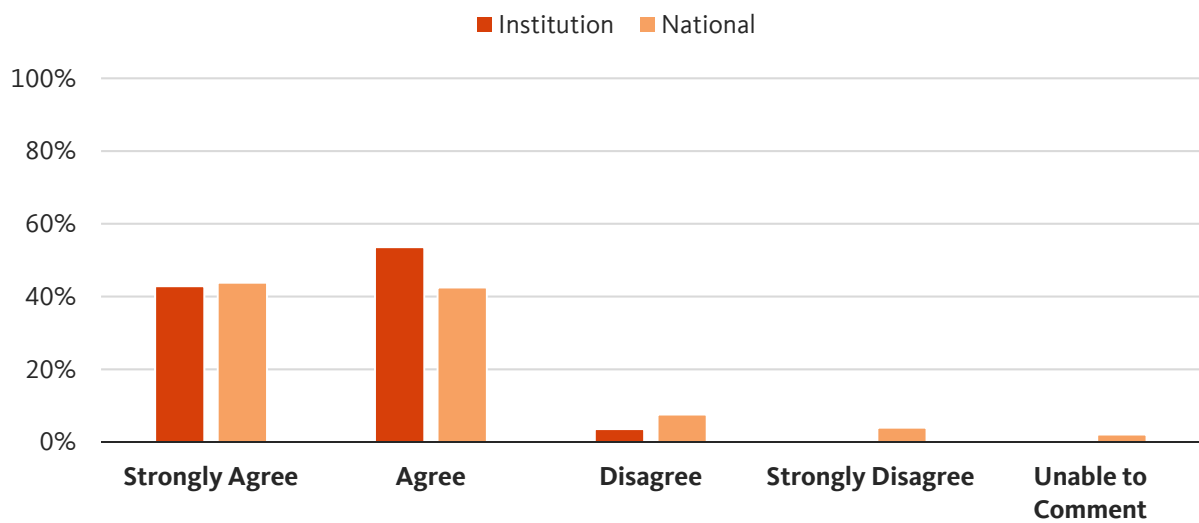| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.0%	52.1%	5.6%	2.8%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	45.6%	48.1%	5.1%	1.3%	0.0%
2019	42.9%	53.6%	3.6%	0.0%	0.0%

Charts & Tables

Pre-APPE Curriculum

National vs. Institution Chart
Standard 12, Alumni Survey, Question 10
When I was a student the curriculum prepared me to enter my first pharmacy job.

Optional Comments:

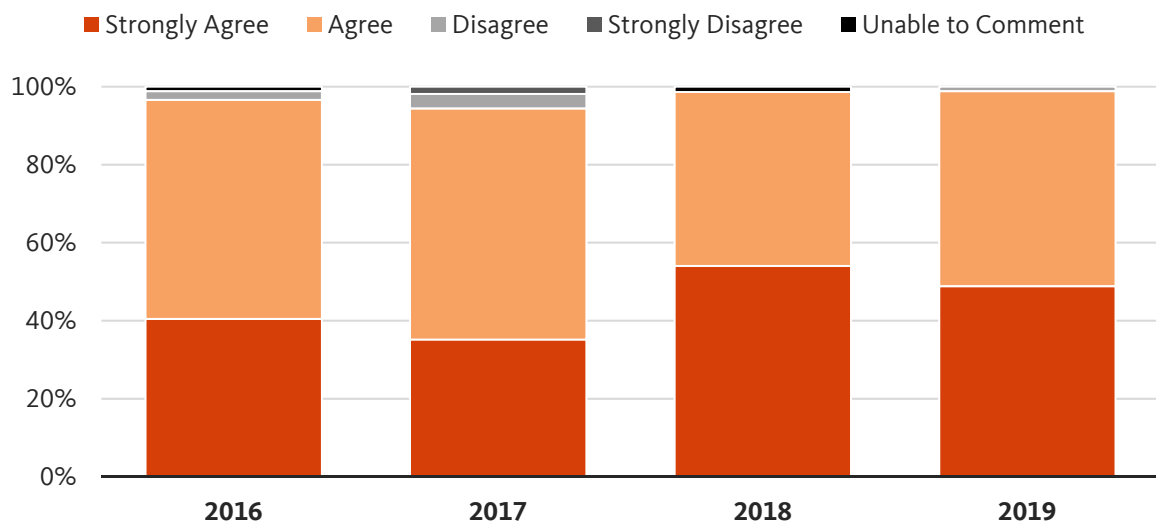# APPE Curriculum

Standard

A **13**

Charts & Tables

APPE Curriculum

Longitudinal Chart
Standard 13, Graduating Student Survey, Question 29
In the community pharmacy setting, I was able to engage in direct patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	36	50	2	0	1	89
2017	19	32	2	1	0	54
2018	40	33	0	0	1	74
2019	43	44	1	0	0	88

Response Percent (%)

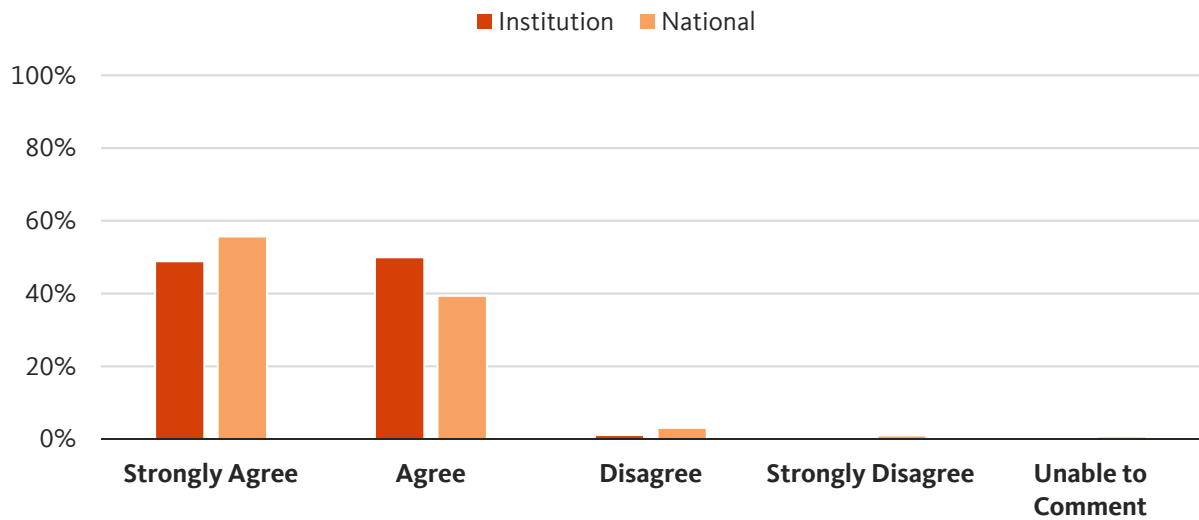| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.4%	56.2%	2.2%	0.0%	1.1%
2017	35.2%	59.3%	3.7%	1.9%	0.0%
2018	54.1%	44.6%	0.0%	0.0%	1.4%
2019	48.9%	50.0%	1.1%	0.0%	0.0%

Charts & Tables

APPE Curriculum

National vs. Institution Chart
Standard 13, Graduating Student Survey, Question 29
In the community pharmacy setting, I was able to engage in direct patient care.
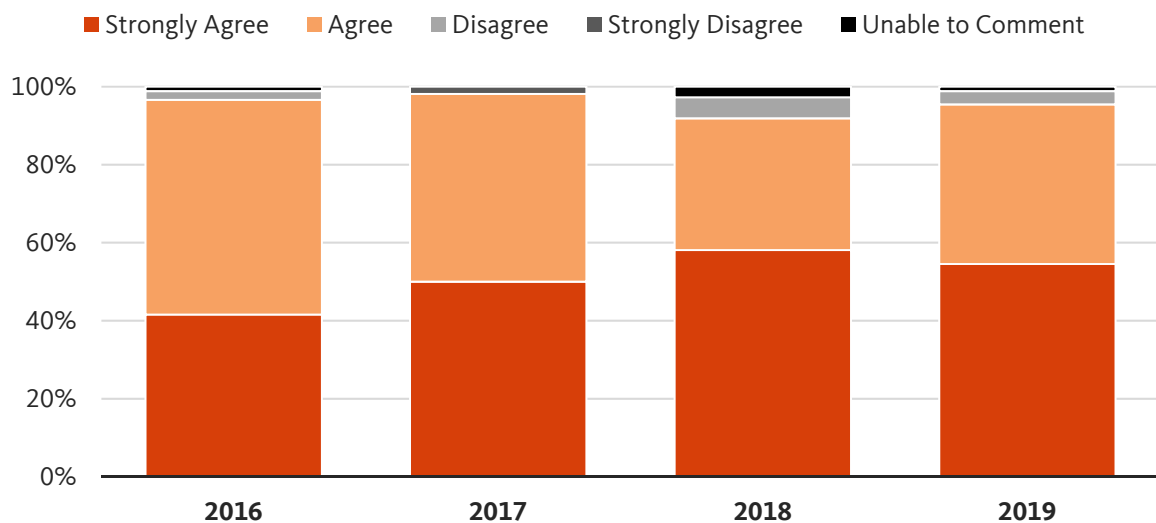

Optional Comments:

Charts & Tables

APPE Curriculum

🕐 Longitudinal Chart

Standard 13, Graduating Student Survey, Question 30

In the ambulatory care setting, I was able to engage in direct patient care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	37	49	2	0	1	89
2017	27	26	0	1	0	54
2018	43	25	4	0	2	74
2019	48	36	3	0	1	88

Response Percent (%)

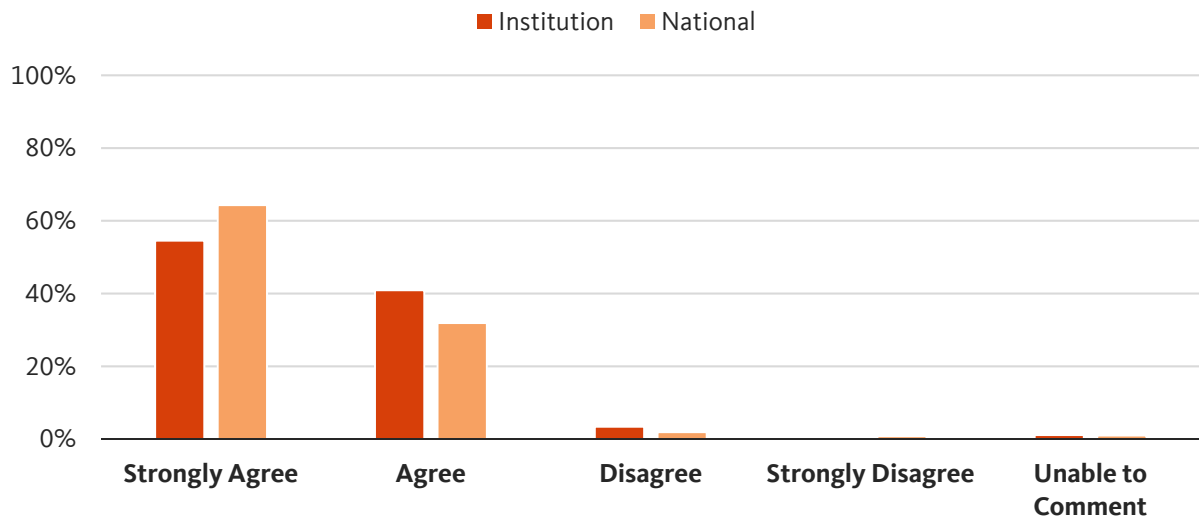| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	41.6%	55.1%	2.2%	0.0%	1.1%
2017	50.0%	48.1%	0.0%	1.9%	0.0%
2018	58.1%	33.8%	5.4%	0.0%	2.7%
2019	54.5%	40.9%	3.4%	0.0%	1.1%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 30

In the ambulatory care setting, I was able to engage in direct patient care.
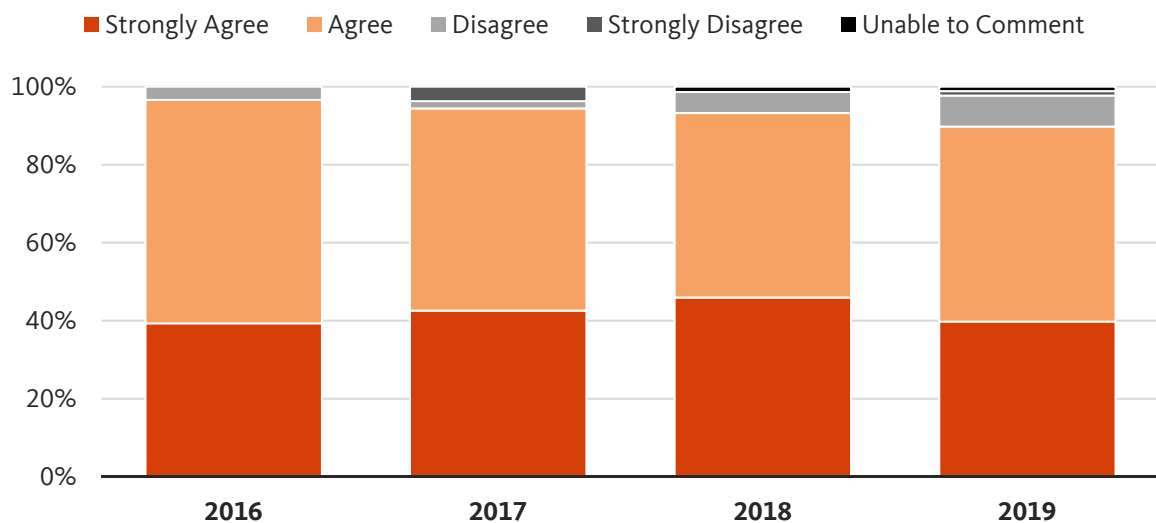

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart
Standard 13, Graduating Student Survey, Question 31

In the hospital or health-system pharmacy setting, I was able to engage in direct patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	35	51	3	0	0	89
2017	23	28	1	2	0	54
2018	34	35	4	0	1	74
2019	35	44	7	1	1	88

Response Percent (%)

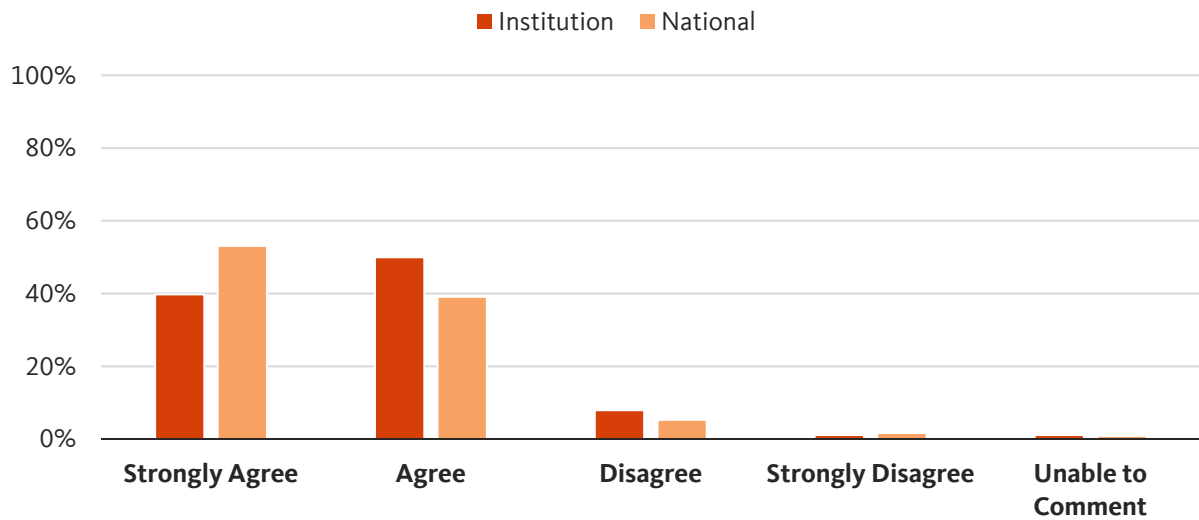| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	39.3%	57.3%	3.4%	0.0%	0.0%
2017	42.6%	51.9%	1.9%	3.7%	0.0%
2018	45.9%	47.3%	5.4%	0.0%	1.4%
2019	39.8%	50.0%	8.0%	1.1%	1.1%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 31

In the hospital or health-system pharmacy setting, I was able to engage in direct patient care.
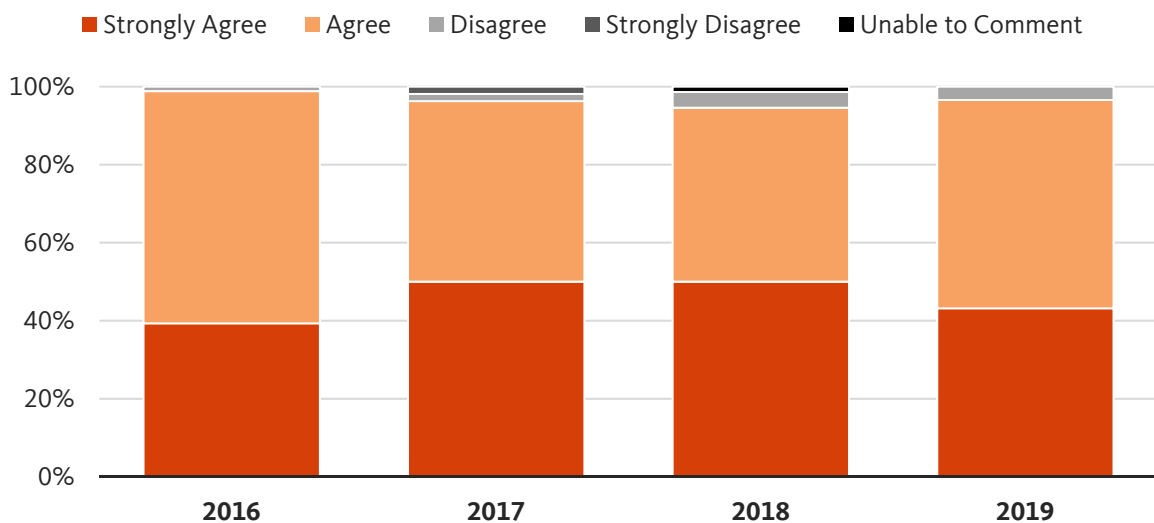

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart
Standard 13, Graduating Student Survey, Question 32
In the inpatient/acute care setting, I was able to engage in direct patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	35	53	1	0	0	89
2017	27	25	1	1	0	54
2018	37	33	3	0	1	74
2019	38	47	3	0	0	88

Response Percent (%)

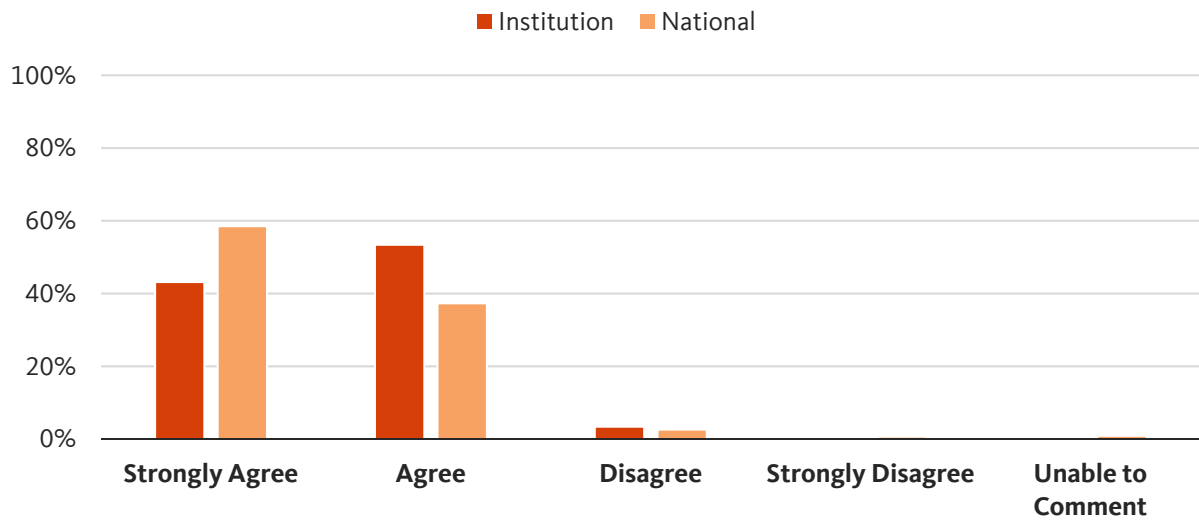| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	39.3%	59.6%	1.1%	0.0%	0.0%
2017	50.0%	46.3%	1.9%	1.9%	0.0%
2018	50.0%	44.6%	4.1%	0.0%	1.4%
2019	43.2%	53.4%	3.4%	0.0%	0.0%

Charts & Tables

APPE Curriculum

National vs. Institution Chart
Standard 13, Graduating Student Survey, Question 32
In the inpatient/acute care setting, I was able to engage in direct patient care.
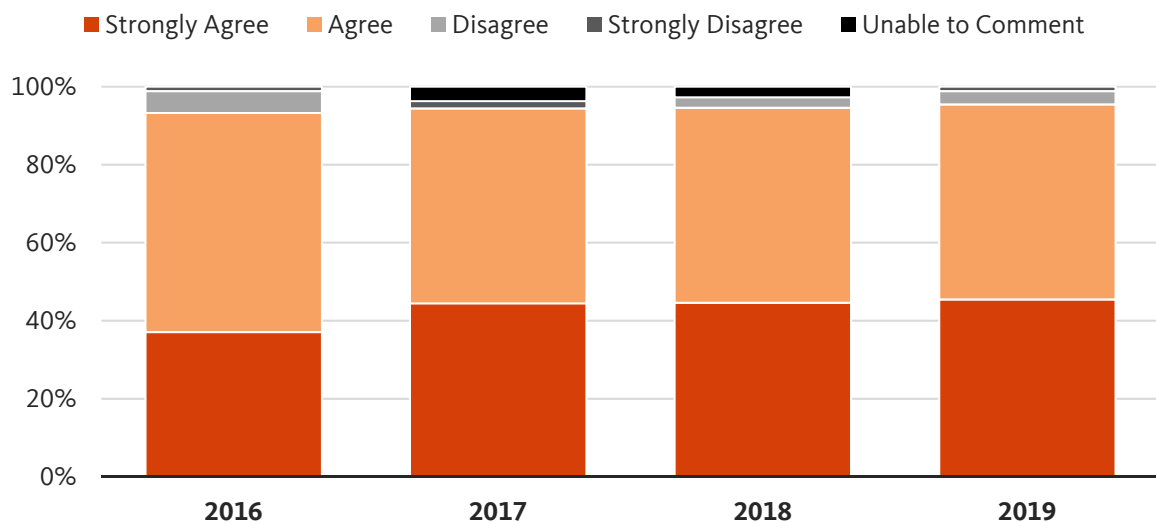

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart

Standard 13, Graduating Student Survey, Question 33

The need for continuity of care (e.g., acute, chronic, and wellness promoting patient care services) in outpatient and inpatient settings was emphasized in the advanced pharmacy practice experiences.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	33	50	5	1	0	89
2017	24	27	0	1	2	54
2018	33	37	2	0	2	74
2019	40	44	3	1	0	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	37.1%	56.2%	5.6%	1.1%	0.0%
2017	44.4%	50.0%	0.0%	1.9%	3.7%
2018	44.6%	50.0%	2.7%	0.0%	2.7%
2019	45.5%	50.0%	3.4%	1.1%	0.0%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 33

The need for continuity of care (e.g., acute, chronic, and wellness promoting patient care services) in outpatient and inpatient settings was emphasized in the advanced pharmacy practice experiences.
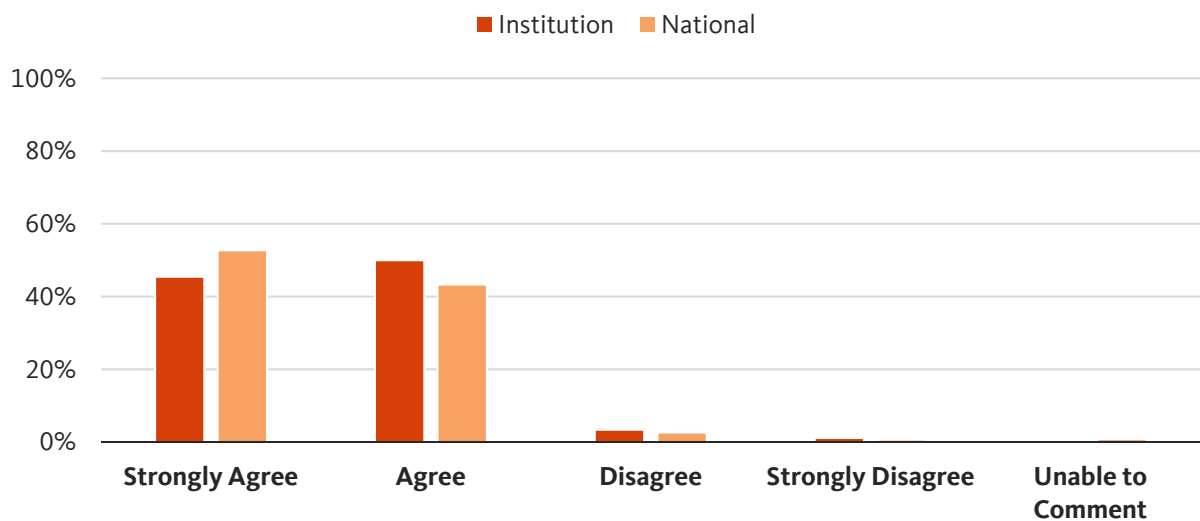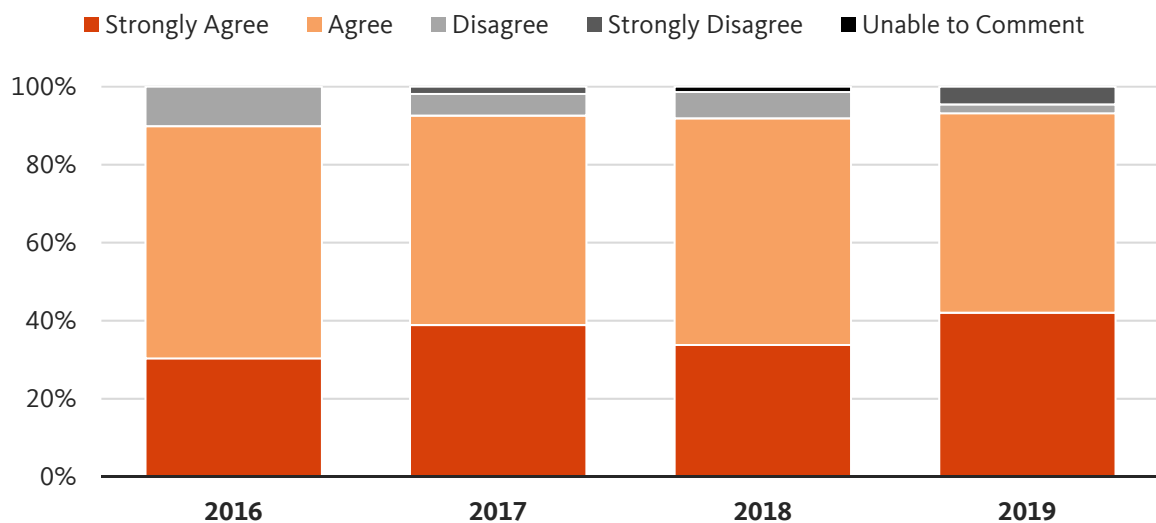

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart

Standard 13, Graduating Student Survey, Question 34

The variety of the available advanced pharmacy practice experience electives met my needs as a student.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	53	9	0	0	89
2017	21	29	3	1	0	54
2018	25	43	5	0	1	74
2019	37	45	2	4	0	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	59.6%	10.1%	0.0%	0.0%
2017	38.9%	53.7%	5.6%	1.9%	0.0%
2018	33.8%	58.1%	6.8%	0.0%	1.4%
2019	42.0%	51.1%	2.3%	4.5%	0.0%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 34

The variety of the available advanced pharmacy practice experience electives met my needs as a student.
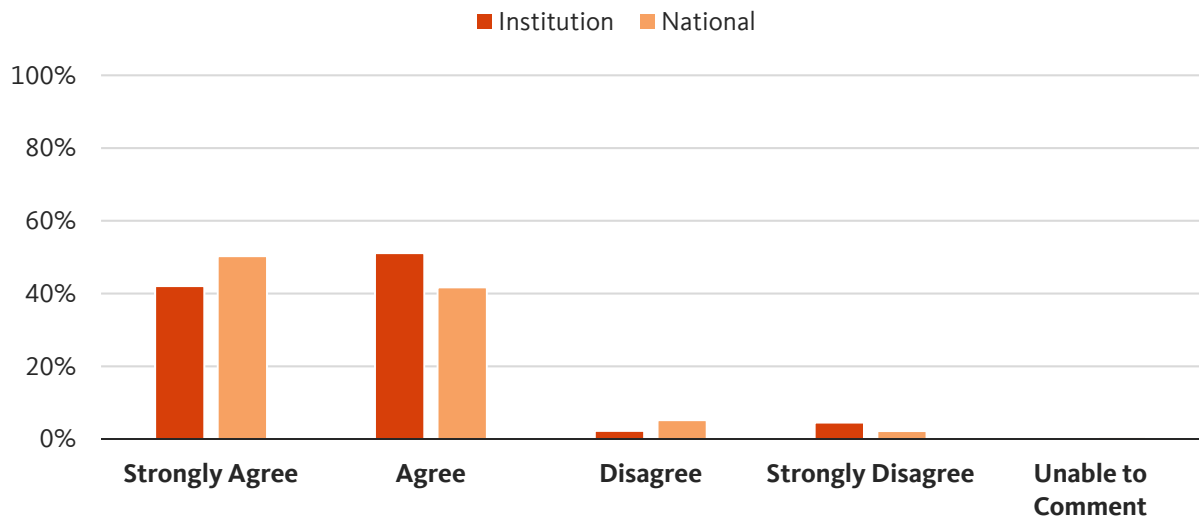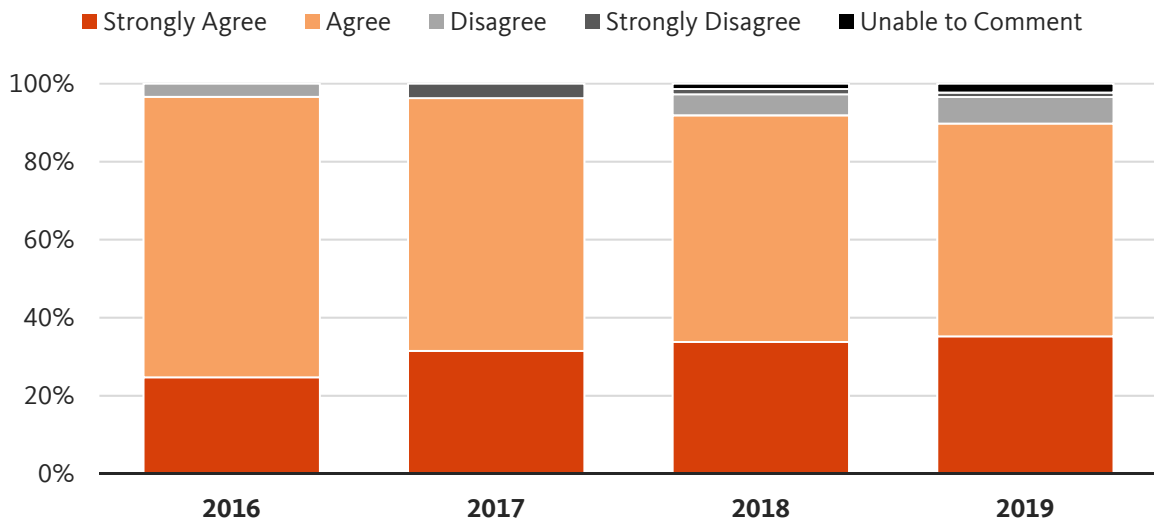

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart

Standard 13, Graduating Student Survey, Question 35

I was academically prepared to enter my advanced pharmacy practice experiences.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	22	64	3	0	0	89
2017	17	35	0	2	0	54
2018	25	43	4	1	1	74
2019	31	48	6	1	2	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	24.7%	71.9%	3.4%	0.0%	0.0%
2017	31.5%	64.8%	0.0%	3.7%	0.0%
2018	33.8%	58.1%	5.4%	1.4%	1.4%
2019	35.2%	54.5%	6.8%	1.1%	2.3%

Charts & Tables

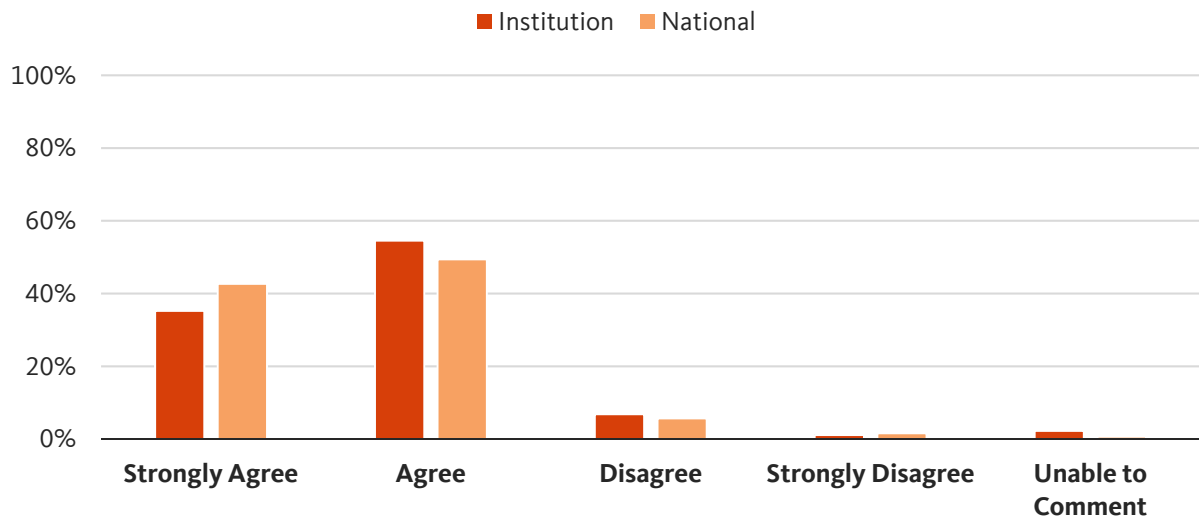**APPE Curriculum**

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 35

I was academically prepared to enter my advanced pharmacy practice experiences.
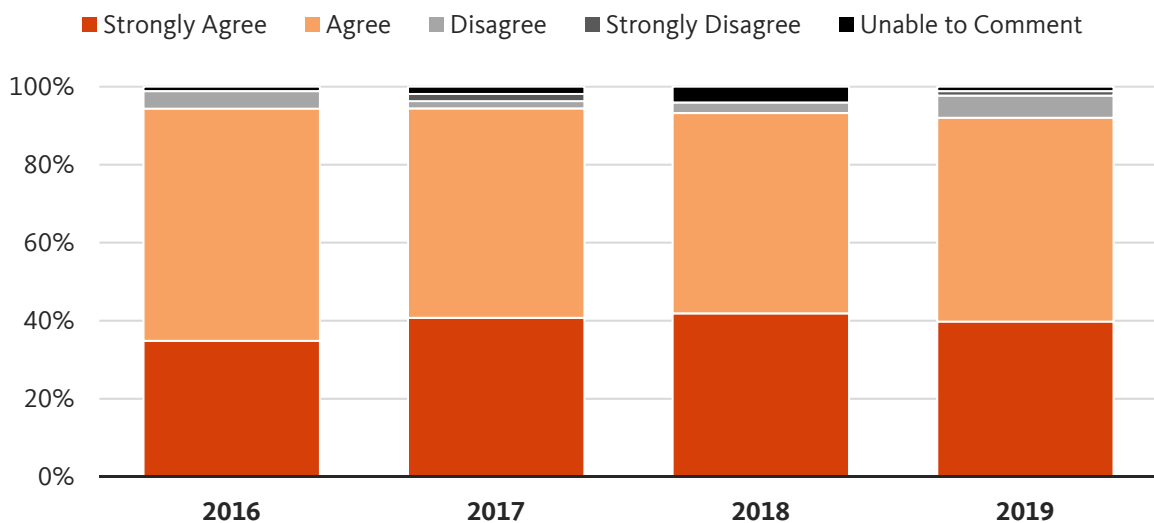

Optional Comments:

Charts & Tables

APPE Curriculum

🕐 Longitudinal Chart

Standard 13, Graduating Student Survey, Question 36

My advanced pharmacy practice experiences were of high quality.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	31	53	4	0	1	89
2017	22	29	1	1	1	54
2018	31	38	2	0	3	74
2019	35	46	5	1	1	88

Response Percent (%)

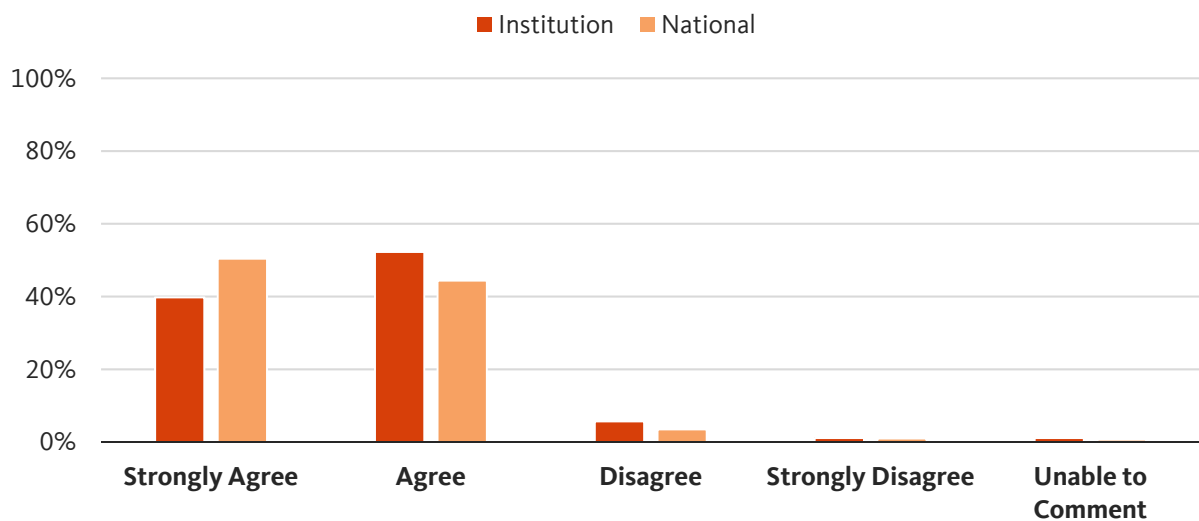| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	34.8%	59.6%	4.5%	0.0%	1.1%
2017	40.7%	53.7%	1.9%	1.9%	1.9%
2018	41.9%	51.4%	2.7%	0.0%	4.1%
2019	39.8%	52.3%	5.7%	1.1%	1.1%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 36

My advanced pharmacy practice experiences were of high quality.

Optional Comments:
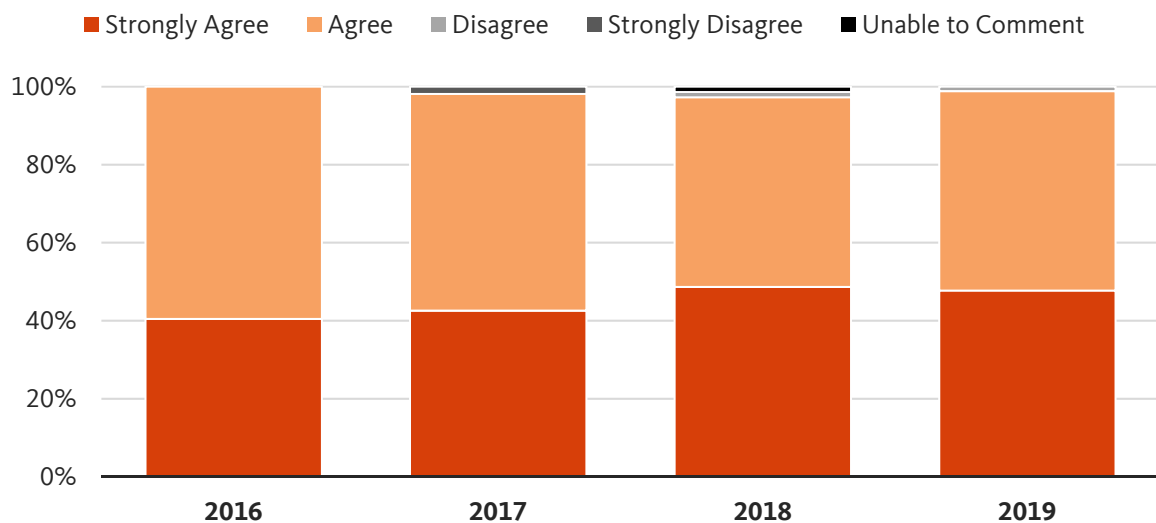
Charts & Tables

APPE Curriculum

🕐 Longitudinal Chart

Standard 13, Graduating Student Survey, Question 37

My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, socioeconomic, ethnic and/or cultural background, disease states, etc.).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	36	53	0	0	0	89
2017	23	30	0	1	0	54
2018	36	36	1	0	1	74
2019	42	45	1	0	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.4%	59.6%	0.0%	0.0%	0.0%
2017	42.6%	55.6%	0.0%	1.9%	0.0%
2018	48.6%	48.6%	1.4%	0.0%	1.4%
2019	47.7%	51.1%	1.1%	0.0%	0.0%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 37

My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, socioeconomic, ethnic and/or cultural background, disease states, etc.).

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart

Standard 13, Graduating Student Survey, Question 38

My pharmacy practice experiences allowed me to collaborate with other health care professionals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	37	52	0	0	0	89
2017	27	26	0	1	0	54
2018	40	33	0	0	1	74
2019	37	50	1	0	0	88

Response Percent (%)

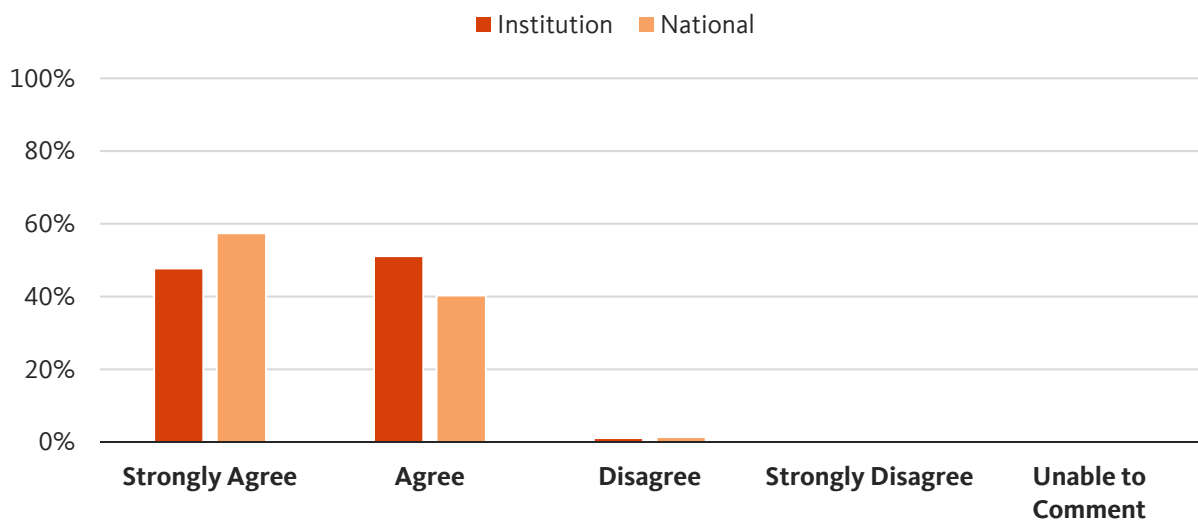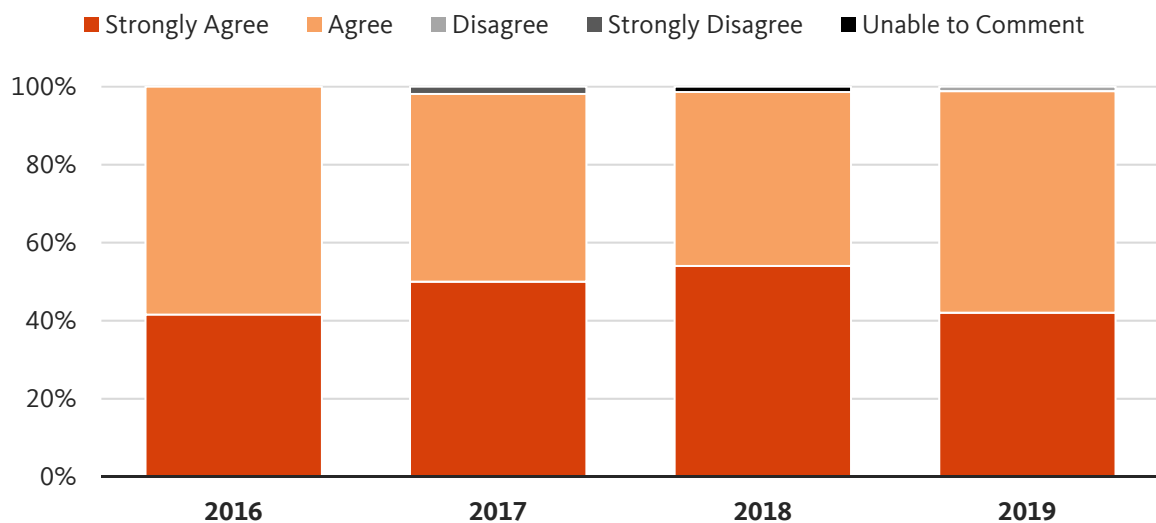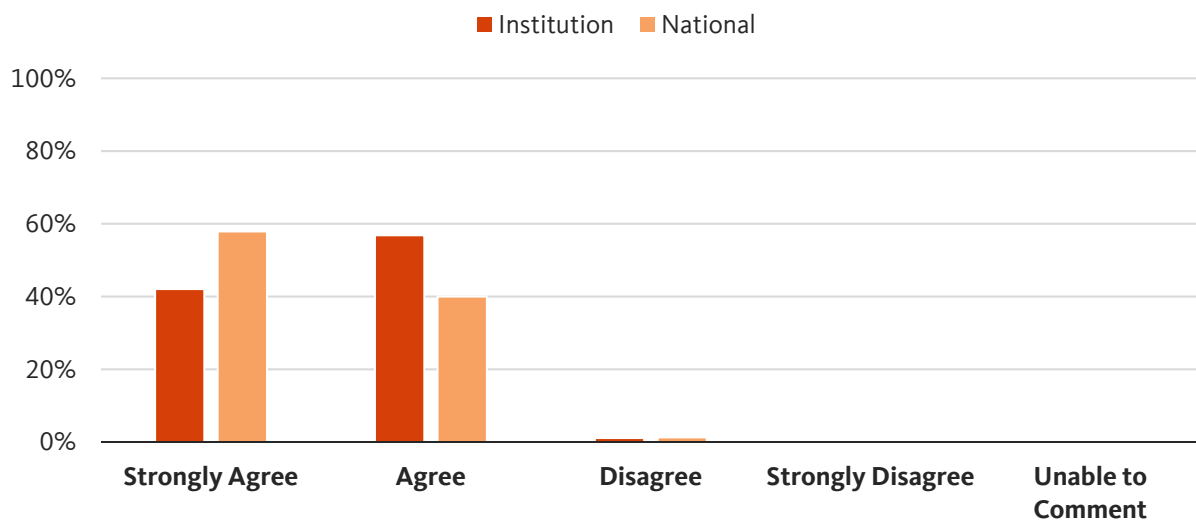| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	41.6%	58.4%	0.0%	0.0%	0.0%
2017	50.0%	48.1%	0.0%	1.9%	0.0%
2018	54.1%	44.6%	0.0%	0.0%	1.4%
2019	42.0%	56.8%	1.1%	0.0%	0.0%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Graduating Student Survey, Question 38

My pharmacy practice experiences allowed me to collaborate with other health care professionals.
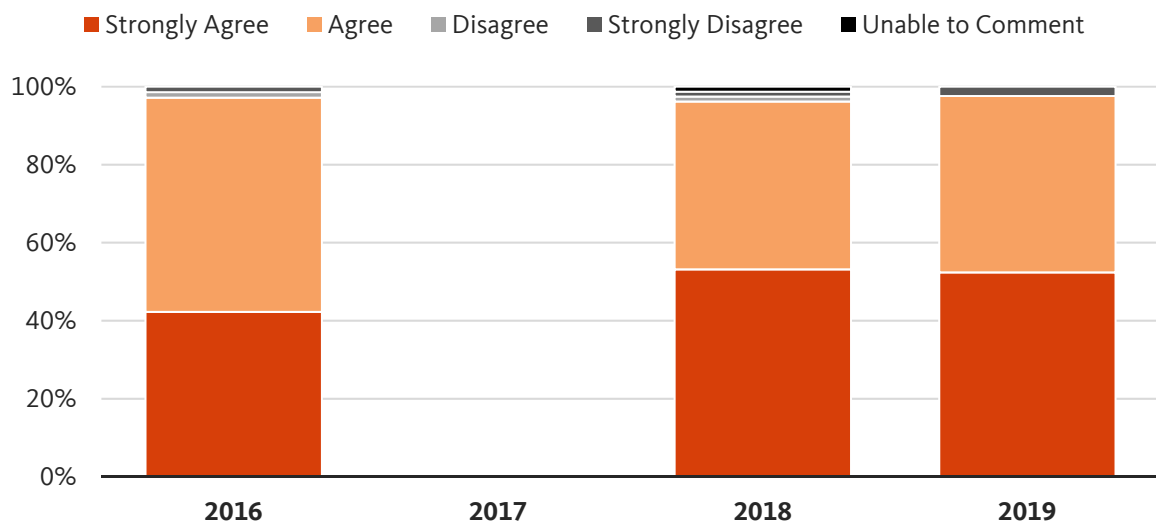

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart
Standard 13, Alumni Survey, Question 9

When I was a student I was academically prepared to enter my advanced pharmacy practice experiences.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	39	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	42	34	1	1	1	79
2019	44	38	0	2	0	84

Response Percent (%)

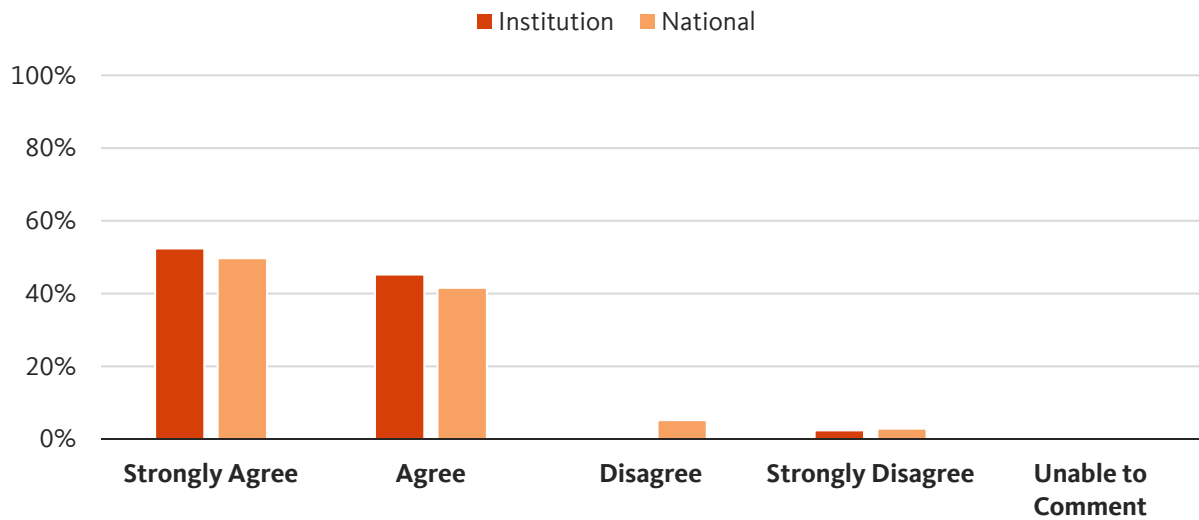| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.3%	54.9%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	53.2%	43.0%	1.3%	1.3%	1.3%
2019	52.4%	45.2%	0.0%	2.4%	0.0%

Charts & Tables

APPE Curriculum

National vs. Institution Chart

Standard 13, Alumni Survey, Question 9

When I was a student I was academically prepared to enter my advanced pharmacy practice experiences.

Optional Comments:

Charts & Tables

APPE Curriculum

Longitudinal Chart

Standard 13, Alumni Survey, Question 13

When I was a student my pharmacy practice experiences were of high quality.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	22	46	1	2	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	31	41	4	2	1	79
2019	35	44	4	1	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.0%	64.8%	1.4%	2.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	39.2%	51.9%	5.1%	2.5%	1.3%
2019	41.7%	52.4%	4.8%	1.2%	0.0%

Charts & Tables

APPE Curriculum

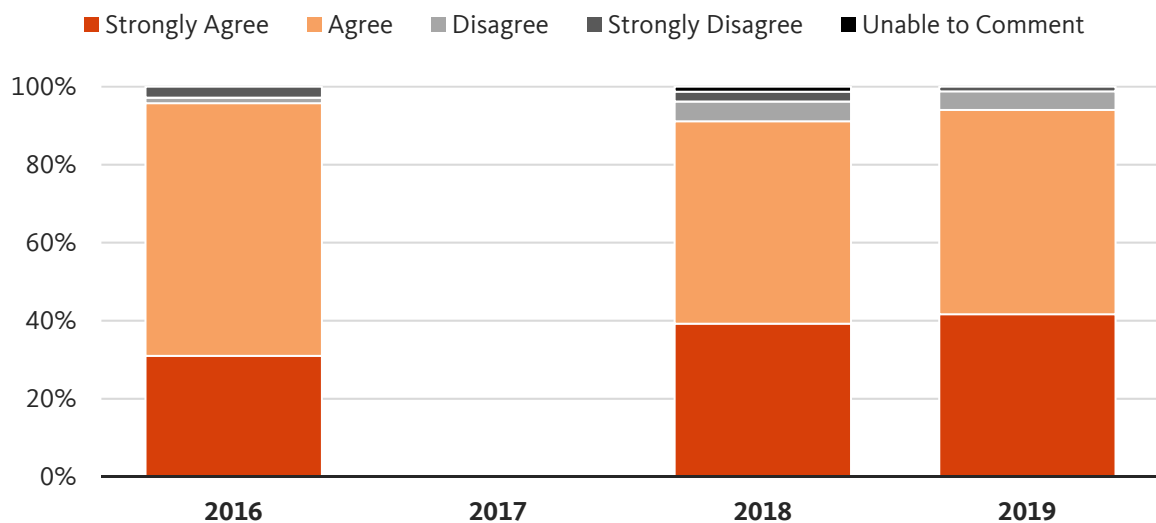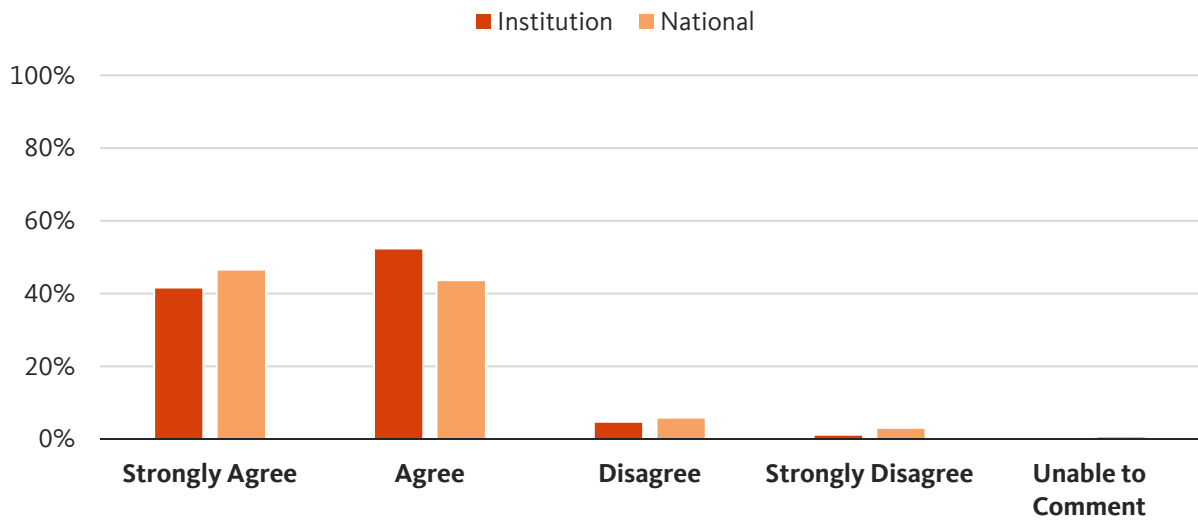### National vs. Institution Chart
Standard 13, Alumni Survey, Question 13
When I was a student my pharmacy practice experiences were of high quality.

Optional Comments:

Student Services

Data Views and Standardized Tables

Standard

A **14**

Charts & Tables

Student Services

Longitudinal Chart
Standard 14, Graduating Student Survey, Question 39
College/school provided access to academic advising.
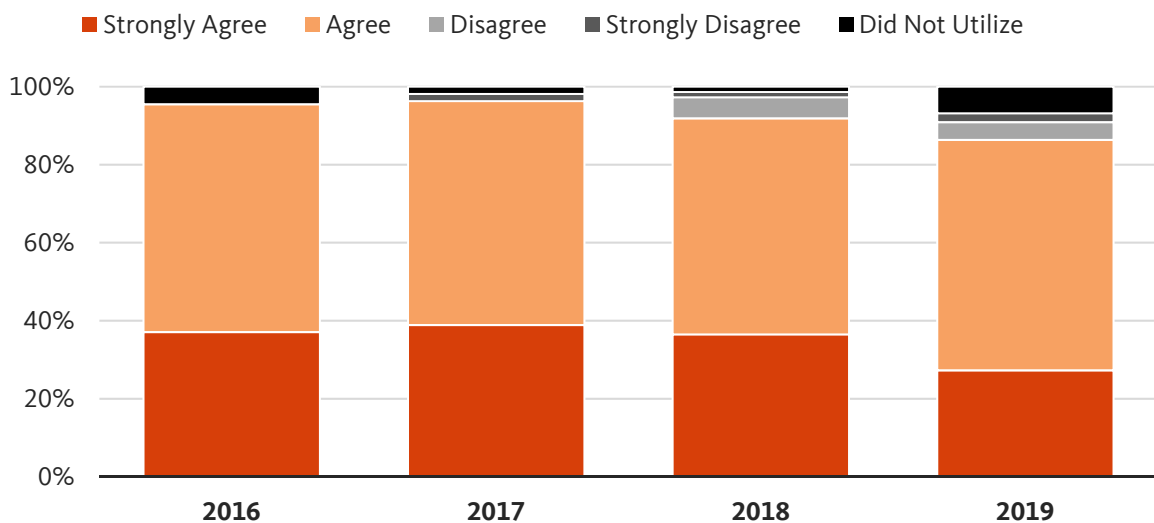
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize	Total
2016	33	52	0	0	4	89
2017	21	31	0	1	1	54
2018	27	41	4	1	1	74
2019	24	52	4	2	6	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize
2016	37.1%	58.4%	0.0%	0.0%	4.5%
2017	38.9%	57.4%	0.0%	1.9%	1.9%
2018	36.5%	55.4%	5.4%	1.4%	1.4%
2019	27.3%	59.1%	4.5%	2.3%	6.8%

Charts & Tables

Student Services

National vs. Institution Chart

Standard 14, Graduating Student Survey, Question 39

College/school provided access to academic advising.

Optional Comments:

Charts & Tables

Student Services

🕐 Longitudinal Chart

Standard 14, Graduating Student Survey, Question 40

College/school provided access to guidance on career planning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize	Total
2016	27	52	4	0	6	89
2017	14	37	2	1	0	54
2018	15	45	10	1	3	74
2019	11	45	18	4	10	88

Response Percent (%)

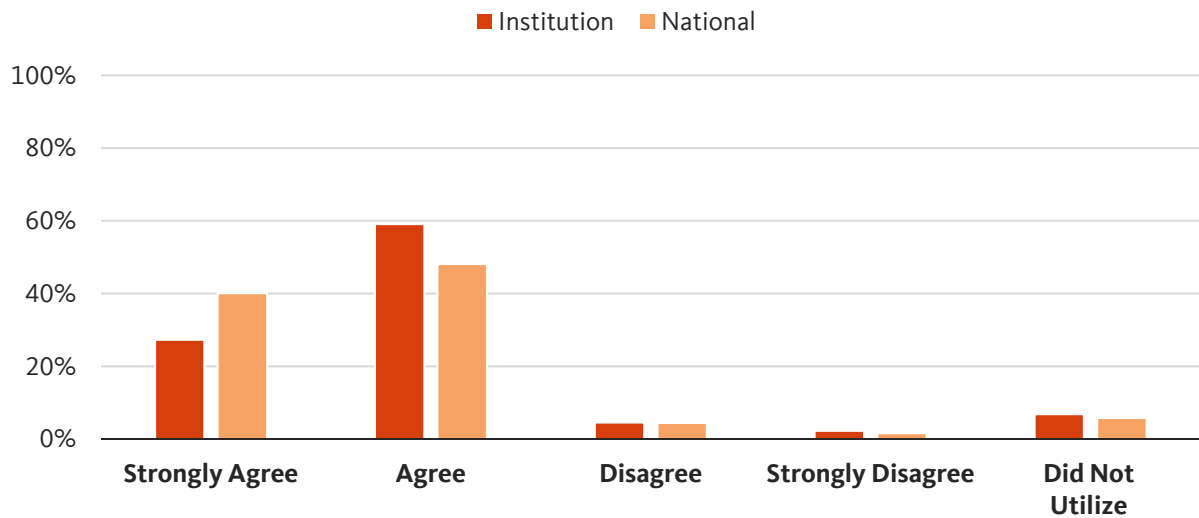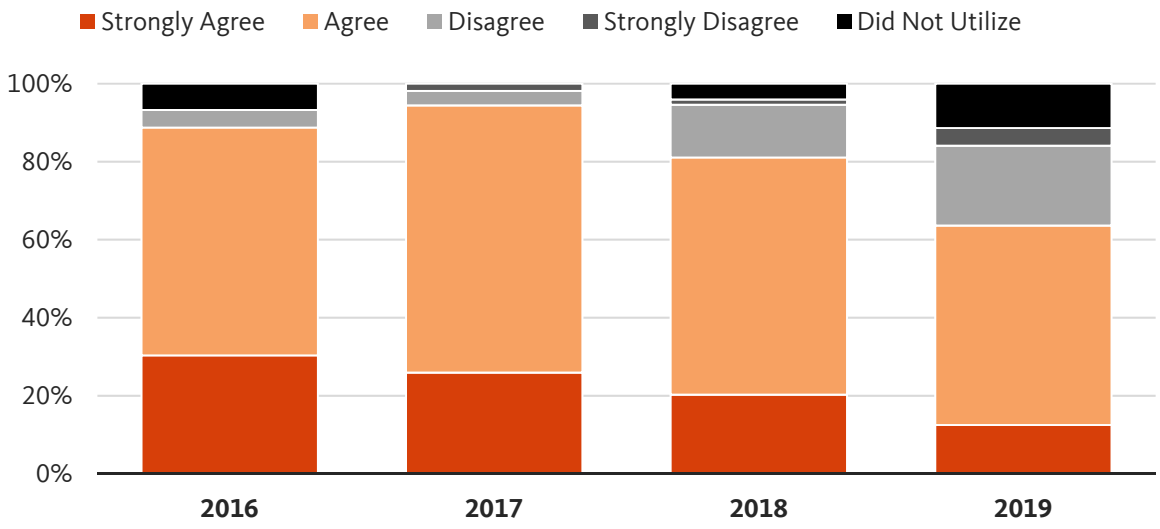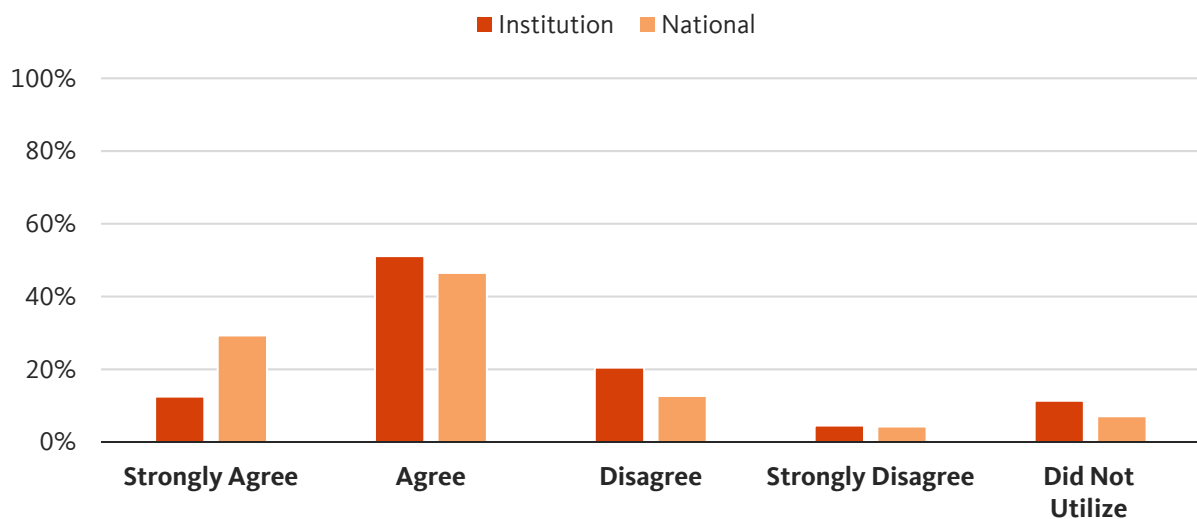| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize
2016	30.3%	58.4%	4.5%	0.0%	6.7%
2017	25.9%	68.5%	3.7%	1.9%	0.0%
2018	20.3%	60.8%	13.5%	1.4%	4.1%
2019	12.5%	51.1%	20.5%	4.5%	11.4%

Charts & Tables

Student Services

National vs. Institution Chart

Standard 14, Graduating Student Survey, Question 40

College/school provided access to guidance on career planning.

Optional Comments:

All students are required to go through a structured advising process once a year. In those meetings, advisors address career planning and offer assistance in understanding how to get to their desired career goal. If their career trajectory is not yet clear, general suggestions on how to learn more about the profession and discover their focus is offered. All P3 students create a Professional and Career Development Plan (PPDP), which includes career goals and how to best utilize their remaining time to prepare for those goals. Students have engage at varying levels throughout the advising process and the creation of their development plan. A Profession Preparation task force has been charged this year to take a closer look at current efforts in professional development and to examine if career planning, currently integrated within advising, can be made more evident through a stronger structure.
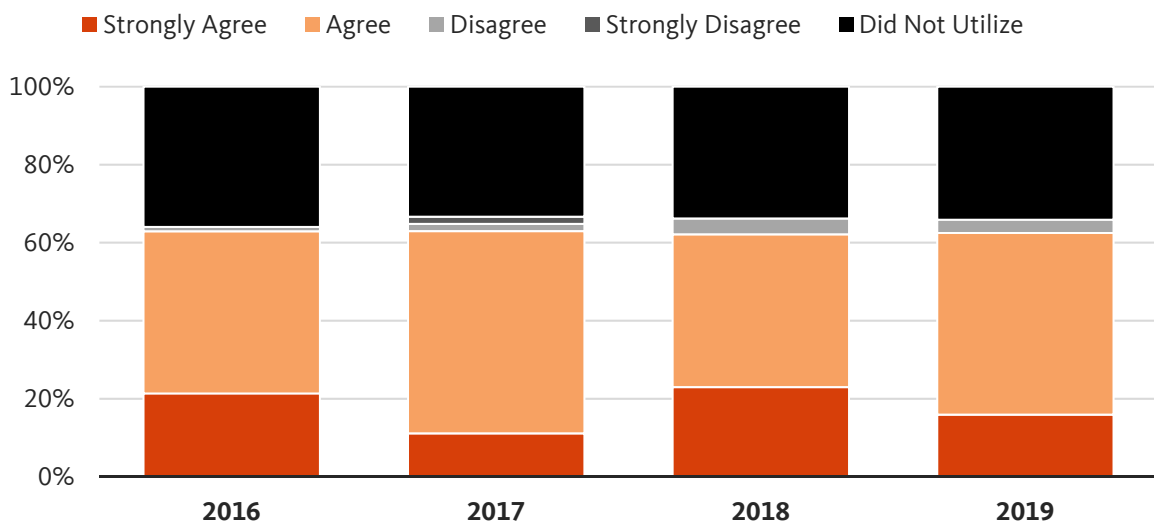
Charts & Tables

Student Services

🕐 Longitudinal Chart

Standard 14, Graduating Student Survey, Question 41

College/school provided access to accommodation services as defined by the Americans with Disabilities Act (ADA).

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Did Not Utilize

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize	Total
2016	19	37	1	0	32	89
2017	6	28	1	1	18	54
2018	17	29	3	0	25	74
2019	14	41	3	0	30	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize
2016	21.3%	41.6%	1.1%	0.0%	36.0%
2017	11.1%	51.9%	1.9%	1.9%	33.3%
2018	23.0%	39.2%	4.1%	0.0%	33.8%
2019	15.9%	46.6%	3.4%	0.0%	34.1%

Charts & Tables

Student Services

◀▶ **National vs. Institution Chart**

Standard 14, Graduating Student Survey, Question 41

College/school provided access to accommodation services as defined by the Americans with Disabilities Act (ADA).

Optional Comments:

Charts & Tables

Student Services

Longitudinal Chart

Standard 14, Graduating Student Survey, Question 42

College/school provided access to financial aid advising.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize	Total
2016	25	44	6	2	12	89
2017	10	32	3	1	8	54
2018	21	46	3	0	4	74
2019	21	49	4	2	12	88

Response Percent (%)

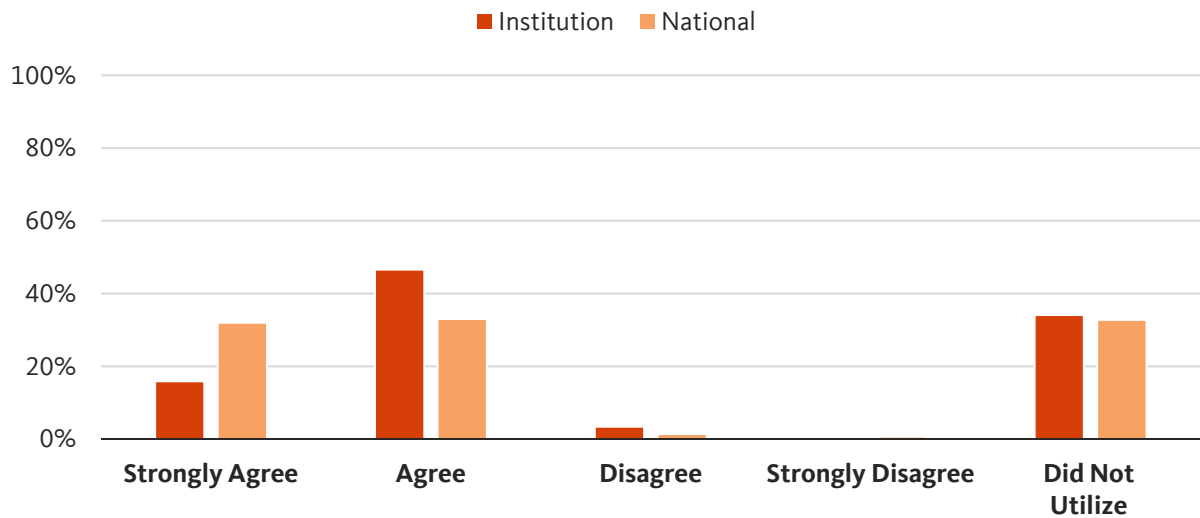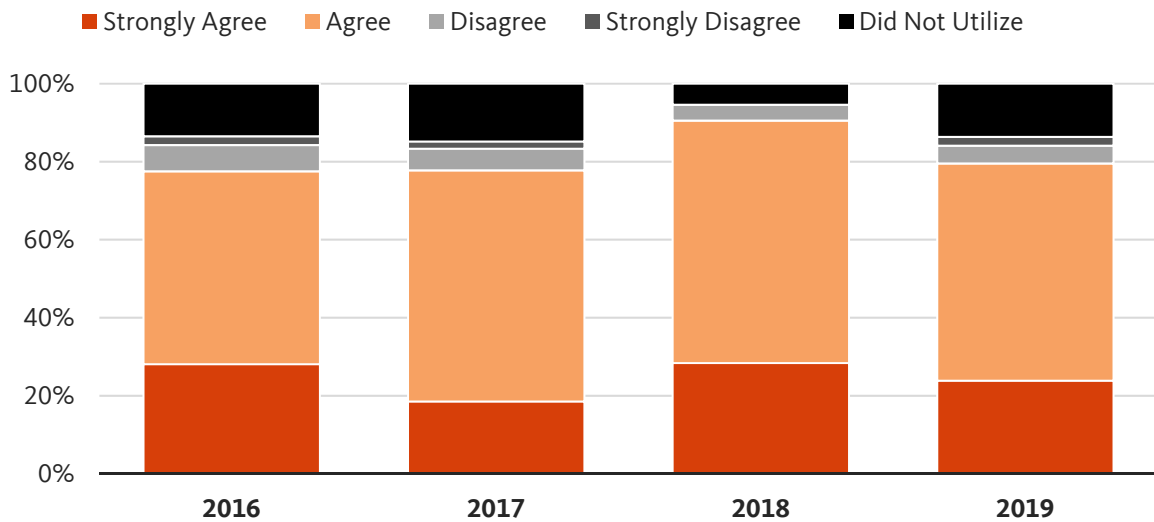| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize
2016	28.1%	49.4%	6.7%	2.2%	13.5%
2017	18.5%	59.3%	5.6%	1.9%	14.8%
2018	28.4%	62.2%	4.1%	0.0%	5.4%
2019	23.9%	55.7%	4.5%	2.3%	13.6%

Charts & Tables

Student Services

National vs. Institution Chart
Standard 14, Graduating Student Survey, Question 42
College/school provided access to financial aid advising.
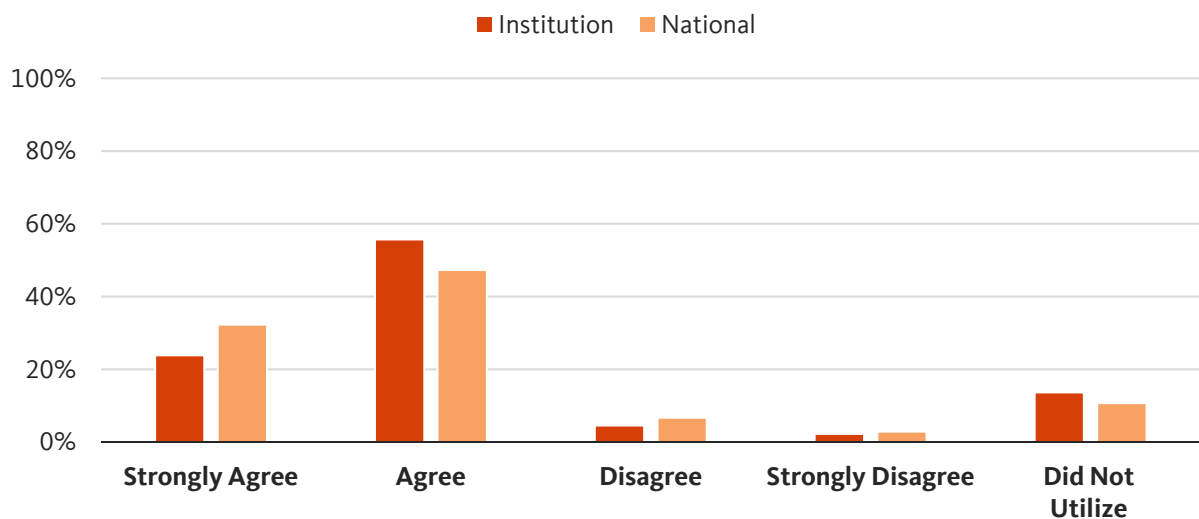
Optional Comments:

The College is unique in having access to a financial advisor through OHSU that is not aligned with a specific company. He provides presentations to students regarding financial planning and is available for one on one consultations.

Charts & Tables

Student Services

🕐 Longitudinal Chart

Standard 14, Graduating Student Survey, Question 43

College/school provided access to student health and wellness services (e.g. immunizations, counseling services, campus pharmacy, primary care clinics, etc.).

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Did Not Utilize

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize	Total
2016	27	56	1	0	5	89
2017	14	36	0	1	3	54
2018	27	42	1	1	3	74
2019	25	53	2	2	6	88

Response Percent (%)

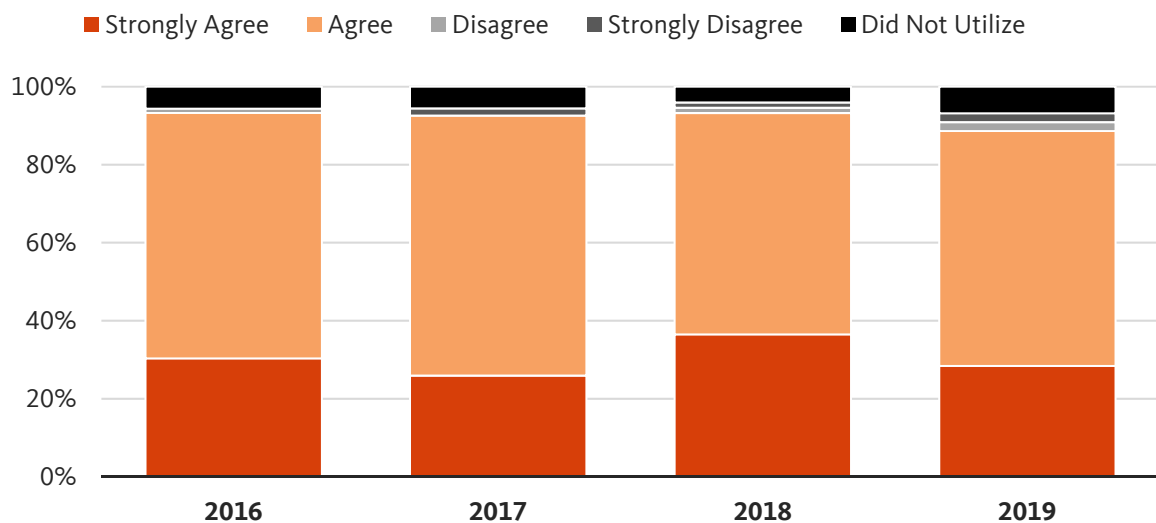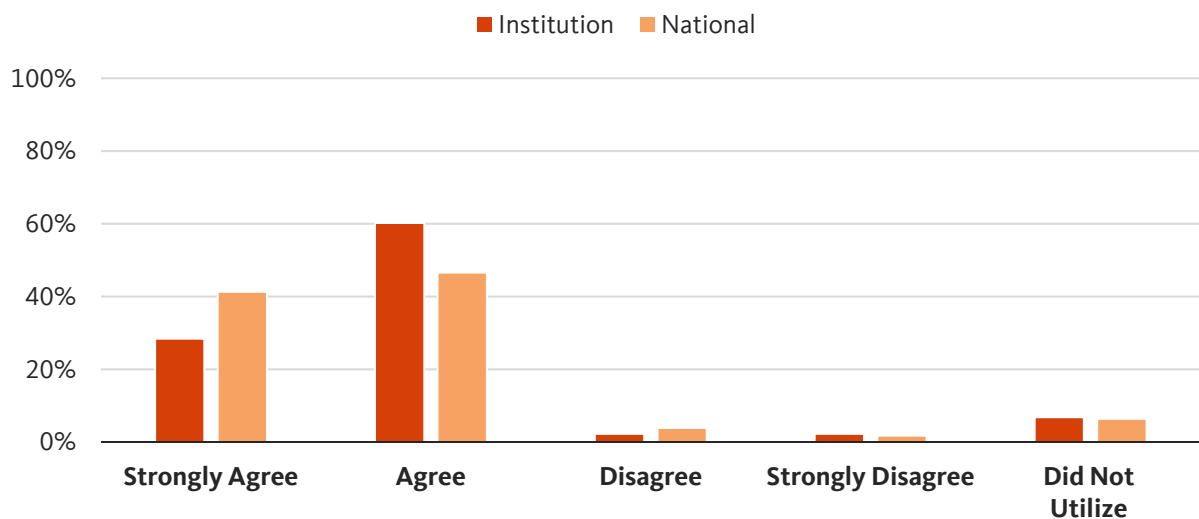| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Utilize
2016	30.3%	62.9%	1.1%	0.0%	5.6%
2017	25.9%	66.7%	0.0%	1.9%	5.6%
2018	36.5%	56.8%	1.4%	1.4%	4.1%
2019	28.4%	60.2%	2.3%	2.3%	6.8%

Charts & Tables

Student Services

National vs. Institution Chart

Standard 14, Graduating Student Survey, Question 43

College/school provided access to student health and wellness services (e.g. immunizations, counseling services, campus pharmacy, primary care clinics, etc.).
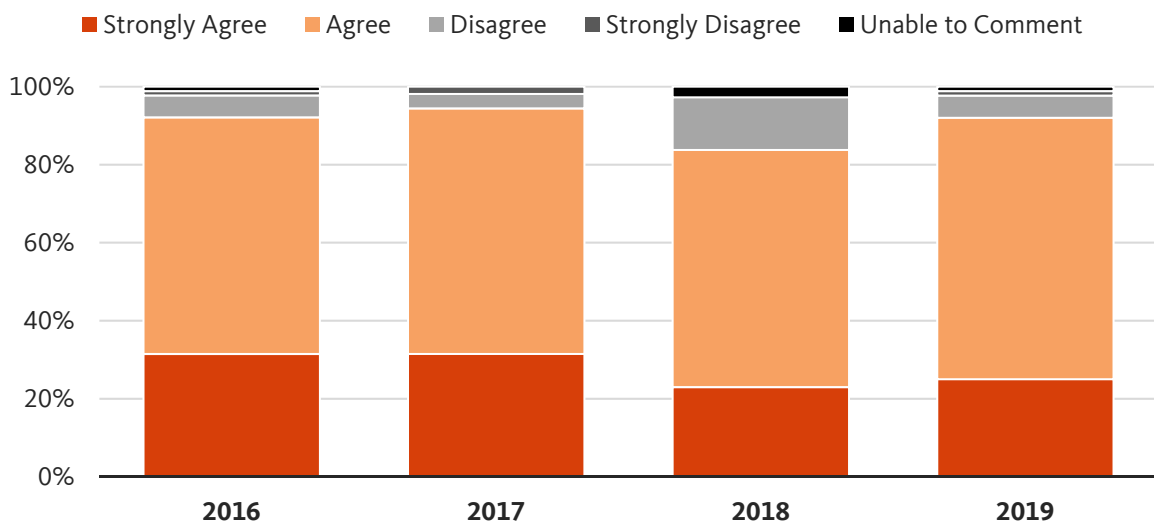

Optional Comments:

Charts & Tables

Student Services

🕐 Longitudinal Chart

Standard 14, Graduating Student Survey, Question 45

Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	54	5	1	1	89
2017	17	34	2	1	0	54
2018	17	45	10	0	2	74
2019	22	59	5	1	1	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	60.7%	5.6%	1.1%	1.1%
2017	31.5%	63.0%	3.7%	1.9%	0.0%
2018	23.0%	60.8%	13.5%	0.0%	2.7%
2019	25.0%	67.0%	5.7%	1.1%	1.1%

Charts & Tables

Student Services

National vs. Institution Chart

Standard 14, Graduating Student Survey, Question 45

Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).
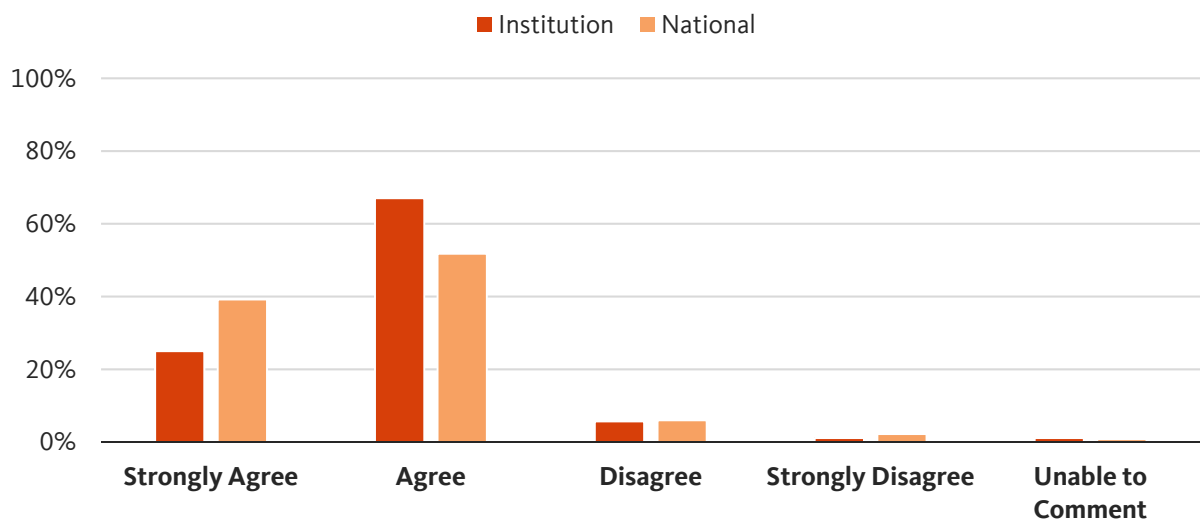
Optional Comments:

Charts & Tables

Student Services

Longitudinal Chart

Standard 14, Graduating Student Survey, Question 49

The college/school of pharmacy was welcoming to students with diverse backgrounds.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	29	53	1	1	5	89
2017	24	28	0	1	1	54
2018	17	47	5	1	4	74
2019	32	43	7	3	3	88

Response Percent (%)

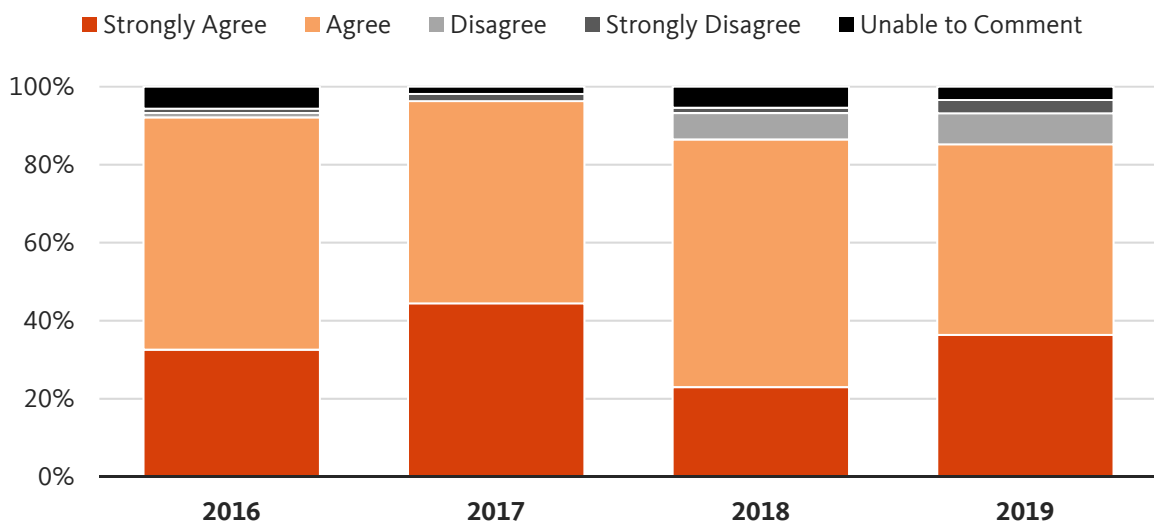| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	32.6%	59.6%	1.1%	1.1%	5.6%
2017	44.4%	51.9%	0.0%	1.9%	1.9%
2018	23.0%	63.5%	6.8%	1.4%	5.4%
2019	36.4%	48.9%	8.0%	3.4%	3.4%

Charts & Tables

Student Services

National vs. Institution Chart

Standard 14, Graduating Student Survey, Question 49

The college/school of pharmacy was welcoming to students with diverse backgrounds.

■ Institution ■ National
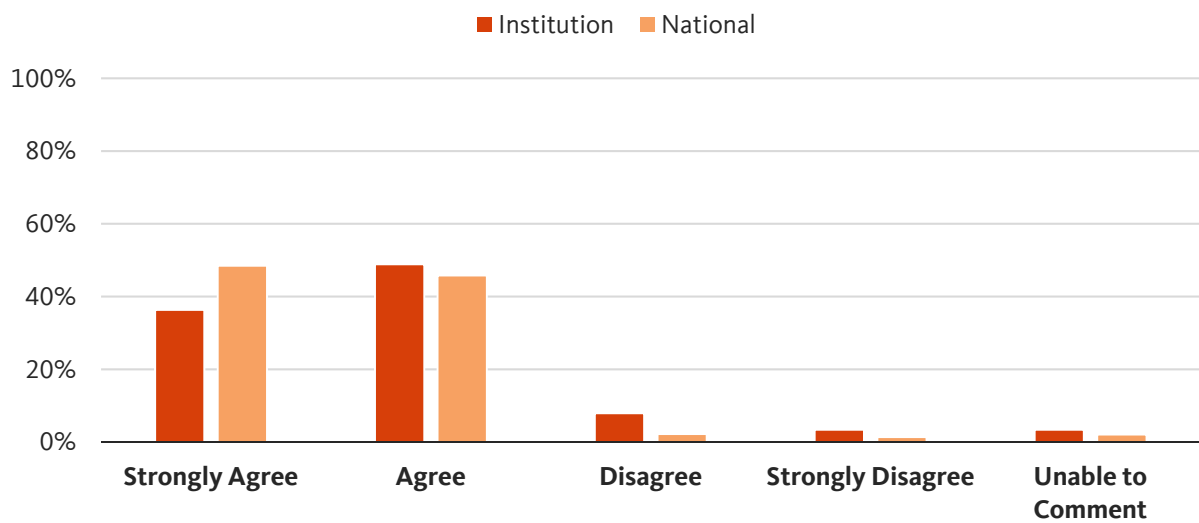
Optional Comments:

Responses are slightly below College threshold. A taskforce to specifically address wellness and inclusion has been initiated this year, in addition to the e   orts of our Diversity committee.

Charts & Tables

Student Services

Longitudinal Chart

Standard 14, Graduating Student Survey, Question 50

I know how to utilize college/school policies dealing with harassment and discrimination.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	47	8	2	17	89
2017	9	36	4	1	4	54
2018	12	45	10	1	6	74
2019	20	41	9	5	13	88

Response Percent (%)

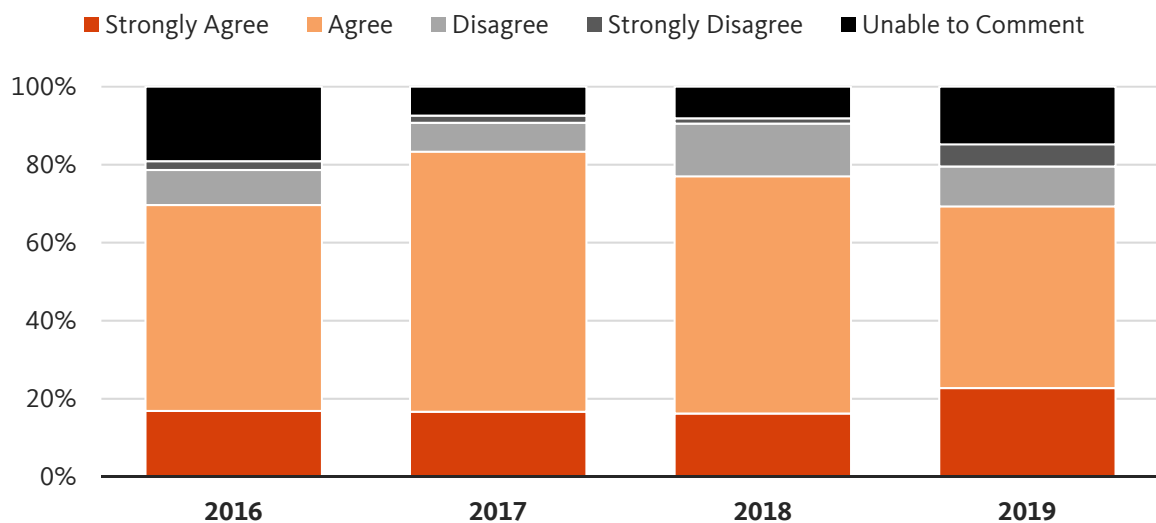| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	16.9%	52.8%	9.0%	2.2%	19.1%
2017	16.7%	66.7%	7.4%	1.9%	7.4%
2018	16.2%	60.8%	13.5%	1.4%	8.1%
2019	22.7%	46.6%	10.2%	5.7%	14.8%

Charts & Tables

Student Services

National vs. Institution Chart

Standard 14, Graduating Student Survey, Question 50

I know how to utilize college/school policies dealing with harassment and discrimination.

Optional Comments:

Resources regarding harassment are highlighted at orientation. Advisors a well prepared to address issues and refer to university resources. All faculty are considered mandatory reporters of harassment.
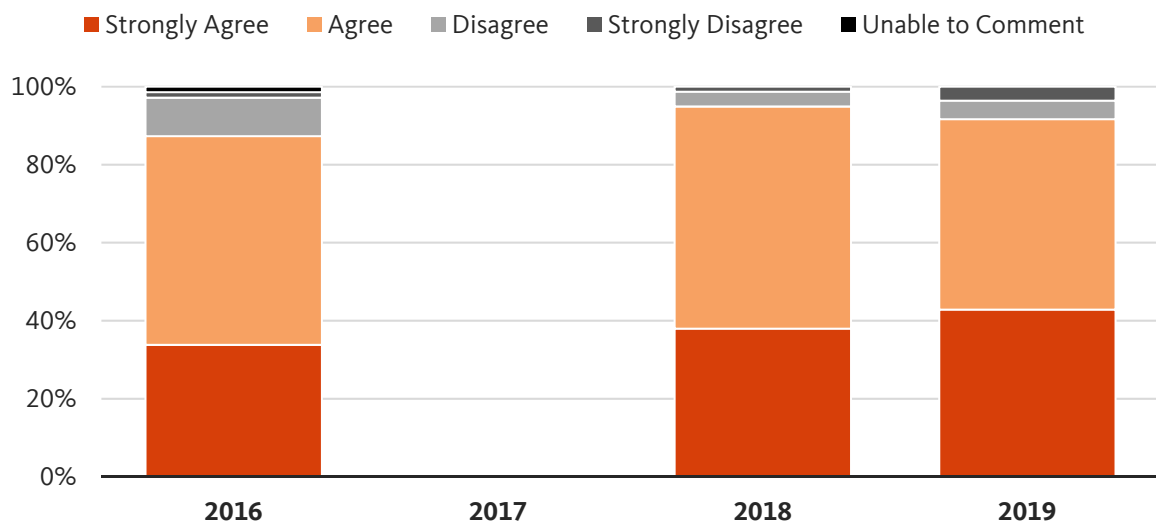
Charts & Tables

Student Services

🕐 Longitudinal Chart

Standard 14, Alumni Survey, Question 11

When I was a student information was made available to me about additional educational opportunities (e.g. residencies, fellowships, graduate school).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	38	7	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	30	45	3	1	0	79
2019	36	41	4	3	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.8%	53.5%	9.9%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	38.0%	57.0%	3.8%	1.3%	0.0%
2019	42.9%	48.8%	4.8%	3.6%	0.0%

Charts & Tables

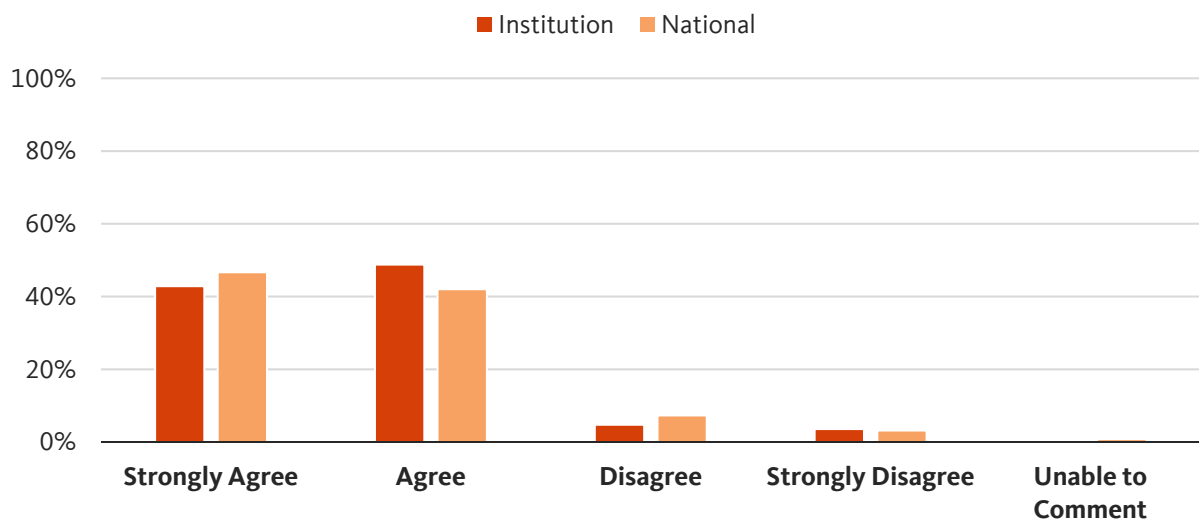## Student Services

National vs. Institution Chart
Standard 14, Alumni Survey, Question 11

When I was a student information was made available to me about additional educational opportunities (e.g. residencies, fellowships, graduate school).

Optional Comments:

Charts & Tables

Student Services

🕐 Longitudinal Chart
Standard 14, Preceptor Survey, Question 5

I know how to utilize college/school policies dealing with harassment and discrimination.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	13	31	10	0	3	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	22	82	53	3	13	173
2019	38	97	36	7	13	191

Response Percent (%)

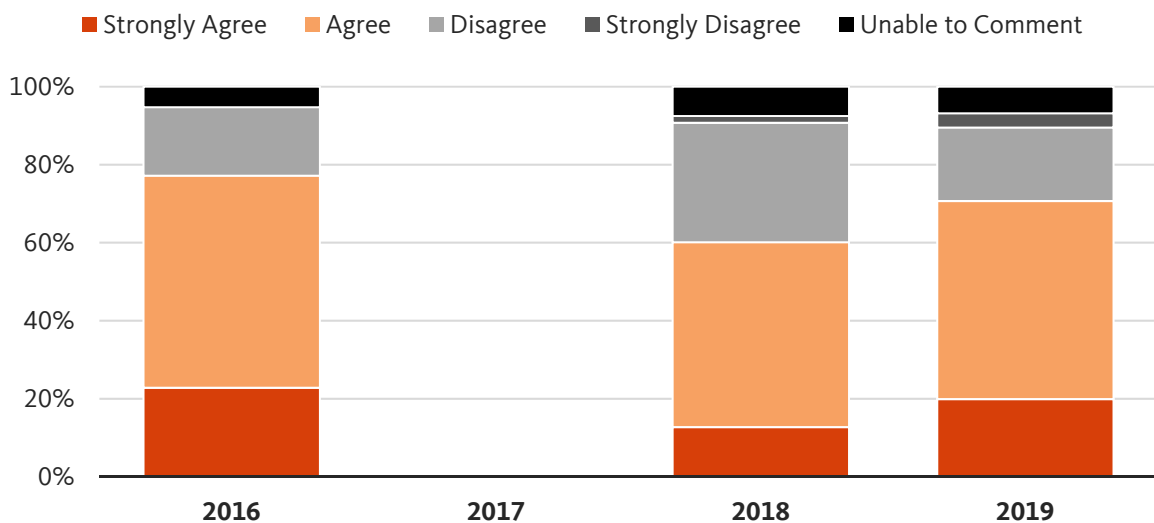| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	22.8%	54.4%	17.5%	0.0%	5.3%
2017	n/a	n/a	n/a	n/a	n/a
2018	12.7%	47.4%	30.6%	1.7%	7.5%
2019	19.9%	50.8%	18.8%	3.7%	6.8%

Charts & Tables

Student Services

National vs. Institution Chart

Standard 14, Preceptor Survey, Question 5

I know how to utilize college/school policies dealing with harassment and discrimination.
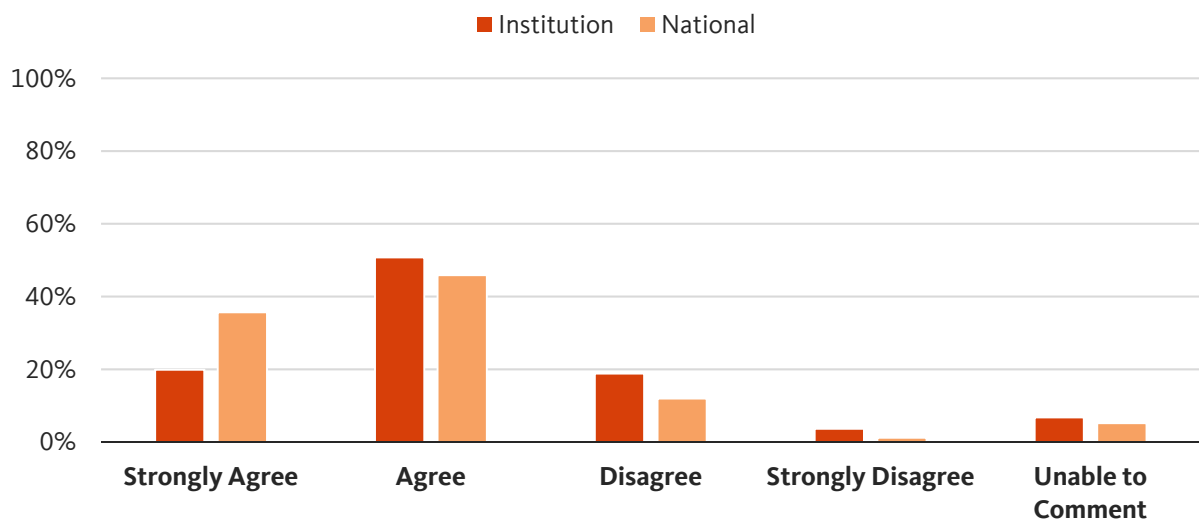
Optional Comments:

These policies are rarely used by preceptors. All concerns are directed to the Assistant Dean for Experiential programs or Director of IPPE as the instructors of record.

Academic Environment

Data Views and Standardized Tables

Standard

A 15

Charts & Tables

Academic Environment

🕐 Longitudinal Chart
Standard 15, Faculty Survey, Question 38

The college/school has an effective process to manage academic misconduct by students (e.g. plagiarism).
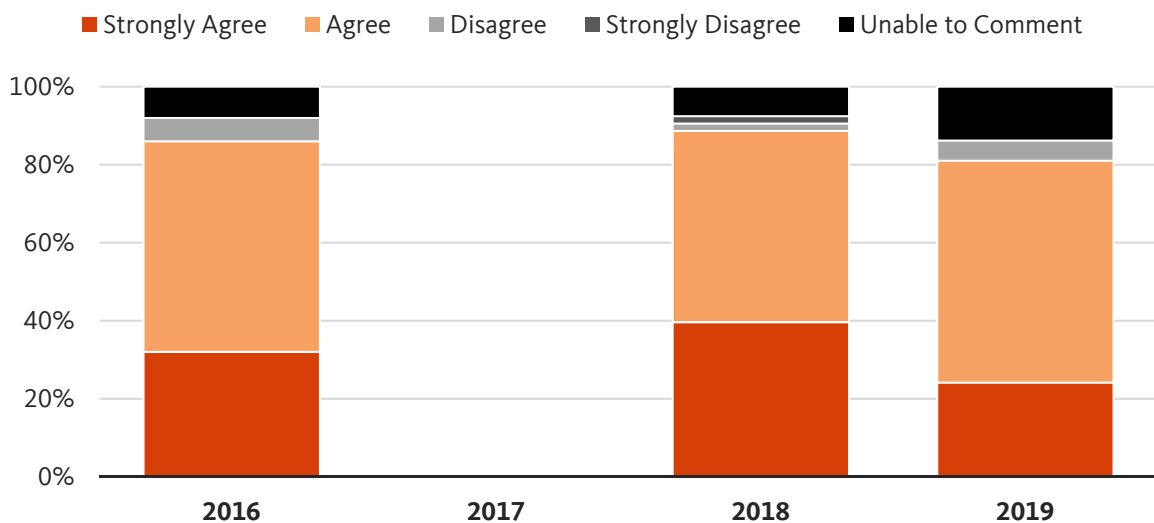
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	16	27	3	0	4	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	21	26	1	1	4	53
2019	14	33	3	0	8	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	32.0%	54.0%	6.0%	0.0%	8.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	39.6%	49.1%	1.9%	1.9%	7.5%
2019	24.1%	56.9%	5.2%	0.0%	13.8%

Charts & Tables

Academic Environment

National vs. Institution Chart
Standard 15, Faculty Survey, Question 38

The college/school has an effective process to manage academic misconduct by students (e.g. plagiarism).

■ Institution ■ National

Optional Comments:

Charts & Tables

Academic Environment

🕐 Longitudinal Chart
Standard 15, Faculty Survey, Question 39

The college/school has an effective process to manage professional misconduct by students (e.g. repeated tardiness/absences, drug diversion).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	25	6	0	4	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	17	29	3	1	3	53
2019	13	31	8	1	5	58

Response Percent (%)

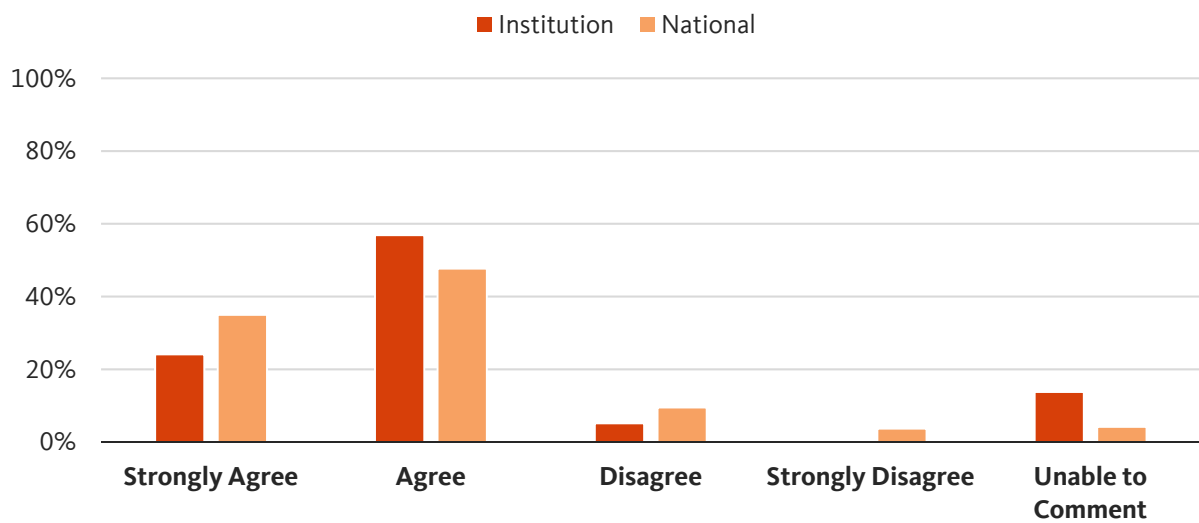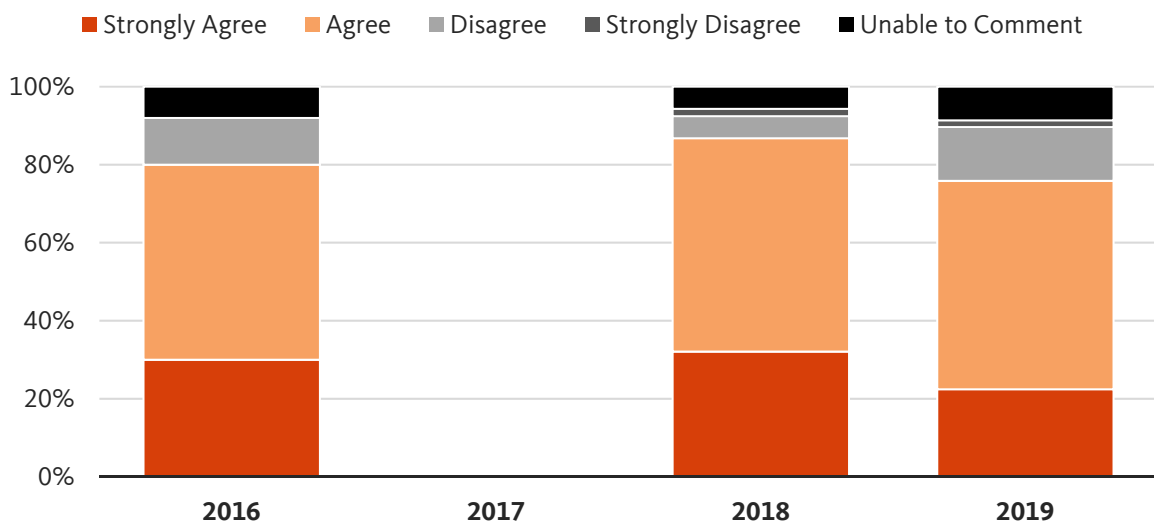| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.0%	50.0%	12.0%	0.0%	8.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	32.1%	54.7%	5.7%	1.9%	5.7%
2019	22.4%	53.4%	13.8%	1.7%	8.6%

Charts & Tables

Academic Environment

National vs. Institution Chart

Standard 15, Faculty Survey, Question 39

The college/school has an effective process to manage professional misconduct by students (e.g. repeated tardiness/absences, drug diversion).
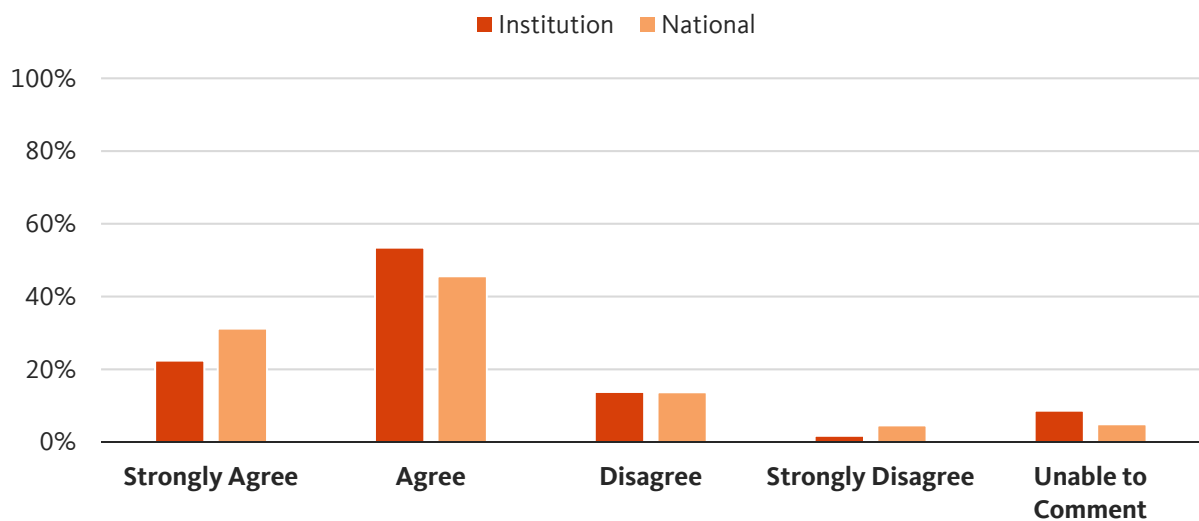
Optional Comments:

The College has an incident reporting form on the Faculty Resource page that is used to report unprofessional behavior to the Academic and Professional Standards committee (APSC). Concerns that rise to a sufficient level of concern or involve non-professional students are reported to the University through a process involving the College Hearing Officer, currently the Executive Associate Dean. Concerns that arise in practice settings are reported by preceptors to the Assistant Dean for Experiential programs and if appropriate referred to APSC. If there is any concern that the student creates a risk for patients, the student is removed from the site immediately.

Charts & Tables

Academic Environment

Longitudinal Chart

Standard 15, Graduating Student Survey, Question 44

The college/school of pharmacy provided timely information about news, events, and important matters within the college/school of pharmacy.

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree   ■ Unable to Comment
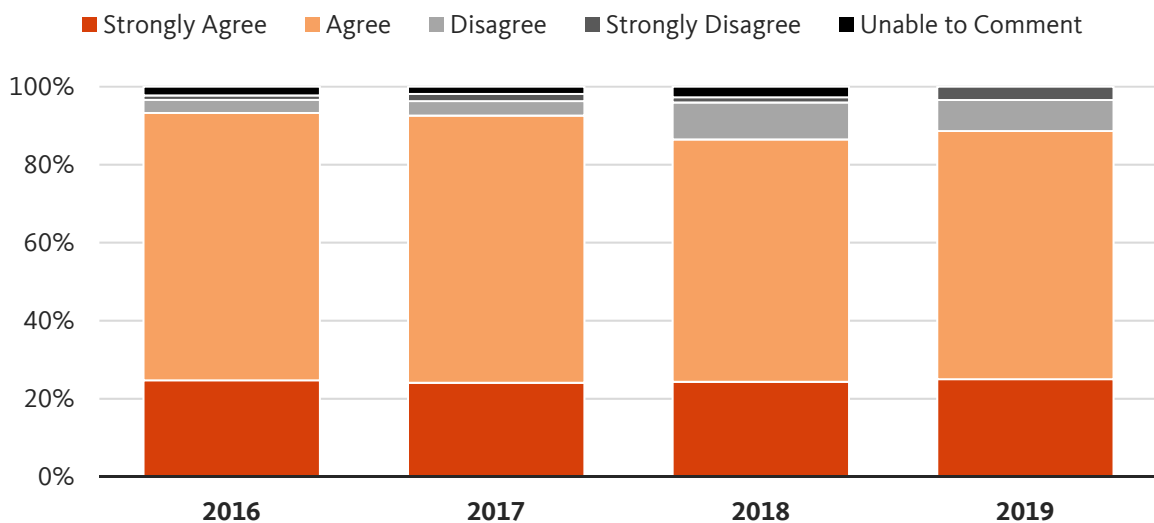
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	22	61	3	1	2	89
2017	13	37	2	1	1	54
2018	18	46	7	1	2	74
2019	22	56	7	3	0	88

Response Percent (%)

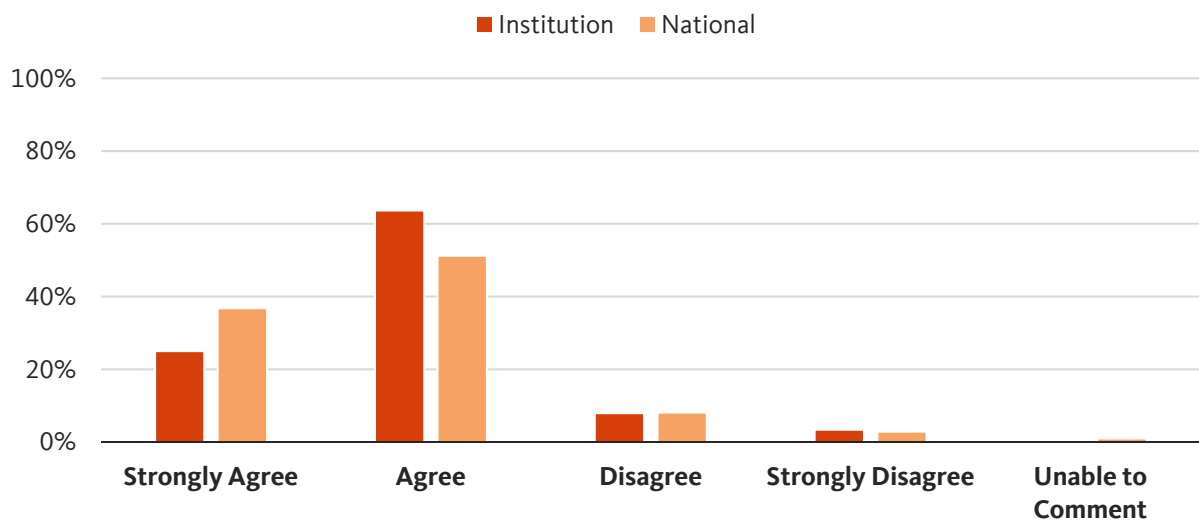| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	24.7%	68.5%	3.4%	1.1%	2.2%
2017	24.1%	68.5%	3.7%	1.9%	1.9%
2018	24.3%	62.2%	9.5%	1.4%	2.7%
2019	25.0%	63.6%	8.0%	3.4%	0.0%

Charts & Tables

Academic Environment

National vs. Institution Chart

Standard 15, Graduating Student Survey, Question 44

The college/school of pharmacy provided timely information about news, events, and important matters within the college/school of pharmacy.

Optional Comments:

Charts & Tables

Academic Environment

Longitudinal Chart

Standard 15, Graduating Student Survey, Question 47

I was aware of the process for raising issues with the college/school administration.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	61	10	0	3	89
2017	8	32	7	2	5	54
2018	9	41	18	2	4	74
2019	19	45	15	4	5	88

Response Percent (%)

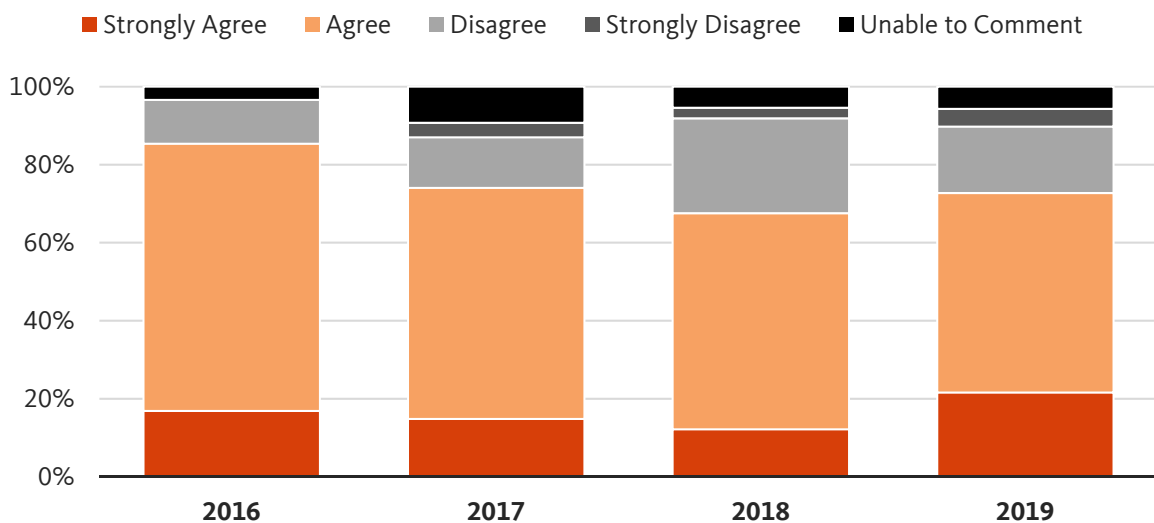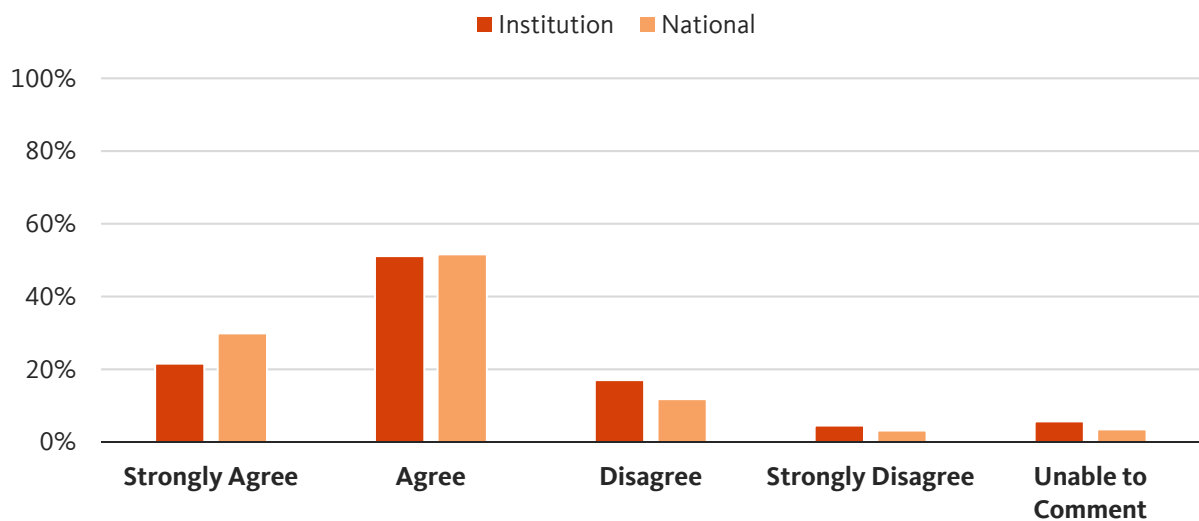| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	16.9%	68.5%	11.2%	0.0%	3.4%
2017	14.8%	59.3%	13.0%	3.7%	9.3%
2018	12.2%	55.4%	24.3%	2.7%	5.4%
2019	21.6%	51.1%	17.0%	4.5%	5.7%

Charts & Tables

Academic Environment

National vs. Institution Chart

Standard 15, Graduating Student Survey, Question 47

I was aware of the process for raising issues with the college/school administration.

■ Institution ■ National

Optional Comments:
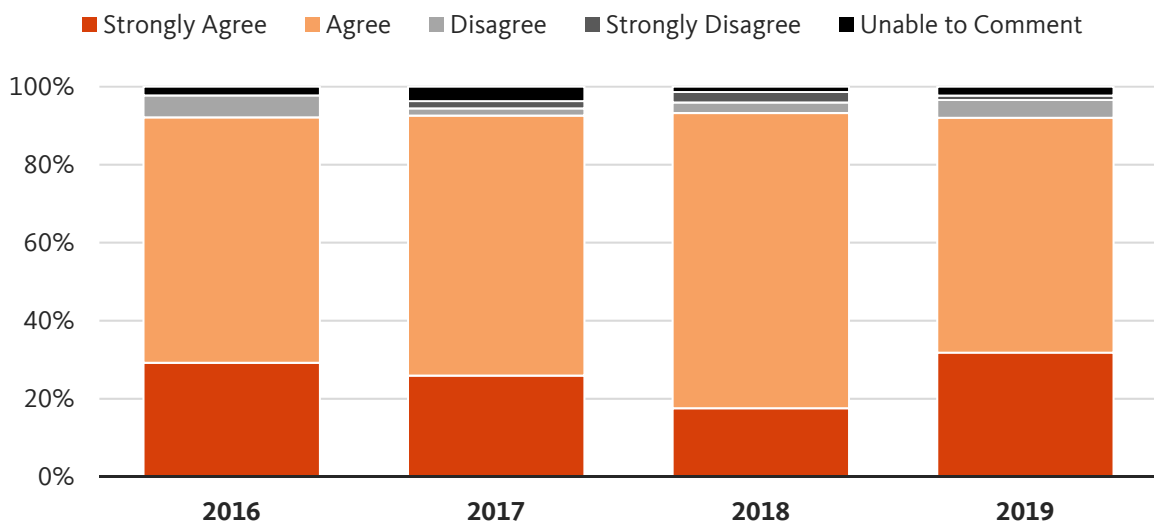
Charts & Tables

Academic Environment

🕐 Longitudinal Chart

Standard 15, Graduating Student Survey, Question 48

I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	56	5	0	2	89
2017	14	36	1	1	2	54
2018	13	56	2	2	1	74
2019	28	53	4	1	2	88

Response Percent (%)

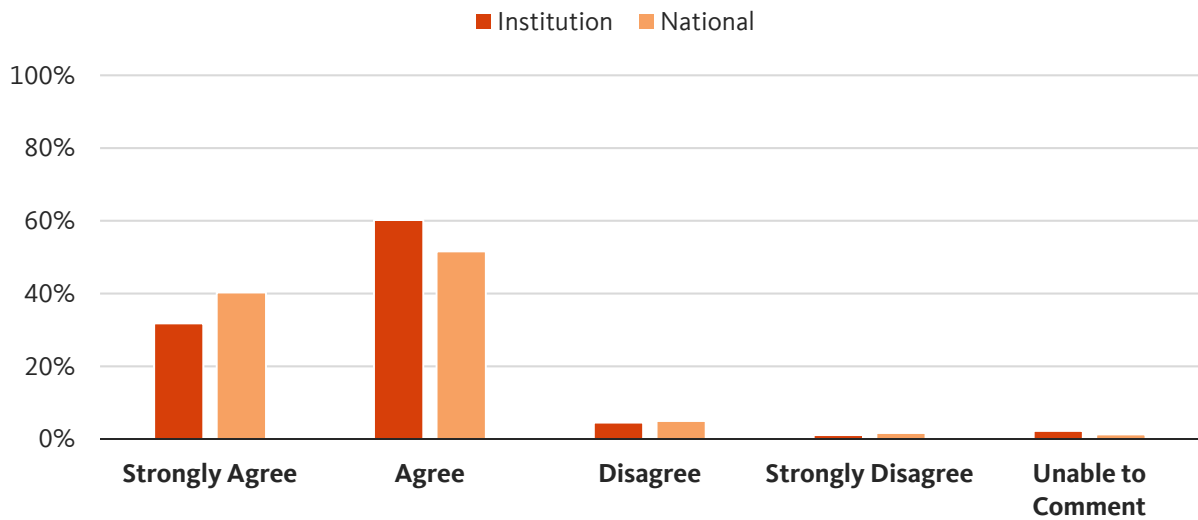| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	62.9%	5.6%	0.0%	2.2%
2017	25.9%	66.7%	1.9%	1.9%	3.7%
2018	17.6%	75.7%	2.7%	2.7%	1.4%
2019	31.8%	60.2%	4.5%	1.1%	2.3%

Charts & Tables

Academic Environment

◀▶ **National vs. Institution Chart**

Standard 15, Graduating Student Survey, Question 48

I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters.
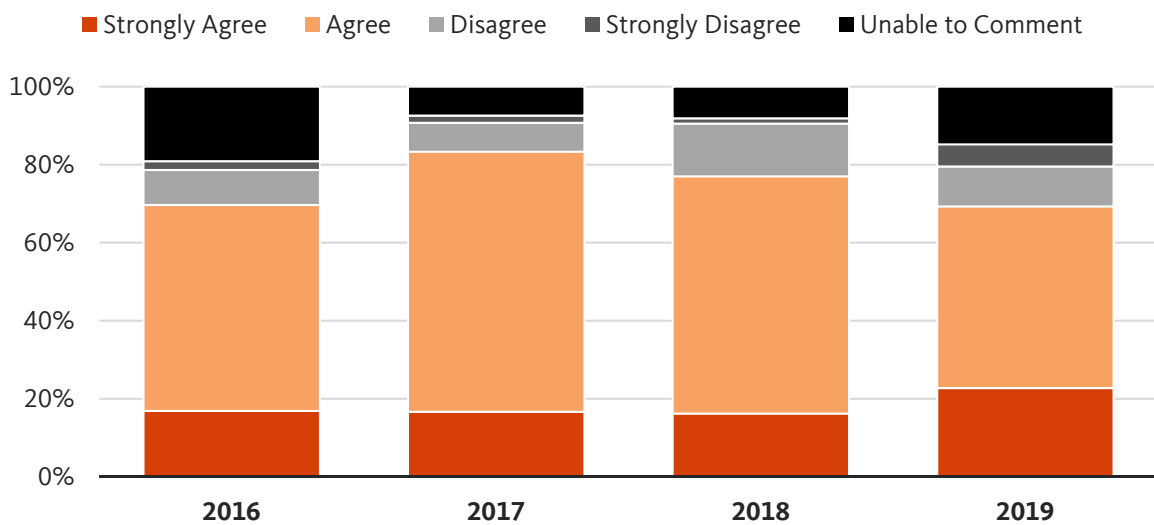

Optional Comments:

Charts & Tables

Academic Environment

A 15

Longitudinal Chart

Standard 15, Graduating Student Survey, Question 50

I know how to utilize college/school policies dealing with harassment and discrimination.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	47	8	2	17	89
2017	9	36	4	1	4	54
2018	12	45	10	1	6	74
2019	20	41	9	5	13	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	16.9%	52.8%	9.0%	2.2%	19.1%
2017	16.7%	66.7%	7.4%	1.9%	7.4%
2018	16.2%	60.8%	13.5%	1.4%	8.1%
2019	22.7%	46.6%	10.2%	5.7%	14.8%

Charts & Tables

Academic Environment

◤◥ **National vs. Institution Chart**

Standard 15, Graduating Student Survey, Question 50

I know how to utilize college/school policies dealing with harassment and discrimination.

■ Institution   ■ National

Optional Comments:

Charts & Tables

Academic Environment

🕐 Longitudinal Chart

Standard 15, Graduating Student Survey, Question 56

The college/school had an effective process to manage academic misconduct by students (e.g. plagiarism).

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	47	4	2	18	89
2017	10	31	2	2	9	54
2018	12	45	4	1	12	74
2019	21	42	8	7	10	88

Response Percent (%)

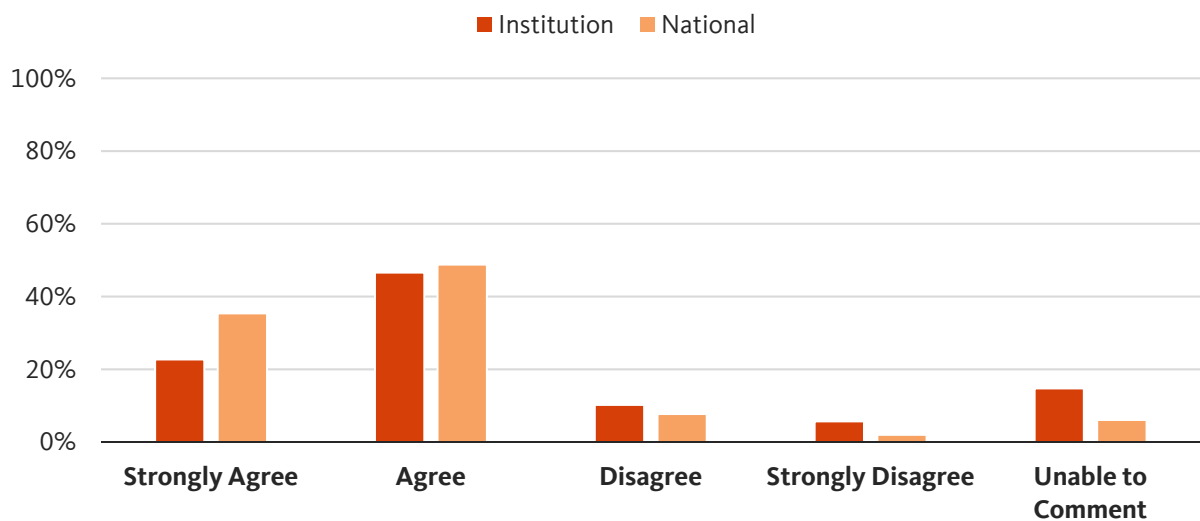| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	20.2%	52.8%	4.5%	2.2%	20.2%
2017	18.5%	57.4%	3.7%	3.7%	16.7%
2018	16.2%	60.8%	5.4%	1.4%	16.2%
2019	23.9%	47.7%	9.1%	8.0%	11.4%

Charts & Tables

Academic Environment

National vs. Institution Chart

Standard 15, Graduating Student Survey, Question 56

The college/school had an effective process to manage academic misconduct by students (e.g. plagiarism).

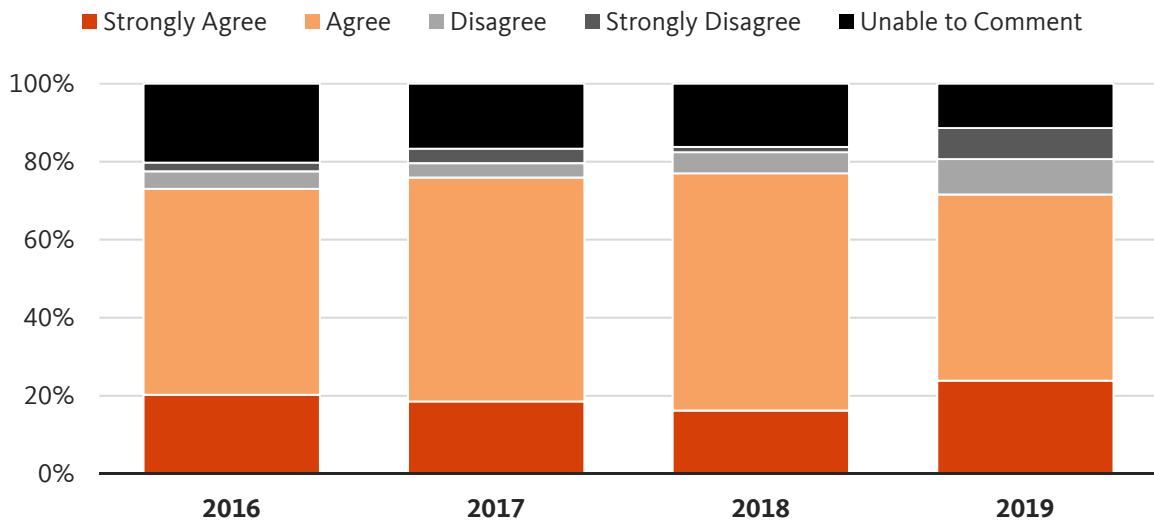
Optional Comments:

Charts & Tables

Academic Environment

🕐 Longitudinal Chart

Standard 15, Graduating Student Survey, Question 57

The college/school had an effective process to manage professional misconduct by students (e.g. repeated tardiness/absences, drug diversion).

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	47	5	2	20	89
2017	8	32	0	3	11	54
2018	12	43	6	0	13	74
2019	21	45	3	8	11	88

Response Percent (%)

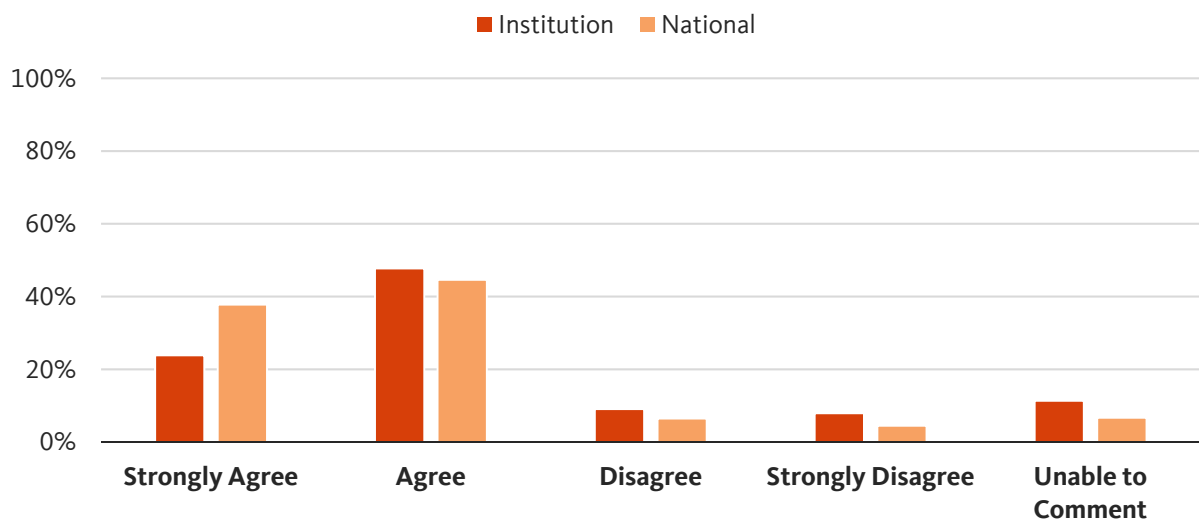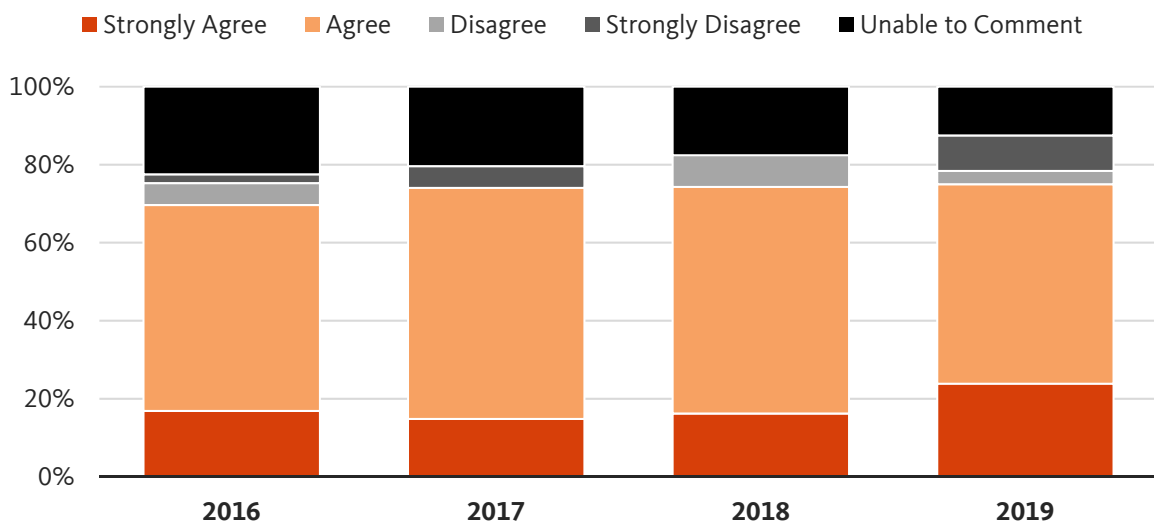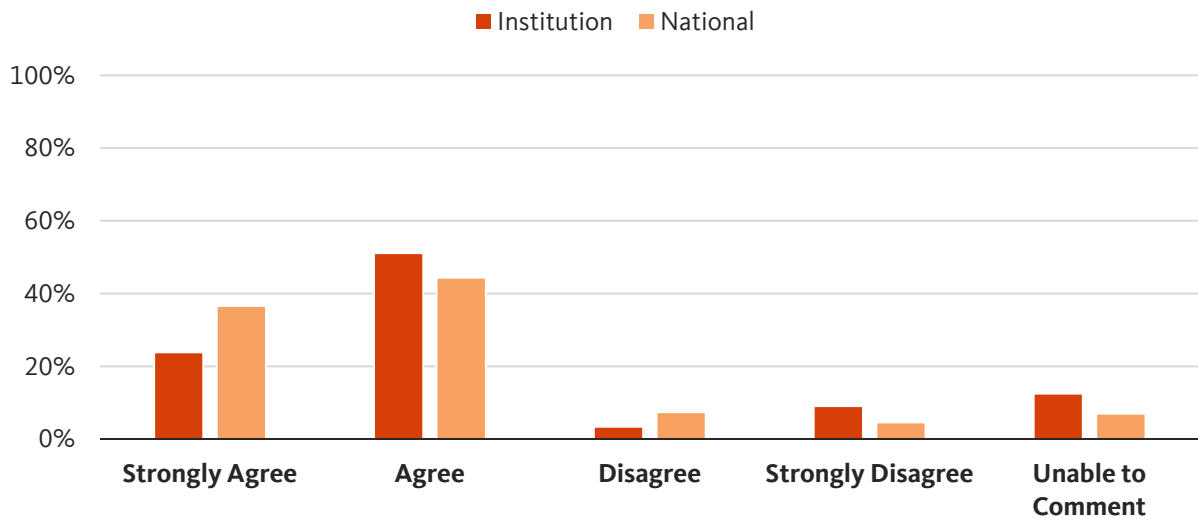| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	16.9%	52.8%	5.6%	2.2%	22.5%
2017	14.8%	59.3%	0.0%	5.6%	20.4%
2018	16.2%	58.1%	8.1%	0.0%	17.6%
2019	23.9%	51.1%	3.4%	9.1%	12.5%

Charts & Tables

Academic Environment

National vs. Institution Chart

Standard 15, Graduating Student Survey, Question 57

The college/school had an effective process to manage professional misconduct by students (e.g. repeated tardiness/absences, drug diversion).
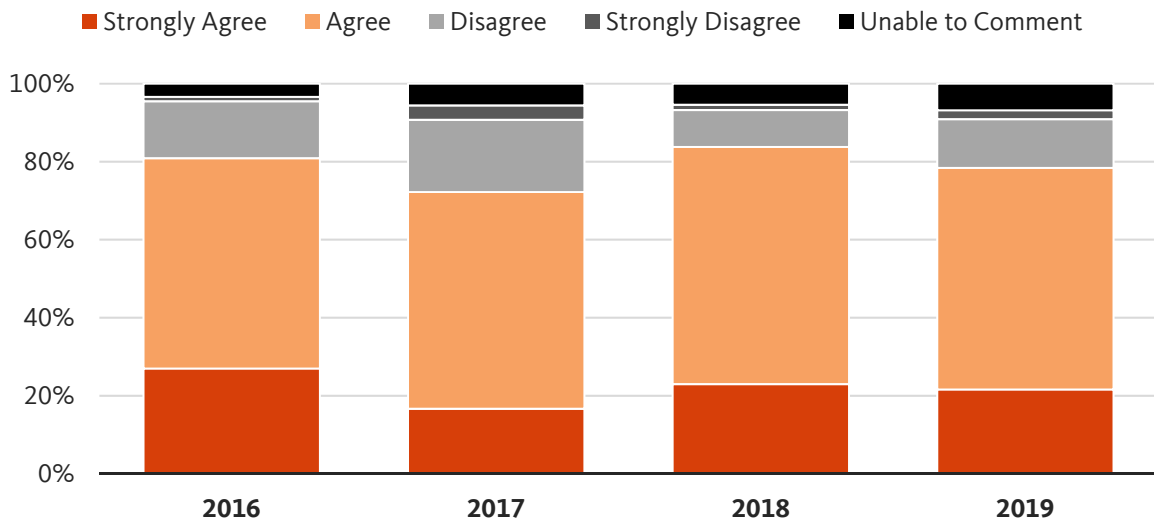

Optional Comments:

Charts & Tables

Academic Environment

Longitudinal Chart

Standard 15, Graduating Student Survey, Question 60

I was aware of opportunities to participate in research activities with faculty.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	48	13	1	3	89
2017	9	30	10	2	3	54
2018	17	45	7	1	4	74
2019	19	50	11	2	6	88

Response Percent (%)

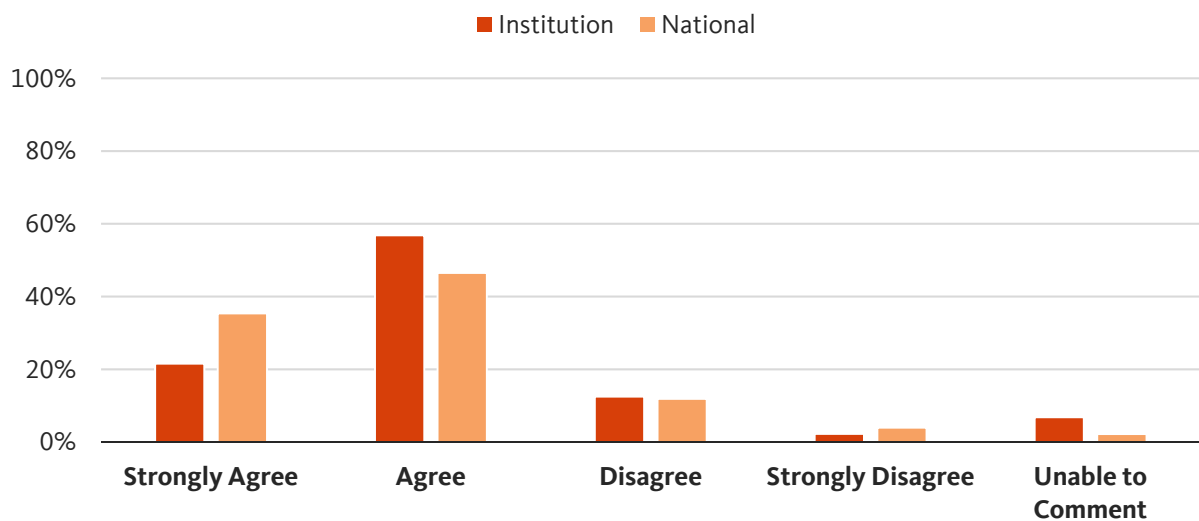| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	27.0%	53.9%	14.6%	1.1%	3.4%
2017	16.7%	55.6%	18.5%	3.7%	5.6%
2018	23.0%	60.8%	9.5%	1.4%	5.4%
2019	21.6%	56.8%	12.5%	2.3%	6.8%

Charts & Tables

Academic Environment

National vs. Institution Chart

Standard 15, Graduating Student Survey, Question 60

I was aware of opportunities to participate in research activities with faculty.

Optional Comments:
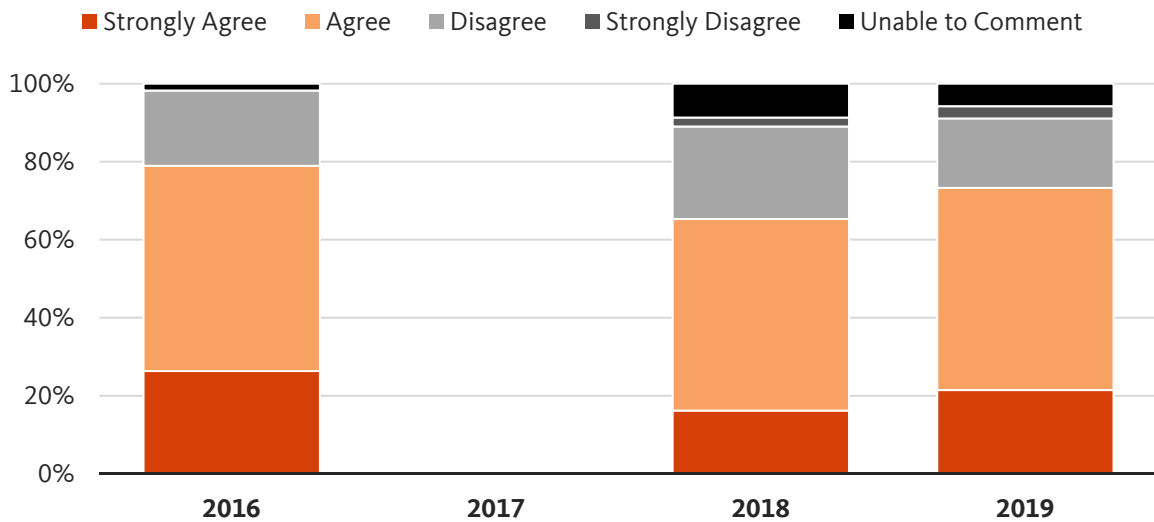
Charts & Tables

Academic Environment

🕐 Longitudinal Chart

Standard 15, Preceptor Survey, Question 3

I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	30	11	0	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	28	85	41	4	15	173
2019	41	99	34	6	11	191

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	52.6%	19.3%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	16.2%	49.1%	23.7%	2.3%	8.7%
2019	21.5%	51.8%	17.8%	3.1%	5.8%

Charts & Tables

Academic Environment

National vs. Institution Chart

Standard 15, Preceptor Survey, Question 3

I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.
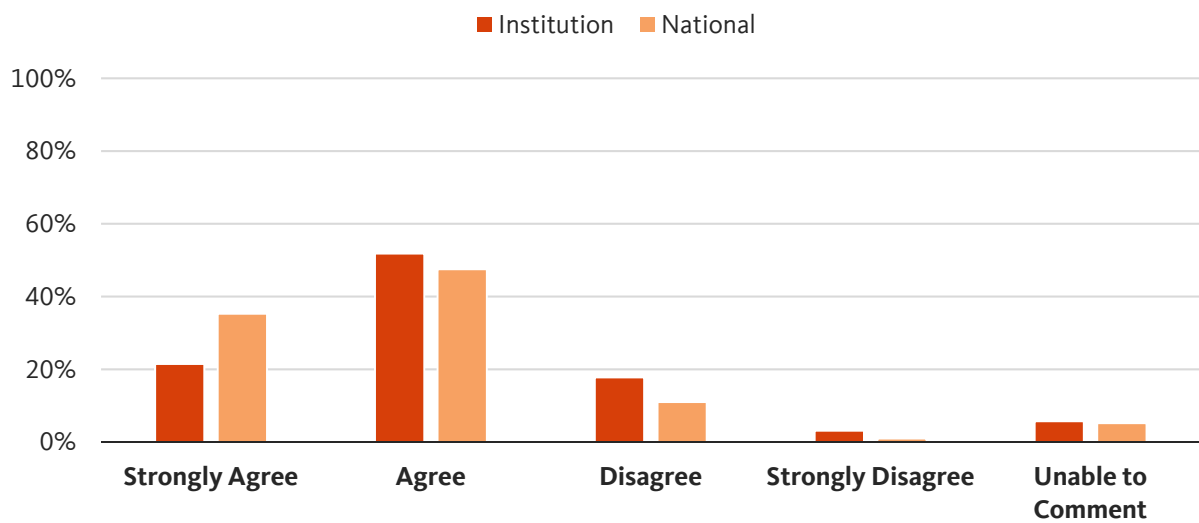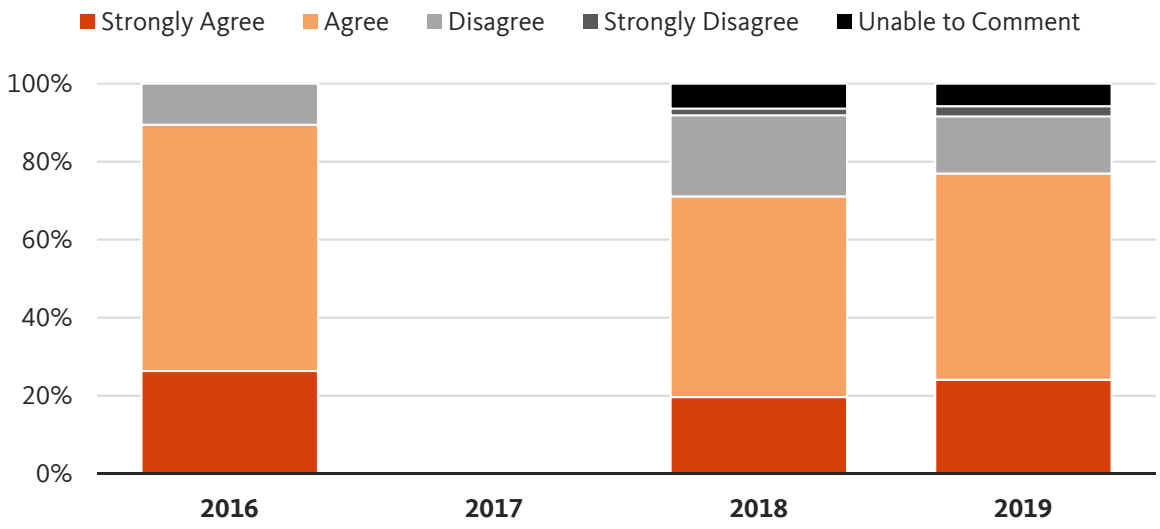

Optional Comments:

Charts & Tables

Academic Environment

🕐 Longitudinal Chart

Standard 15, Preceptor Survey, Question 4

I know how to utilize the process that exists within the college/school to effectively manage professional misconduct (e.g., repeated tardiness/absences, drug diversion) by students.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	36	6	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	34	89	36	3	11	173
2019	46	101	28	5	11	191

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	63.2%	10.5%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	19.7%	51.4%	20.8%	1.7%	6.4%
2019	24.1%	52.9%	14.7%	2.6%	5.8%

Charts & Tables

Academic Environment

◄► **National vs. Institution Chart**

Standard 15, Preceptor Survey, Question 4

I know how to utilize the process that exists within the college/school to effectively manage professional misconduct (e.g., repeated tardiness/absences, drug diversion) by students.
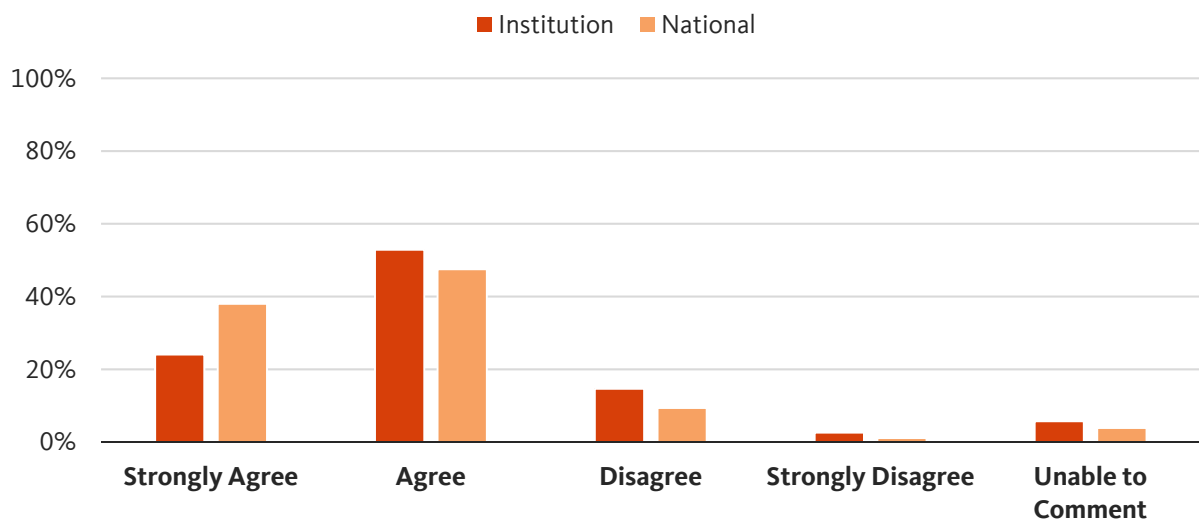
Optional Comments:

Admissions

Data Views and Standardized Tables

Standard

A 16

Charts & Tables

Admissions

Data Table
Applications and Admissions/Enrollments for the past three years
Applicant Summary

	Two Years Prior	**Previous Year**	**Current Year**
Year	2016	2017	2018
Total Applications	649	489	408
Admitted (offers made)	119	123	119
Matriculated	84	90	93

Optional Comments:

Charts & Tables

Admissions

Data Table
Enrollment data for the past three years by year and gender
Enrollment Summary

	Two Years Prior	**Previous Year**	**Current Year**
Year	2016	2017	2018
Total Enrollment	342	357	366
Male	150	142	155
Female	192	210	209

Optional Comments:

Charts & Tables

Admissions

Data Table
Enrollment data for the past three years by year and race/ethnicity
Enrollment Summary

	Two Years Prior	Previous Year	Current Year
Year	2016	2017	2018
Total Enrollment	342	357	366
American Indian or Alaska Native	0	0	1
Asian	132	135	140
Black or African American	4	5	4
Hispanic or Latino	19	23	29
International/Foreign	5	6	1
Native Hawaiian or Other Pacific Islander	0	0	0
Two or More Races	20	14	14
Unknown	7	3	4
White	153	166	168

Optional Comments:

Note: PCAT, GPA, and Science GPA data views listed below are provided as data views in the Assessment and Accreditation Management System (AAMS) for colleges and schools that participate in PharmCAS. For colleges and schools that do not participate in PharmCAS, the charts and tables must be created from the college or school's own data (see Required Data and Documentation above).

Charts & Tables

Admissions

Longitudinal Chart
Standard 16, PCAT

PCAT Composite Percentile Rank for Past 3 Years

Mean ■ Maximum ■ Minimum
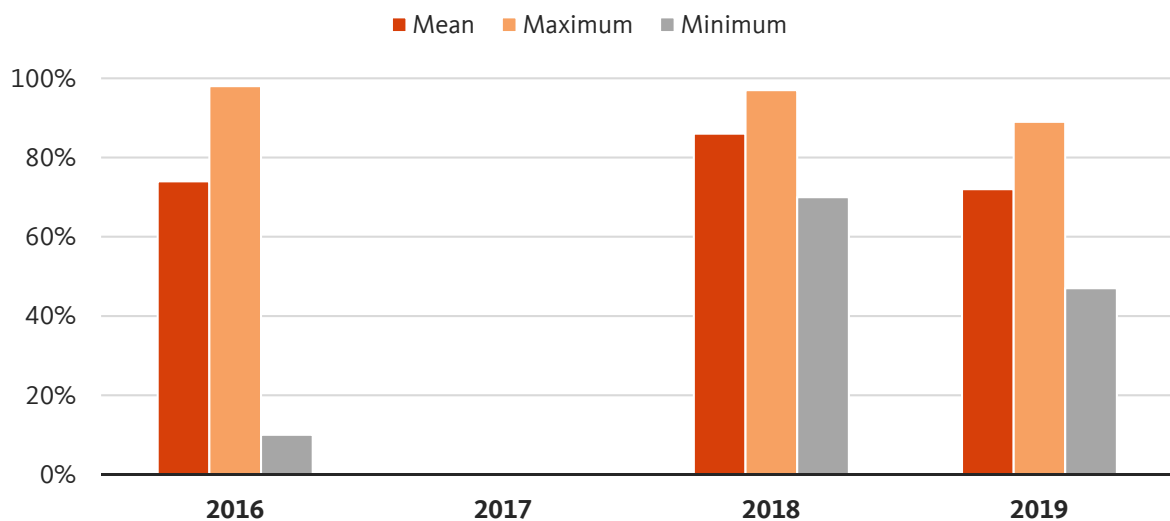
*Data represents matriculated students

Year	Mean	Maximum	Minimum
2016	15	36	6
2017	n/a	n/a	n/a
2018	34	89	36
2019	46	101	28

Optional Comments

Note that PCAT is not required for admission.
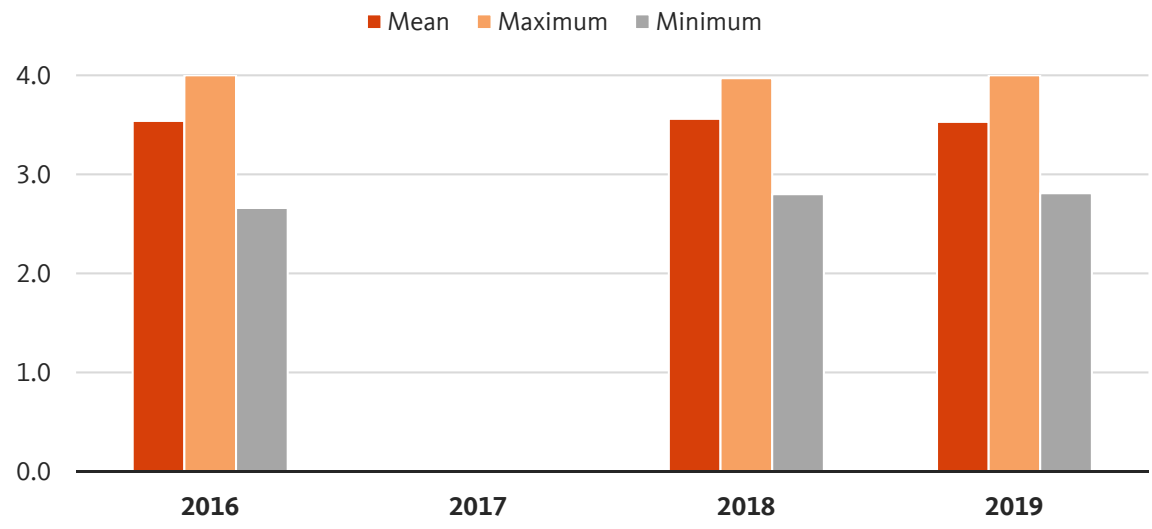
Charts & Tables

Admissions

Longitudinal Chart
Standard 16, GPA

Overall Grade Point Average (GPA) for Past 3 Years

Data represents matriculated students

Year	Mean	Maximum	Minimum
2016	3.54	4.00	2.66
2017	n/a	n/a	n/a
2018	3.56	3.97	2.80
2019	3.53	4.00	2.81

Optional Comments

Charts & Tables

Admissions

🕐 **Longitudinal Chart**
Standard 16, Science GPA
Science Grade Point Average (GPA) for Past 3 Years
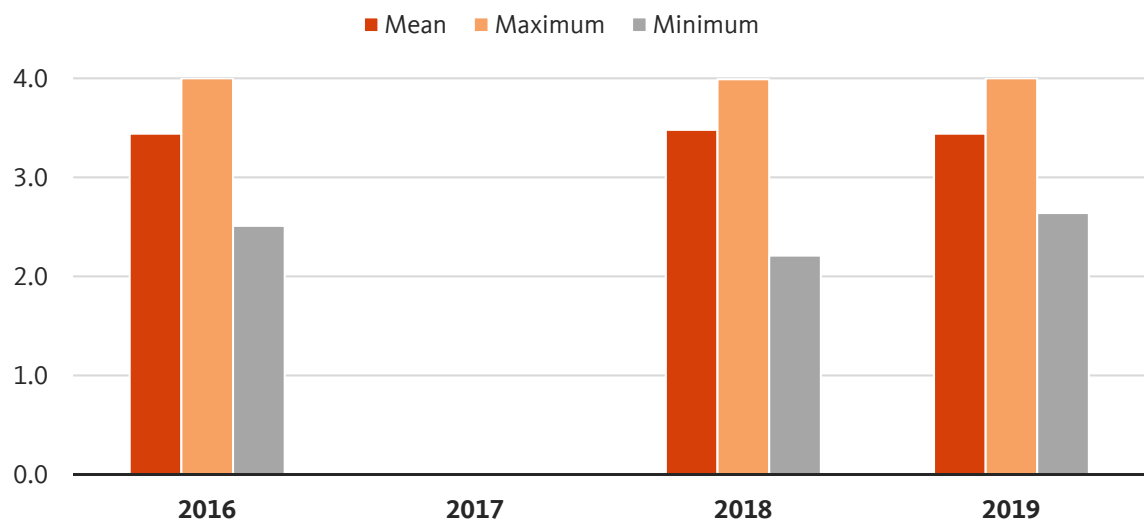
*Data represents matriculated students

Year	Mean	Maximum	Minimum
2016	3.44	4.00	2.51
2017	n/a	n/a	n/a
2018	3.48	3.99	2.21
2019	3.44	4.00	2.64

Optional Comments

Progression

Data Views and Standardized Tables

Standard

A **17**

Charts & Tables

Progression

Longitudinal Chart
Standard 17, On-Time Graduation Rates
On-time graduation rates for the last three admitted classes (compared to national rate)

Year	School	National
2016	94.5	88.0
2017	n/a	n/a
2018	84.0	87.9
2019	86.0	87.9

Optional Comments

Charts & Tables
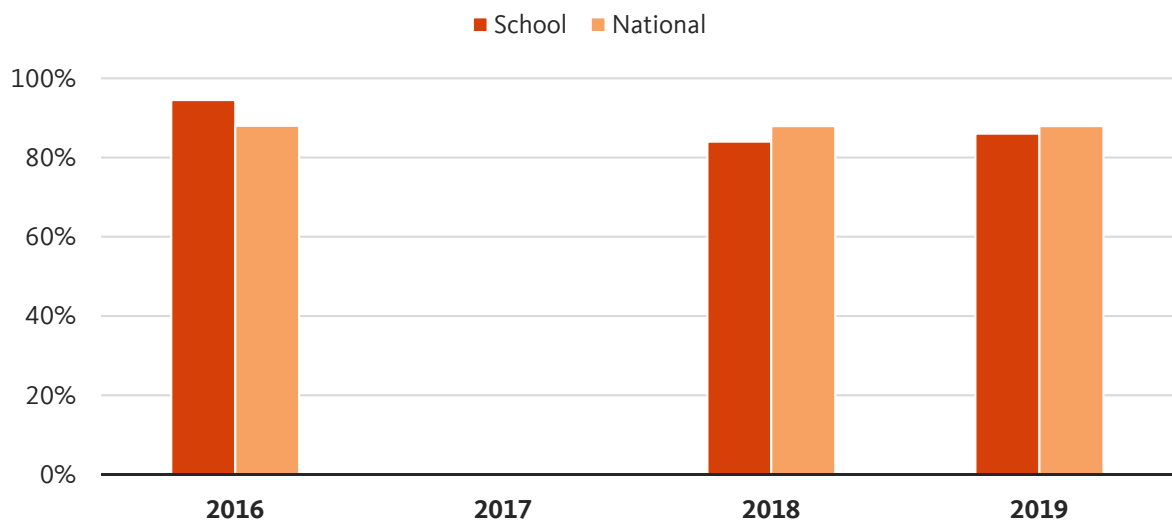
Progression

Longitudinal Chart
Standard 17, Percentage Total Attrition Rate
Percentage total attrition rate for the last three admitted classes (compared to national rate)
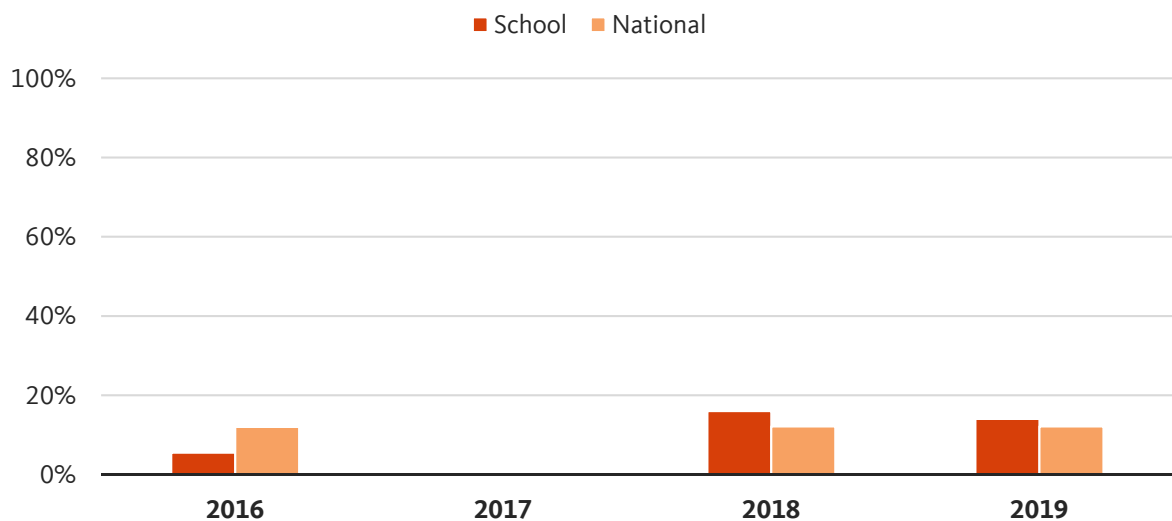
Year	School	National
2016	5.5	12.0
2017	n/a	n/a
2018	16.0	12.1
2019	14.0	12.1

Optional Comments

Of the 810 students representing all classes admitted between 2007 and 2015, all of which have now graduated, the total number of students who left for any reason was 27, for an overall attrition rate of 3.36%. Of this relatively small percentage that did not complete the program, the majority (59%) left for personal reasons, while the remainder were removed for academic performance (26%) or behavioral.

Charts & Tables

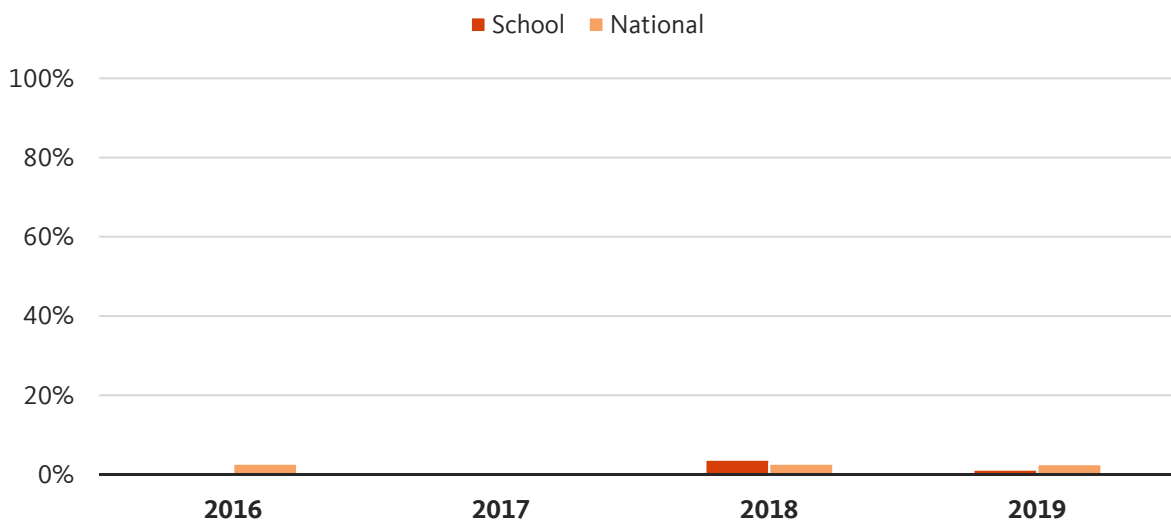**Progression**

🕐 Longitudinal Chart

Standard 17, Percentage Academic Dismissals

Percentage academic dismissals for the last three admitted classes (compared to national rate)

Year	School	National
2016	0.0	2.7
2017	n/a	n/a
2018	3.7	2.7
2019	1.2	2.6

Optional Comments

Charts & Tables

Progression

Longitudinal Chart

Standard 17, Faculty Survey, Question 40

The college/school has an effective process to manage poor academic performance of students.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	17	24	4	1	4	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	16	27	7	0	3	53
2019	8	35	10	0	5	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	34.0%	48.0%	8.0%	2.0%	8.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	30.2%	50.9%	13.2%	0.0%	5.7%
2019	13.8%	60.3%	17.2%	0.0%	8.6%

Charts & Tables

Progression

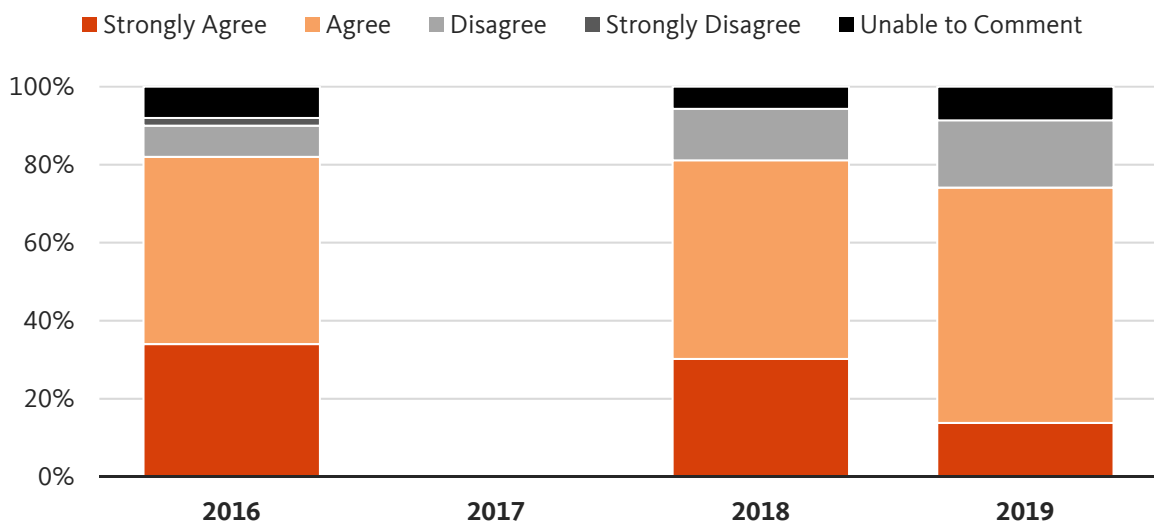◀▶ **National vs. Institution Chart**

Standard 17, Faculty Survey, Question 40

The college/school has an effective process to manage poor academic performance of students.

■ Institution ■ National
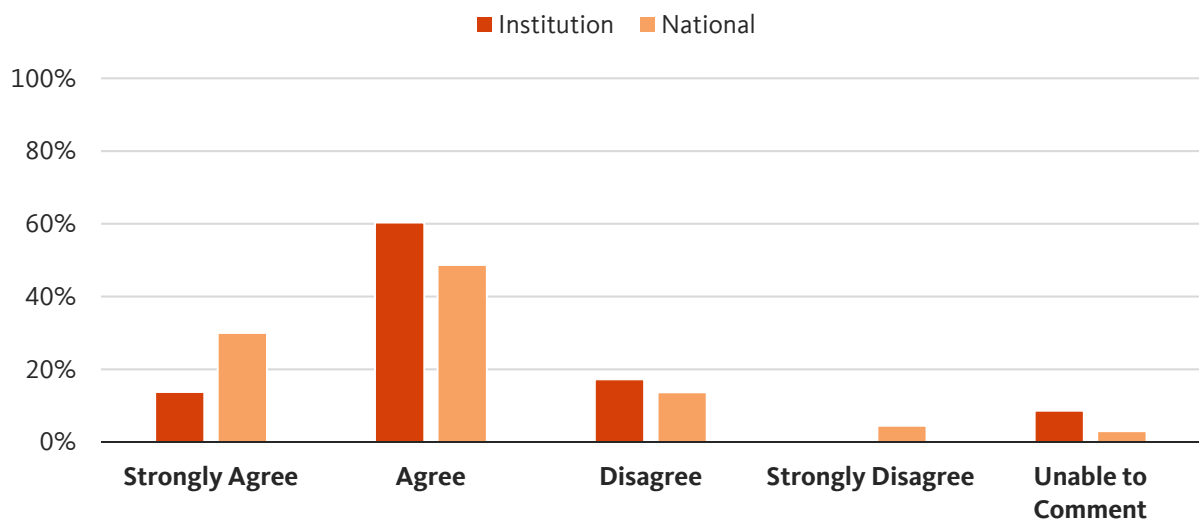
Optional Comments:

Similar to national results, but less than the College's desired threshold. Within the past three years, student services has requested course coordinators notify advisors of underperforming students following each assessment to facilitate early detection and allow for immediate outreach and discussion of strategies or resources to improve performance. Processes to address student performance following the term grade release are enforced by the Academic and professional Standards committee following faculty approved policies.

Faculty and Staff – Quantitative Factors

Data Views and Standardized Tables

Standard

A 18

Charts & Tables

Faculty and Staff – Quantitative Factors

Data Table

Faculty Addendum

List of key university and college or school administrators, and full-time and part-time ($\geq$ 0.5FTE) faculty, including a summary of their current academic rank, primary discipline, title/position, credentials, post-graduate training, and licensure (if applicable).

The faculty addendum is a listing of the key University/College/School officers, followed by a listing by department or division of salaried faculty with the ranking of instructor and above (list full time and part time separately), with the chair of each department/division indicated.

Key University Administration

Key College/School Officers	
Dean	**Grace Kuo;** PhD, University of Texas Health Science Center at Houston School of Public Health, (2011), PharmD, Oregon State University/Oregon Health & Sciences University, (1998), MPH, University of Texas Health Science Center at Houston School of Public Health, (2005), BS, Massachusetts College of Pharmacy and Allied Health Sciences, (1988), BS, University of California at Los Angeles, (1985); RPh, Massachusetts, License #20666 RPh, Oregon, License #8892 RPh, Texas, License #39017
Associate Dean	**David Bearden;** PharmD, University of Illinois-Chicago, (1997); RPh, Oregon, USA RPh, Illinois (inactive), USA RPh, Utah (inactive), USA **Gary Delander;** PhD, University of Minnesota, (1983), BS, University of Colorado, (1977); R.Ph. Oregon, California, Wyoming **Mark Leid;** PhD, Oregon State University, (1989), B. Pharm., Washington State University, (1983);
Assistant Dean	**Juancho Ramirez;** PharmD, University of California, (1999); RPh California - 50889

Charts & Tables

Faculty and Staff – Quantitative Factors

Faculty – Pharmacy Practice	
Chair	Jon Furuno
Full Time Faculty	**David Bearden,** Clinical Professor; PharmD, University of Illinois-Chicago, (1997); RPh, Oregon, USA RPh, Illinois (inactive), USA RPh, Utah (inactive), USA **Zain Al-Jammali,** Instructor; PharmD, Lebanese International University, (2012), BA, Lebanese International University, (2011); **Megan Herink,** Clinical Assistant Professor; PharmD, Creighton University, (2008), MBA, Creighton University , (2011); RPh, Oregon - 0012916 RPh, Nebraska – 12921 **Jon Furuno,** Interim Department Chair; PhD, University of Maryland, Baltimore , (2004), MS, University of Maryland, Baltimore , (2001), BS, University of Rhode Island, (1996); **Daniel Hartung,** Associate Professor; PharmD, Wisconsin, (2000); RPh, Oregon - RPH0009949 **Adriane Irwin,** Clinical Associate Professor; PharmD, University of New Mexico, (2010), MS, University of New Mexico, (2006), BS, Oregon State University, (2004); Active Pharmacist Licenses: Oregon, RPH0013544P; New Mexico, RP00007603 **Lorinda Anderson,** Clinical Assistant Professor; PharmD, University of Utah, (2010); RPh, Oregon, License #0012374 **Natalea Suchy,** Clinical Assistant Professor; PharmD, University of Southern California, (2006), BA, University of Southern California, (2002); RPh, Oregon - 0011260 RPh, California – 58951 **Susan Morley,** Instructor; PharmD, University of Tennessee, (1997), MBA, Lipscomb University , (2014), MS, Lipscomb University, (2014); RPh, TN 10201 **Myrna Munar,** Associate Professor; PharmD, University of Southern California, (1985), AB, University of Southern California, (1983); RPh, OR - 0007496 RPh, CA, USA **Stacey Olstad,** Instructor - Co-curricular experiences; PharmD, Oregon State University, (2008), BS Chemistry, Harvey Mudd College, (2001); RPh, Oregon – 0011402

Charts & Tables

Faculty and Staff – Quantitative Factors

Faculty – Pharmacy Practice	
Full Time Faculty	**Ali Olyaei,** Professor of Medicine and Pharmacy Practice; PharmD, University of Kansas, (1991), BS, Oregon State University , (1988); RPh, Oregon – 0007764
	Juancho Ramirez, Assistant Dean of Experiential Education ; PharmD, University of California, (1999); RPh California - 50889
	Stacy Ramirez, Clinical Assistant Professor; PharmD, University of Southern California, (1999); RPh, Oregon – 0010767
	Harleen Singh, Clinical Associate Professor; PharmD, The Ohio State University, (2001), RPh, The Ohio State University, (1998); RPh Oregon – 0010328
	Shannon Starwalt, Director for IPPE; PharmD, OSU/OHSU College of Pharmacy, (2007); RPh, Oregon – 0011120
	David Lee, Assistant professor ; PharmD, Virginia Commonwealth University , (2009), PhD, Virginia Commonwealth University, (2009); RPh Oregon - 0013447 RPh Connecticut, inactive ACLS, American Heart Association PALS, American Heart Association
	Roberto Linares, Senior Instructor; BS, Oregon State University, (1991); RPh Oregon license #8221
	Jessina McGregor, Associate Professor; PhD, University of Maryland, Baltimore, (2005), BS, Oregon State University, (2001), BA, Oregon State University, (2001)
	Craig Williams, Clinical Professor of Pharmacy Practice; PharmD, University of California, (1994); RPh, Oregon – 0011007
	Gregory Zumach, Clinical Assistant Professor; PharmD., Drake University, (2012); RPh, Oregon - 0015854 RPh, Wisconsin - 16863-40
	Ann Zweber, Senior Instructor II; BS, Oregon State University, (1995), BS, University of Wisconsin, (1985); RPh, Oregon – 0008789

Charts & Tables

Faculty and Staff – Quantitative Factors

Faculty – Pharmacy Practice	
Full Time Faculty	**Grace Kuo,** Dean; PhD, University of Texas Health Science Center at Houston School of Public Health, (2011), PharmD, Oregon State University/Oregon Health & Sciences University, (1998), MPH, University of Texas Health Science Center at Houston School of Public Health, (2005), BS, Massachusetts College of Pharmacy and Allied Health Sciences, (1988), BS, University of California at Los Angeles, (1985); RPh, Massachusetts, License #20666 RPh, Oregon, License #8892 RPh, Texas, License #39017
Part Time Faculty	**Dean Haxby,** Director, Drug Use Research and Management; PharmD, Medical University of South Carolina, (1985); RPh Oregon - 0006909

Faculty – Pharmaceutical Sciences	
Chair	Theresa Filtz
Full Time Faculty	**Theresa Filtz,** Department Chair; PhD, University of Pennsylvania, (1993), BS, University of Virginia, (1986) **Arup Indra,** Associate Professor of Pharmacology; PhD, Jadavpur University, INDIA, (2001), MS, Calcutta University, INDIA, (1990), BS, Calcutta University, INDIA, (1988) **Kevin Brown,** Assistant Professor; PhD, Cornell University, (2003), BS, Physics, Louisiana State University , (1998), BA, Mathematics, Louisiana State University, (1998) **Gary DeLander,** Executive Associate Dean; PhD, University of Minnesota, (1983), BS, University of Colorado, (1977); R.Ph. Oregon, California, Wyoming **Adam Alani,** Associate Professor; PhD, University of Wisconsin, (2007), MS, Al-Nahrain University, (1995), BS, University of Baghdad, (1989); N/A **Jan Stevens,** Professor; PhD, Groningen University, (1995), PharmD, Groningen University, (1990), MS, Groningen University, (1988); RPh, The Netherlands **Conroy Sun,** Assistant Professor; PhD, University of Washington, (2008), BS, University of Washington, (2003) **Oleh Taratula,** Associate Professor; PhD, Rutgers, The State University of New Jersey, (2008), MS, Ivan Franko National University of Lviv, (2002)

Charts & Tables

Faculty and Staff – Quantitative Factors

Faculty – Pharmaceutical Sciences	
Full Time Faculty	**Andrey Morgun,** Associate Professor; PhD, Federal University of Sao Paulo, (2002), MD, National Kharkiv Medical University, Kharkiv, Ukraine, (1995), MS, Federal University of Sao Paulo, Brazil, (1998)
	Benjamin Philmus, Associate Professor; BS, Southhampton College/LIU, (1999), PhD, University of Hawaii, (2009), MS, University of Hawaii, (2006)
	Philip Proteau, Associate Professor; PhD, Oregon State University, (1993), BS, University of Washington, (1985), MS, California Institute of Technology, (1989)
	Gaurav Sahay, Assistant Professor; PhD, University of Nebraska Med Ctr, (2009), MS, University of Nebraska Med Ctr, (2005), Bachelor in Pharmacy, University of Pune, (2003); University of Pune, maharashtra, India Registered Pharmacist at Himachal Pradesh
	Aleksandra Sikora, Associate Professor; MS, University of Gdansk, (1998), PhD, University of Michigan, (2005)
	Chrissa Kioussi, Professor; PhD, Hellenic Pasteur Institute, (1992), MS, National Hellenic Research Foundation, (1987), BS, National and Kapodistrian University of Athens Greece, (1987)
	Mark Leid, Associate Dean; PhD, Oregon State University, (1989), B. Pharm., Washington State University, (1983)
	Taifo Mahmud, Professor; PhD, Osaka University, (1997), MS, Osaka University, (1994), BS, University of North Sumatra, (1989), Apothecary, University of North Sumatra, (1991)
	Kerry McPhail, Director of Graduate Programs, College of Pharmacy; PhD, Rhodes University, (2000), BS, Rhodes University, (1996)
	Jane Ishmael, Associate Professor; BSc (Hons.) Biomedical Sciences, University of Bradford , England, (1988), PhD, Toxicology, Oregon State University, (1995)
Part Time Faculty	

Charts & Tables

Faculty and Staff – Quantitative Factors

Admin/No Academic Dept	
Chair	
Full Time	**Jennifer Davis,** Student Health Services Director of Pharmacy / PGY1 Community based Residency Program Director; PharmD, University of Georgia, (2003); RPh, Georgia - 21731 RPh, North Carolina - 21666 RPh, Oregon - 10413 RPh, Washington – 69785 **Angela Austin,** Director of Student Services/Head Advisor; Master of Education, Oregon State University, (2001), Bachelor of Science, University of Idaho, (1997) **Eliza Allison,** Academic Advisor; MEd, Oregon State University, (2018), BA, University of Montana, (2013) **Lauren Corwin,** Assistant Head Advisor; College Student Services Administration, Oregon State University, (2015), Bachelor of Arts in Psychology, University of Portland, (2011); M.Ed, Oregon, USA **Tanya Ostrogorsky,** Director of Assessment & Faculty Development; EdD, Portland State University, (2008), MS, Portland State University, (1997), MS, Portland State University, (1996), BA, University of Puget Sound, (1991) **Anne Taylor,** Recruitment Coordinator; BA, Washington State University, (2017) **K. Paige Clark,** Director of Alumni Relations & Professional Development ; BS Pharmacy, Oregon State University College of Pharmacy, (1986); Oregon - 7499
Part Time	

Optional Comments:

Charts & Tables

Faculty and Staff – Quantitative Factors

Longitudinal Chart

Standard 18, Faculty Survey, Question 25

The college or school has a sufficient number of staff to effectively address programmatic needs.
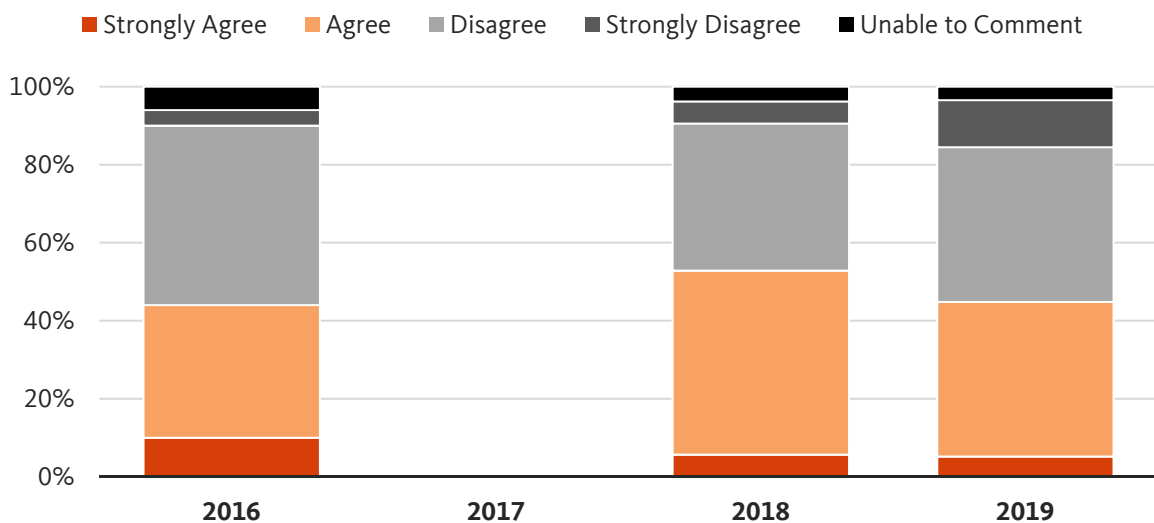
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	5	17	23	2	3	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	3	25	20	3	2	53
2019	3	23	23	7	2	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	10.0%	34.0%	46.0%	4.0%	6.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	5.7%	47.2%	37.7%	5.7%	3.8%
2019	5.2%	39.7%	39.7%	12.1%	3.4%

Charts & Tables

Faculty and Staff – Quantitative Factors

◀▶ National vs. Institution Chart

Standard 18, Faculty Survey, Question 25

The college or school has a sufficient number of staff to effectively address programmatic needs.
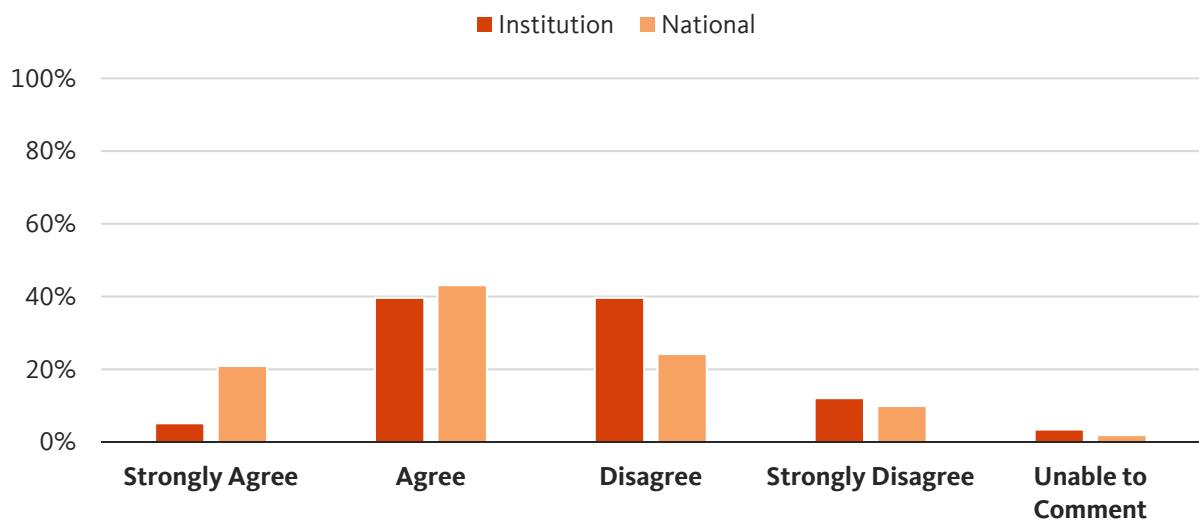
Optional Comments:

Faculty responsibilities outside of instruction and research have been significant over the past several years as they supported a significant curricular change, revision of Bylaws and the current self-study discussions; and may have heightened faculty concern. The College continues to work to address faculty concerns and progress is being made. Support in many areas has been increased since the last self study. Professional faculty that help to decrease the burden on faculty in the area of student services and assessment have increased by 3.5 FTE and clerical support has increased by one. Support for submission and administration of grants has also increased in recent years. The distribution and availability of clerical support is perhaps of greatest concern and challenging in our two campus model. The 2022 Strategic Plan specifically calls for evaluation of the roles of individuals providing administrative and faculty support.

Charts & Tables

Faculty and Staff – Quantitative Factors

Longitudinal Chart

Standard 18, Faculty Survey, Question 30

The college/school has a sufficient number of faculty.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	6	23	16	1	4	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	4	23	18	5	3	53
2019	8	22	20	5	3	58

Response Percent (%)

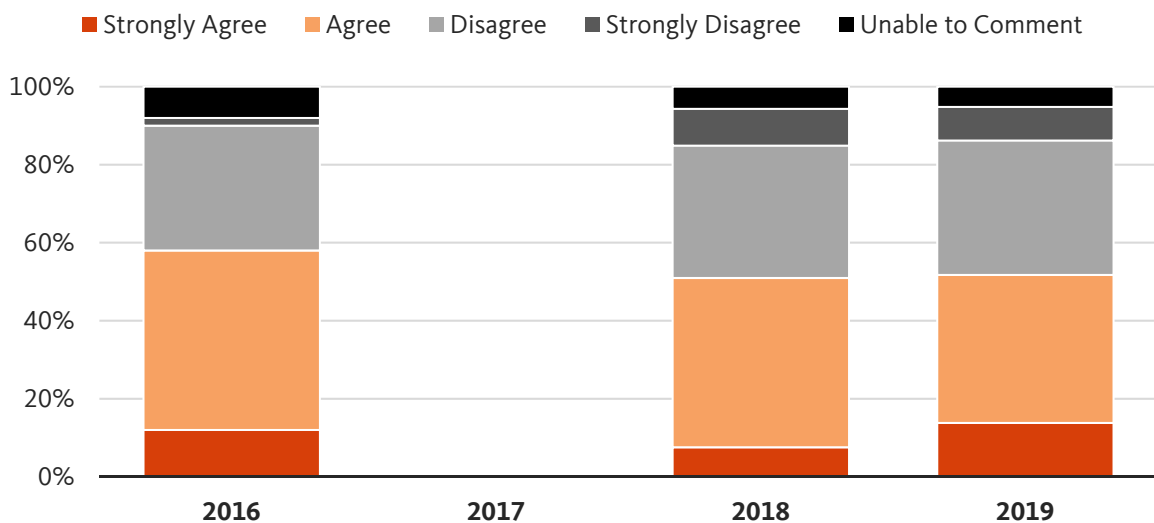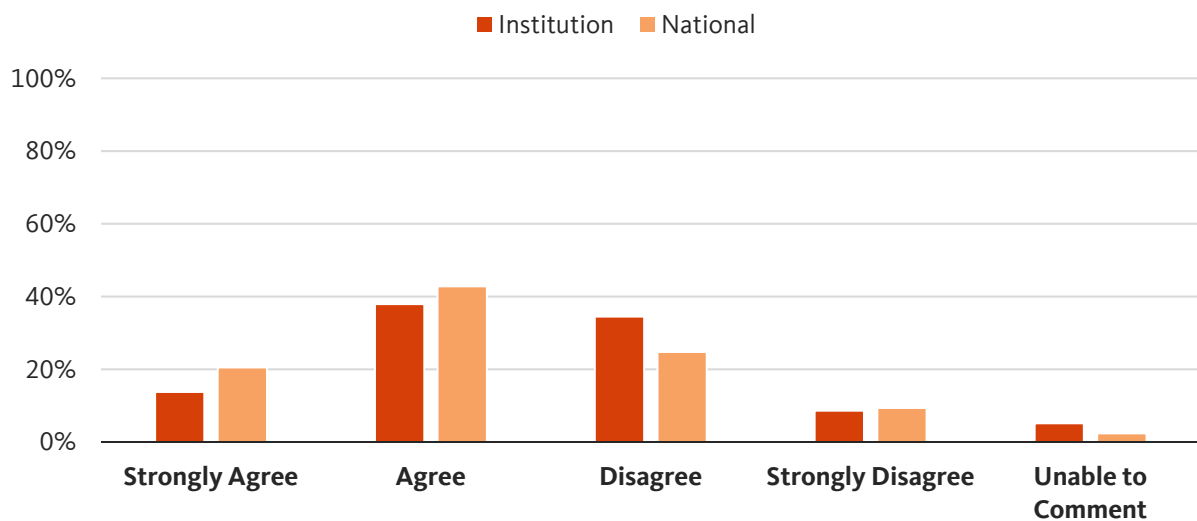| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	12.0%	46.0%	32.0%	2.0%	8.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	7.5%	43.4%	34.0%	9.4%	5.7%
2019	13.8%	37.9%	34.5%	8.6%	5.2%

Charts & Tables

Faculty and Staff – Quantitative Factors

National vs. Institution Chart
Standard 18, Faculty Survey, Question 30
The college/school has a sufficient number of faculty.

■ Institution   ■ National

Optional Comments:

Faculty concerns are not significantly different than national results, but still of concern. Faculty responsibilities outside of instruction and research have been significant over the past several years as they supported a significant curricular change, revision of Bylaws and the current self-study discussions; and may have heightened faculty concern. The College continues to work to address faculty concerns and progress is being made. A review of the 2011 self study showed nearly 75% of faculty expressing concern, as opposed to 43% in this survey. Instructional faculty, in that period, have increased from 31 to 42 in the current year. At least two additional hires are planned for the coming year. The faculty workload analysis in the optional appendices may provide additional insight.

Charts & Tables

Faculty and Staff – Quantitative Factors

Data Table
Allocation of Faculty Effort (total for all faculty with ≥ 0.5FTE)

The data view below is being populated using individual data from the Faculty Profiles. Please have all faculty members at your college/school complete their profile before commenting on the data view.

Please note that the following data view is derived from the Faculty Profile Survey.
This data view will not reflect the accurate numbers unless all Faculty Profiles are complete.

Faculty Profile Update Statistics:

Total Faculty Profiles: 49
Completed Total Faculty Profiles: 49
In-Progress Faculty Profiles: 0
Not Started Faculty Profiles: 0
Part-time Faculty: 1

Activity	Total Faculty FTE	Percentage of Effort
Teaching in "professional years" of PharmD program	9.60	19.91%
Research scholarly activity	12.53	25.99%
Service/committee assignments	5.54	11.49%
Practice	4.02	8.34%
Administration	7.81	16.20%
Precepting	1.70	3.53%
Faculty mentoring	0.51	1.06%
Student advising	3.85	7.99%
Professional/personal development	0.86	1.78%
Teaching in other school program, e.g., post-graduate	1.42	2.95%
Teaching in "pre-professional" years	0.37	0.77%
Other	0.00	0.00%
Total	48.21	100.00%

Optional Comments:

Charts & Tables

Faculty and Staff – Quantitative Factors

Data Table

Distribution of Full-Time Pharmacy Faculty by Rank and Years in Rank

The data view below is being populated using individual data from the Faculty Profiles. Please have all faculty members at your college/school complete their profile before commenting on the data view.

Please note that the following data view is derived from the Faculty Profile Survey.
This data view will not reflect the accurate numbers unless all Faculty Profiles are complete.

Faculty Profile Update Statistics:

Total Faculty Profiles: 49
Completed Total Faculty Profiles: 49
In-Progress Faculty Profiles: 0
Not Started Faculty Profiles: 0
Part-time Faculty: 1

Faculty Rank	0-1 year	2-5 years	6-10 years	11-15 years	16-20 years	> 20 years	Total
Professor	1	3	3	0	1	0	8
Associate Professor	2	2	8	2	1	2	17
Assistant Professor	1	5	2	1	0	0	9
Instructor	1	3	0	1	0	1	6
Other	1	2	0	1	0	0	4
None	0	0	0	0	1	0	1
Total	6	15	13	5	3	3	45

Optional Comments:

Charts & Tables

Faculty and Staff – Quantitative Factors

👁 Recommended Monitoring

Standard 18

If applicable, briefly describe issues or elements of the standard that may require further monitoring.

Comments:

Faculty concerns regarding workload and support are noted. The internal Faculty workload survey indicates that, in general, faculty find expectations in different areas of their responsibilities are appropriate, suggesting that staff support or at least clarification of availability of staff support is a primary confounding concern. The AACP survey question regarding staff support is similarly shown to be significantly different from the national average. The College has engaged in a review of support staffing structure and the Executive Committee has proposed significant changes in reporting lines, which will be followed by clarification of specific duties of each member of the support staff. This work is in progress and is identified as an objective in the 2022 strategic plan.

Faculty and Staff – Qualitative Factors

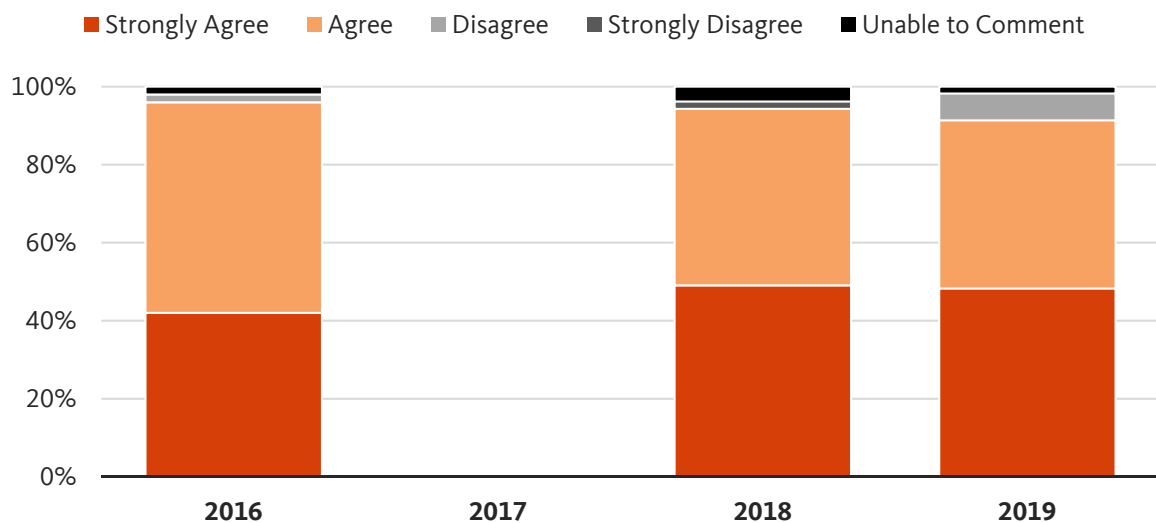Data Views and Standardized Tables

Standard

A 19

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 7

I am aware that my college/school has policies for dealing with harassment and discrimination.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	21	27	1	0	1	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	26	24	0	1	2	53
2019	28	25	4	0	1	58

Response Percent (%)

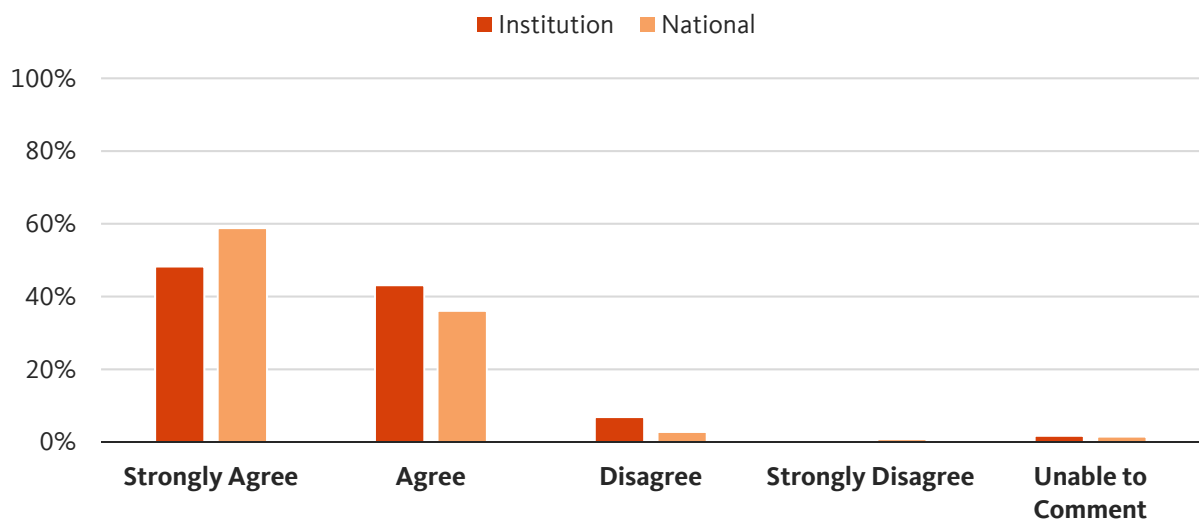| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.0%	54.0%	2.0%	0.0%	2.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	49.1%	45.3%	0.0%	1.9%	3.8%
2019	48.3%	43.1%	6.9%	0.0%	1.7%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart
Standard 19, Faculty Survey, Question 7

I am aware that my college/school has policies for dealing with harassment and discrimination.
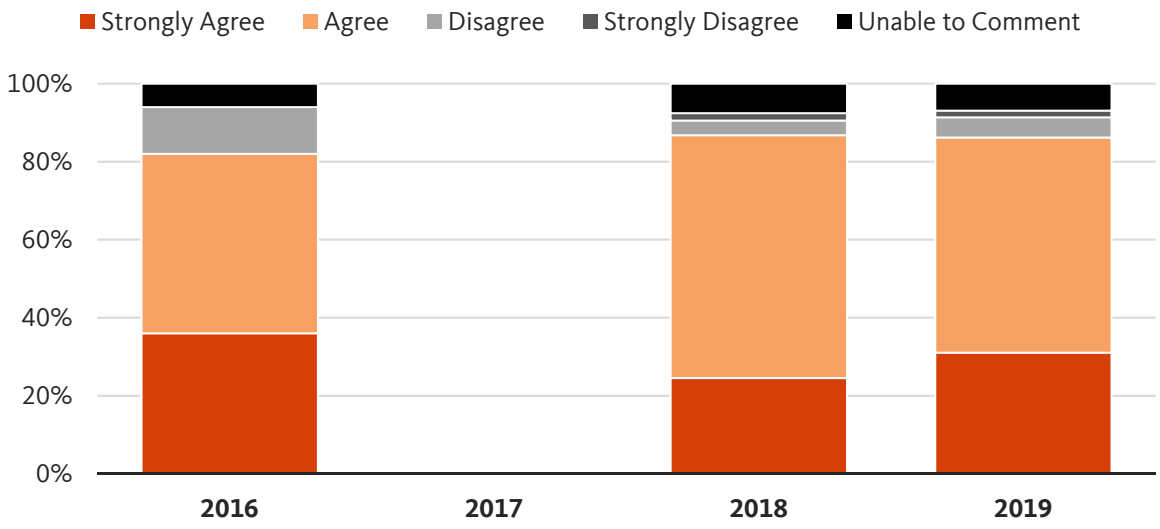

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart
Standard 19, Faculty Survey, Question 13

I have access to documents that detail policies related to my performance as a faculty member.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	18	23	6	0	3	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	13	33	2	1	4	53
2019	18	32	3	1	4	58

Response Percent (%)

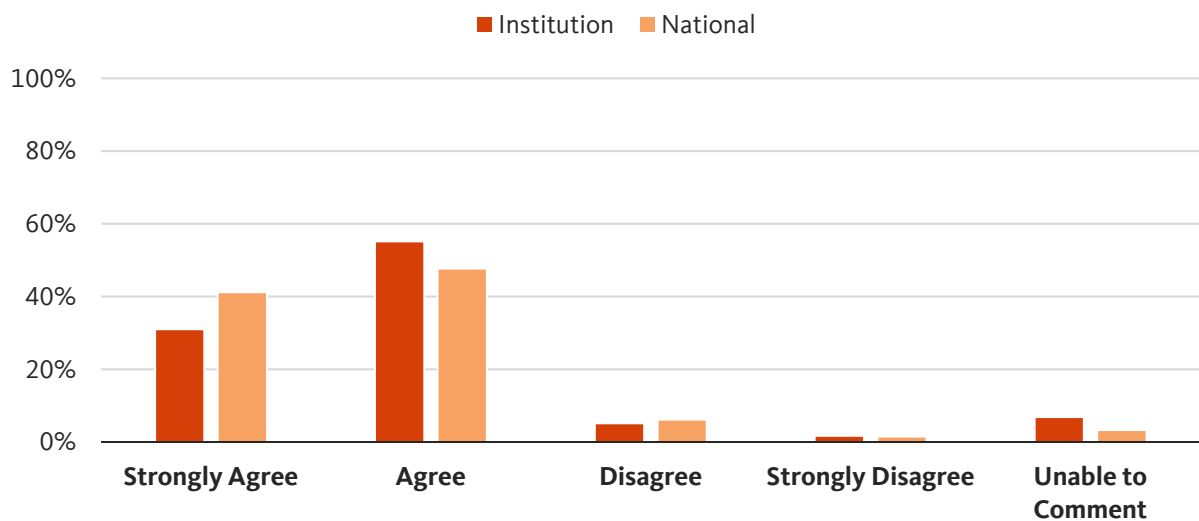| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.0%	46.0%	12.0%	0.0%	6.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	24.5%	62.3%	3.8%	1.9%	7.5%
2019	31.0%	55.2%	5.2%	1.7%	6.9%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart

Standard 19, Faculty Survey, Question 13

I have access to documents that detail policies related to my performance as a faculty member.
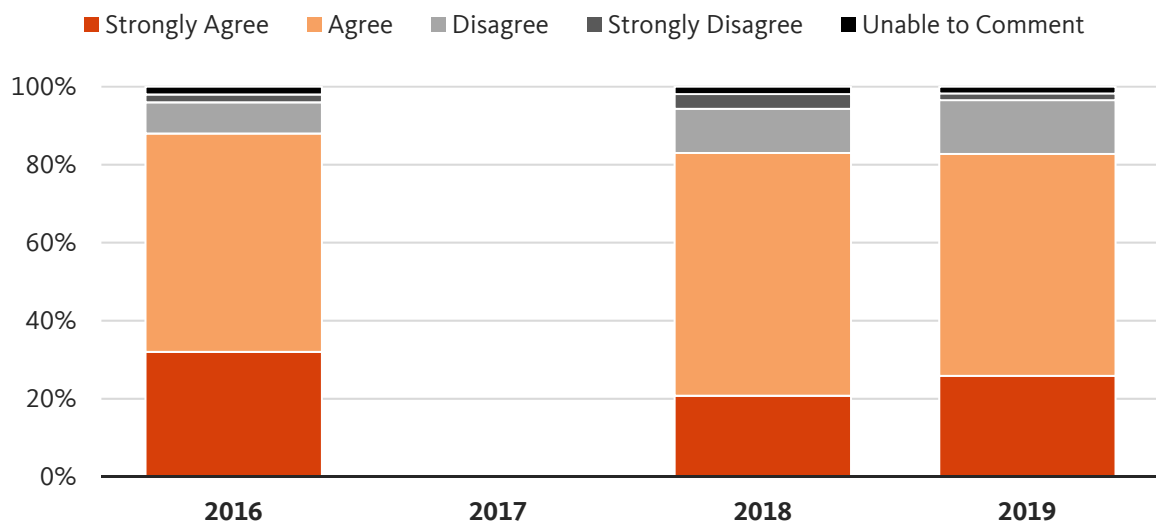

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 14

My performance assessment criteria are explicit and clear.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	16	28	4	1	1	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	11	33	6	2	1	53
2019	15	33	8	1	1	58

Response Percent (%)

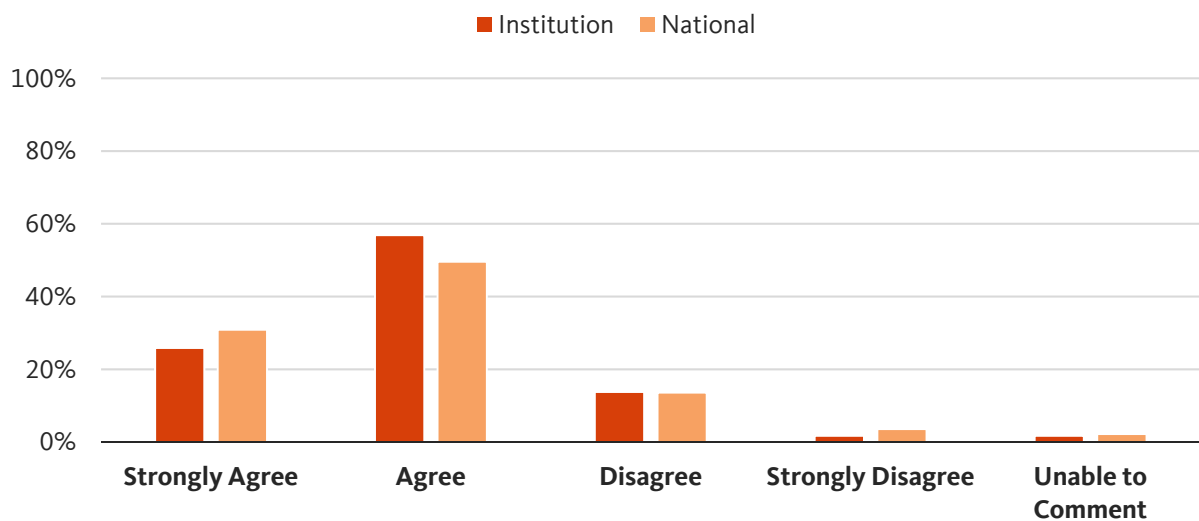| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	32.0%	56.0%	8.0%	2.0%	2.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	20.8%	62.3%	11.3%	3.8%	1.9%
2019	25.9%	56.9%	13.8%	1.7%	1.7%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart

Standard 19, Faculty Survey, Question 14

My performance assessment criteria are explicit and clear.
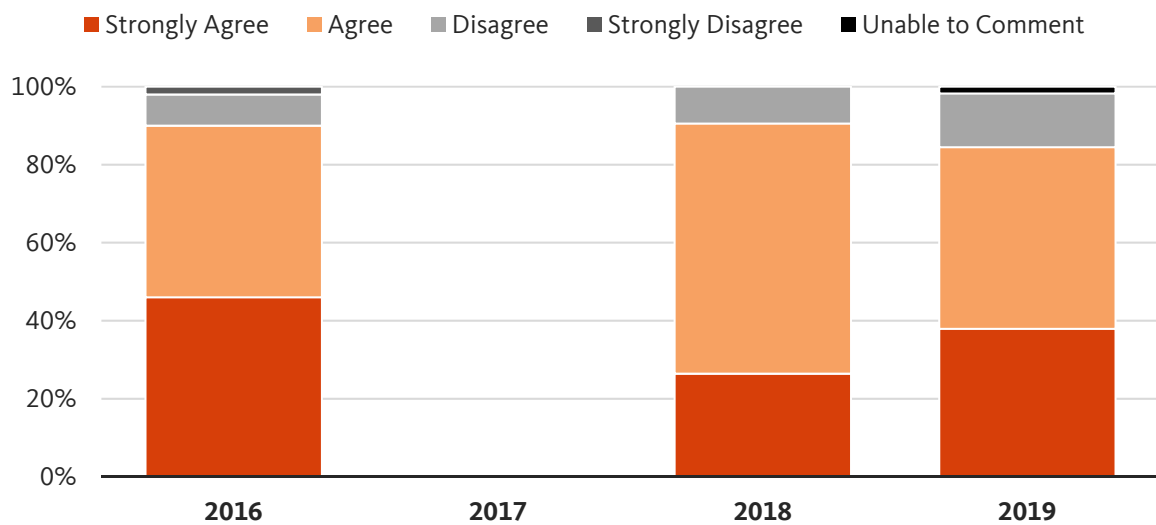

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 15

My allocation of effort has been clearly stated.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	22	4	1	0	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	14	34	5	0	0	53
2019	22	27	8	0	1	58

Response Percent (%)

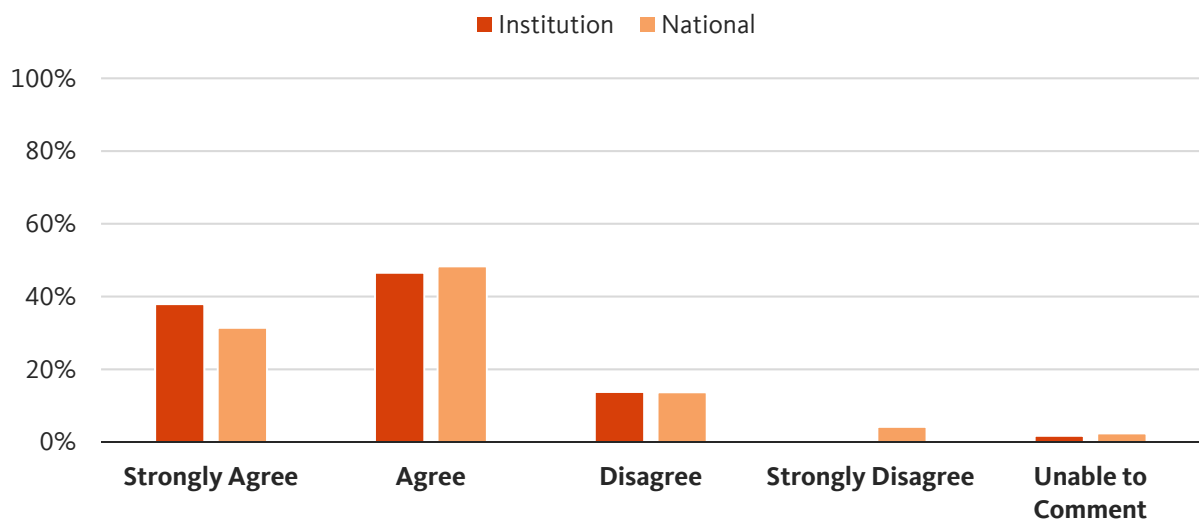| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	46.0%	44.0%	8.0%	2.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.4%	64.2%	9.4%	0.0%	0.0%
2019	37.9%	46.6%	13.8%	0.0%	1.7%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart
Standard 19, Faculty Survey, Question 15
My allocation of effort has been clearly stated.

Optional Comments:

Charts & Tables

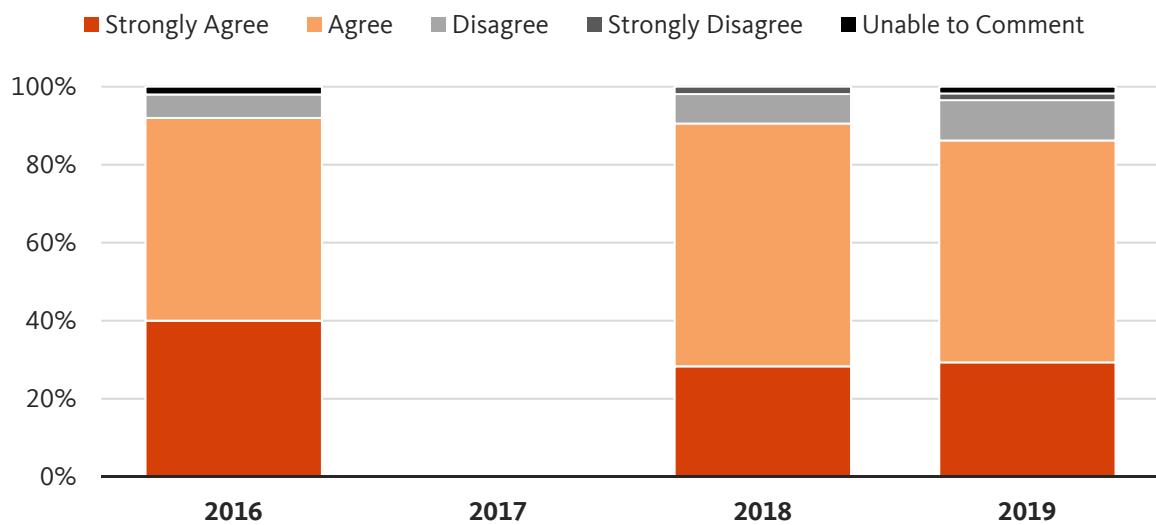**Faculty and Staff – Qualitative Factors**

Longitudinal Chart

Standard 19, Faculty Survey, Question 16

Criteria for my performance assessment are consistent with my responsibilities.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	26	3	0	1	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	15	33	4	1	0	53
2019	17	33	6	1	1	58

Response Percent (%)

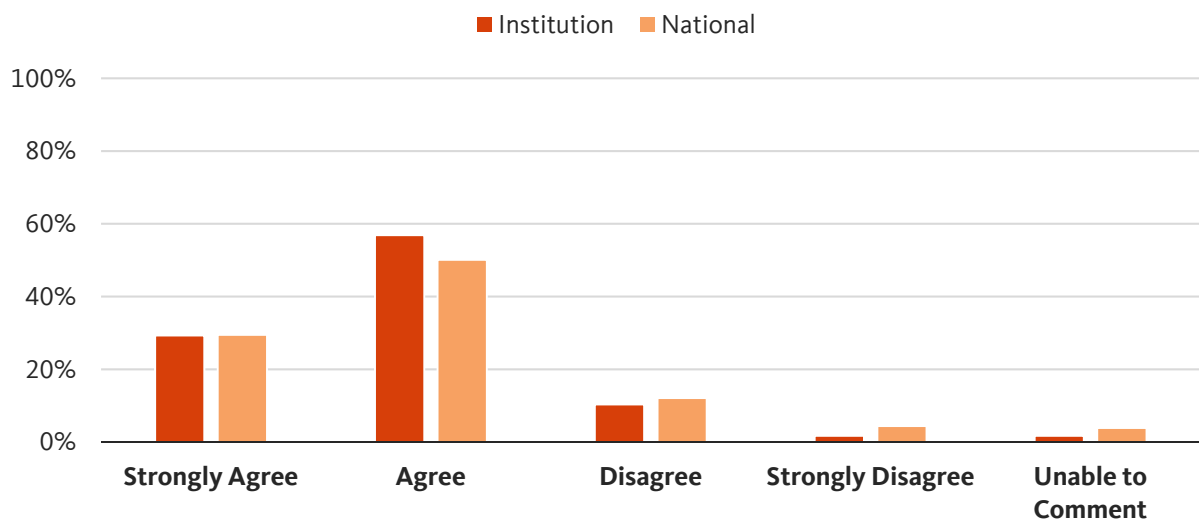| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.0%	52.0%	6.0%	0.0%	2.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	62.3%	7.5%	1.9%	0.0%
2019	29.3%	56.9%	10.3%	1.7%	1.7%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart

Standard 19, Faculty Survey, Question 16

Criteria for my performance assessment are consistent with my responsibilities.
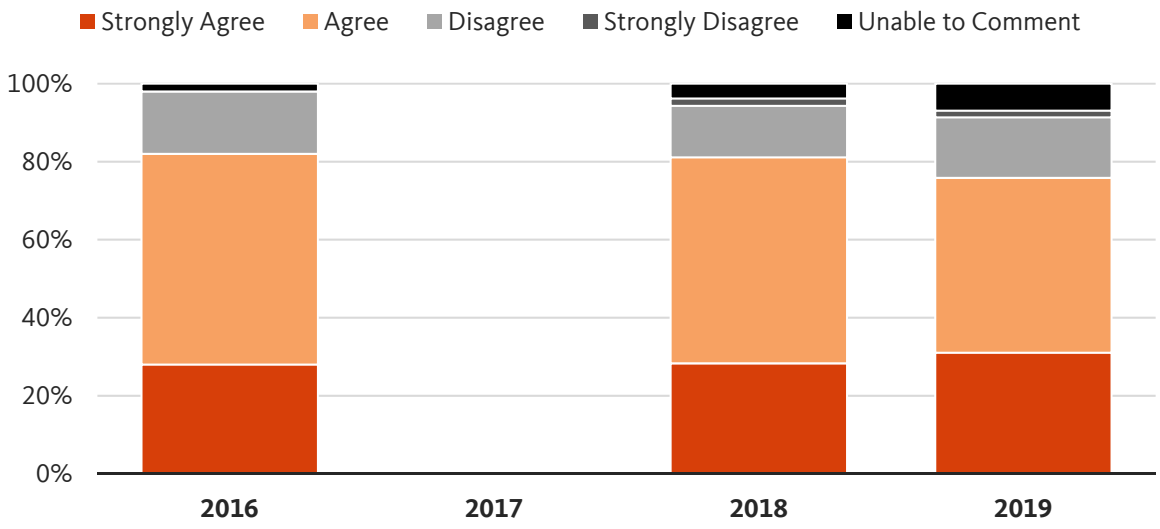

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 17

I receive formal feedback on my performance on a regular basis.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	27	8	0	1	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	15	28	7	1	2	53
2019	18	26	9	1	4	58

Response Percent (%)

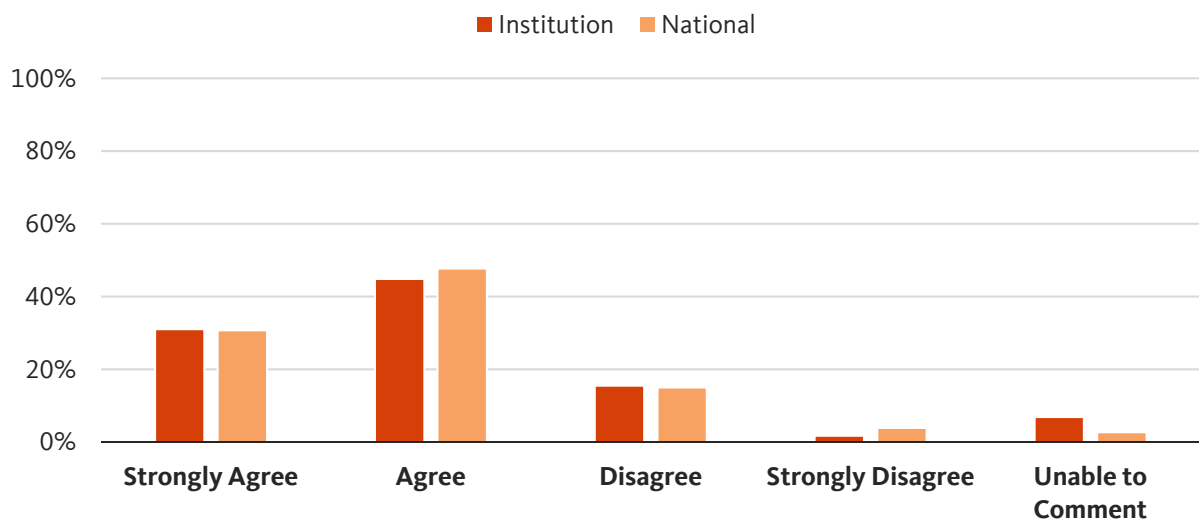| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.0%	54.0%	16.0%	0.0%	2.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	52.8%	13.2%	1.9%	3.8%
2019	31.0%	44.8%	15.5%	1.7%	6.9%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart
Standard 19, Faculty Survey, Question 17

I receive formal feedback on my performance on a regular basis.
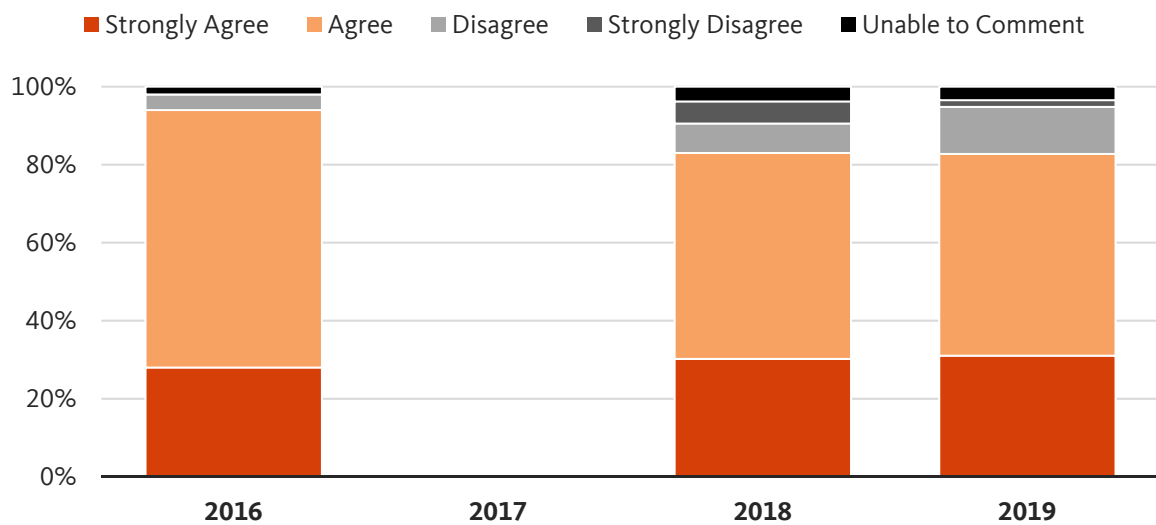

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 18

The performance feedback I receive is constructive.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	33	2	0	1	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	16	28	4	3	2	53
2019	18	30	7	1	2	58

Response Percent (%)

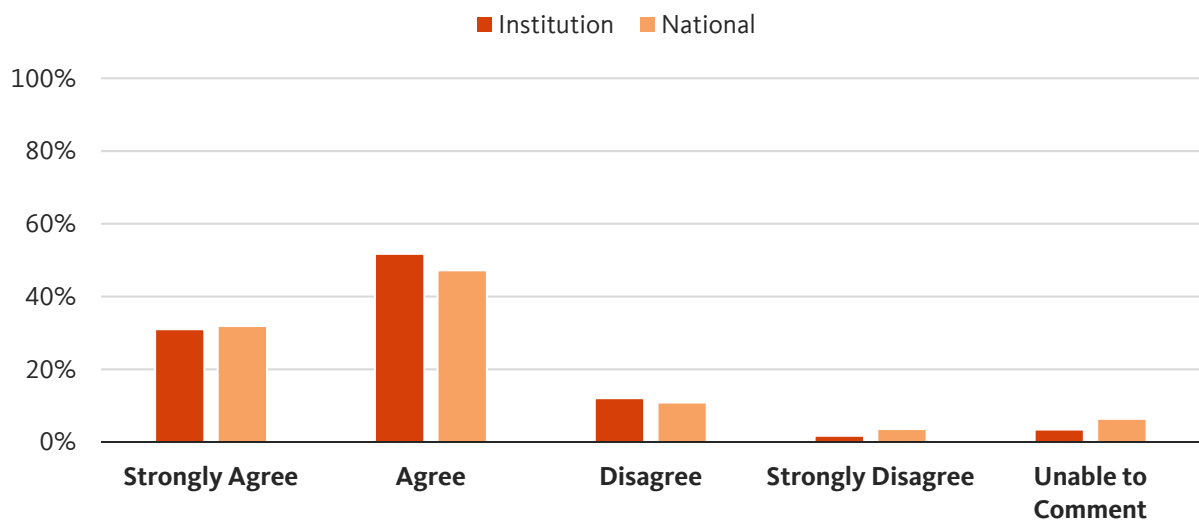| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.0%	66.0%	4.0%	0.0%	2.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	30.2%	52.8%	7.5%	5.7%	3.8%
2019	31.0%	51.7%	12.1%	1.7%	3.4%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart
Standard 19, Faculty Survey, Question 18
The performance feedback I receive is constructive.
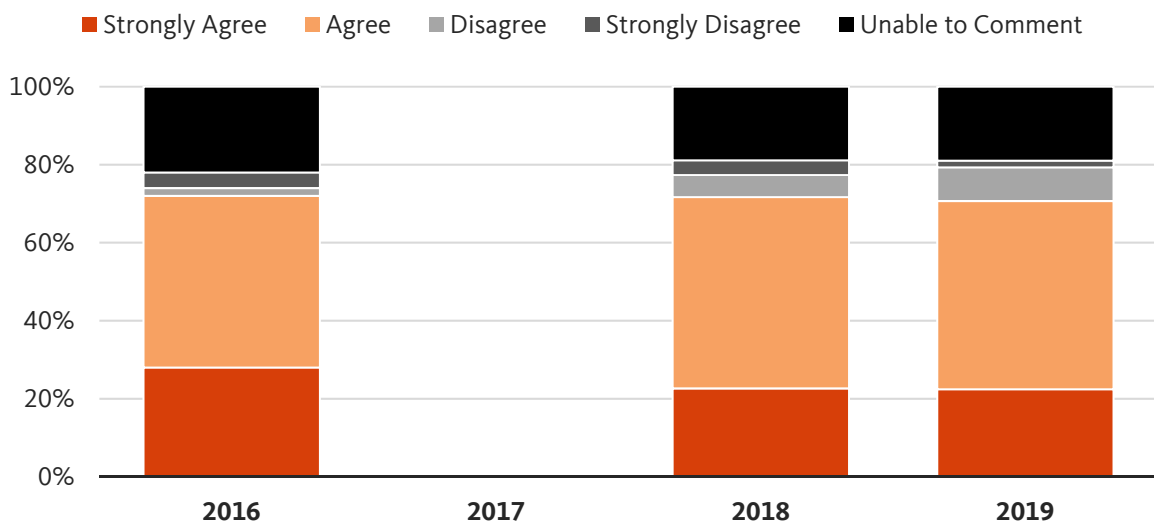

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 19

The college/school consistently applies promotion and/or tenure policies and procedures.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	22	1	2	11	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	12	26	3	2	10	53
2019	13	28	5	1	11	58

Response Percent (%)

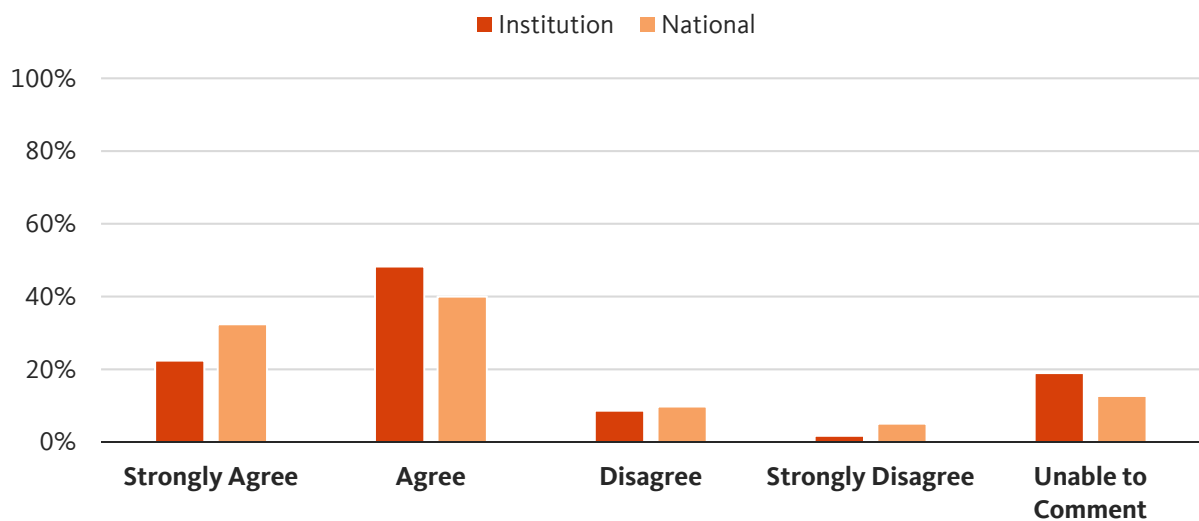| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.0%	44.0%	2.0%	4.0%	22.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	22.6%	49.1%	5.7%	3.8%	18.9%
2019	22.4%	48.3%	8.6%	1.7%	19.0%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart

Standard 19, Faculty Survey, Question 19

The college/school consistently applies promotion and/or tenure policies and procedures.
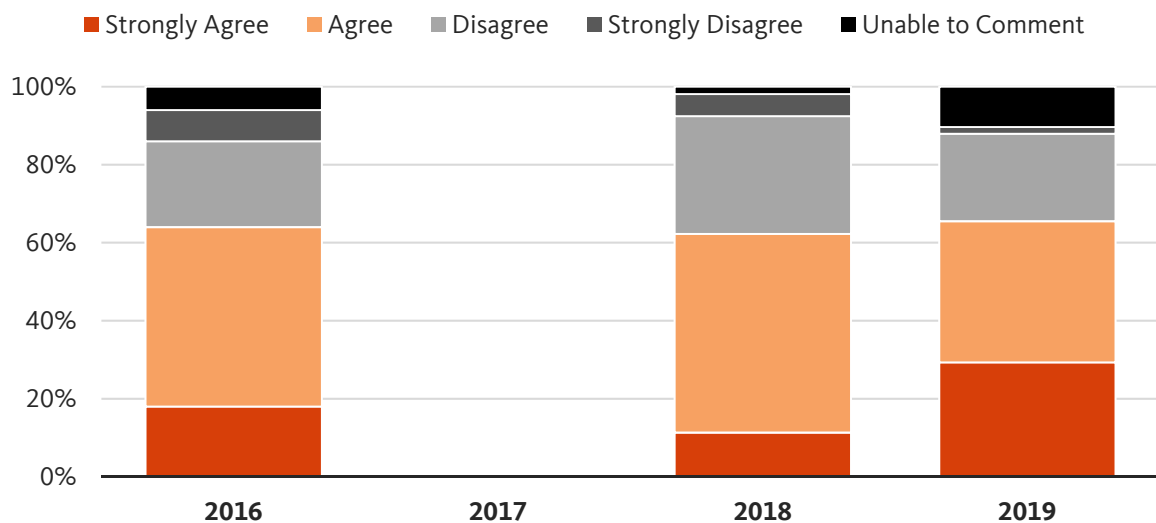

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart
Standard 19, Faculty Survey, Question 20
I receive guidance on career development.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	9	23	11	4	3	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	6	27	16	3	1	53
2019	17	21	13	1	6	58

Response Percent (%)

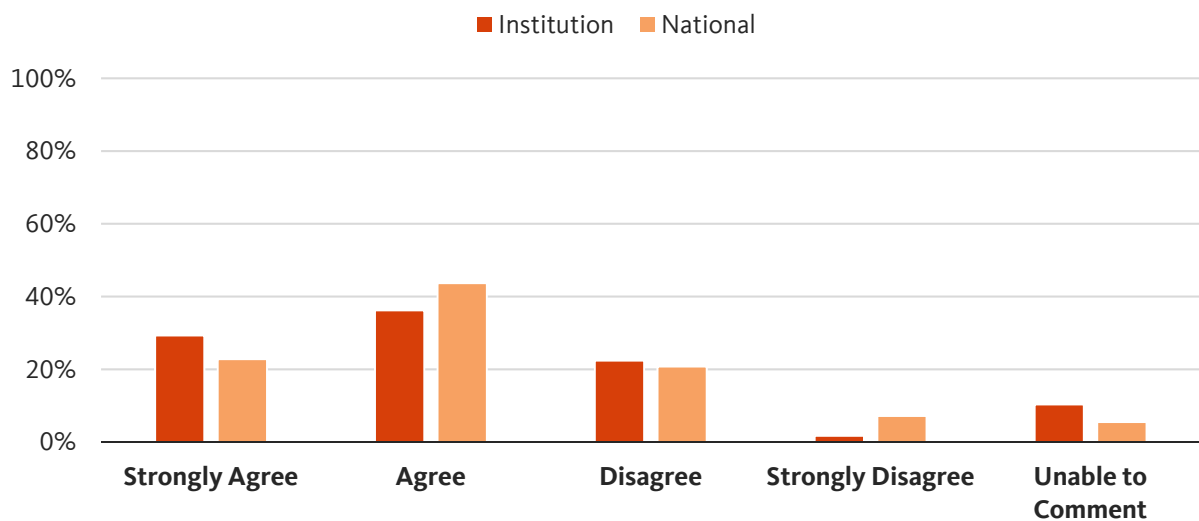| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	18.0%	46.0%	22.0%	8.0%	6.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	11.3%	50.9%	30.2%	5.7%	1.9%
2019	29.3%	36.2%	22.4%	1.7%	10.3%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart

Standard 19, Faculty Survey, Question 20

I receive guidance on career development.

Optional Comments:

On par with national results, the College has a strong annual review and mentoring program, particularly for junior faculty, but the need for strong career guidance is still noted. Strategic Plan 2022 includes a specific objective that requires development of specific plans for the promotion of each faculty member below the rank of professor.
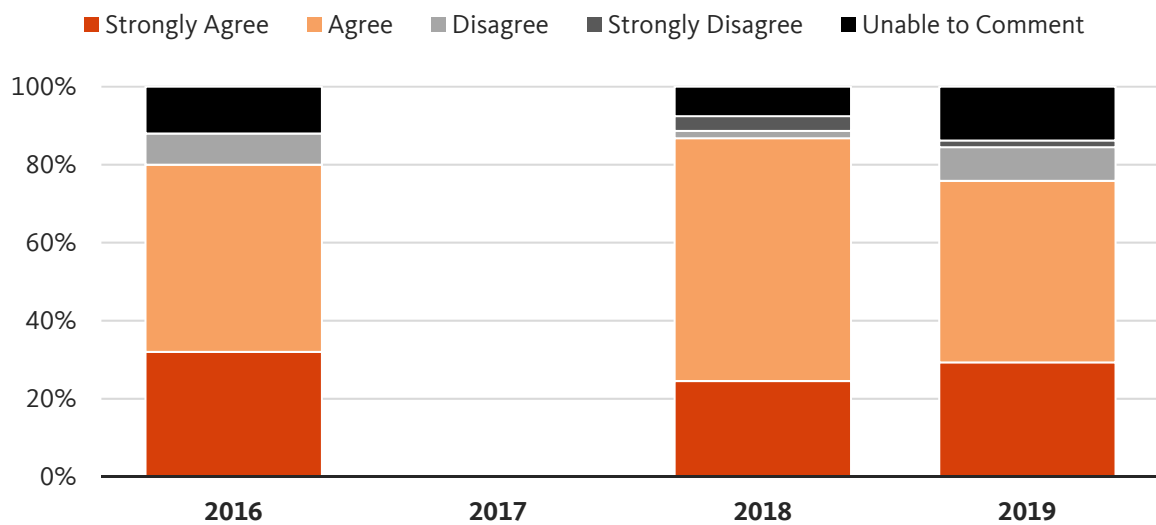
Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 21

Funds are available to support faculty development.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	16	24	4	0	6	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	13	33	1	2	4	53
2019	17	27	5	1	8	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	32.0%	48.0%	8.0%	0.0%	12.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	24.5%	62.3%	1.9%	3.8%	7.5%
2019	29.3%	46.6%	8.6%	1.7%	13.8%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart

Standard 19, Faculty Survey, Question 21

Funds are available to support faculty development.

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart
Standard 19, Faculty Survey, Question 22

Programs are available to orient non-practice faculty to the pharmacy profession and professional education.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	6	10	10	2	22	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	2	18	11	2	20	53
2019	8	20	11	3	16	58

Response Percent (%)

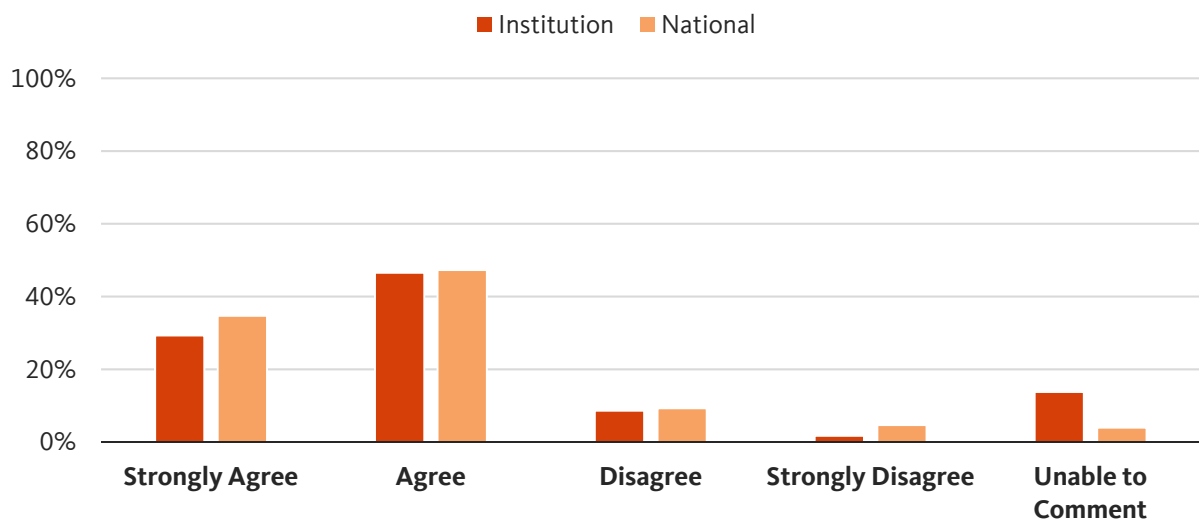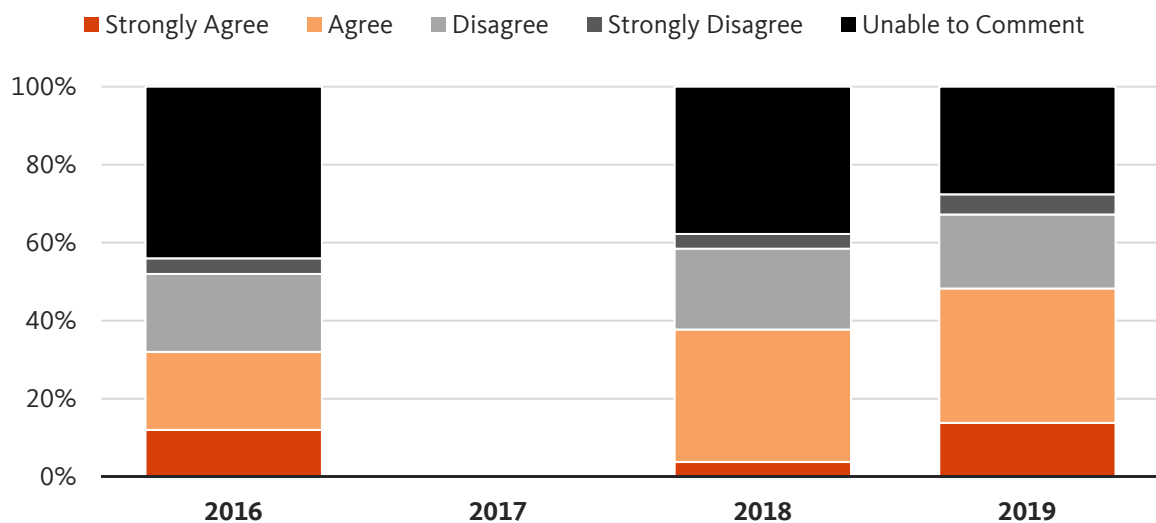| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	12.0%	20.0%	20.0%	4.0%	44.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	3.8%	34.0%	20.8%	3.8%	37.7%
2019	13.8%	34.5%	19.0%	5.2%	27.6%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart

Standard 19, Faculty Survey, Question 22

Programs are available to orient non-practice faculty to the pharmacy profession and professional education.

Optional Comments:

Similar to national results and improved in recent years, faculty appear to value and seek additional programming around this topic. Current efforts are described in detail in the narrative.

Charts & Tables
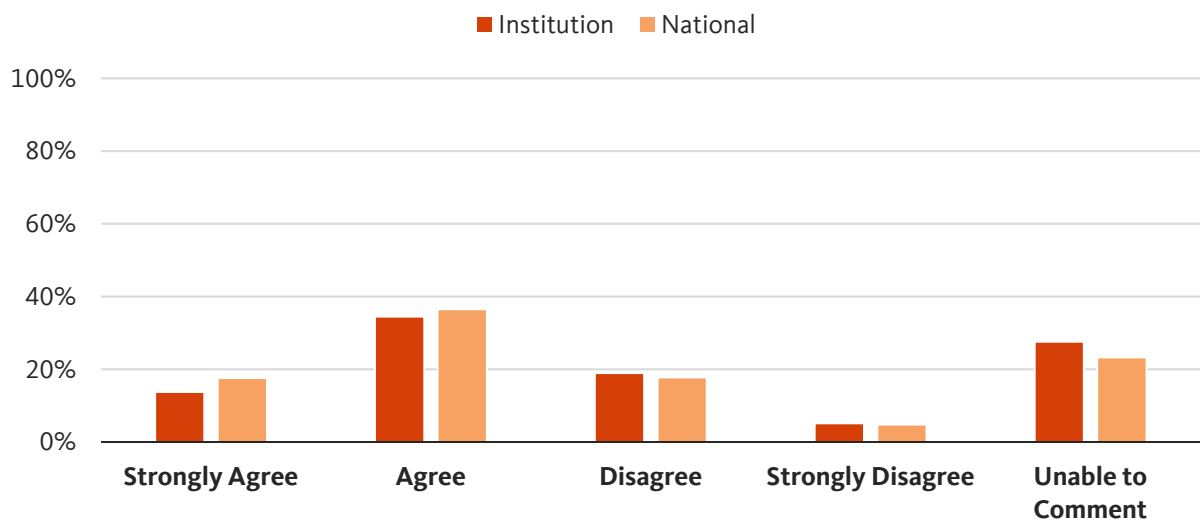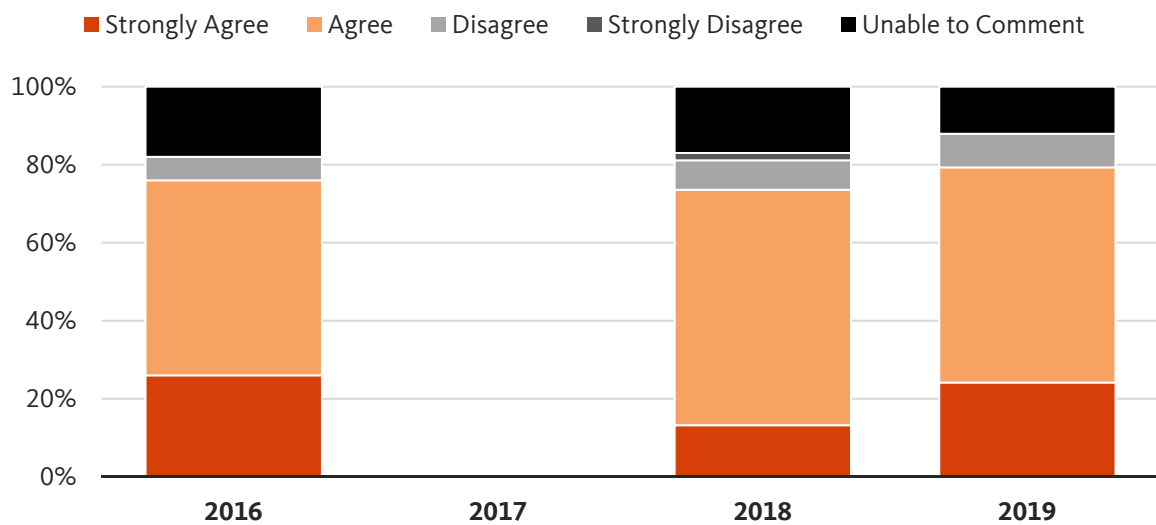
Faculty and Staff – Qualitative Factors

Longitudinal Chart

Standard 19, Faculty Survey, Question 23

Programs are available to improve teaching and to facilitate student learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	13	25	3	0	9	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	7	32	4	1	9	53
2019	14	32	5	0	7	58

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.0%	50.0%	6.0%	0.0%	18.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	13.2%	60.4%	7.5%	1.9%	17.0%
2019	24.1%	55.2%	8.6%	0.0%	12.1%

Charts & Tables

Faculty and Staff – Qualitative Factors

◀▶ **National vs. Institution Chart**
Standard 19, Faculty Survey, Question 23
Programs are available to improve teaching and to facilitate student learning.

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Longitudinal Chart
Standard 19, Faculty Survey, Question 24

Programs are available to develop competence in research and/or scholarship.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	11	24	5	1	9	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	6	31	10	1	5	53
2019	13	26	11	1	7	58

Response Percent (%)

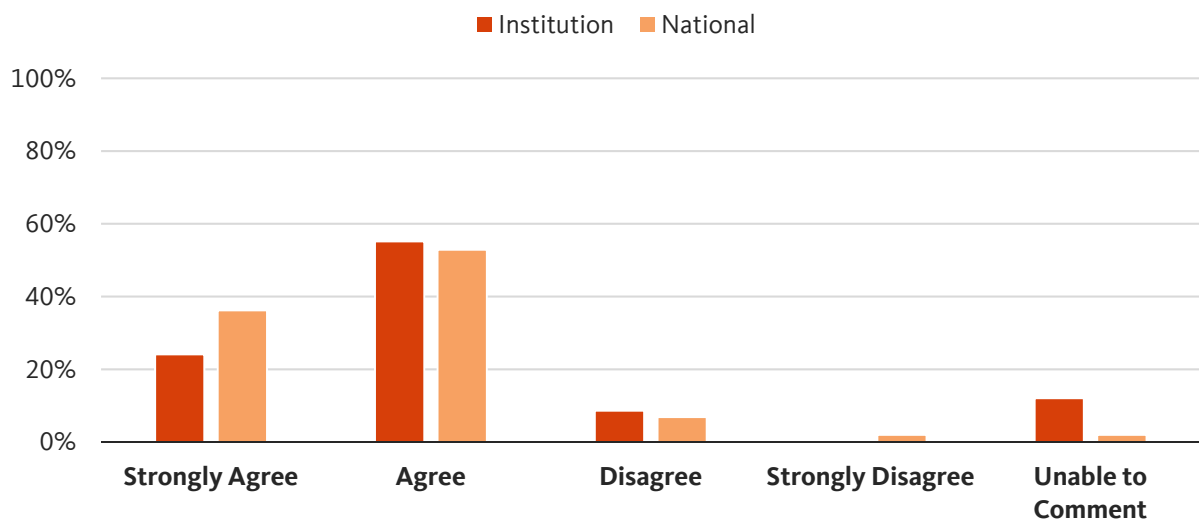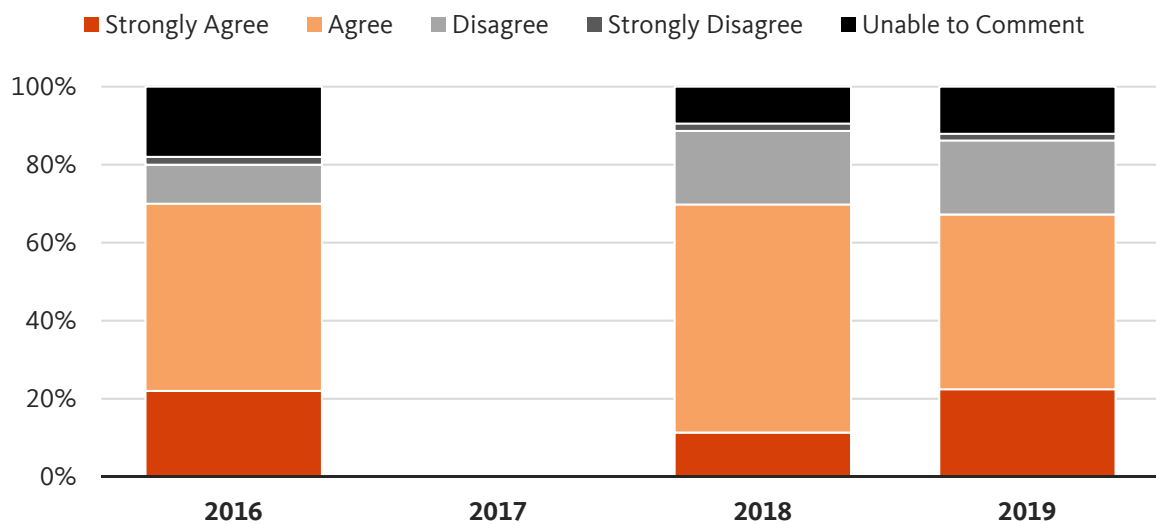| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	22.0%	48.0%	10.0%	2.0%	18.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	11.3%	58.5%	18.9%	1.9%	9.4%
2019	22.4%	44.8%	19.0%	1.7%	12.1%

Charts & Tables

Faculty and Staff – Qualitative Factors

National vs. Institution Chart
Standard 19, Faculty Survey, Question 24
Programs are available to develop competence in research and/or scholarship.
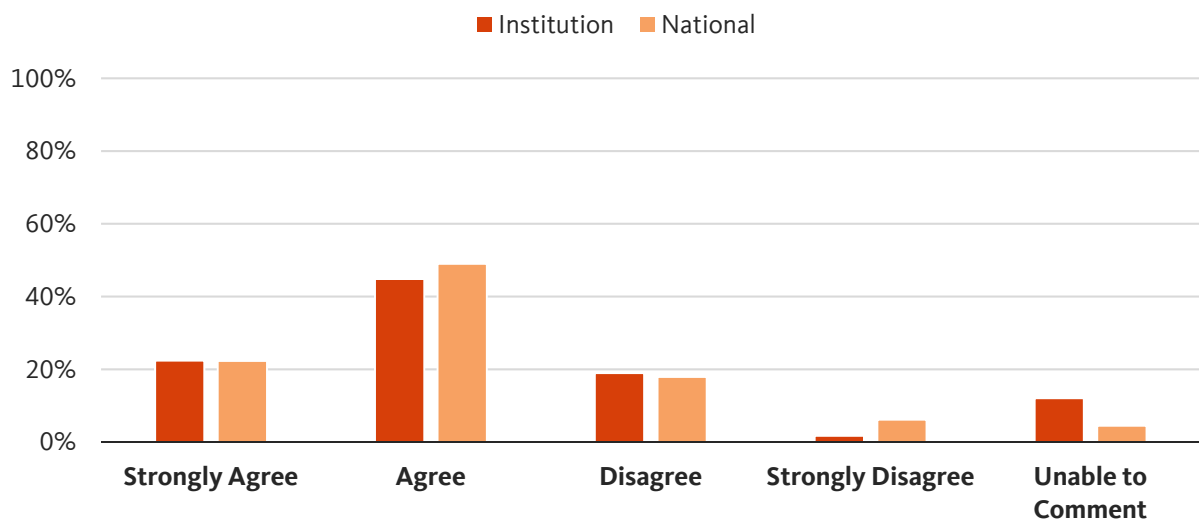
Optional Comments:

Similar to national results, faculty development in research is supported largely through mentoring, active seminar programs, assistance with funding to attend national meetings, and workshops sponsored by the university.

Charts & Tables

Faculty and Staff – Qualitative Factors

Data Table

Distribution of Full-Time Pharmacy Faculty by Rank, Gender and Race/Ethnicity

The data view below is being populated using individual data from the Faculty Profiles. Please have all faculty members at your college/school complete their profile before commenting on the data view.

Please note that the following data view is derived from the Faculty Profile Survey.
This data view will not reflect the accurate numbers unless all Faculty Profiles are complete.

Faculty Profile Update Statistics:

Total Faculty Profiles: 49
Completed Total Faculty Profiles: 49
In-Progress Faculty Profiles: 0
Not Started Faculty Profiles: 0
Part-time Faculty: 1

Faculty Rank	White			Black or African American			Hispanic or Latino			Asian			Native Hawaiian/Other Pacific Islander			American Indian or Alaska Native			Two or more races			Inter-national/Foreign			Prefer Not to Respond/Unknown			Total
	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	M	F	U	
Assistant Professor	1	4	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	8
Associate Professor	5	4	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	16
Instructor	0	4	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
None	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Other	1	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Professor	4	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	8
Total	11	19	0	0	0	0	1	0	0	2	4	0	1	0	0	0	0	0	1	0	0	2	1	0	1	0	0	45

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Data Table

Distribution of Full-Time Pharmacy Faculty by Rank and Tenure Status

The data view below is being populated using individual data from the Faculty Profiles. Please have all faculty members at your college/school complete their profile before commenting on the data view.

Please note that the following data view is derived from the Faculty Profile Survey.
This data view will not reflect the accurate numbers unless all Faculty Profiles are complete.

Faculty Profile Update Statistics:

Total Faculty Profiles: 49
Completed Total Faculty Profiles: 49
In-Progress Faculty Profiles: 0
Not Started Faculty Profiles: 0
Part-time Faculty: 1

Faculty Rank	Tenured	Nontenured, tenure track	Nontenure track	Nontenure track Institution	Not Applicable	Total
Professor	6	0	2	0	0	8
Associate Professor	15	0	2	0	0	17
Assistant Professor	0	4	5	0	0	9
Instructor	0	0	6	0	0	6
Other	0	0	1	0	3	4
None	0	0	0	0	4	4
Total	21	4	16	0	7	48

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Data Table

Distribution of Full-Time Pharmacy Faculty by Department and Tenure Status

The data view below is being populated using individual data from the Faculty Profiles. Please have all faculty members at your college/school complete their profile before commenting on the data view.

Please note that the following data view is derived from the Faculty Profile Survey.
This data view will not reflect the accurate numbers unless all Faculty Profiles are complete.

Faculty Profile Update Statistics:

Total Faculty Profiles: 49
Completed Total Faculty Profiles: 49
In-Progress Faculty Profiles: 0
Not Started Faculty Profiles: 0
Part-time Faculty: 1

Tenure Status	Admin/No Academic Dept	Pharmaceutical Sciences	Pharmacy Practice	Total
Nontenure track	0	0	16	16
Nontenured, tenure track	0	3	1	4
Tenured	0	15	6	21
Not applicable	7	0	1	8
Total	7	18	24	49

Optional Comments:

Charts & Tables

Faculty and Staff – Qualitative Factors

Data Table
Research, Scholarly, Professional and Scientific Activity by Department

	Pharmacy Practice	Pharmaceutical Sciences	Admin/No Academic Dept
Publications (Total Number of Faculty)	17	17	1
No. of publications in peer-reviewed journals during the past 3 years:	102	168	1
No. of books/ book chapters published in the past 3 years as author or coauthor:	22	16	0
Number of faculty with no publication activity	7	1	6

	Pharmacy Practice	Pharmaceutical Sciences	Admin/No Academic Dept
Presentations (Total Number of Faculty)	19	17	3
No. of invited presentations during past year at prof. or scientific meetings and conferences:	109	106	2
No. of research presentations or posters during past year at prof. or scientific meetings and conferences:	137	140	4
Number of faculty with no presentation activity	5	1	4

Charts & Tables

Faculty and Staff – Qualitative Factors

Data Table
Research, Scholarly, Professional and Scientific Activity by Department

	Pharmacy Practice	Pharmaceutical Sciences	Admin/No Academic Dept
Grant Funding (Total Number of Faculty who participated as a Principal Investigator, Co-Investigator, or Researcher in the following categories of extramural grants received during the past year:)	14	15	0
NIH:	5	14	0
Other Federal:	4	5	0
State or regional:	5	6	0
Industry (pharmaceutical manufacturer, device manufacturer, biotech company, etc.):	4	4	0
Number of faculty with no grant funding activity	10	3	7

Optional Comments:

Preceptors

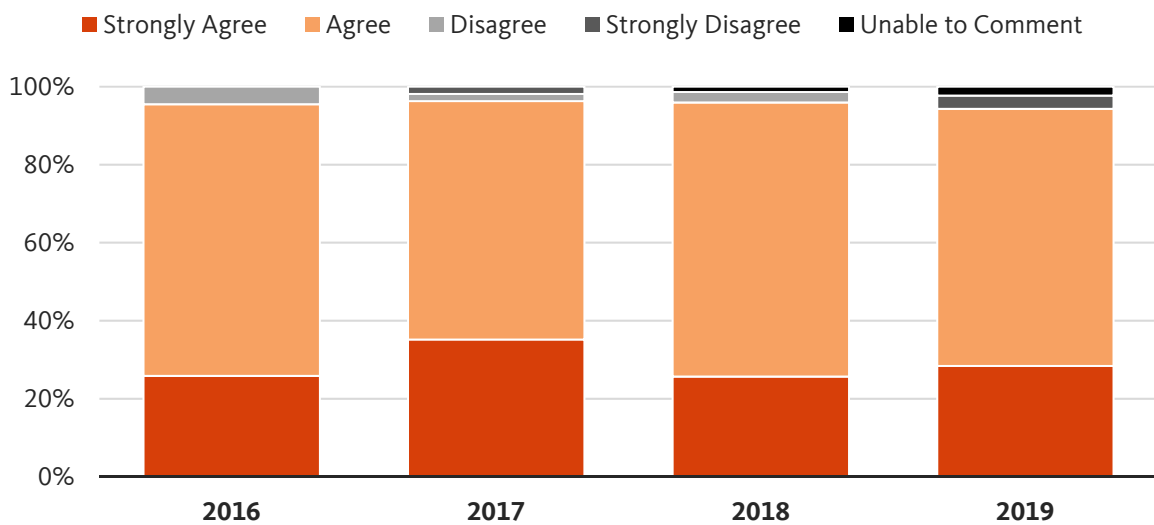Data Views and Standardized Tables

Standard

A 20

Charts & Tables

Preceptors

Longitudinal Chart

Standard 20, Graduating Student Survey, Question 53

Preceptors modeled professional attributes and behaviors.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	62	4	0	0	89
2017	19	33	1	1	0	54
2018	19	52	2	0	1	74
2019	25	58	0	3	2	88

Response Percent (%)

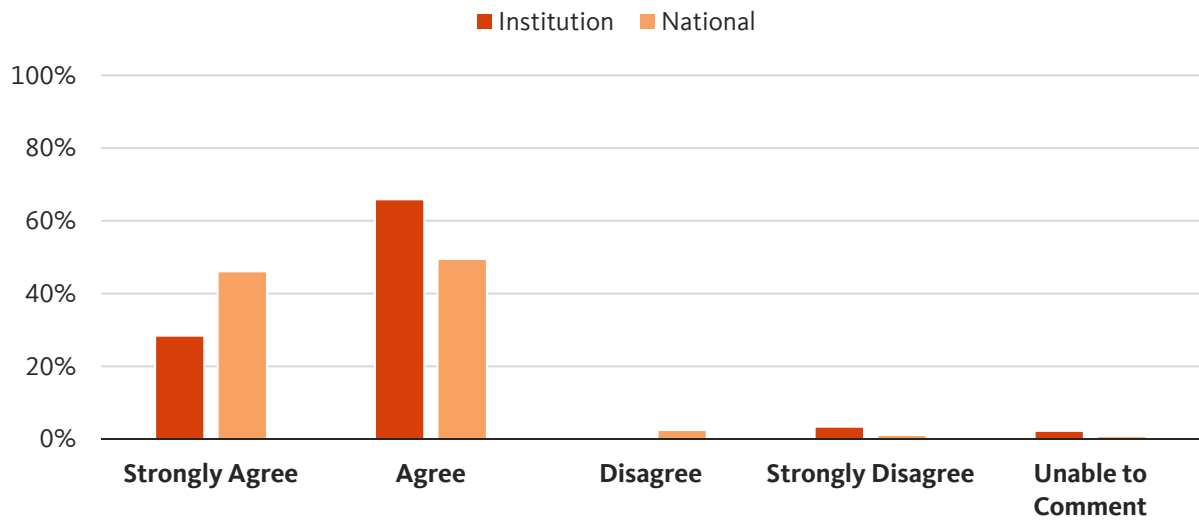| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	25.8%	69.7%	4.5%	0.0%	0.0%
2017	35.2%	61.1%	1.9%	1.9%	0.0%
2018	25.7%	70.3%	2.7%	0.0%	1.4%
2019	28.4%	65.9%	0.0%	3.4%	2.3%

Charts & Tables

Preceptors

National vs. Institution Chart
Standard 20, Graduating Student Survey, Question 53
Preceptors modeled professional attributes and behaviors.

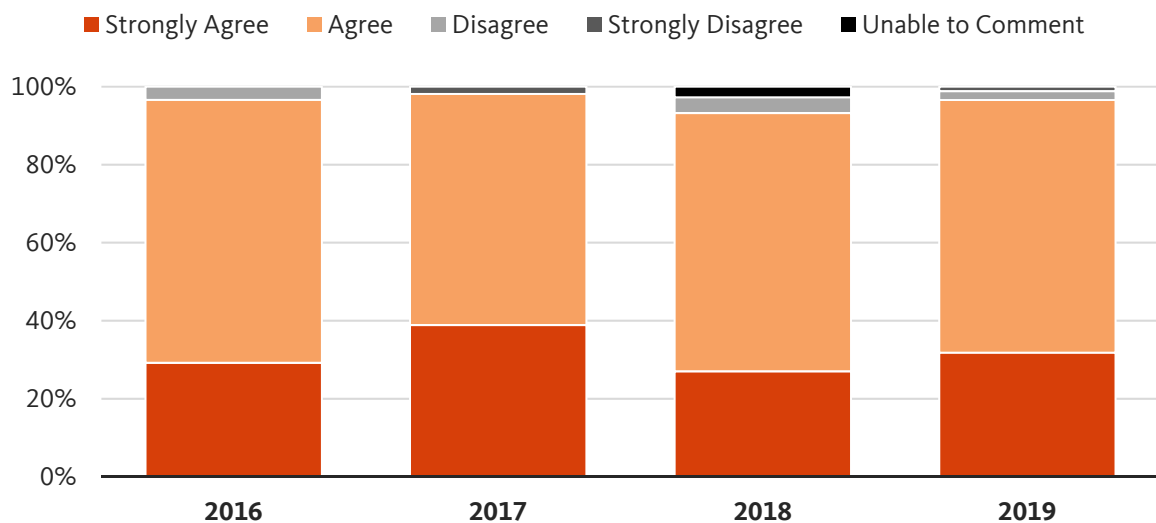**Optional Comments:**

Charts & Tables

Preceptors

🕐 Longitudinal Chart

Standard 20, Graduating Student Survey, Question 54

Preceptors provided me with individualized instruction, guidance, and evaluation.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	60	3	0	0	89
2017	21	32	0	1	0	54
2018	20	49	3	0	2	74
2019	28	57	2	1	0	88

Response Percent (%)

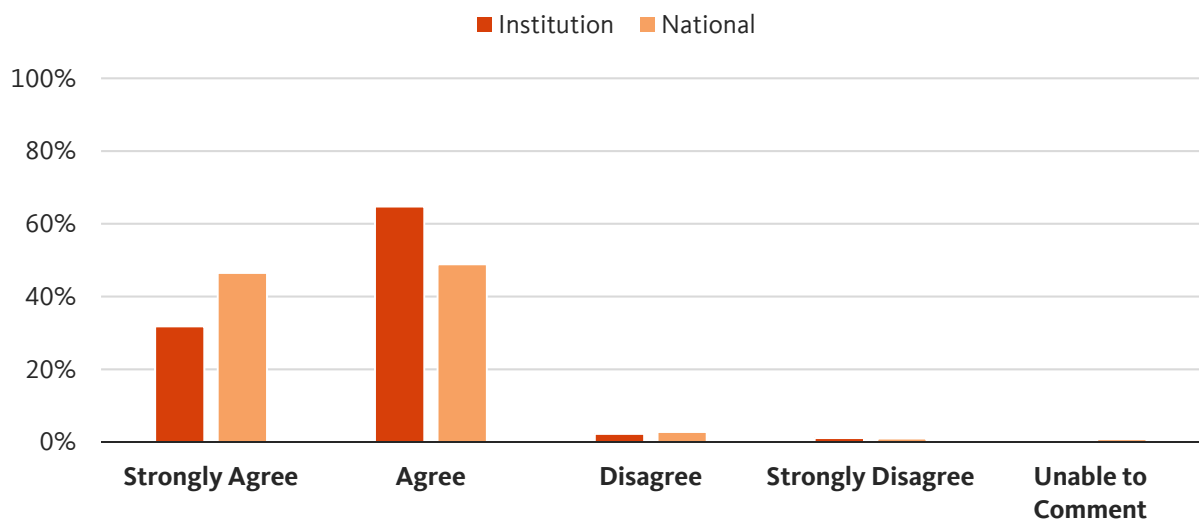| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	67.4%	3.4%	0.0%	0.0%
2017	38.9%	59.3%	0.0%	1.9%	0.0%
2018	27.0%	66.2%	4.1%	0.0%	2.7%
2019	31.8%	64.8%	2.3%	1.1%	0.0%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Graduating Student Survey, Question 54

Preceptors provided me with individualized instruction, guidance, and evaluation.
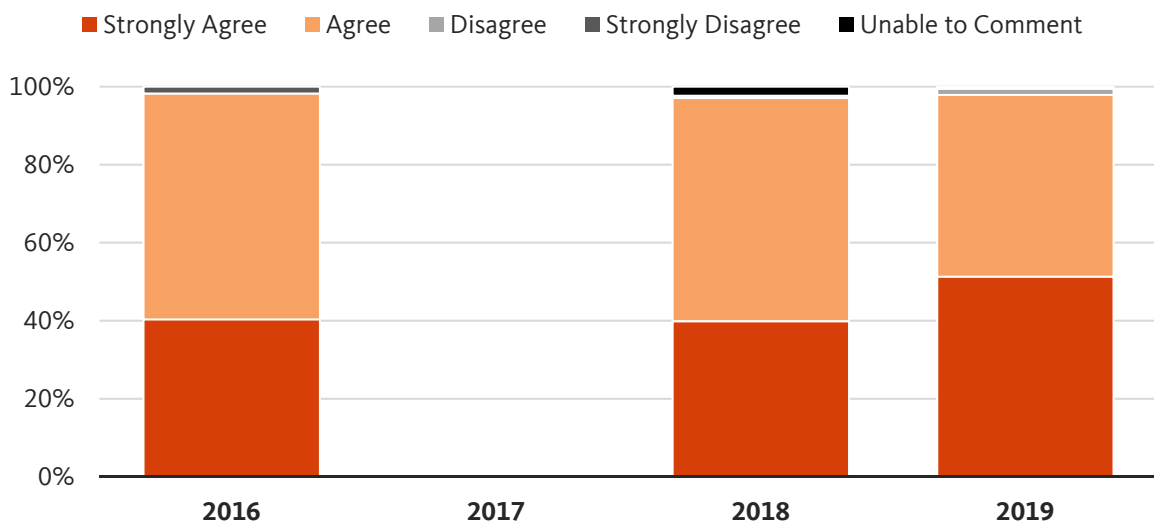

Optional Comments:

Charts & Tables

Preceptors

Longitudinal Chart
Standard 20, Preceptor Survey, Question 1
I know the process for documenting and addressing student performance.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	33	0	1	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	69	99	0	1	4	173
2019	98	89	3	0	1	191

Response Percent (%)

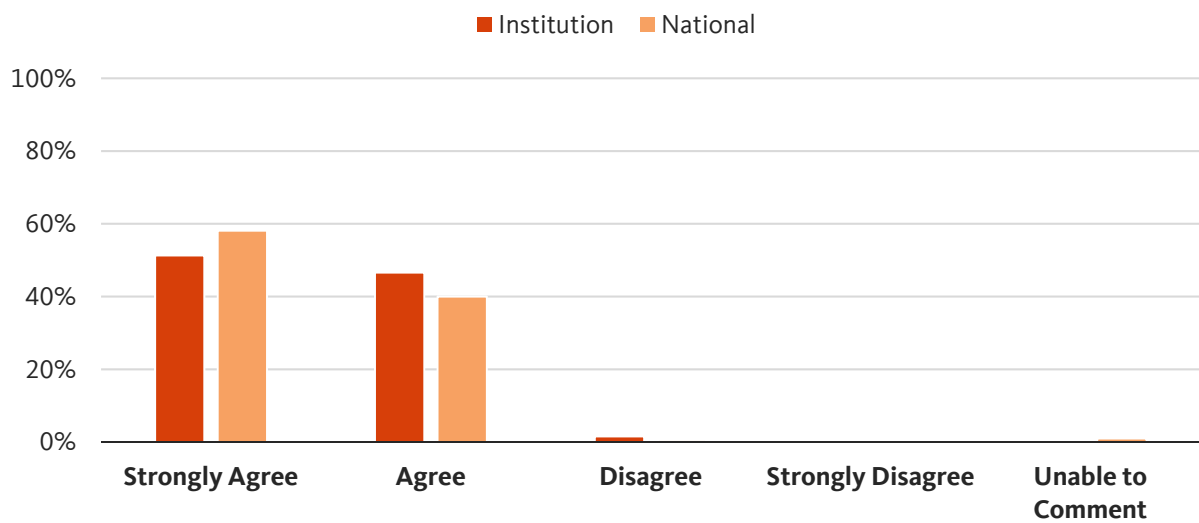| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.4%	57.9%	0.0%	1.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	39.9%	57.2%	0.0%	0.6%	2.3%
2019	51.3%	46.6%	1.6%	0.0%	0.5%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 1

I know the process for documenting and addressing student performance.
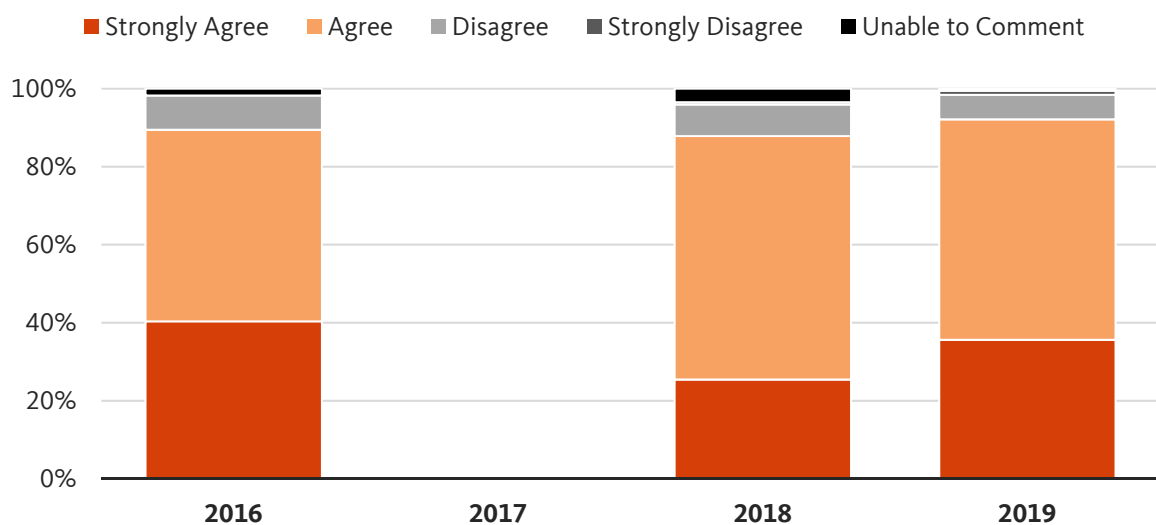

Optional Comments:

Charts & Tables

Preceptors

Longitudinal Chart
Standard 20, Preceptor Survey, Question 6
I am aware of the mechanism to provide feedback to the college/school.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	28	5	0	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	44	108	14	1	6	173
2019	68	108	12	2	1	191

Response Percent (%)

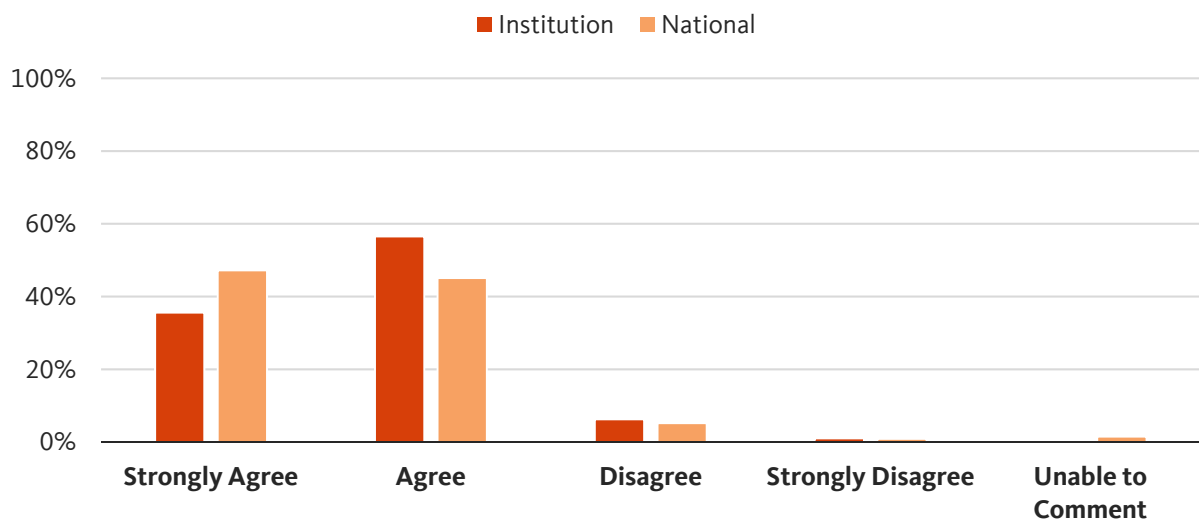| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.4%	49.1%	8.8%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	25.4%	62.4%	8.1%	0.6%	3.5%
2019	35.6%	56.5%	6.3%	1.0%	0.5%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 6

I am aware of the mechanism to provide feedback to the college/school.

■ Institution   ■ National
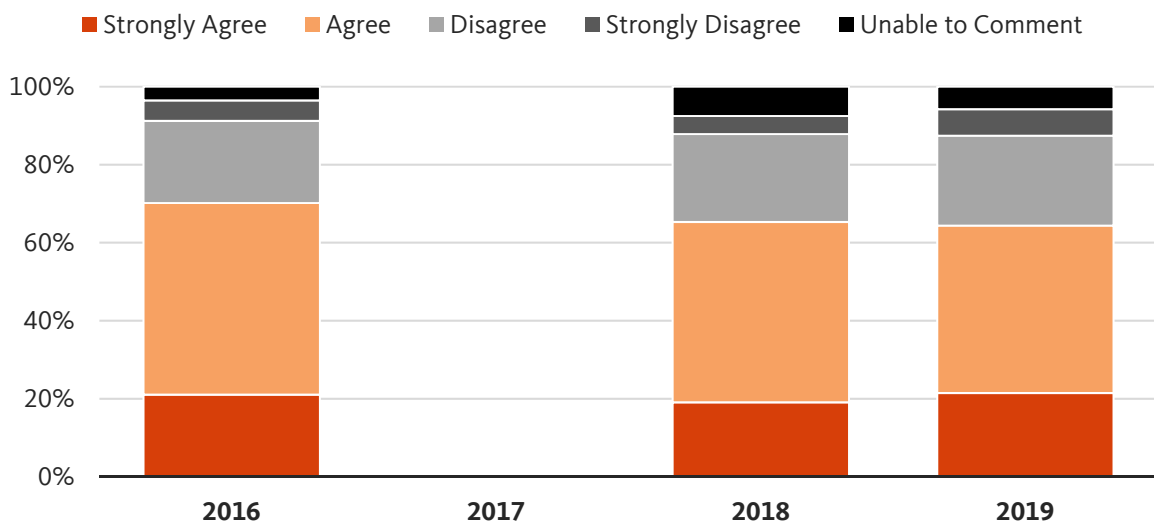

Optional Comments:

Charts & Tables

Preceptors

Longitudinal Chart

Standard 20, Preceptor Survey, Question 7

The criteria for evaluating my performance as a preceptor are clear.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	12	28	12	3	2	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	33	80	39	8	13	173
2019	41	82	44	13	11	191

Response Percent (%)

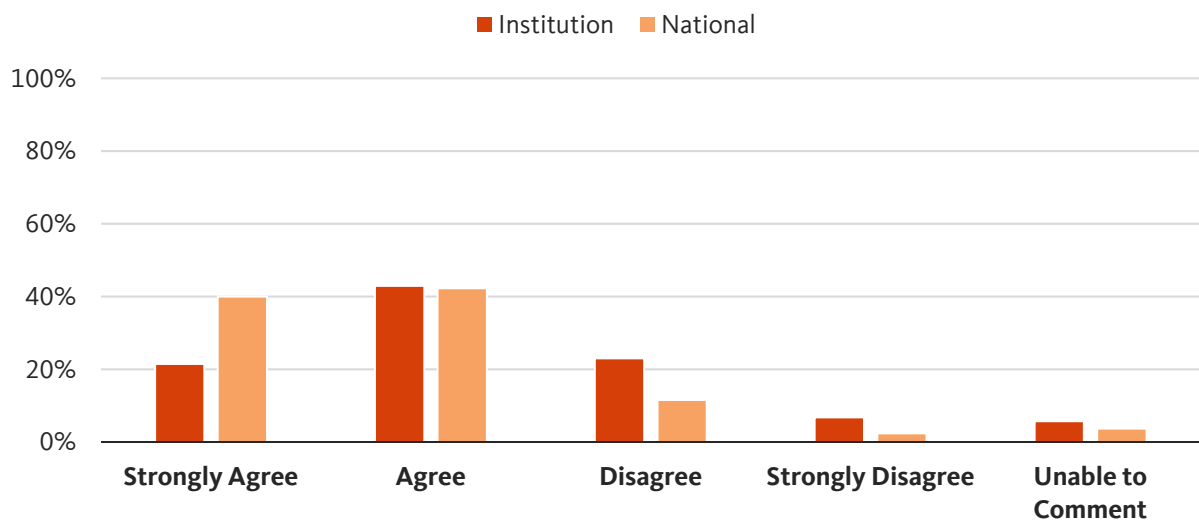| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.1%	49.1%	21.1%	5.3%	3.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	19.1%	46.2%	22.5%	4.6%	7.5%
2019	21.5%	42.9%	23.0%	6.8%	5.8%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 7

The criteria for evaluating my performance as a preceptor are clear.

Legend: ■ Institution ■ National

Optional Comments:

Preceptor concerns regarding criteria used to evaluate their performance is concerning and inconsistent with all other survey questions in this standard. Concern is likely a consequence of difficulties in providing timely student feedback. The narrative for this standard and standard 22 describe significant changes in staffing and process that are expected to address this difficulty. The narrative also notes that Office of Experiential Education faculty are very active in working with preceptors on site; noting more than 200 individual site visits each of the past two years.
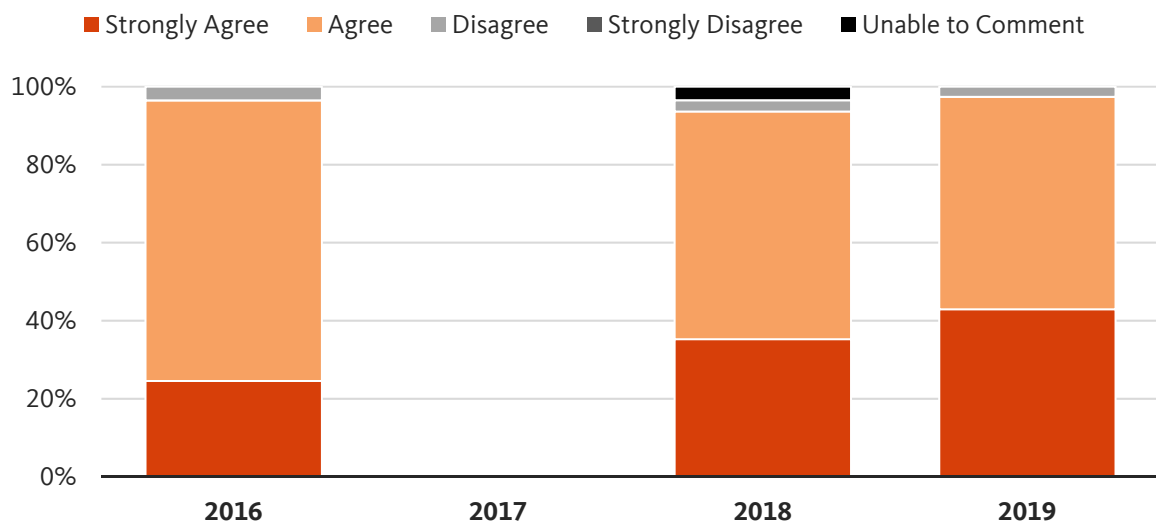
Charts & Tables

Preceptors

🕐 Longitudinal Chart

Standard 20, Preceptor Survey, Question 8

The specific learning expectations for the student have been clearly defined for my rotation(s).

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	41	2	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	61	101	5	0	6	173
2019	82	104	5	0	0	191

Response Percent (%)

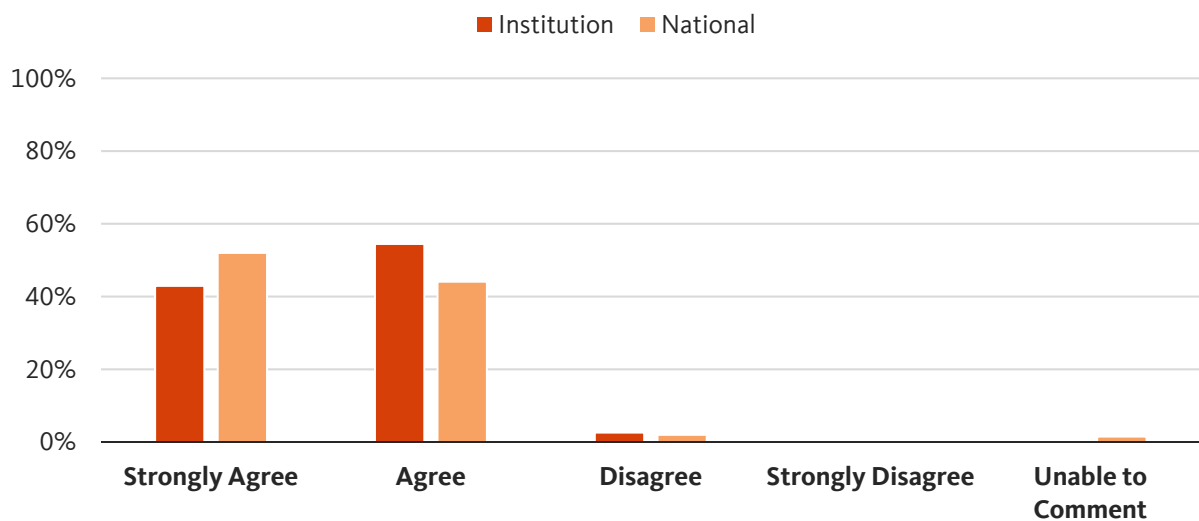| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	24.6%	71.9%	3.5%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	35.3%	58.4%	2.9%	0.0%	3.5%
2019	42.9%	54.5%	2.6%	0.0%	0.0%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 8

The specific learning expectations for the student have been clearly defined for my rotation(s).

Legend: ■ Institution ■ National
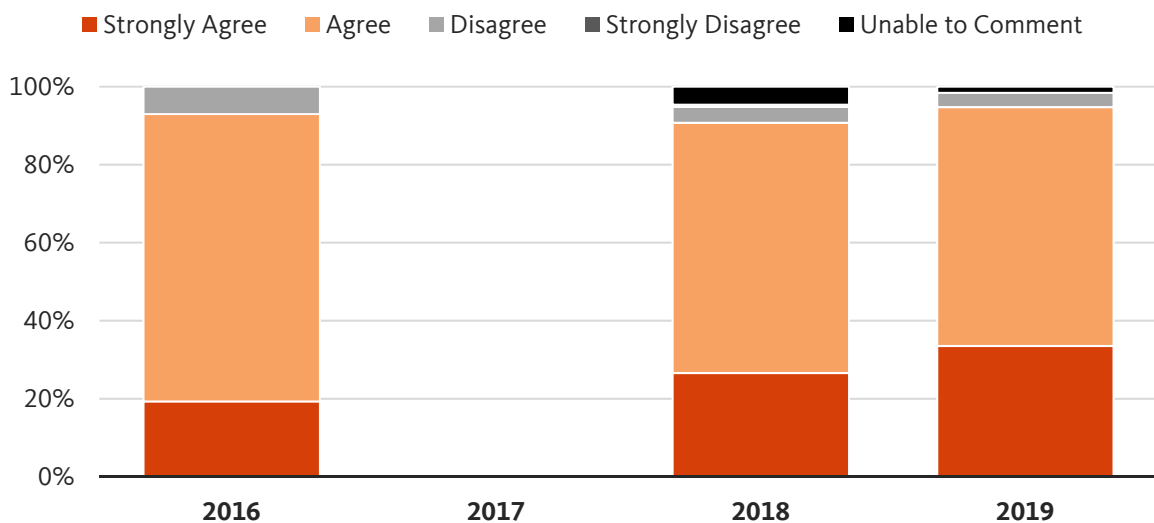
Optional Comments:

Charts & Tables

Preceptors

Longitudinal Chart

Standard 20, Preceptor Survey, Question 9

The assessment tools provided to me for my site are suitable for measuring student performance.

Legend: Strongly Agree ■ | Agree ■ | Disagree ■ | Strongly Disagree ■ | Unable to Comment ■

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	11	42	4	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	46	111	7	1	8	173
2019	64	117	7	0	3	191

Response Percent (%)

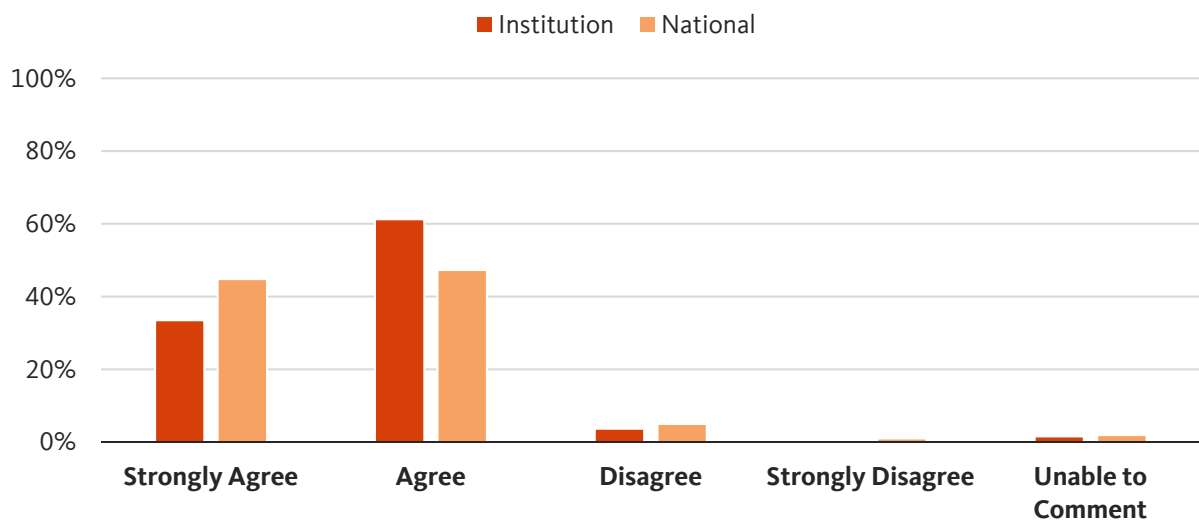| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	19.3%	73.7%	7.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.6%	64.2%	4.0%	0.6%	4.6%
2019	33.5%	61.3%	3.7%	0.0%	1.6%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 9

The assessment tools provided to me for my site are suitable for measuring student performance.
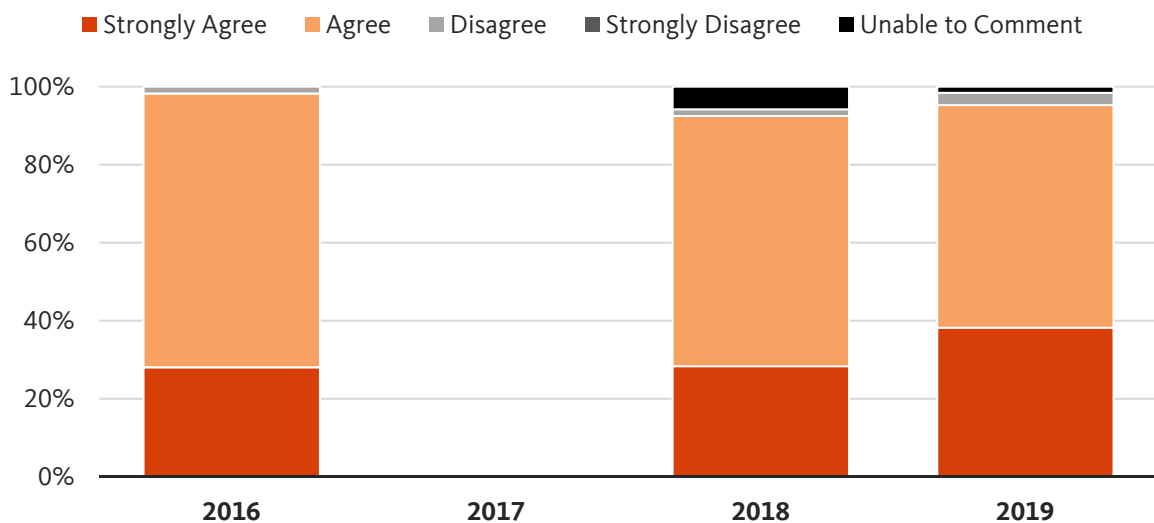

Optional Comments:

Charts & Tables

Preceptors

Longitudinal Chart

Standard 20, Preceptor Survey, Question 10

I know how to use the assessment tools provided to measure student performance.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	16	40	1	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	111	3	0	10	173
2019	73	109	6	0	3	191

Response Percent (%)

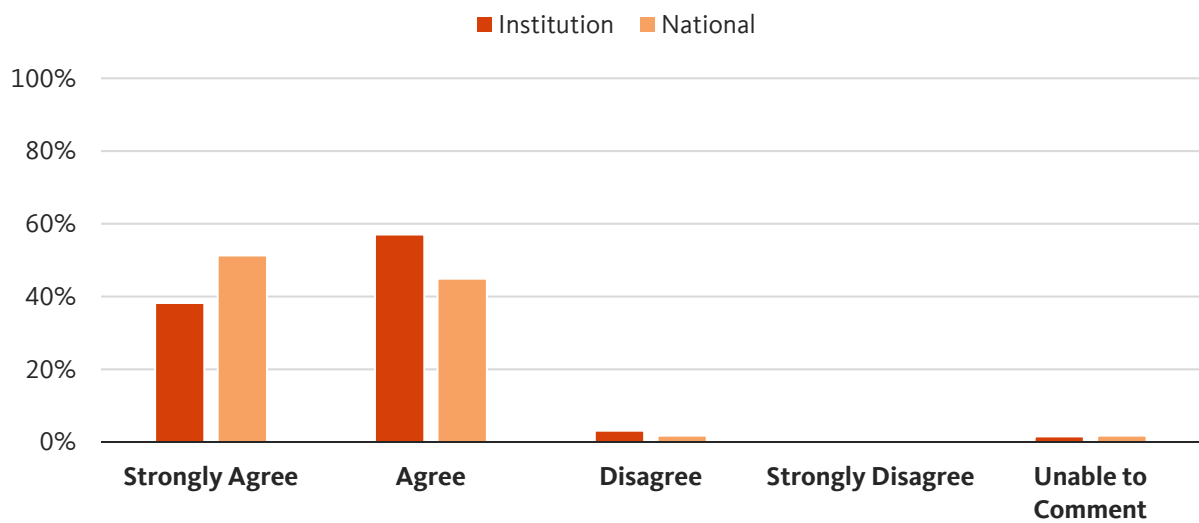| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.1%	70.2%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	64.2%	1.7%	0.0%	5.8%
2019	38.2%	57.1%	3.1%	0.0%	1.6%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 10

I know how to use the assessment tools provided to measure student performance.

■ Institution   ■ National

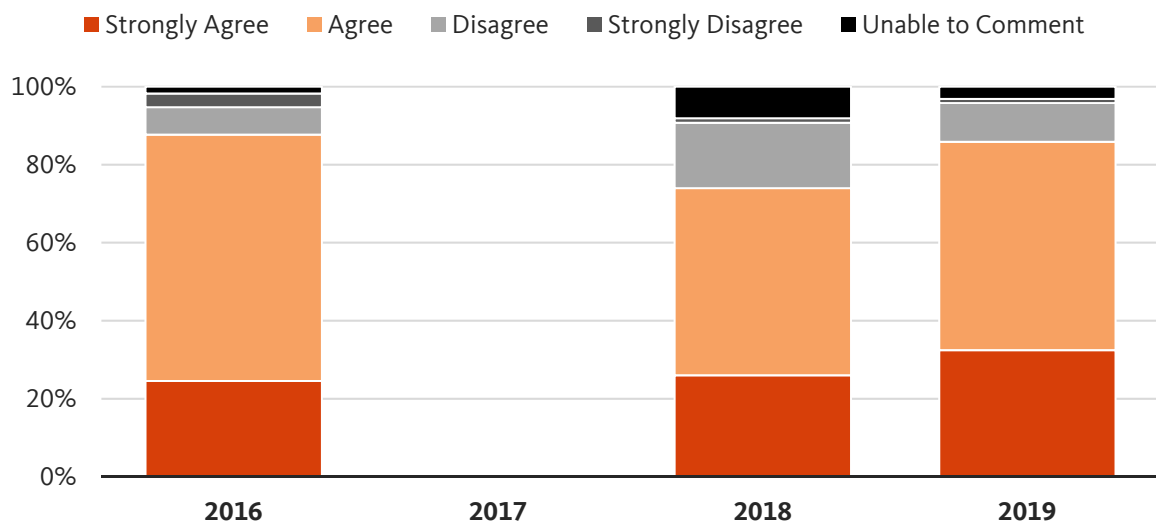**Optional Comments:**

Charts & Tables

Preceptors

🕐 Longitudinal Chart

Standard 20, Preceptor Survey, Question 30

I have ongoing contact with the Office of Experiential Education.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	14	36	4	2	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	45	83	29	2	14	173
2019	62	102	19	2	6	191

Response Percent (%)

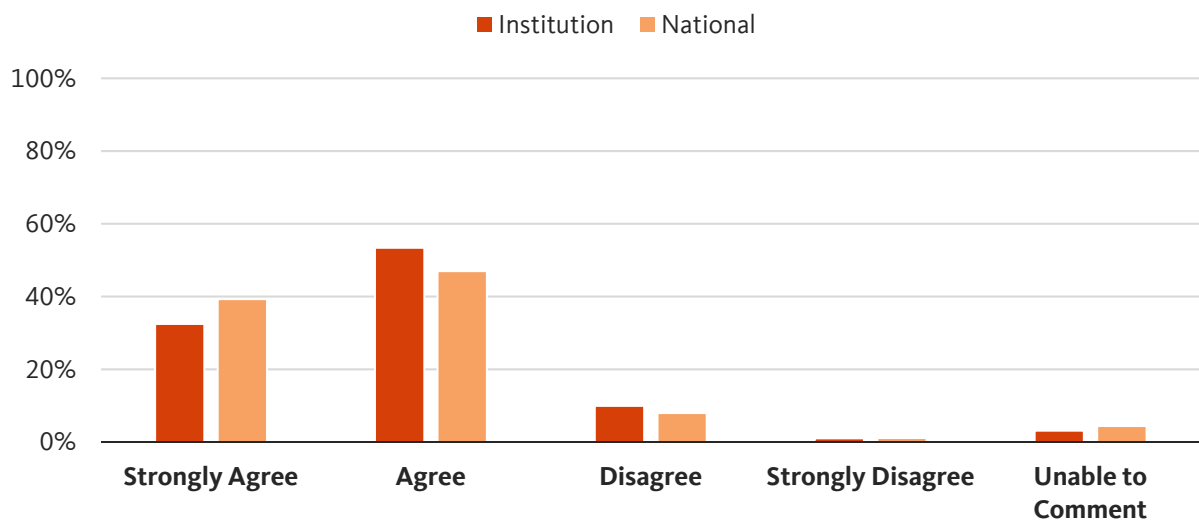| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	24.6%	63.2%	7.0%	3.5%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.0%	48.0%	16.8%	1.2%	8.1%
2019	32.5%	53.4%	9.9%	1.0%	3.1%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 30

I have ongoing contact with the Office of Experiential Education.
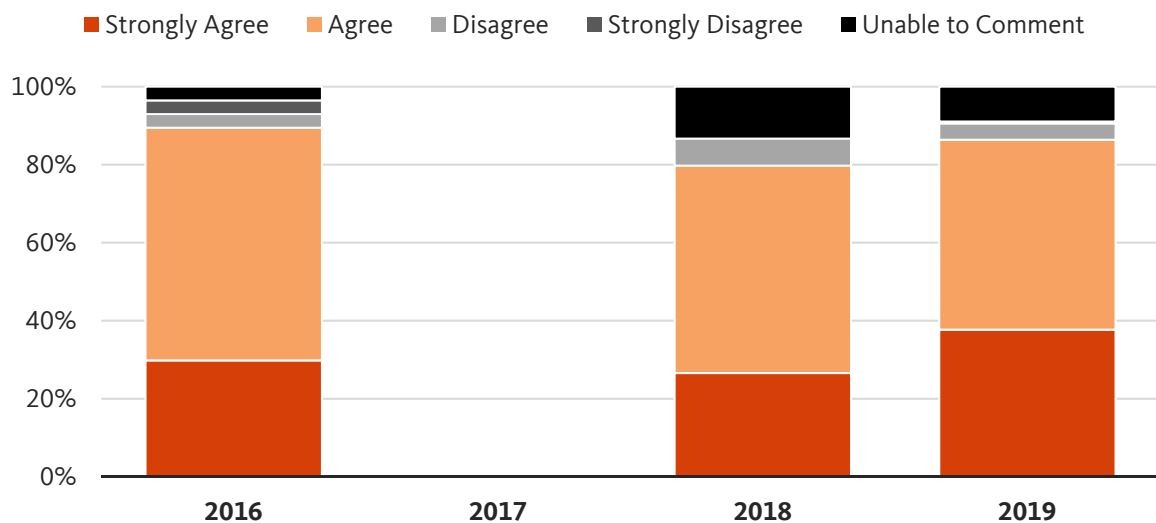

Optional Comments:

Charts & Tables

Preceptors

🕐 **Longitudinal Chart**

Standard 20, Preceptor Survey, Question 31

I receive needed support from the Office of Experiential Education.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	17	34	2	2	2	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	46	92	12	0	23	173
2019	72	93	8	1	17	191

Response Percent (%)

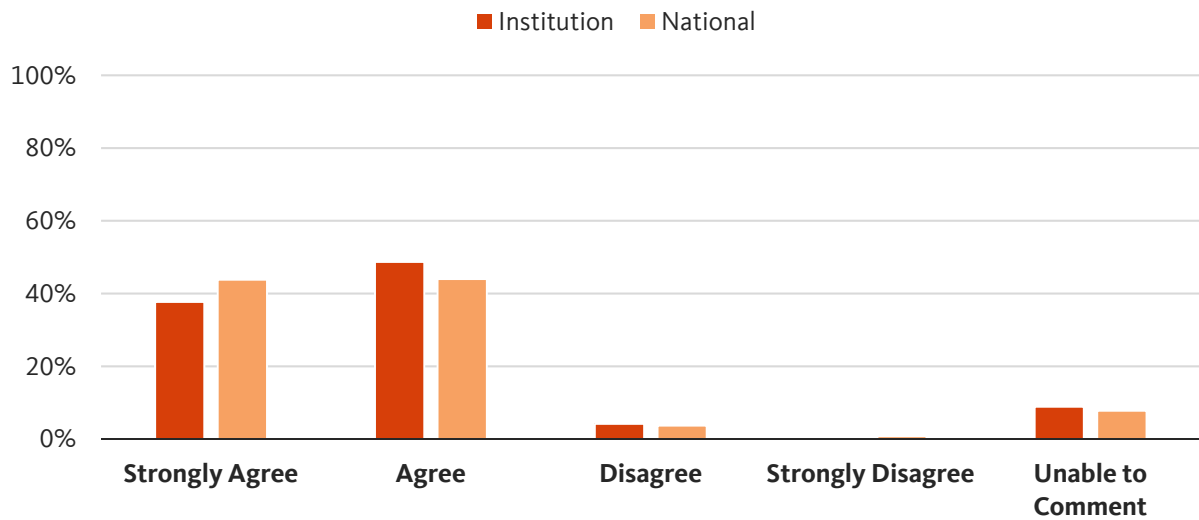| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.8%	59.6%	3.5%	3.5%	3.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.6%	53.2%	6.9%	0.0%	13.3%
2019	37.7%	48.7%	4.2%	0.5%	8.9%

Charts & Tables

Preceptors

National vs. Institution Chart
Standard 20, Preceptor Survey, Question 31
I receive needed support from the Office of Experiential Education.

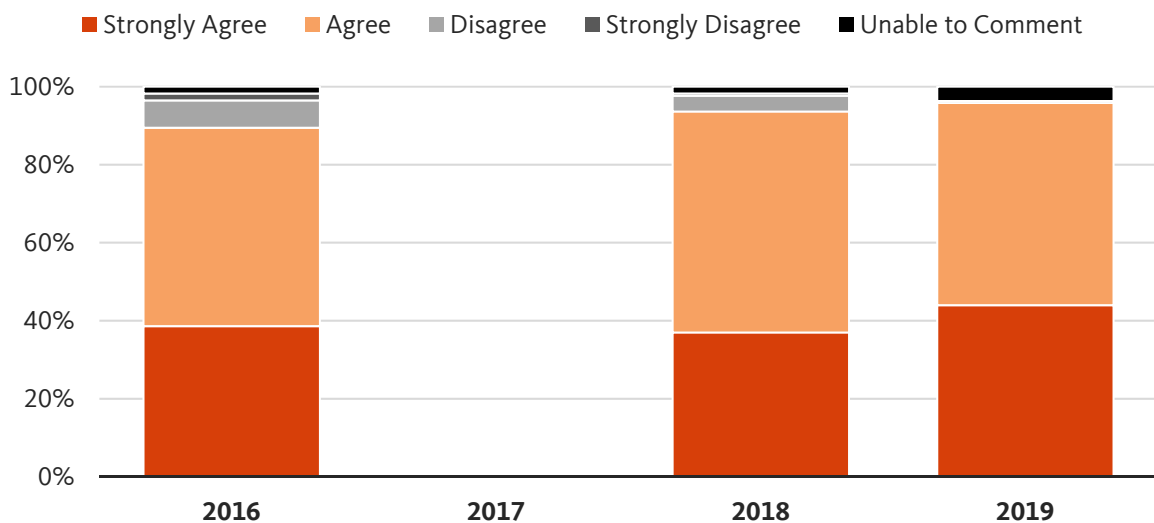**Optional Comments:**

Charts & Tables

Preceptors

Longitudinal Chart

Standard 20, Preceptor Survey, Question 32

The student-to-preceptor ratios at my site are appropriate to maximize learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	22	29	4	1	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	64	98	7	1	3	173
2019	84	99	1	0	7	191

Response Percent (%)

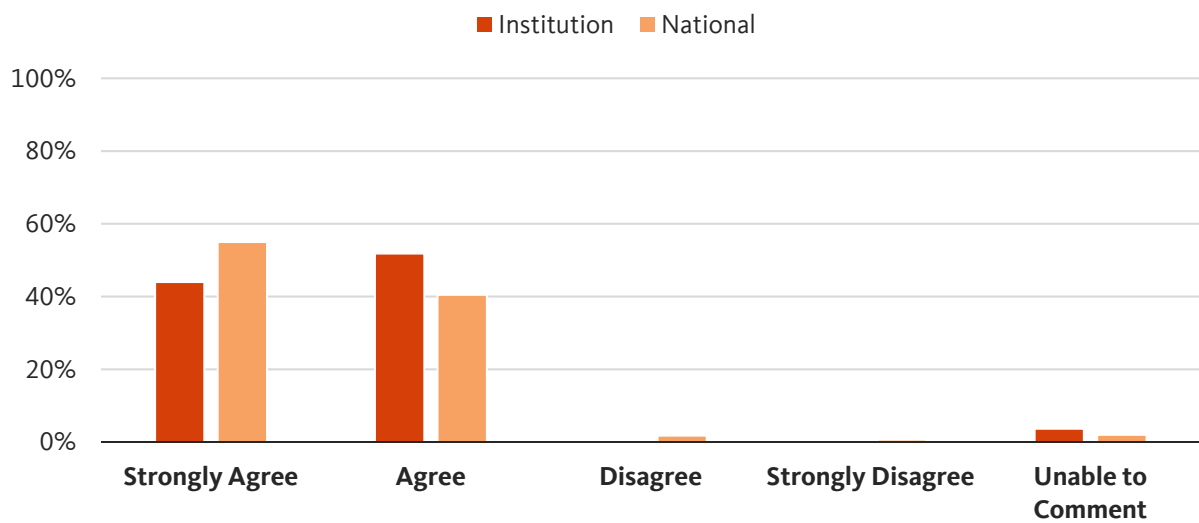| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.6%	50.9%	7.0%	1.8%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	37.0%	56.6%	4.0%	0.6%	1.7%
2019	44.0%	51.8%	0.5%	0.0%	3.7%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 32

The student-to-preceptor ratios at my site are appropriate to maximize learning.
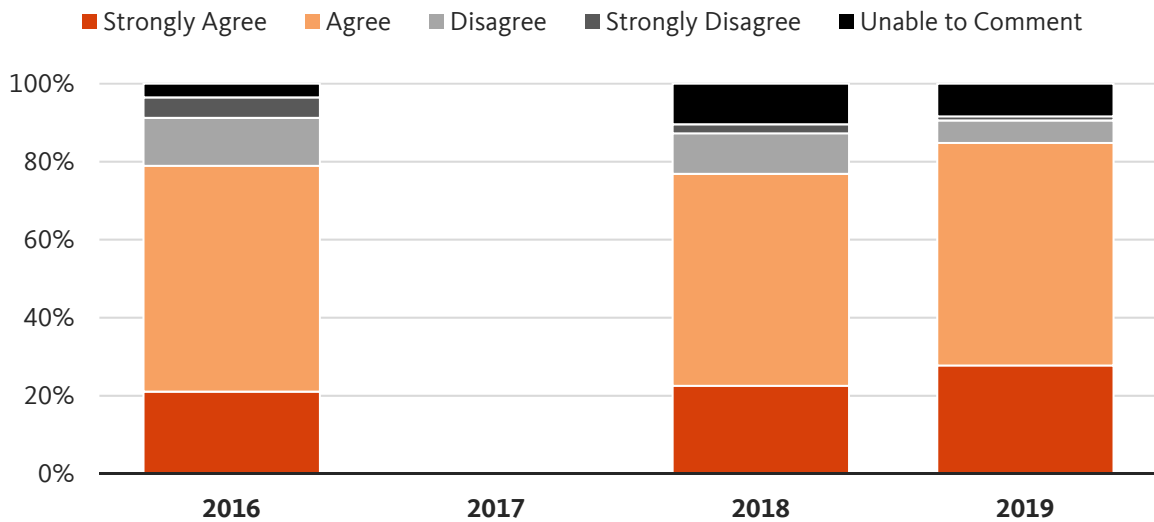

Optional Comments:

Charts & Tables

Preceptors

Longitudinal Chart

Standard 20, Preceptor Survey, Question 33

The college/school has an effective continuing professional development program for me that is consistent with my preceptor responsibilities.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	12	33	7	3	2	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	39	94	18	4	18	173
2019	53	109	11	2	16	191

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.1%	57.9%	12.3%	5.3%	3.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	22.5%	54.3%	10.4%	2.3%	10.4%
2019	27.7%	57.1%	5.8%	1.0%	8.4%

Charts & Tables

Preceptors

National vs. Institution Chart

Standard 20, Preceptor Survey, Question 33

The college/school has an effective continuing professional development program for me that is consistent with my preceptor responsibilities.
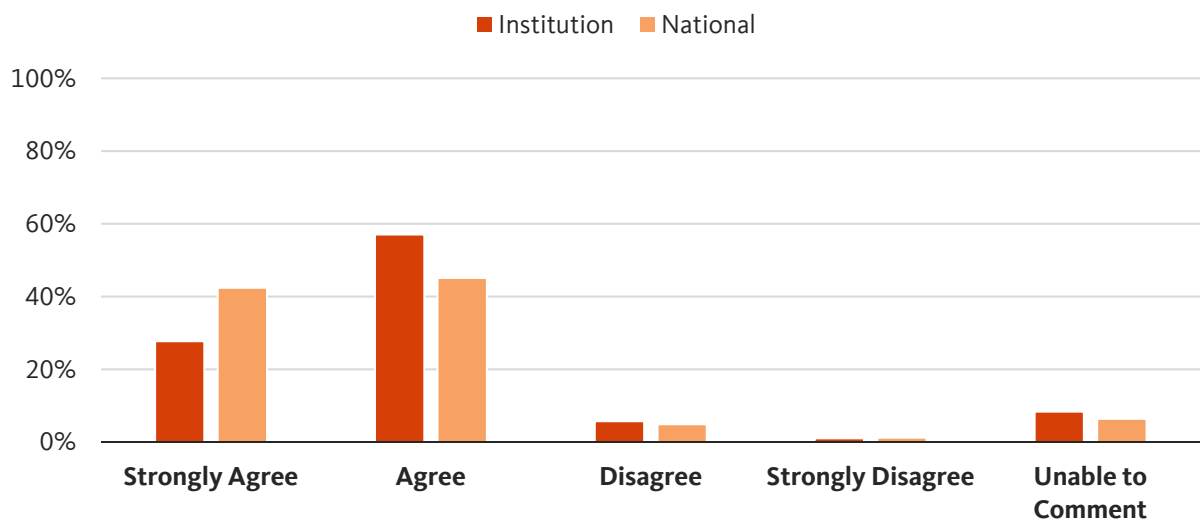
Optional Comments:

Charts & Tables

Preceptors

👁 Recommended Monitoring

Standard 20

If applicable, briefly describe issues or elements of the standard that may require further monitoring.

Comments:

Monitoring of efforts to address preceptor concerns regarding clarity of expectations' identified in Q7 of the Preceptor survey is reasonable. It is believed that this is largely related to difficulties in providing preceptors timely feedback from students, a concern raised in Standard 10. This concern from Standard 10 will be included on monitoring for this standard. Addressed in detail in comments for Q2 from the Preceptor survey in Standard 10, staffing shortages and turnover have contributed to this challenge and significant efforts have been made in the past two years that address both staffing and process. The Assistant Dean for Experiential Education has also conducted over 200 site visits and tutorials each of the last two years to improve preceptor understanding, in addition to identifying lead Preceptor coordinators at major health systems to provide immediate support and clarification.

Physical Facilities and Educational Resources

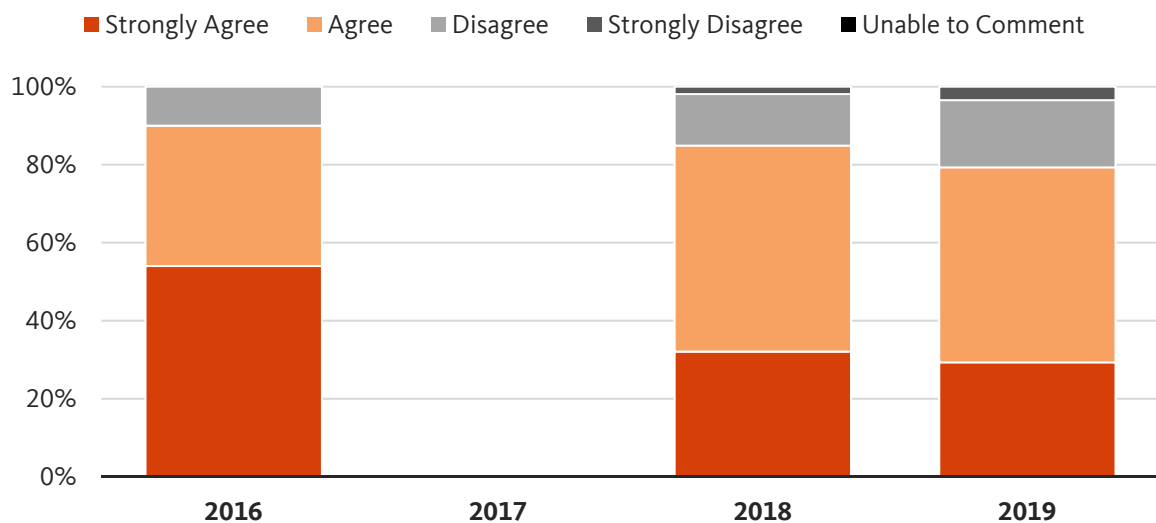Data Views and Standardized Tables

Standard

A 21

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart
Standard 21, Faculty Survey, Question 26
Faculty office space permits accomplishment of my responsibilities.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	18	5	0	0	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	17	28	7	1	0	53
2019	17	29	10	2	0	58

Response Percent (%)

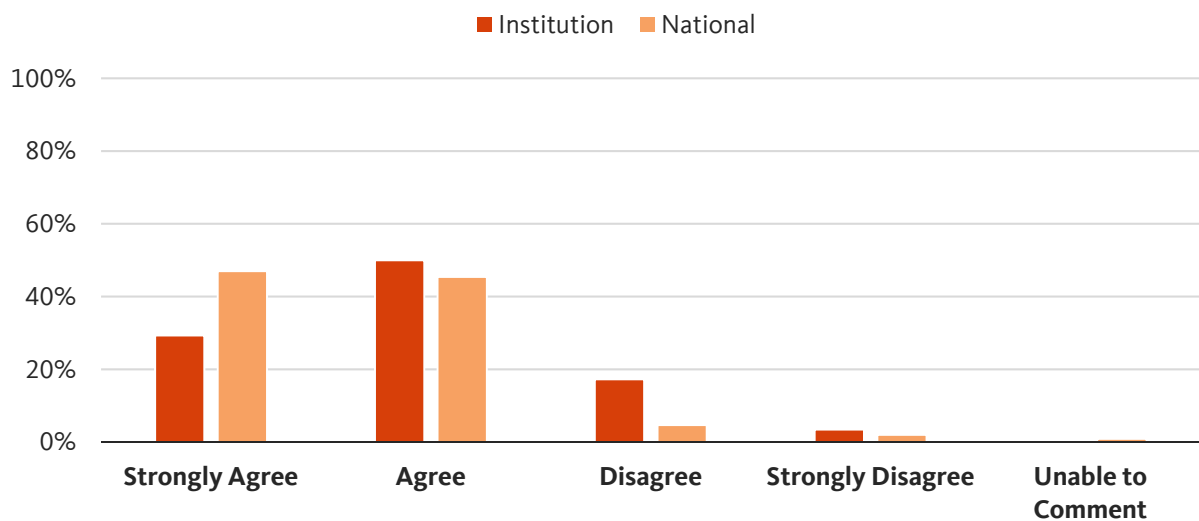| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	54.0%	36.0%	10.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	32.1%	52.8%	13.2%	1.9%	0.0%
2019	29.3%	50.0%	17.2%	3.4%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart
Standard 21, Faculty Survey, Question 26
Faculty office space permits accomplishment of my responsibilities.

Optional Comments:

Results fall slightly below our accepted threshold. Additional investigation by department chairs is encouraged, but the results likely reflect difficulties with air conditioning on the Corvallis campus. As noted in the narrative, this has been addressed, since the survey, in the Pharmacy building with a rebuilt central unit. In Weniger, individual units for faculty offices are provided. This is not ideal, but faculty occupy a small portion of this multiuse building. A complete building remodel of Weniger will be required to address this concern more effectively.
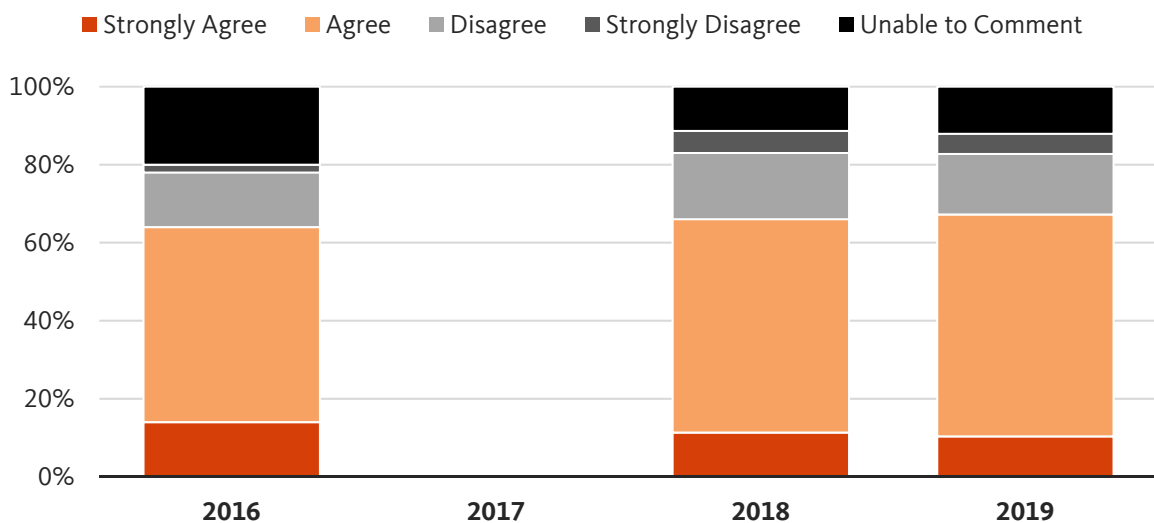
Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Faculty Survey, Question 27

The college or school has resources to effectively address research/scholarship needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	7	25	7	1	10	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	6	29	9	3	6	53
2019	6	33	9	3	7	58

Response Percent (%)

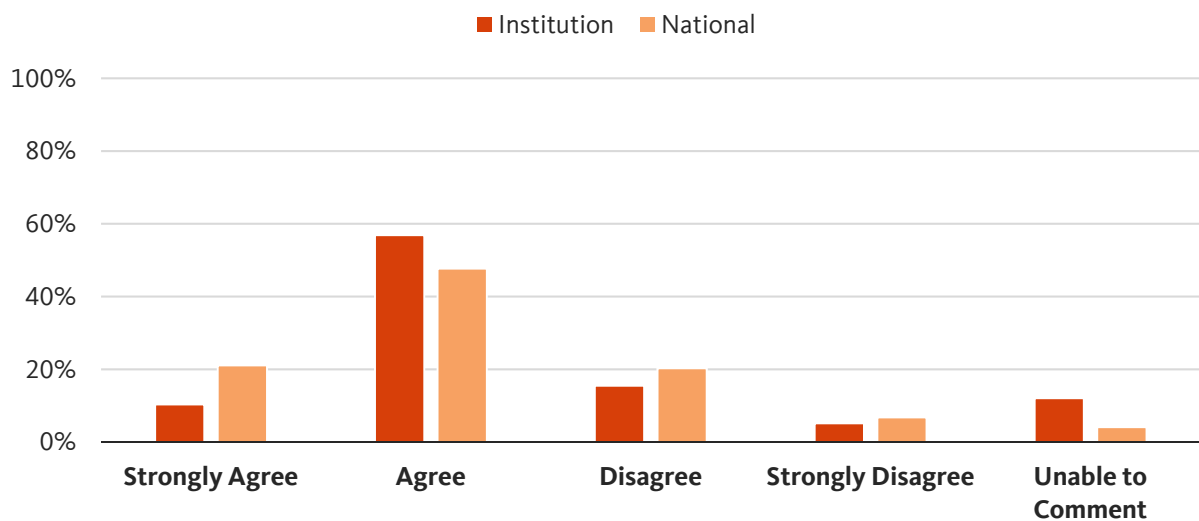| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	14.0%	50.0%	14.0%	2.0%	20.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	11.3%	54.7%	17.0%	5.7%	11.3%
2019	10.3%	56.9%	15.5%	5.2%	12.1%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Faculty Survey, Question 27

The college or school has resources to effectively address research/scholarship needs.

Optional Comments:

Results are not as would be desired, but roughly correlate with (or are slightly better than) national perspectives. Efforts to continually maintain and upgrade research facilities and support mechanisms are ongoing. In spite of faculty concerns, the College has shown continuing growth in extramural funding and scientific publications.
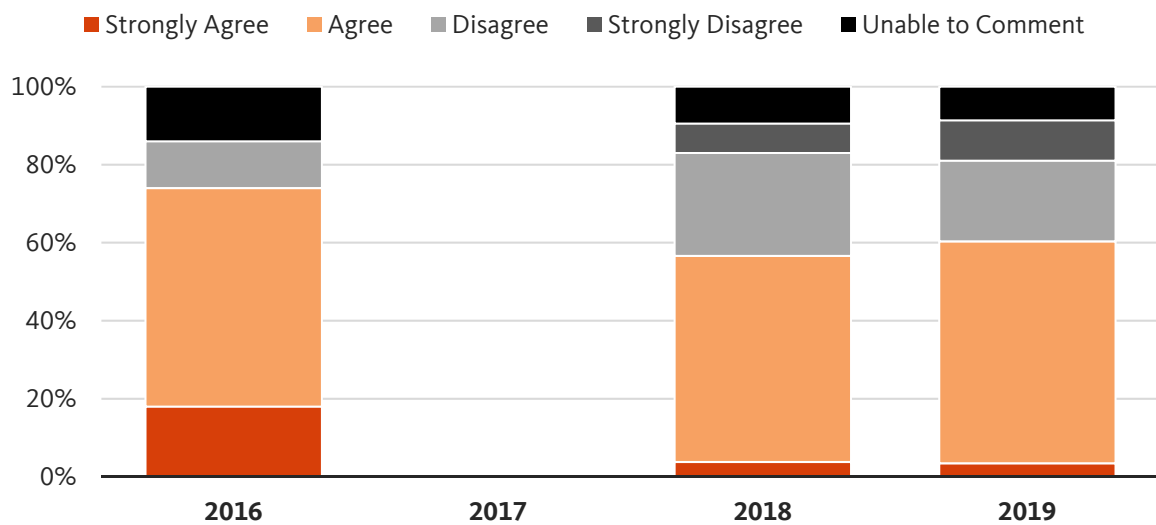
Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Faculty Survey, Question 28

The college or school has resources to effectively address instructional technology needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	9	28	6	0	7	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	2	28	14	4	5	53
2019	2	33	12	6	5	58

Response Percent (%)

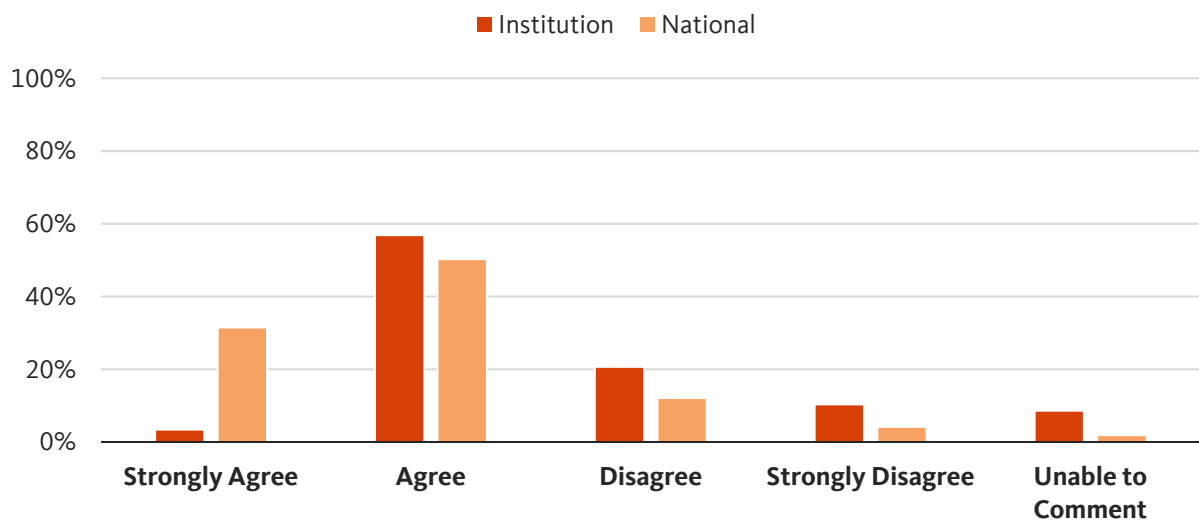| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	18.0%	56.0%	12.0%	0.0%	14.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	3.8%	52.8%	26.4%	7.5%	9.4%
2019	3.4%	56.9%	20.7%	10.3%	8.6%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Faculty Survey, Question 28

The college or school has resources to effectively address instructional technology needs.

Optional Comments:

Major lecture halls are, by university measures, technology enhanced classrooms. However, two way interactive, real time, lecture streaming is available in a limited number of classrooms on the OSU campus and not in the Pharmacy building. This has somewhat limited opportunities for faculty on different campuses to participate in all courses without setting aside a day to drive to the other campus. Lecture capture, Canvas (the university learning management platform), Top Hat (an active earning polling tool), and interactive two way communication for small classroom lectures are available and widely used. CourseSites and Sakai are additional learning platforms used for P1 and P2 interprofessional courses, respectively, to facilitate cross-institutional student communication.
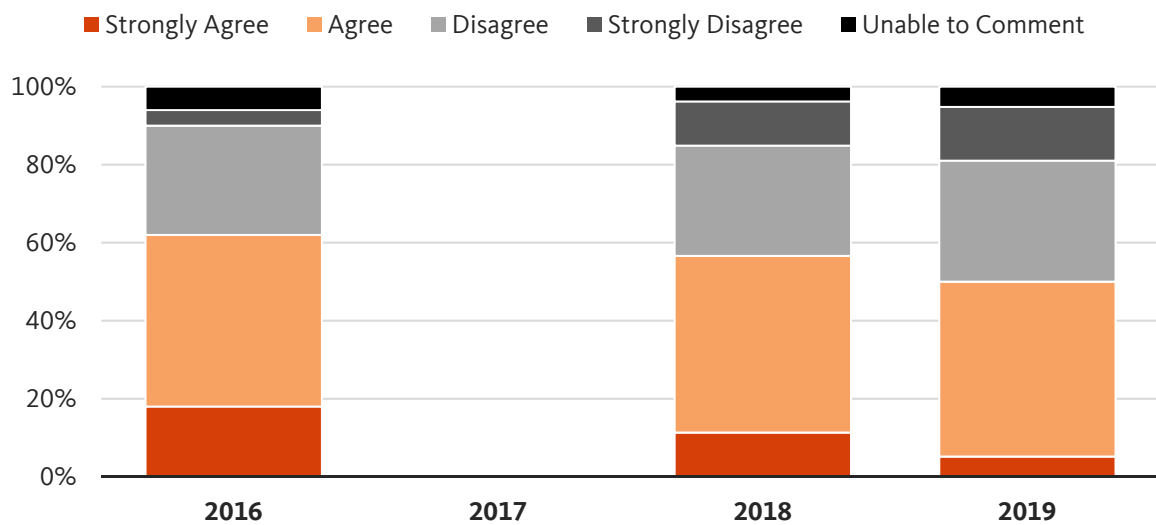
Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Faculty Survey, Question 29

The college or school has physical facilities to effectively support academic program needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	9	22	14	2	3	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	6	24	15	6	2	53
2019	3	26	18	8	3	58

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	18.0%	44.0%	28.0%	4.0%	6.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	11.3%	45.3%	28.3%	11.3%	3.8%
2019	5.2%	44.8%	31.0%	13.8%	5.2%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Faculty Survey, Question 29

The college or school has physical facilities to effectively support academic program needs.

■ Institution   ■ National
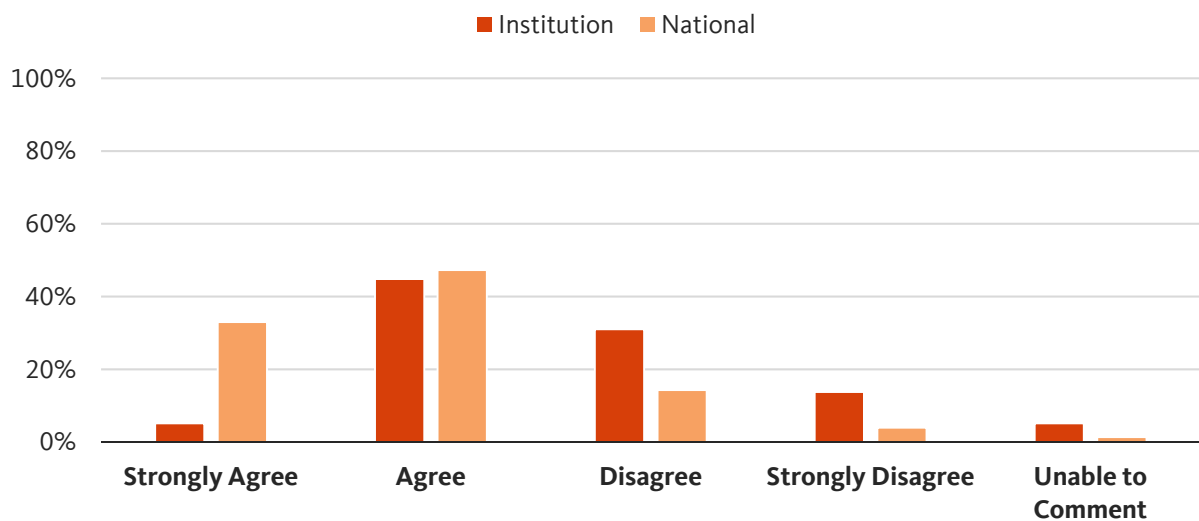
Optional Comments:

As noted in the narrative, faculty have been frustrated with the pace of addressing some physical plant problems in Corvallis and it is reflected in these results. It is interesting to note, however, that these results are in contrast to results from graduating student who generally are more positive on the adequacy of facilities for their learning.
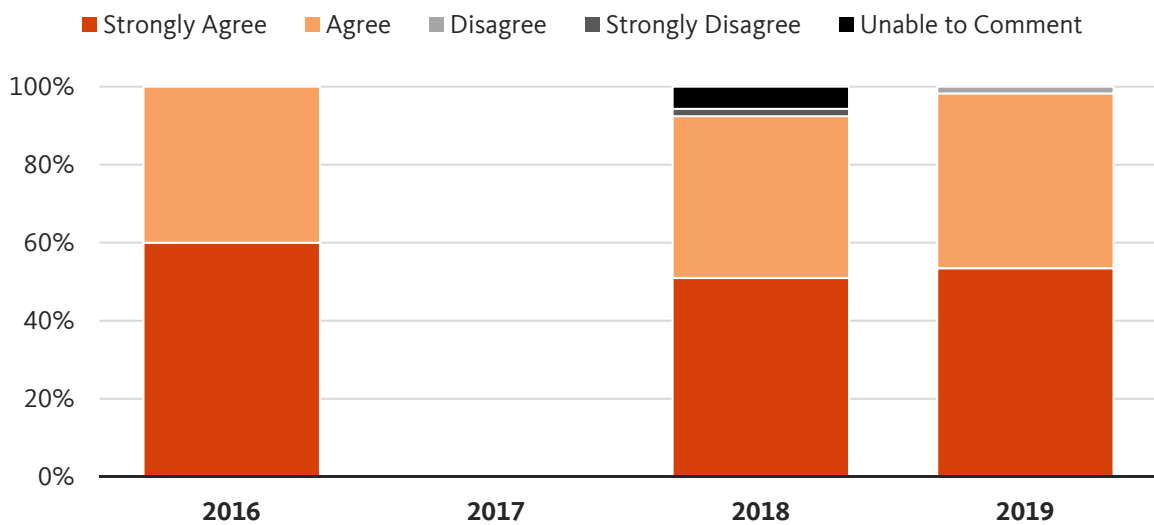
Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Faculty Survey, Question 31

My campus work environment is safe.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	20	0	0	0	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	27	22	0	1	3	53
2019	31	26	1	0	0	58

Response Percent (%)

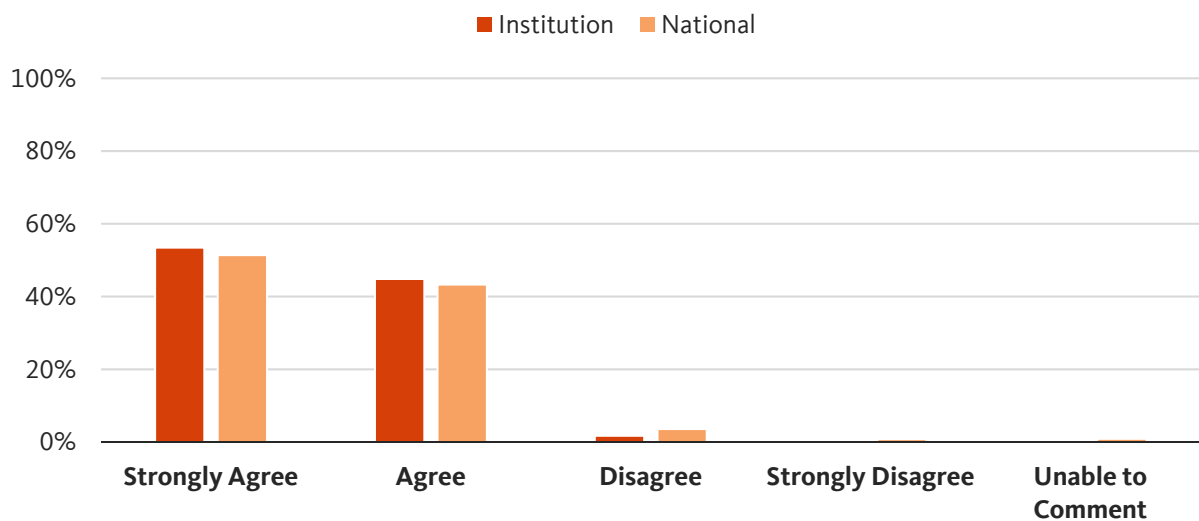| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	60.0%	40.0%	0.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.9%	41.5%	0.0%	1.9%	5.7%
2019	53.4%	44.8%	1.7%	0.0%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Faculty Survey, Question 31

My campus work environment is safe.
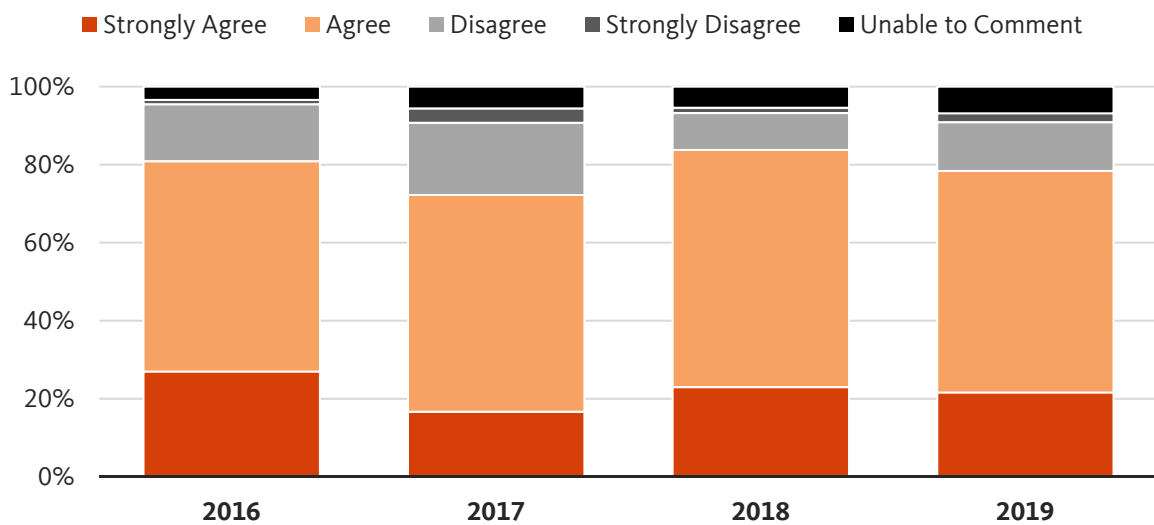

Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 60

I was aware of opportunities to participate in research activities with faculty.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

(Stacked bar chart showing years 2016, 2017, 2018, 2019 with percentage scale from 0% to 100%)
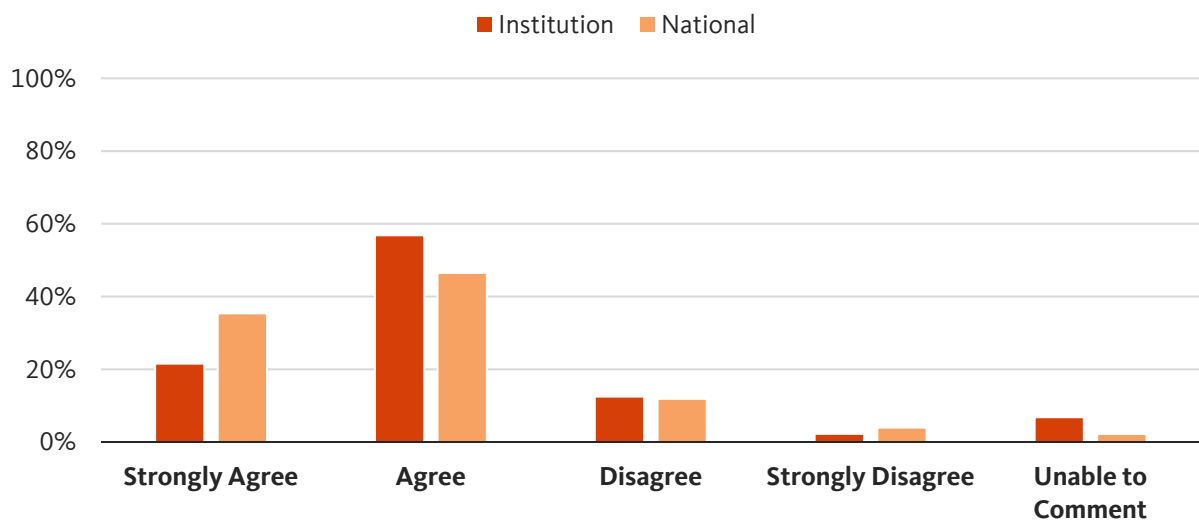
Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 60

I was aware of opportunities to participate in research activities with faculty.

Optional Comments:

This is a continuing frustration for faculty, in spite of efforts to address. Students receive information regarding research in the college at P1 orientation and are advised to consider research opportunities in support of residency interests. The Research and Scholarship committee has helped to address this by clarifying for students steps required to obtain approval for research with human subjects; and in 2019 at the ASHP midyear, nearly 1/3 of the P4 class presented research posters.
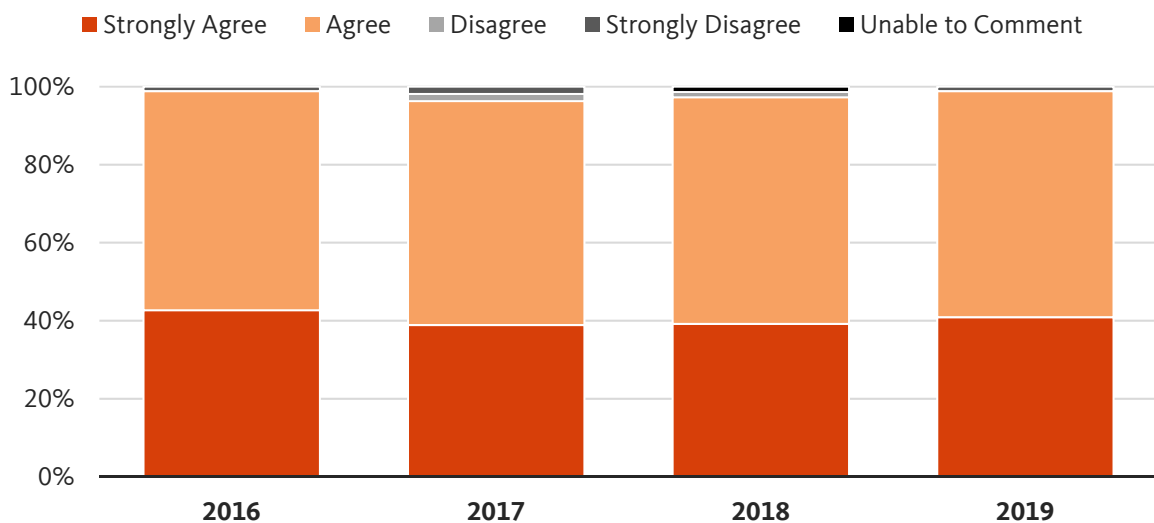
Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 61

My campus learning environment was safe.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	38	50	0	1	0	89
2017	21	31	1	1	0	54
2018	29	43	1	0	1	74
2019	36	51	0	1	0	88

Response Percent (%)

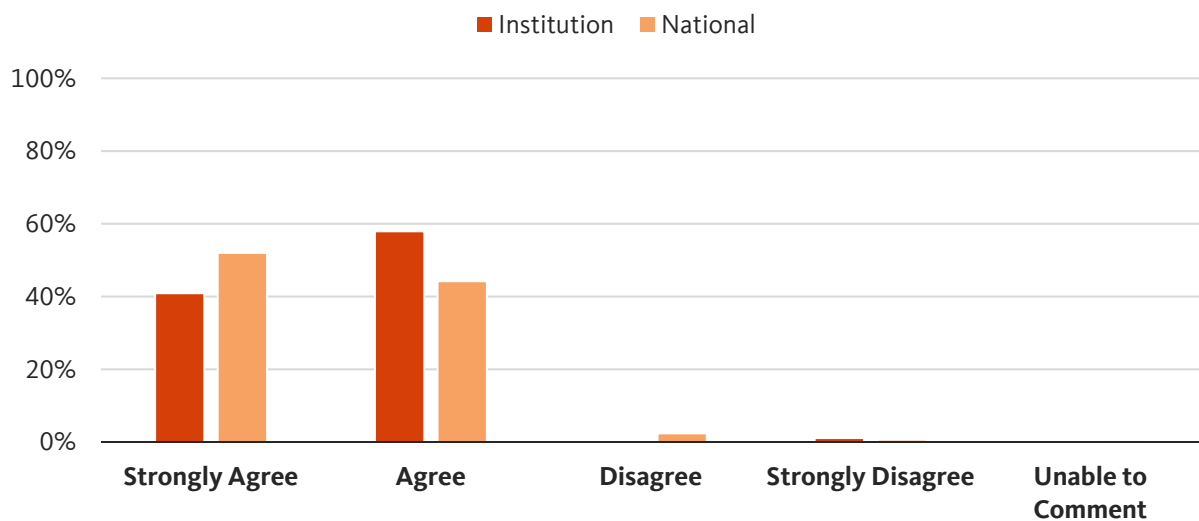| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.7%	56.2%	0.0%	1.1%	0.0%
2017	38.9%	57.4%	1.9%	1.9%	0.0%
2018	39.2%	58.1%	1.4%	0.0%	1.4%
2019	40.9%	58.0%	0.0%	1.1%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 61

My campus learning environment was safe.


Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 62

The information technology resources provided by the college/school of pharmacy and/or elsewhere on campus were conducive to learning.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment
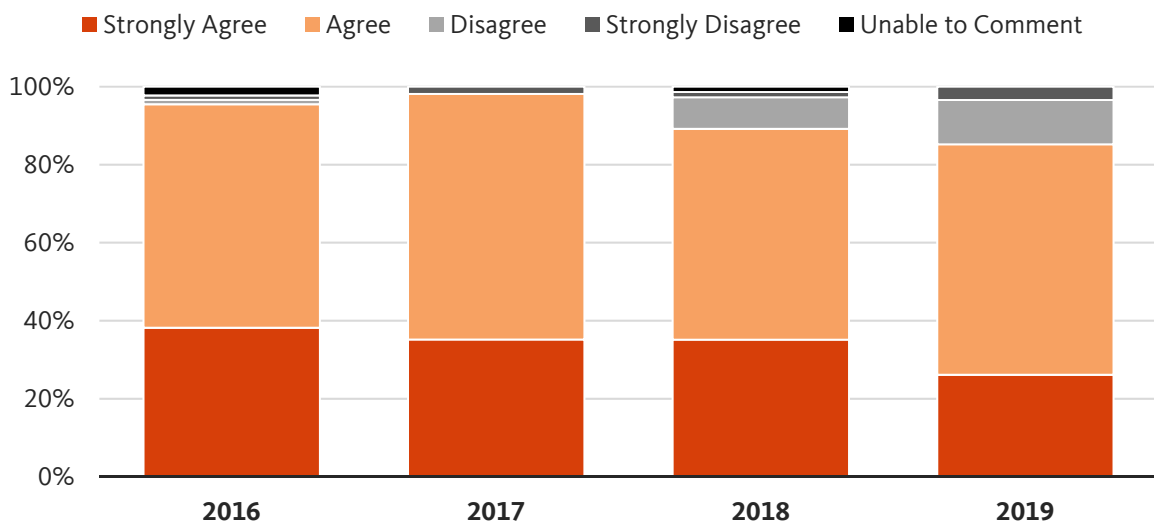
Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	34	51	1	1	2	89
2017	19	34	0	1	0	54
2018	26	40	6	1	1	74
2019	23	52	10	3	0	88

Response Percent (%)

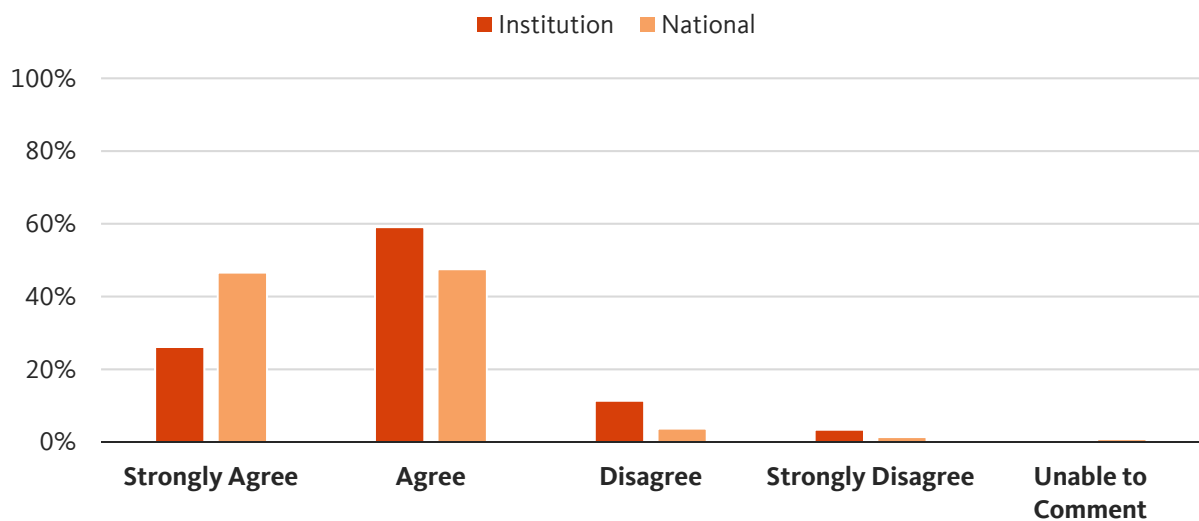| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.2%	57.3%	1.1%	1.1%	2.2%
2017	35.2%	63.0%	0.0%	1.9%	0.0%
2018	35.1%	54.1%	8.1%	1.4%	1.4%
2019	26.1%	59.1%	11.4%	3.4%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 62

The information technology resources provided by the college/school of pharmacy and/or elsewhere on campus were conducive to learning.
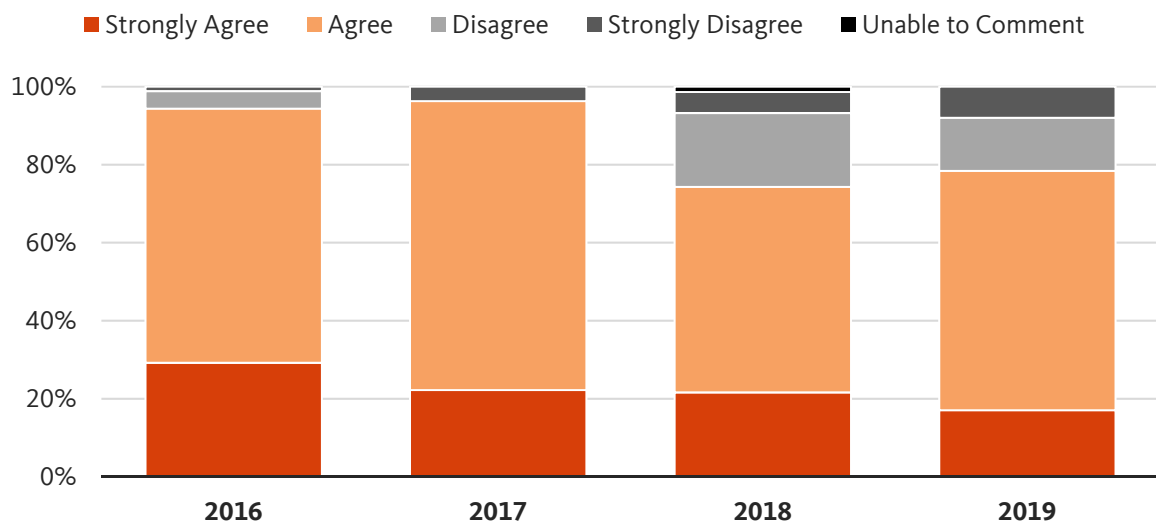

Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart
Standard 21, Graduating Student Survey, Question 63
The classrooms in the college/school of pharmacy or elsewhere on campus were conducive to learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	58	4	1	0	89
2017	12	40	0	2	0	54
2018	16	39	14	4	1	74
2019	15	54	12	7	0	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	65.2%	4.5%	1.1%	0.0%
2017	22.2%	74.1%	0.0%	3.7%	0.0%
2018	21.6%	52.7%	18.9%	5.4%	1.4%
2019	17.0%	61.4%	13.6%	8.0%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 63

The classrooms in the college/school of pharmacy or elsewhere on campus were conducive to learning.
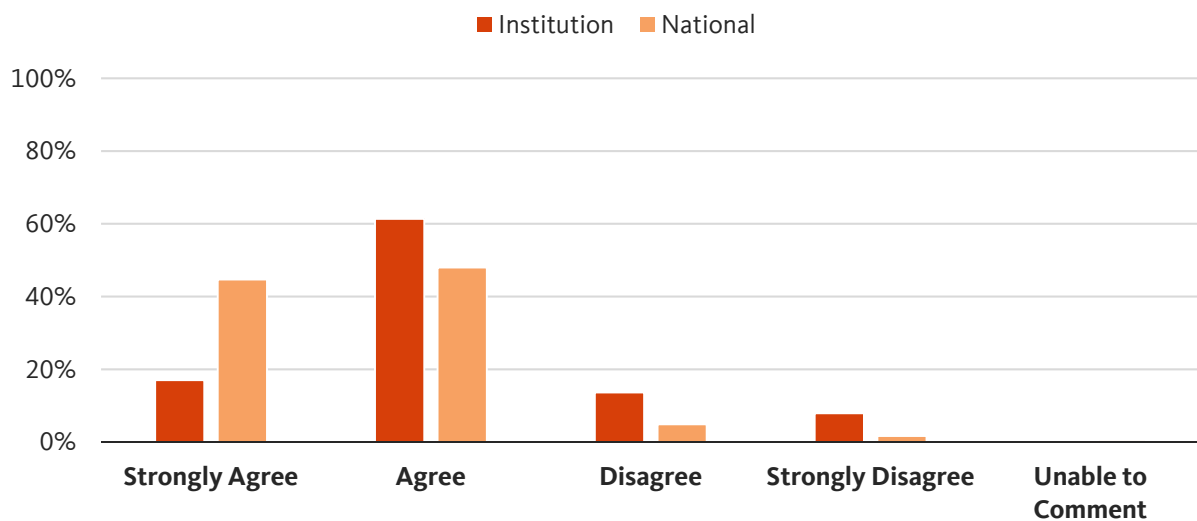
Optional Comments:

Students are generally positive on their learning and study environments, but this and similar questions in the graduating student survey fall slightly below the desired threshold. The results likely reflect the Pharmacy building in Corvallis simply showing its age at times. A number of small projects have been completed in the last year, ranging from improving the external facade to restroom updates. The University has approved air conditioning for the main lecture hall, Room 305, which must be custom made and is scheduled to be completed and installed in October 2020.
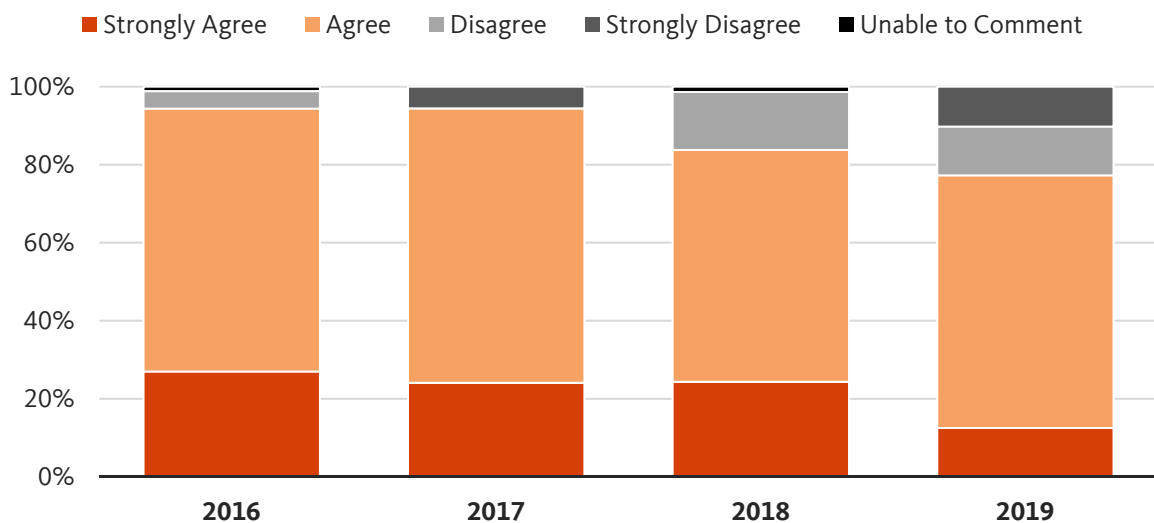
Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 64

The laboratories and other non-classroom environments were conducive to learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	60	4	0	1	89
2017	13	38	0	3	0	54
2018	18	44	11	0	1	74
2019	11	57	11	9	0	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	27.0%	67.4%	4.5%	0.0%	1.1%
2017	24.1%	70.4%	0.0%	5.6%	0.0%
2018	24.3%	59.5%	14.9%	0.0%	1.4%
2019	12.5%	64.8%	12.5%	10.2%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 64

The laboratories and other non-classroom environments were conducive to learning.

Legend: ■ Institution ■ National
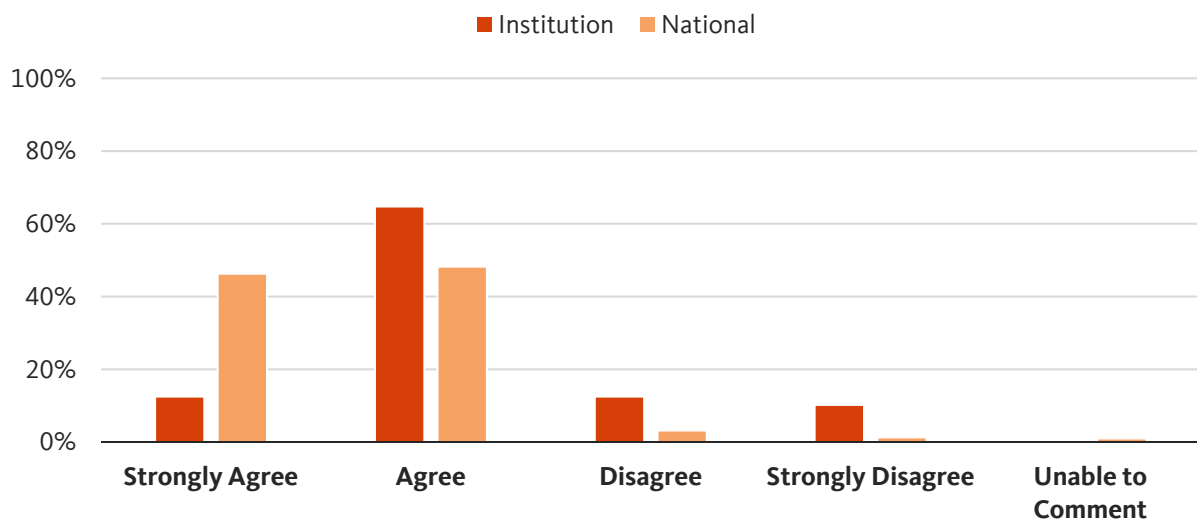
Optional Comments:

Students are generally positive on their learning and study environments, but this and similar questions in the graduating student survey fall slightly below the desired threshold. The results likely reflect the Pharmacy building in Corvallis simply showing its age at times. Students have open access, or can schedule access to all rooms in the Pharmacy building. The compounding lab was recently moved to a larger laboratory and equipment updated. Students in Corvallis also benefit from proximity to the main library which includes significant open study spaces and smaller rooms that can be reserved for study groups.
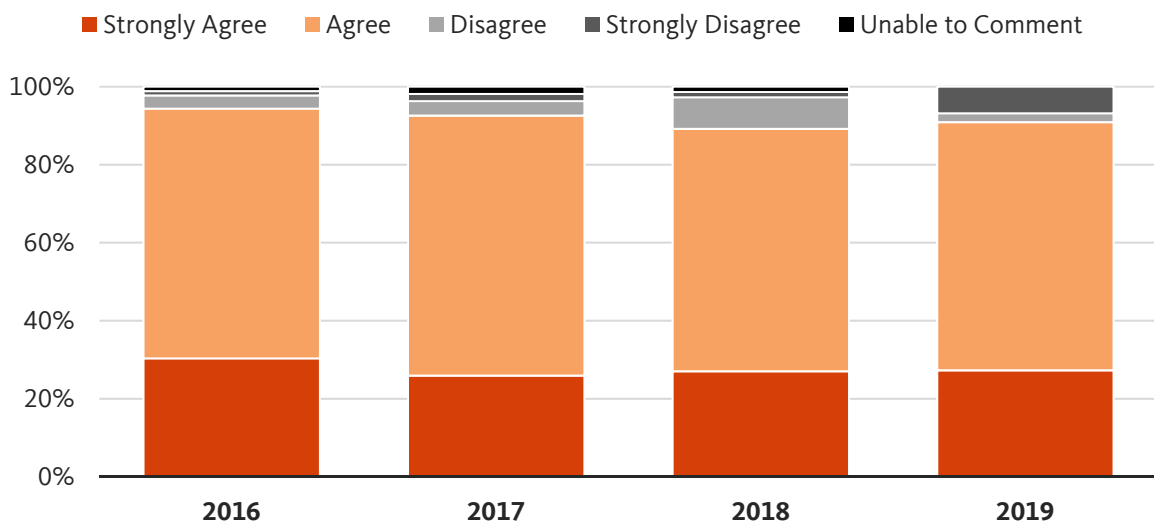
Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 65

The study areas in the college/school of pharmacy or elsewhere on campus were conducive to learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	57	3	1	1	89
2017	14	36	2	1	1	54
2018	20	46	6	1	1	74
2019	24	56	2	6	0	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	64.0%	3.4%	1.1%	1.1%
2017	25.9%	66.7%	3.7%	1.9%	1.9%
2018	27.0%	62.2%	8.1%	1.4%	1.4%
2019	27.3%	63.6%	2.3%	6.8%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 65

The study areas in the college/school of pharmacy or elsewhere on campus were conducive to learning.
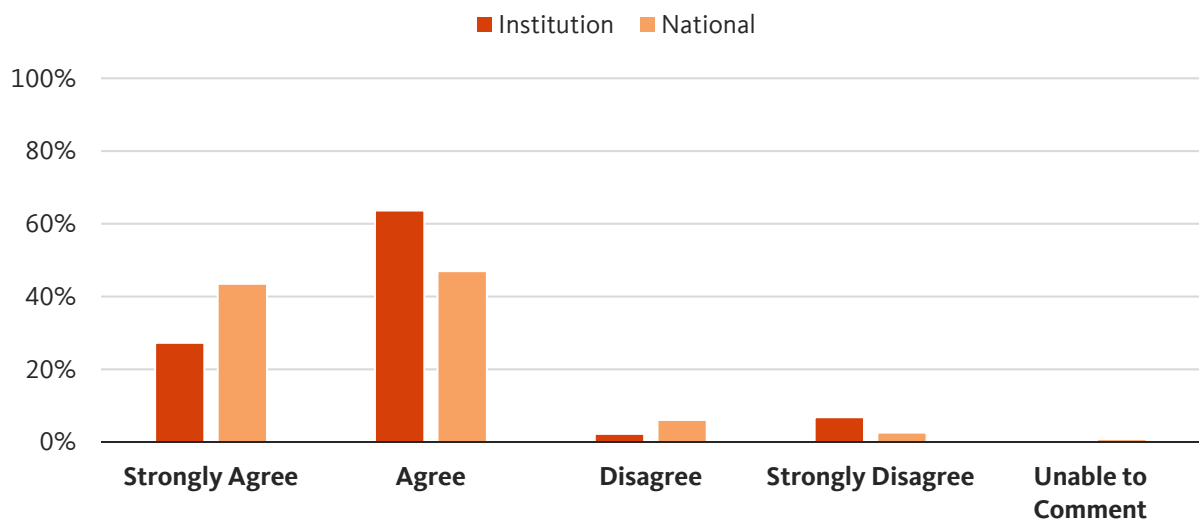
Optional Comments:

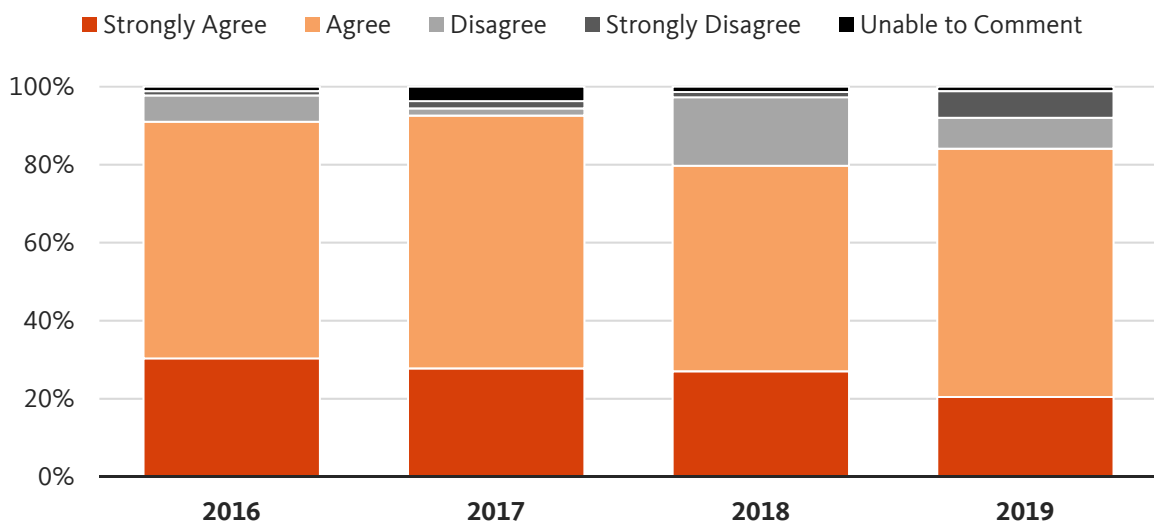# Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 66

The common spaces such as lounges, lobbies, or other areas for relaxation and socialization available in the college/school of pharmacy or elsewhere on campus met my needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	54	6	1	1	89
2017	15	35	1	1	2	54
2018	20	39	13	1	1	74
2019	18	56	7	6	1	88

Response Percent (%)

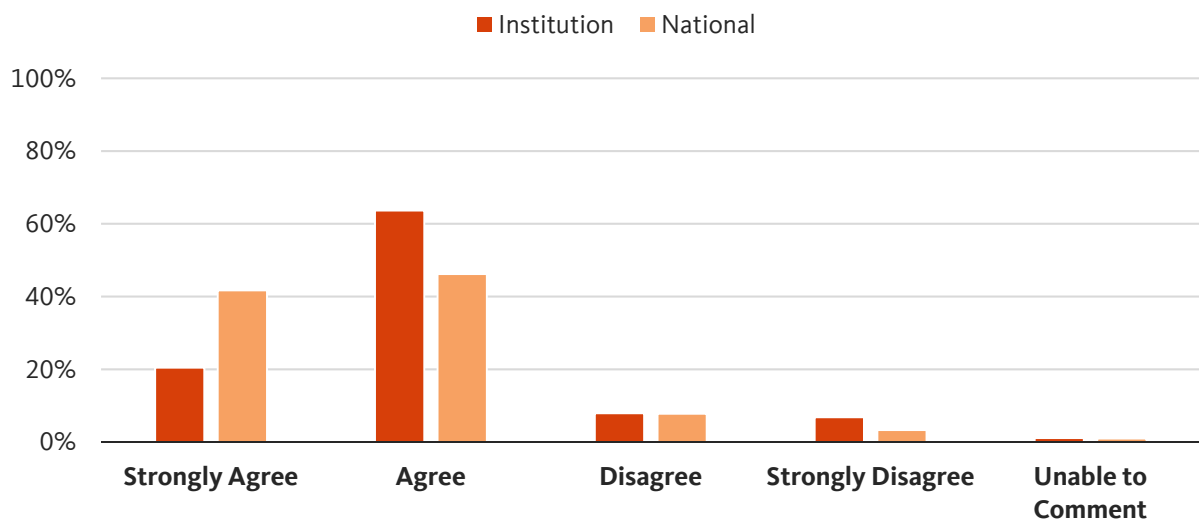| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	60.7%	6.7%	1.1%	1.1%
2017	27.8%	64.8%	1.9%	1.9%	3.7%
2018	27.0%	52.7%	17.6%	1.4%	1.4%
2019	20.5%	63.6%	8.0%	6.8%	1.1%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 66

The common spaces such as lounges, lobbies, or other areas for relaxation and socialization available in the college/school of pharmacy or elsewhere on campus met my needs.
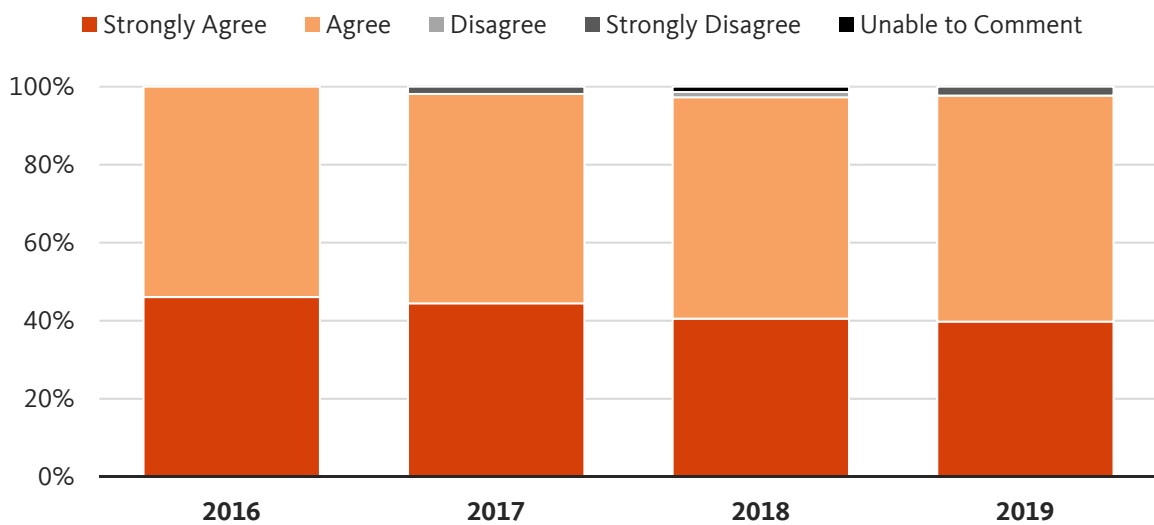

Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 67

Access to educational resources (e.g., library, electronic data bases) was conducive to learning.

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree, Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	41	48	0	0	0	89
2017	24	29	0	1	0	54
2018	30	42	1	0	1	74
2019	35	51	0	2	0	88

Response Percent (%)

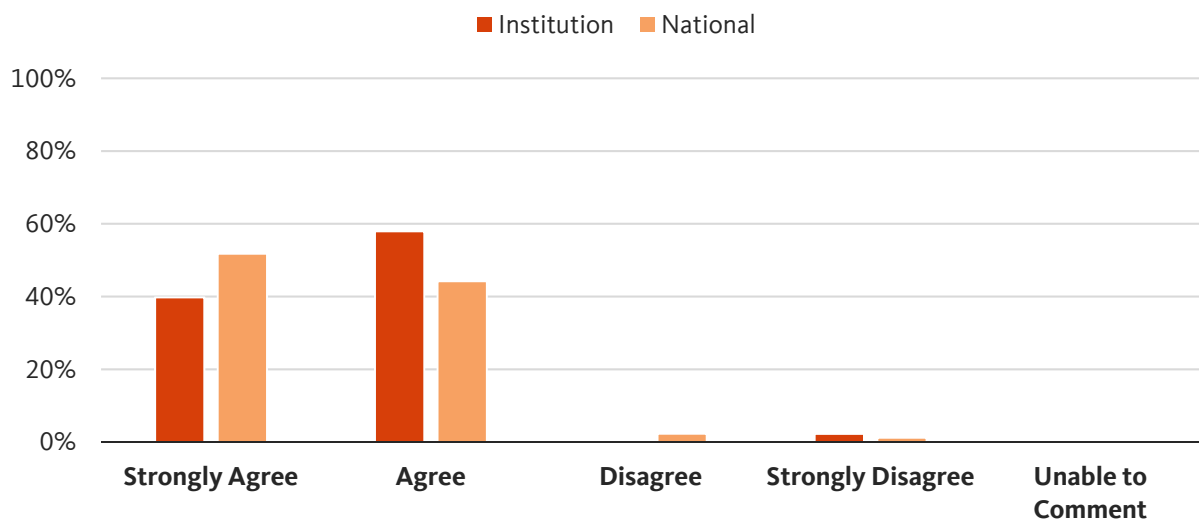| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	46.1%	53.9%	0.0%	0.0%	0.0%
2017	44.4%	53.7%	0.0%	1.9%	0.0%
2018	40.5%	56.8%	1.4%	0.0%	1.4%
2019	39.8%	58.0%	0.0%	2.3%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 67

Access to educational resources (e.g., library, electronic data bases) was conducive to learning.
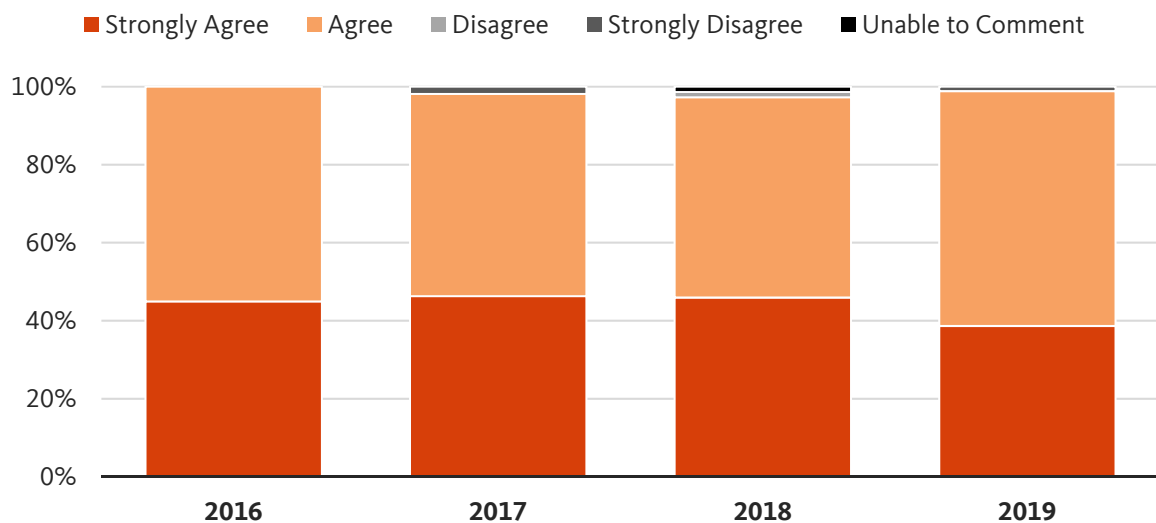

Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Graduating Student Survey, Question 68

During pharmacy practice experiences, access to educational resources (e.g., library, electronic data bases) was conducive to learning.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	40	49	0	0	0	89
2017	25	28	0	1	0	54
2018	34	38	1	0	1	74
2019	34	53	0	1	0	88

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	44.9%	55.1%	0.0%	0.0%	0.0%
2017	46.3%	51.9%	0.0%	1.9%	0.0%
2018	45.9%	51.4%	1.4%	0.0%	1.4%
2019	38.6%	60.2%	0.0%	1.1%	0.0%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Graduating Student Survey, Question 68

During pharmacy practice experiences, access to educational resources (e.g., library, electronic data bases) was conducive to learning.
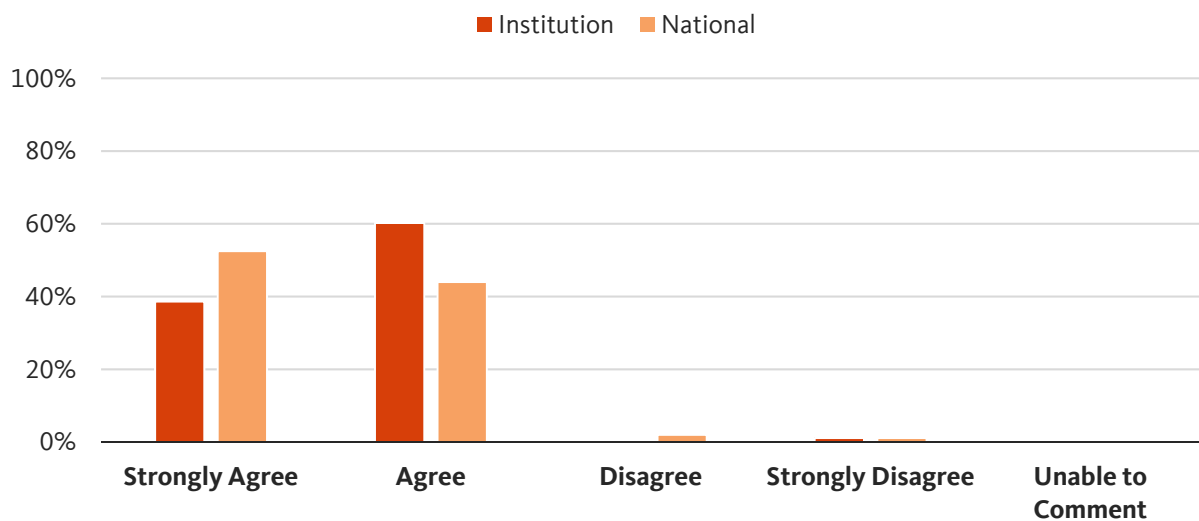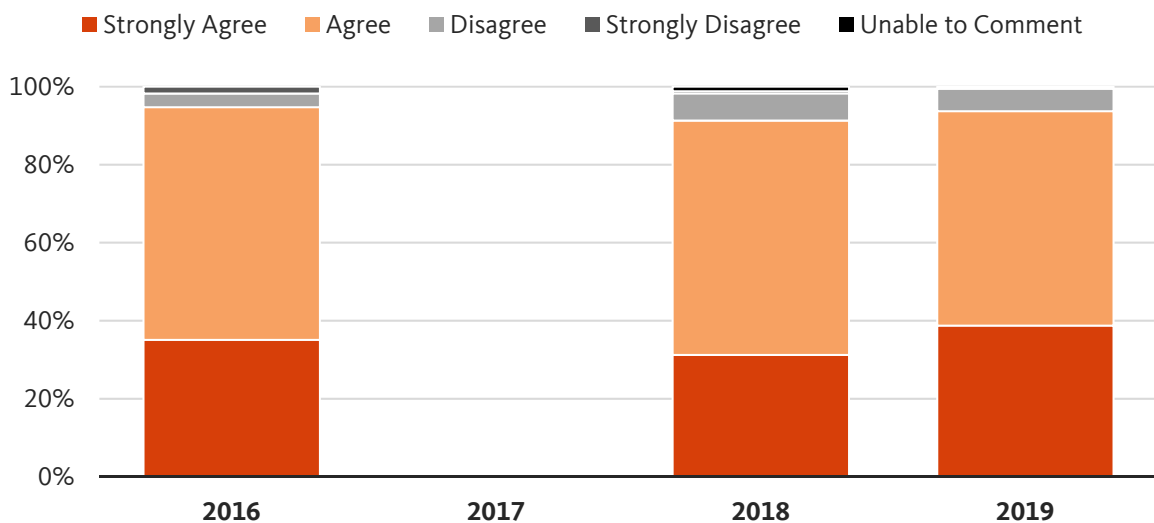

Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Preceptor Survey, Question 34

There are adequate facilities and resources at the practice site to precept students.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	34	2	1	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	54	104	12	1	2	173
2019	74	105	11	0	1	191

Response Percent (%)

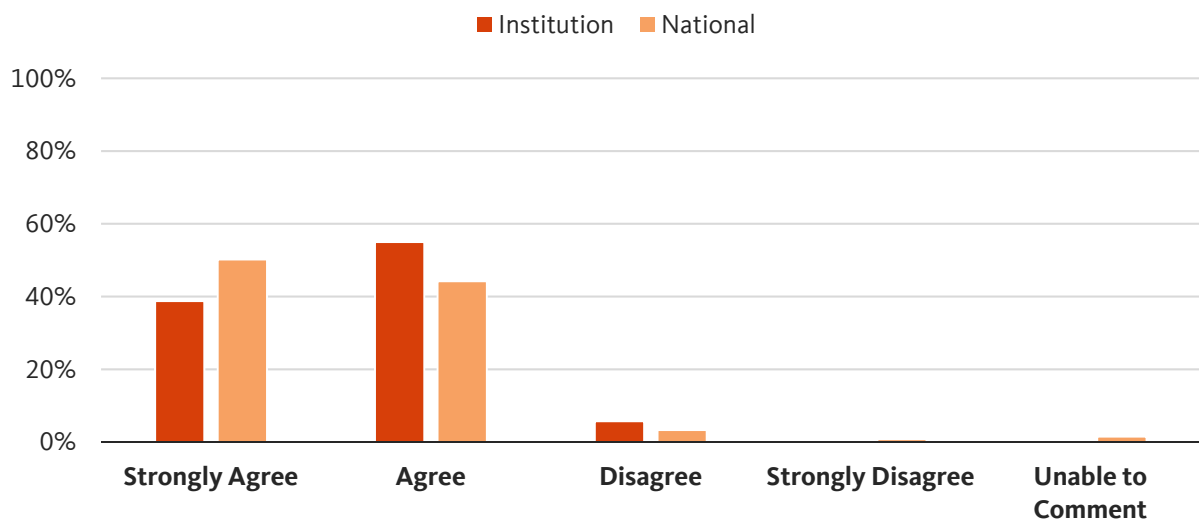| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	59.6%	3.5%	1.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.2%	60.1%	6.9%	0.6%	1.2%
2019	38.7%	55.0%	5.8%	0.0%	0.5%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart
Standard 21, Preceptor Survey, Question 34
There are adequate facilities and resources at the practice site to precept students.

■ Institution ■ National
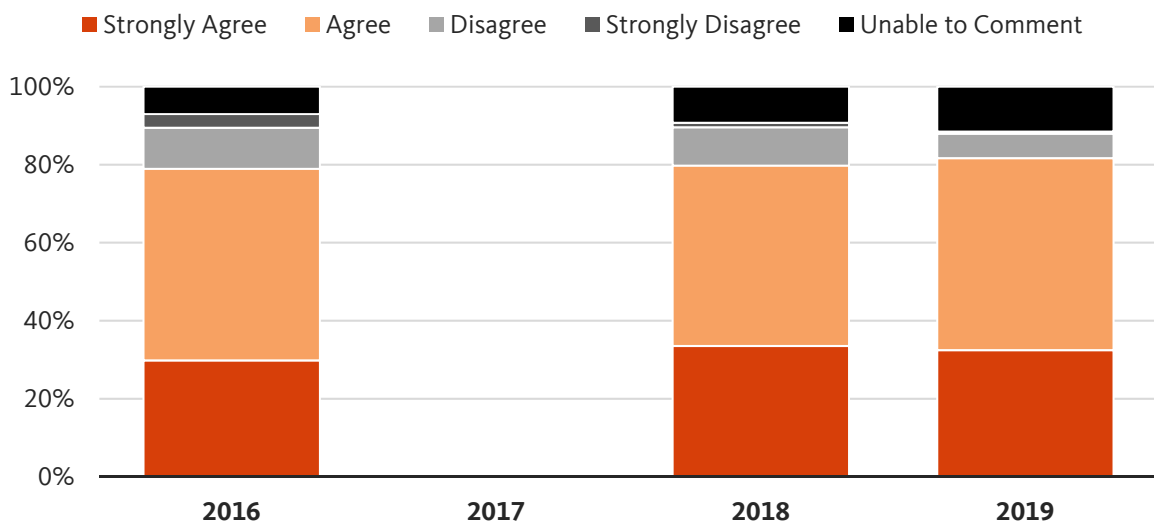

Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

Longitudinal Chart

Standard 21, Preceptor Survey, Question 35

The college/school provides me with access to library and educational resources.

Legend: Strongly Agree · Agree · Disagree · Strongly Disagree · Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	17	28	6	2	4	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	58	80	17	2	16	173
2019	62	94	12	1	22	191

Response Percent (%)

| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.8%	49.1%	10.5%	3.5%	7.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	33.5%	46.2%	9.8%	1.2%	9.2%
2019	32.5%	49.2%	6.3%	0.5%	11.5%

Charts & Tables

Physical Facilities and Educational Resources

National vs. Institution Chart

Standard 21, Preceptor Survey, Question 35

The college/school provides me with access to library and educational resources.
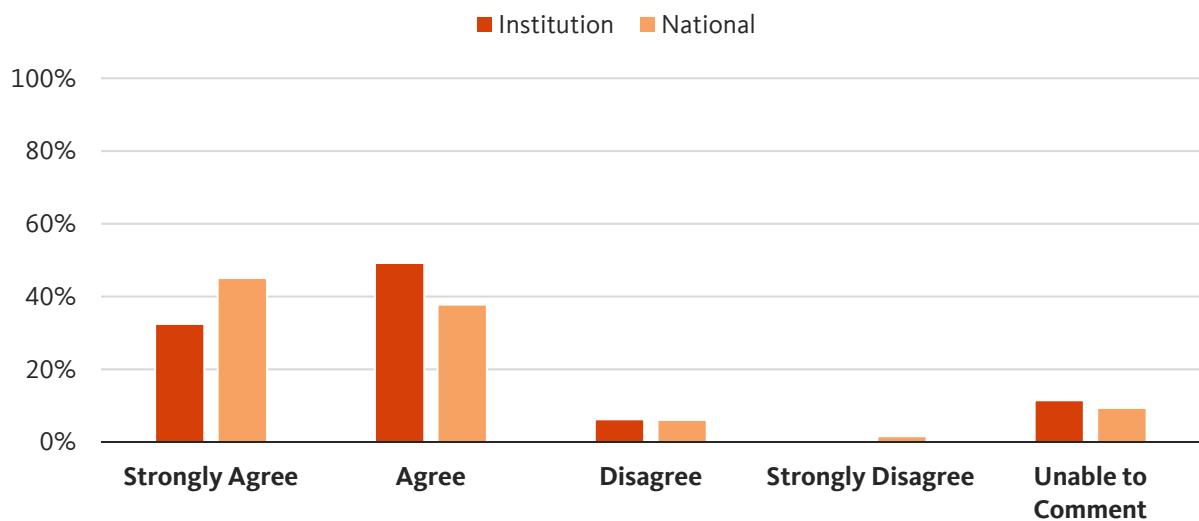
Optional Comments:

Charts & Tables

Physical Facilities and Educational Resources

👁 Recommended Monitoring
Standard 21

If applicable, briefly describe issues or elements of the standard that may require further monitoring.

Comments:

The faculty expressed concerns regarding the adequacy of facilities. Further investigation will be conducted to clarify specifics, but the assumption is that most concerns relate to the Corvallis campus. Graduating students are generally more positive on facilities and technology. One interpretation is that facilities are adequate, not ideal, as experienced by students across the four years. Faculty, especially those in Corvallis, are increasingly frustrated with the pace at which improvements to teaching and research resources have progressed in recent years. Since the survey, a new Dean has been identified and a number of improvements were made to the structure, air conditioning in the Pharmacy building were addressed with rebuilt central unit, and funds were secured by the Dean to begin work to air conditioning the main lecture hall. Faculty in Weniger have individual office AC units. Efforts to identify and implement additional improvements are ongoing.

Practice Facilities

Data Views and Standardized Tables

Standard

A 22

Charts & Tables

Eligibility and Reporting Requirements

No Data Views or Standardized Tables for this Standard

Financial Resources

Data Views and Standardized Tables
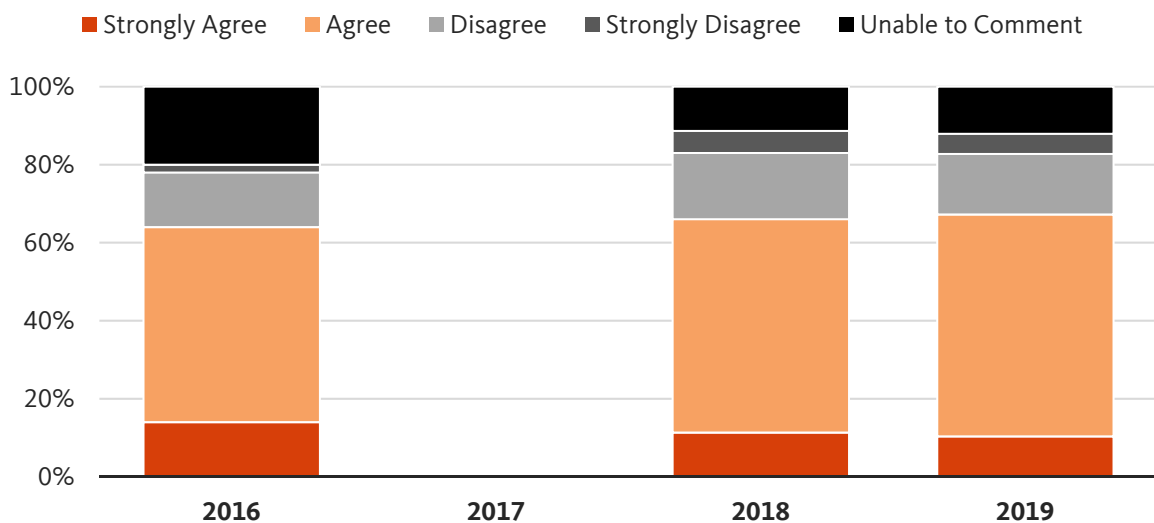
Standard

A 23

Charts & Tables

Financial Resources

Longitudinal Chart

Standard 23, Faculty Survey, Question 27

The college or school has resources to effectively address research/scholarship needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	7	25	7	1	10	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	6	29	9	3	6	53
2019	6	33	9	3	7	58

Response Percent (%)

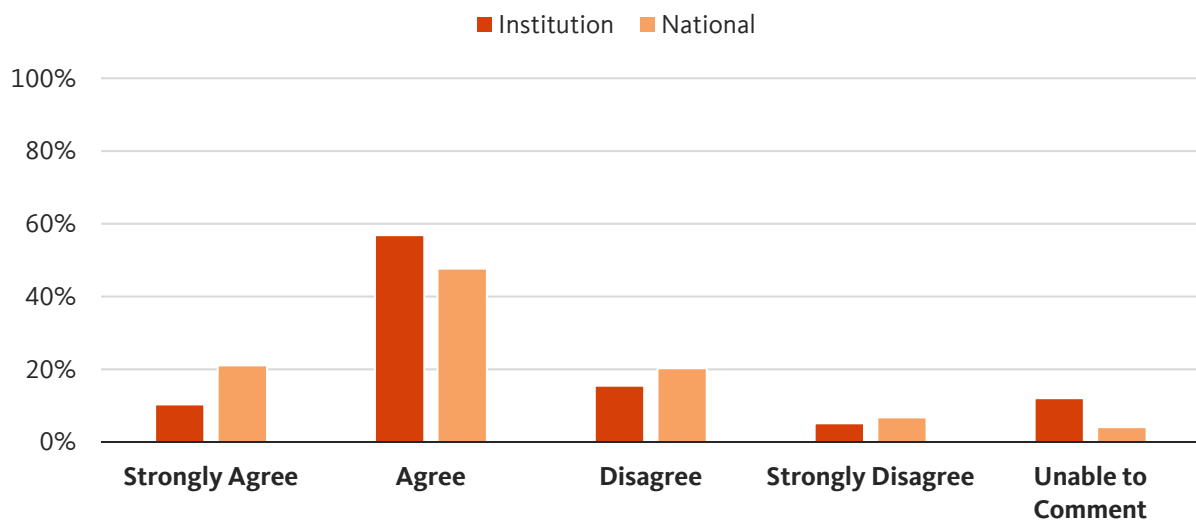| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	14.0%	50.0%	14.0%	2.0%	20.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	11.3%	54.7%	17.0%	5.7%	11.3%
2019	10.3%	56.9%	15.5%	5.2%	12.1%

Charts & Tables

Financial Resources

National vs. Institution Chart

Standard 23, Faculty Survey, Question 27

The college or school has resources to effectively address research/scholarship needs.

Optional Comments:

On par with national results. None-the-less, the level of disagreement is concerning. Laboratories in Portland are state of the art, and in Corvallis were remodeled with involvement of PIs over the past decade. Physical plant concerns in Corvallis, primarily air conditioning, have been challenging. Continuation of policies for bridge or pilot project funding are yet to be defined with new leadership. Computational storage capacity has also been a concern. Since the survey, a new Dean has been identified and has verified research and scholarship will continue to be a priority. The Dean was able to secure funds from the University to expand computational storage capacity and upgrade air conditioning in the Pharmacy building's main classroom and laboratories/offices. The Strategic Plan has a continued focus on supporting research and scholarship, and external research funding in the past year is at an all time high for the College.
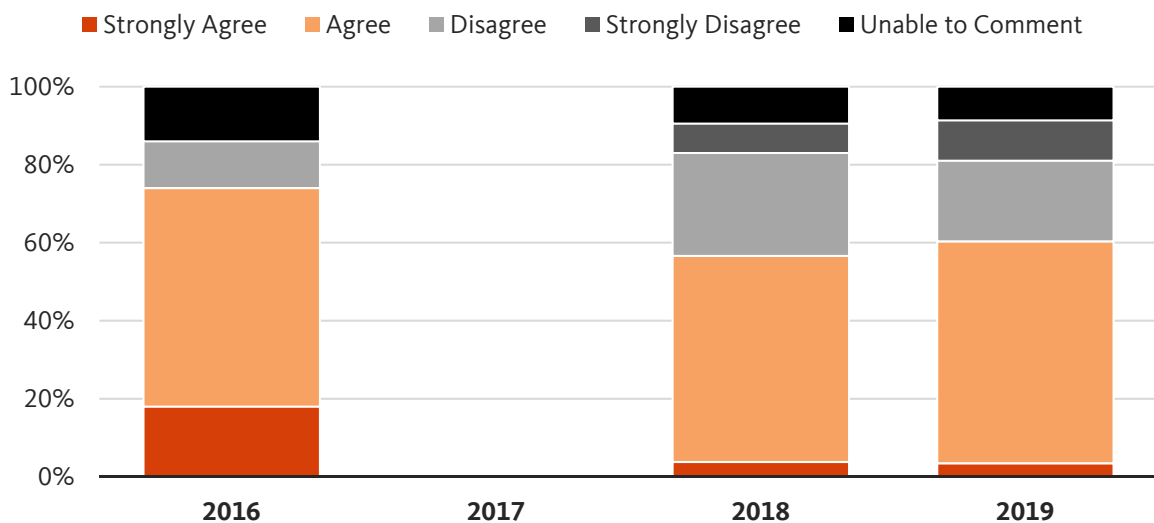
Charts & Tables

Financial Resources

Longitudinal Chart

Standard 23, Faculty Survey, Question 28

The college or school has resources to effectively address instructional technology needs.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	9	28	6	0	7	50
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	2	28	14	4	5	53
2019	2	33	12	6	5	58

Response Percent (%)

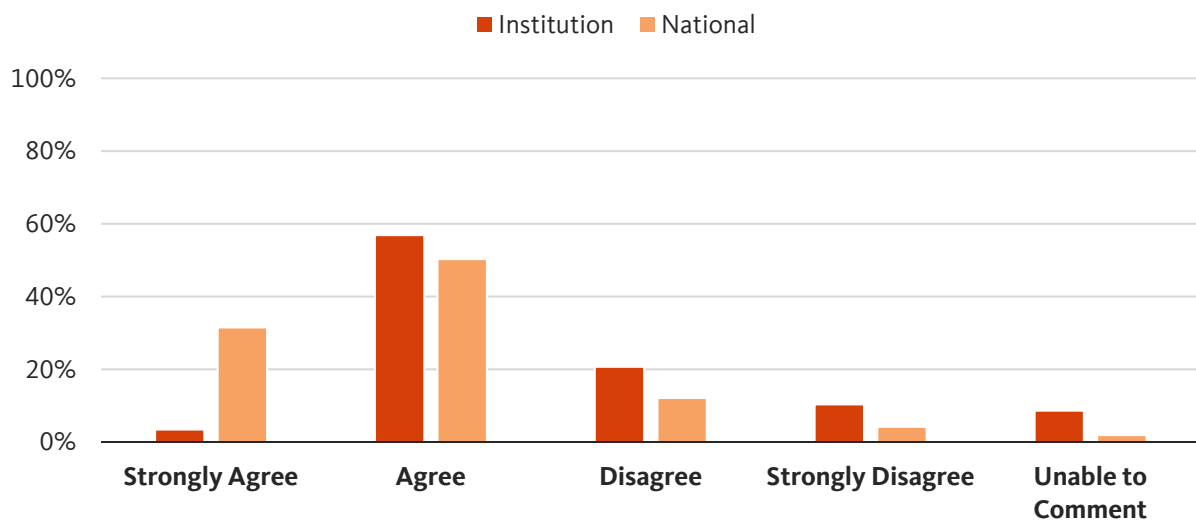| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	18.0%	56.0%	12.0%	0.0%	14.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	3.8%	52.8%	26.4%	7.5%	9.4%
2019	3.4%	56.9%	20.7%	10.3%	8.6%

Charts & Tables

Financial Resources

National vs. Institution Chart

Standard 23, Faculty Survey, Question 28

The college or school has resources to effectively address instructional technology needs.

Optional Comments:

Technology is adequate, but not ideal. Portland and Corvallis campuses have 'lecture capture' for student access to lectures asynchronously. The primary lecture hall in Corvallis is dated, but is identified by the University as an 'enhanced ' lecture facility with appropriate tools to deliver contemporary lectures. Across campus are more enhanced facilities that can support, for example, real time two way communications and these are occasionally used for seminars. Pharmacy students have generally preferred to use facilities in or very near the Pharmacy building. For a small cohort of P3 students, that choose not to relocate to Portland, one way streaming of most lectures is used and students utilize alternative electronic communication tools to ask questions if needed. The College recently purchased access to TopHat as an active learning tool and further enhancements to improve pedagogical support are also proposed in the strategic plan.
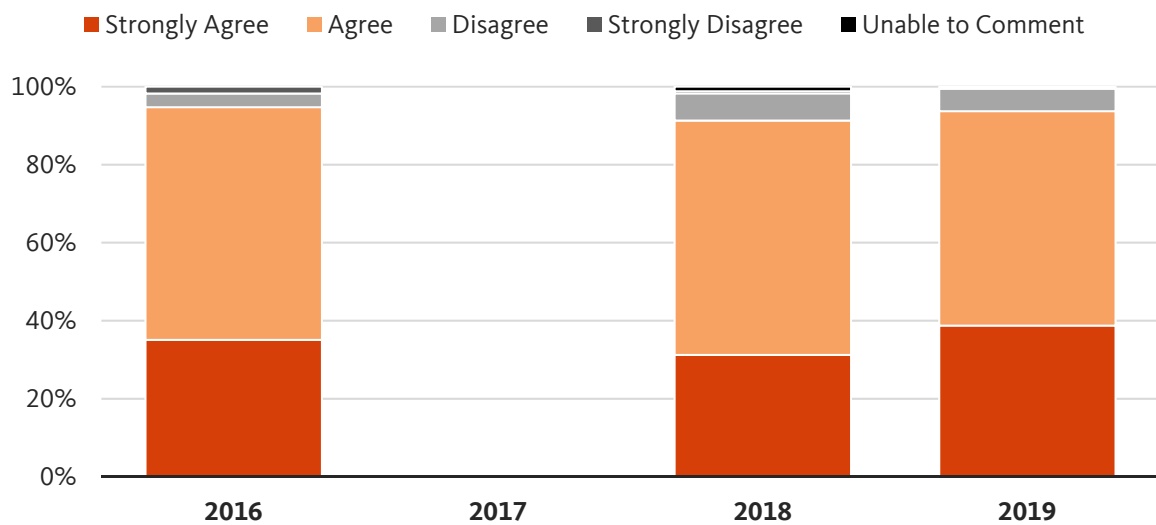
Charts & Tables

Financial Resources

🕐 Longitudinal Chart
Standard 23, Preceptor Survey, Question 34
There are adequate facilities and resources at the practice site to precept students.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	34	2	1	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	54	104	12	1	2	173
2019	74	105	11	0	1	191

Response Percent (%)

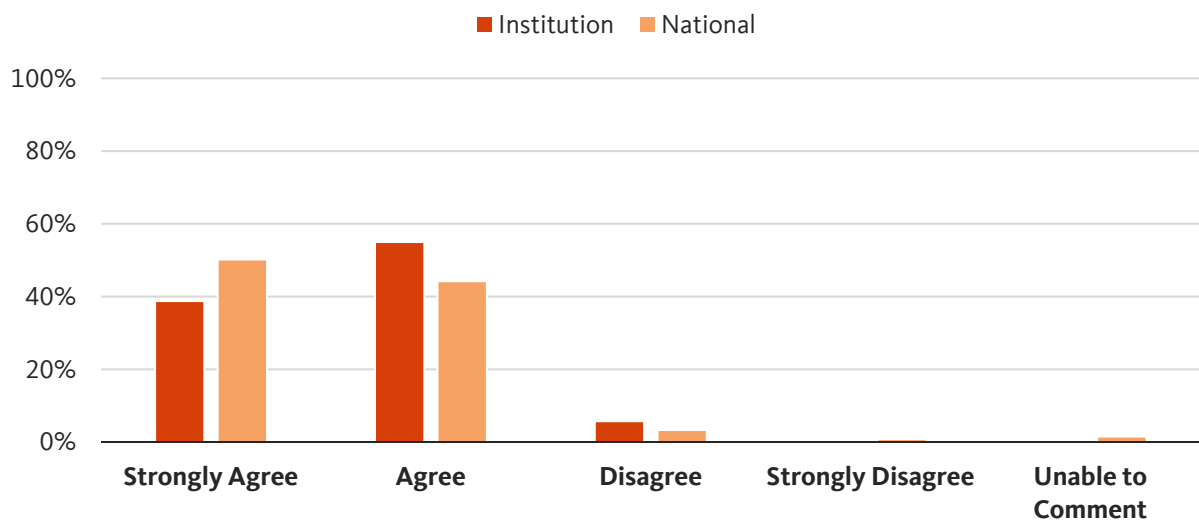| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	59.6%	3.5%	1.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.2%	60.1%	6.9%	0.6%	1.2%
2019	38.7%	55.0%	5.8%	0.0%	0.5%

Charts & Tables

Financial Resources

◀▶ **National vs. Institution Chart**

Standard 23, Preceptor Survey, Question 34

There are adequate facilities and resources at the practice site to precept students.

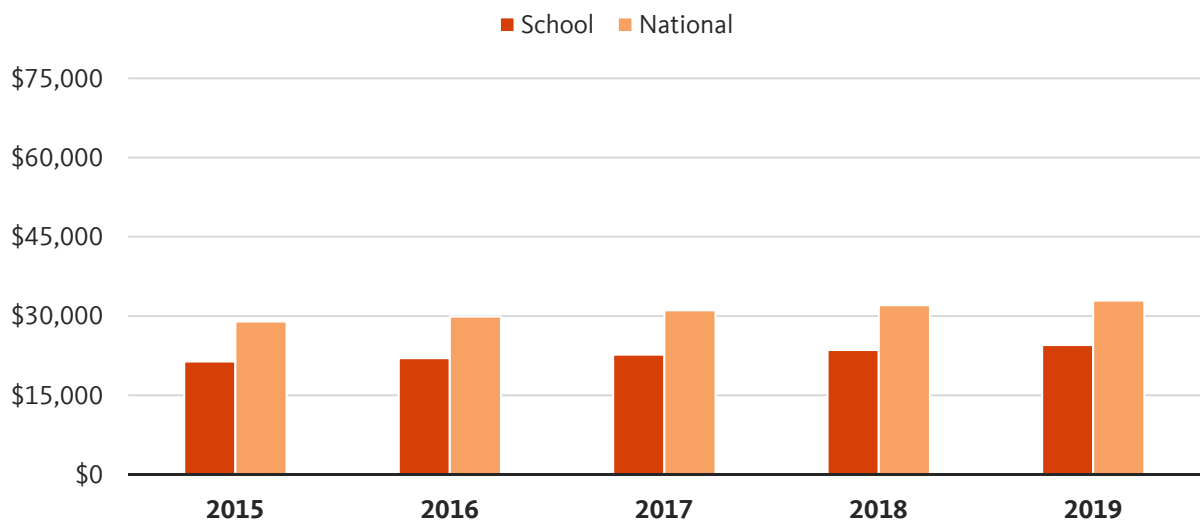

Optional Comments:

Charts & Tables

Financial Resources

Longitudinal Chart
Standard 23, In-State Tuition

In-state tuition for past five years compared to national data

Year	School	National
2015	21,384	28,956
2016	22,032	29,895
2017	22,680	31,074
2018	23,580	32,052
2019	24,516	32,922

Optional Comments

Compared to national data, our in-state tuition remains much lower, with an average difference of $10,000/year. Compared to peer institutions, our in-state tuition is still lower, with an average difference of $5,000/year. Compared to PAC-12 institutions, our tuition is the second lowest.
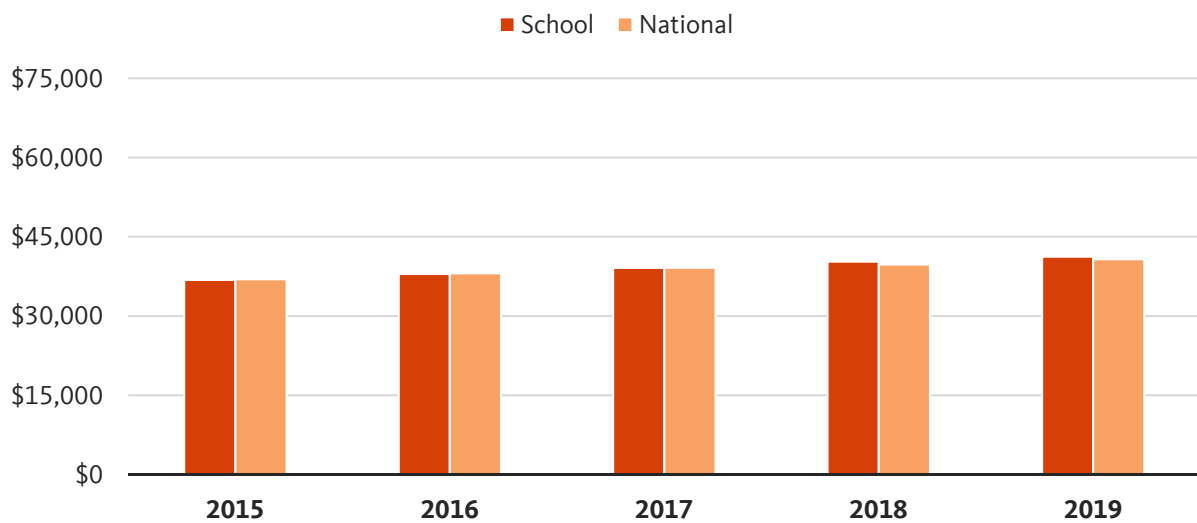
Charts & Tables

Financial Resources

Longitudinal Chart
Standard 23, In-State Tuition
In-state tuition for past five years compared to national data

Year	School	National
2015	36,828	36,961
2016	37,944	38,071
2017	39,096	39,130
2018	40,284	39,729
2019	41,220	40,752

Optional Comments

Our out-of-state tuition is comparable to the national data, both have increased over the previous years.
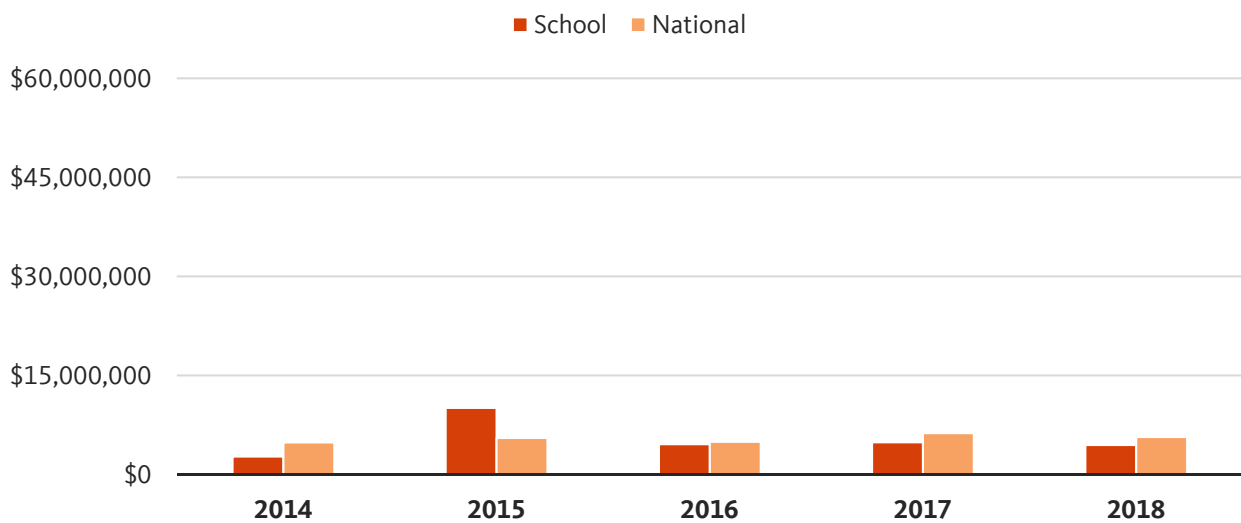
Charts & Tables

Financial Resources

Longitudinal Chart

Standard 23, Grant Funding

Grant funding for past five years compared to national data

Year	School	National
2014	2,715,381	4,853,567
2015	10,070,341	5,525,182
2016	4,592,984	4,941,501
2017	4,873,937	6,260,419
2018	4,468,050	5,661,781

Optional Comments

We have received a significant grant funding increase in recent years, from $2.7 million in 2014 to exceeding $4.4 million in 2018. We are now catching up to national data, from $4.8 million in 2014 to almost $5.7 million in 2018. Grants and contracts in 2019 totaled over $6 million.

Assessment of Elements: Educational Outcomes

Data Views and Standardized Tables
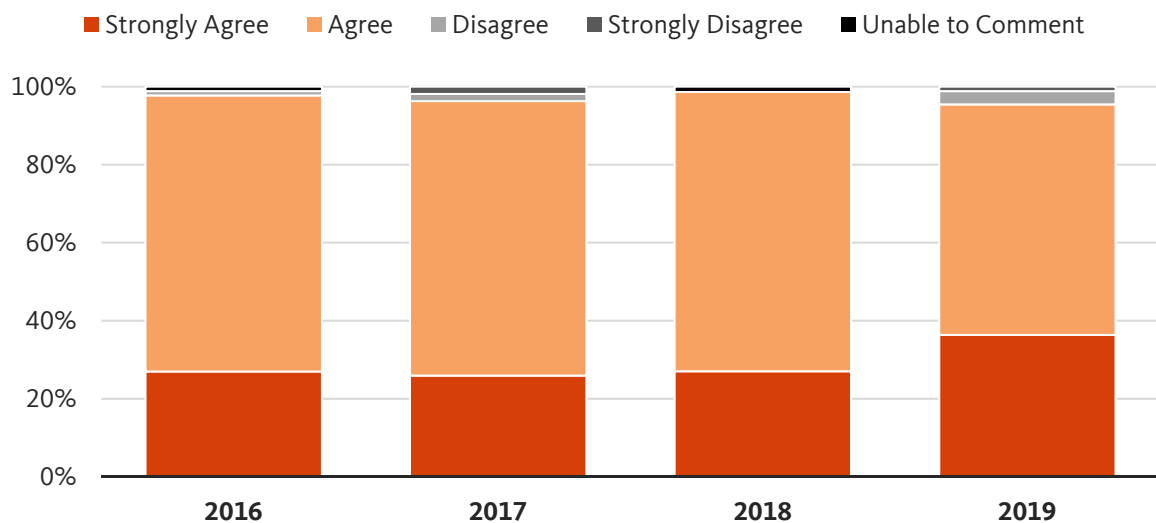
Standard

A **24**

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 4

The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	63	1	0	1	89
2017	14	38	1	1	0	54
2018	20	53	0	0	1	74
2019	32	52	3	1	0	88

Response Percent (%)

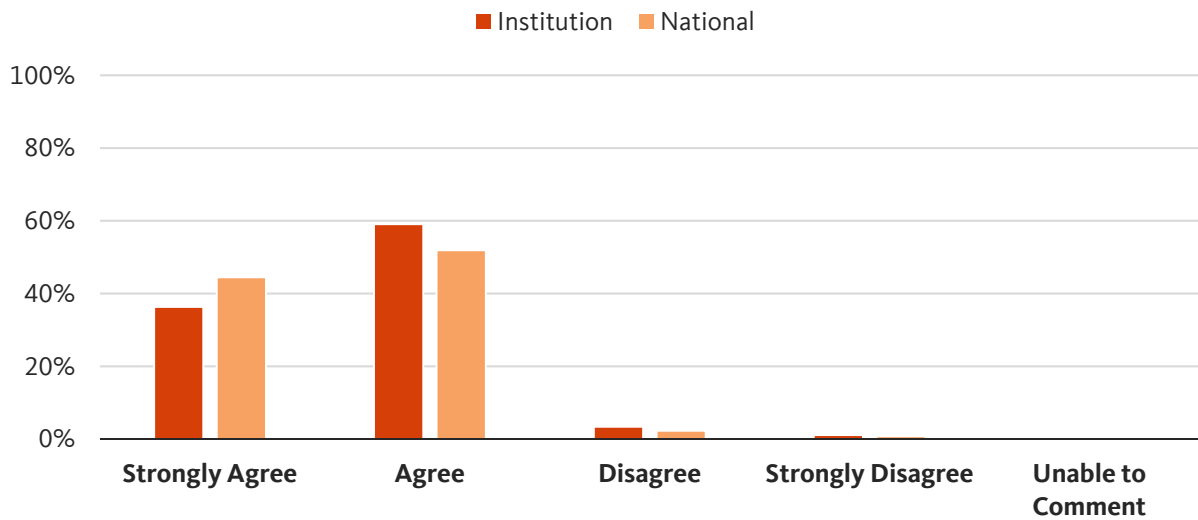| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	27.0%	70.8%	1.1%	0.0%	1.1%
2017	25.9%	70.4%	1.9%	1.9%	0.0%
2018	27.0%	71.6%	0.0%	0.0%	1.4%
2019	36.4%	59.1%	3.4%	1.1%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 4

The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

Optional Comments:

Charts & Tables

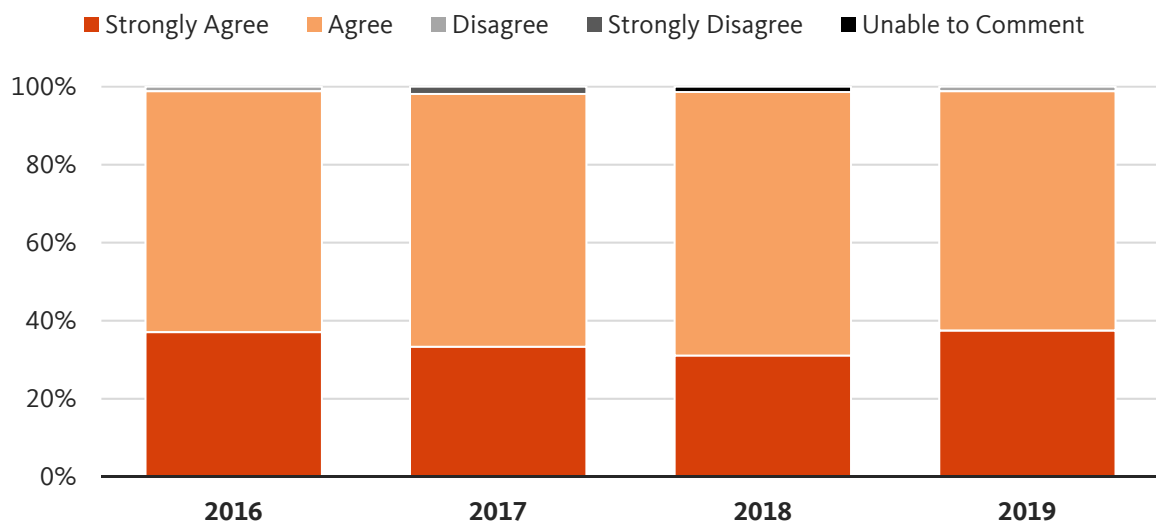## Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 5

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	33	55	1	0	0	89
2017	18	35	0	1	0	54
2018	23	50	0	0	1	74
2019	33	54	1	0	0	88

Response Percent (%)

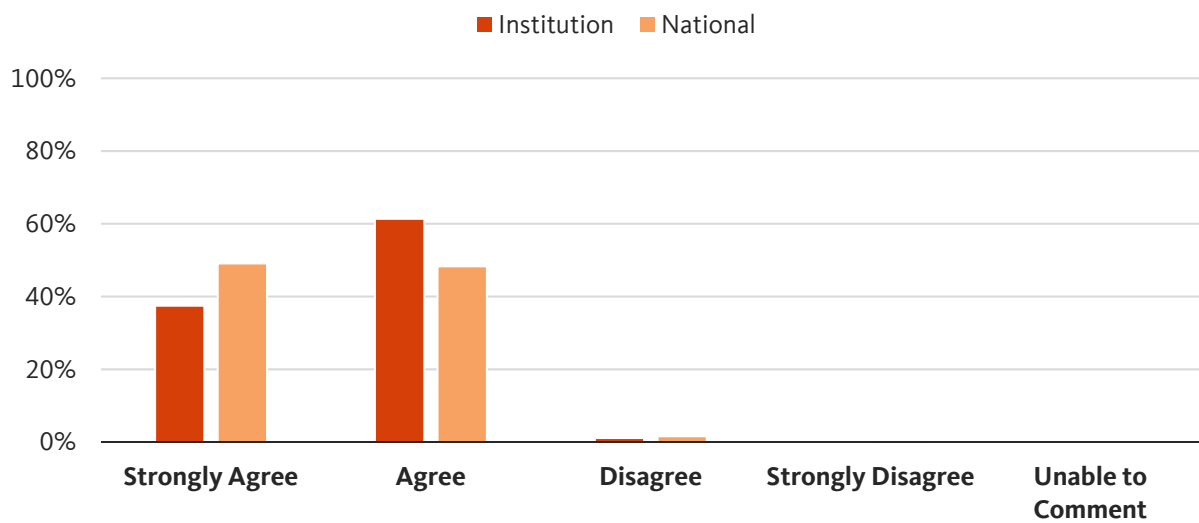| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	37.1%	61.8%	1.1%	0.0%	0.0%
2017	33.3%	64.8%	0.0%	1.9%	0.0%
2018	31.1%	67.6%	0.0%	0.0%	1.4%
2019	37.5%	61.4%	1.1%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 5

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.

■ Institution ■ National
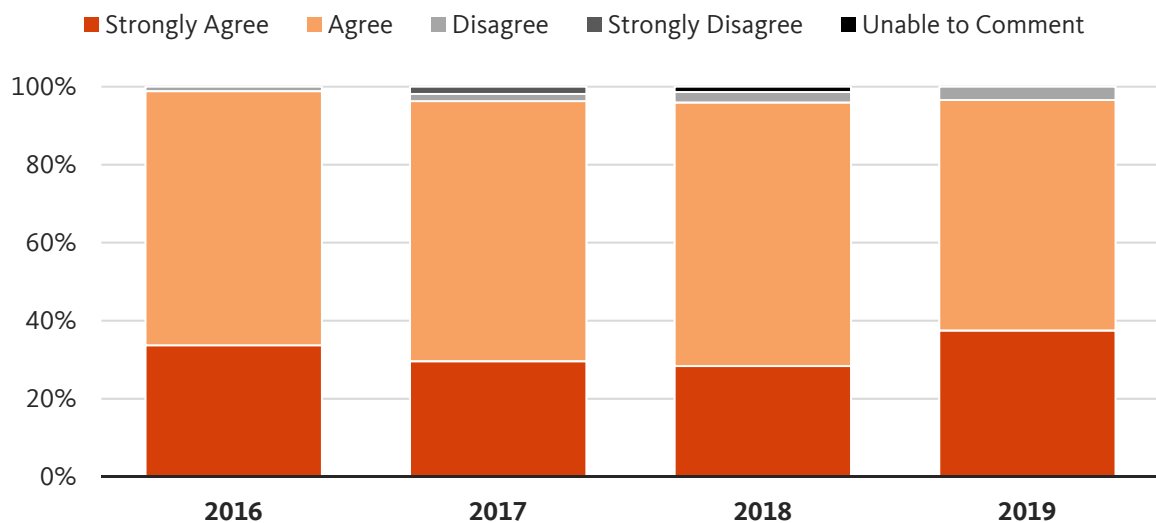

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Graduating Student Survey, Question 6

The Pharm.D. program prepared me to evaluate scientific literature.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	58	1	0	0	89
2017	16	36	1	1	0	54
2018	21	50	2	0	1	74
2019	33	52	3	0	0	88

Response Percent (%)

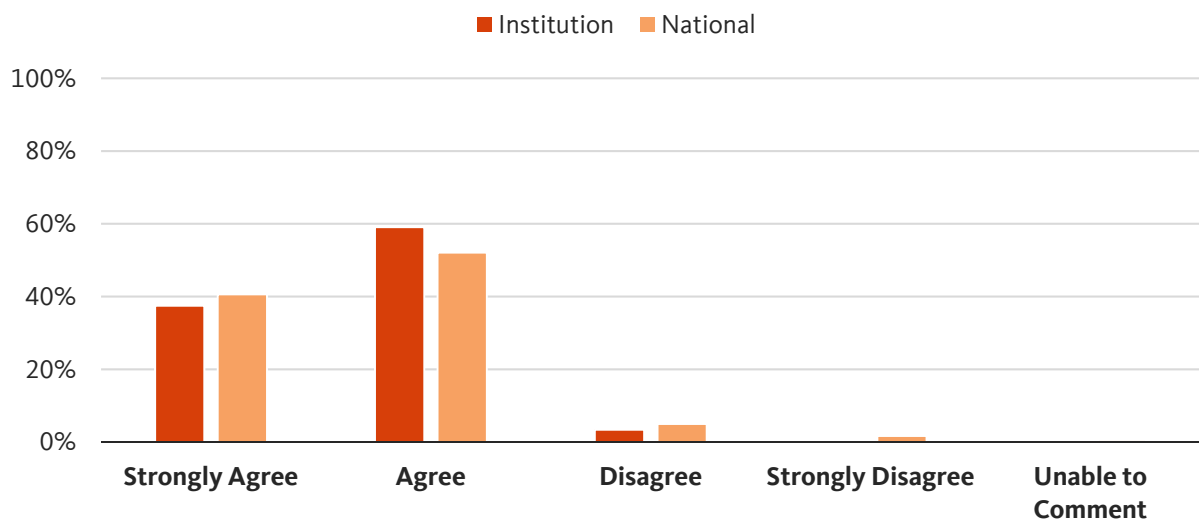| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.7%	65.2%	1.1%	0.0%	0.0%
2017	29.6%	66.7%	1.9%	1.9%	0.0%
2018	28.4%	67.6%	2.7%	0.0%	1.4%
2019	37.5%	59.1%	3.4%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 6

The Pharm.D. program prepared me to evaluate scientific literature.
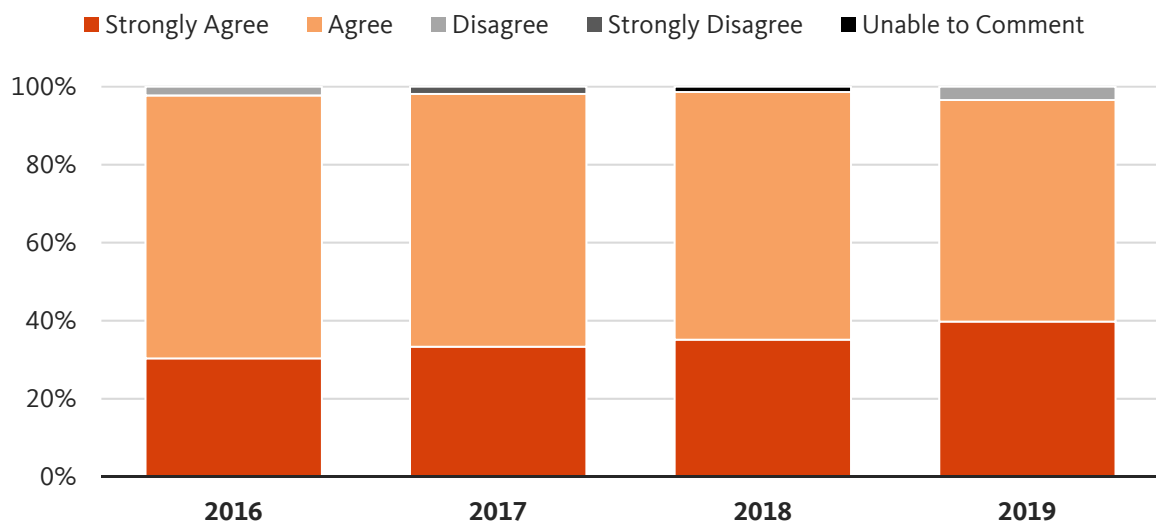

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 7

The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	60	2	0	0	89
2017	18	35	0	1	0	54
2018	26	47	0	0	1	74
2019	35	50	3	0	0	88

Response Percent (%)

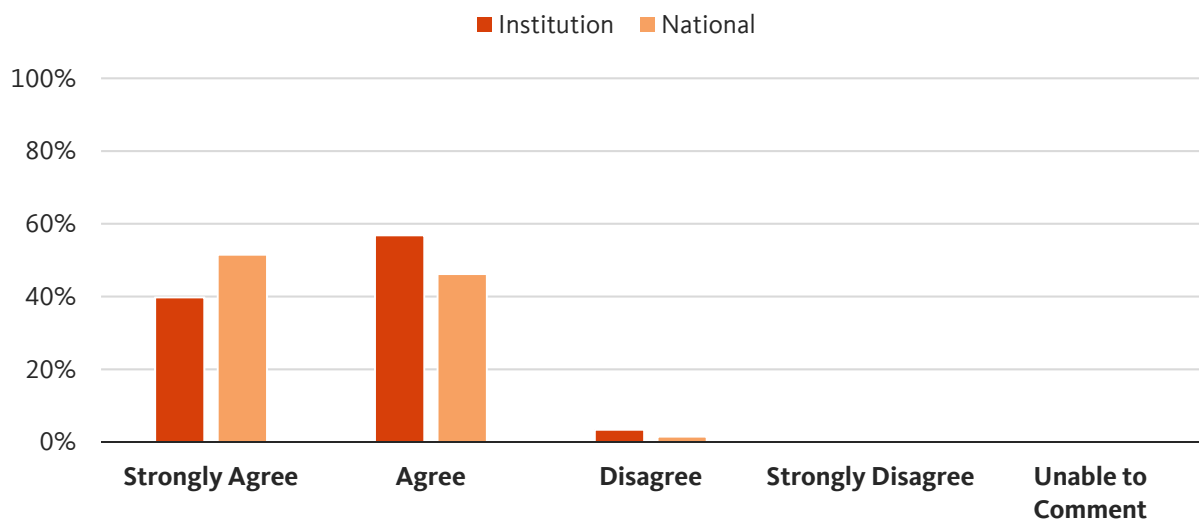| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	67.4%	2.2%	0.0%	0.0%
2017	33.3%	64.8%	0.0%	1.9%	0.0%
2018	35.1%	63.5%	0.0%	0.0%	1.4%
2019	39.8%	56.8%	3.4%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 7

The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

■ Institution ■ National

[Bar chart showing responses by category:
- Strongly Agree: Institution ~40%, National ~51%
- Agree: Institution ~56%, National ~46%
- Disagree: Institution ~3%, National ~1%
- Strongly Disagree: (none)
- Unable to Comment: (none)
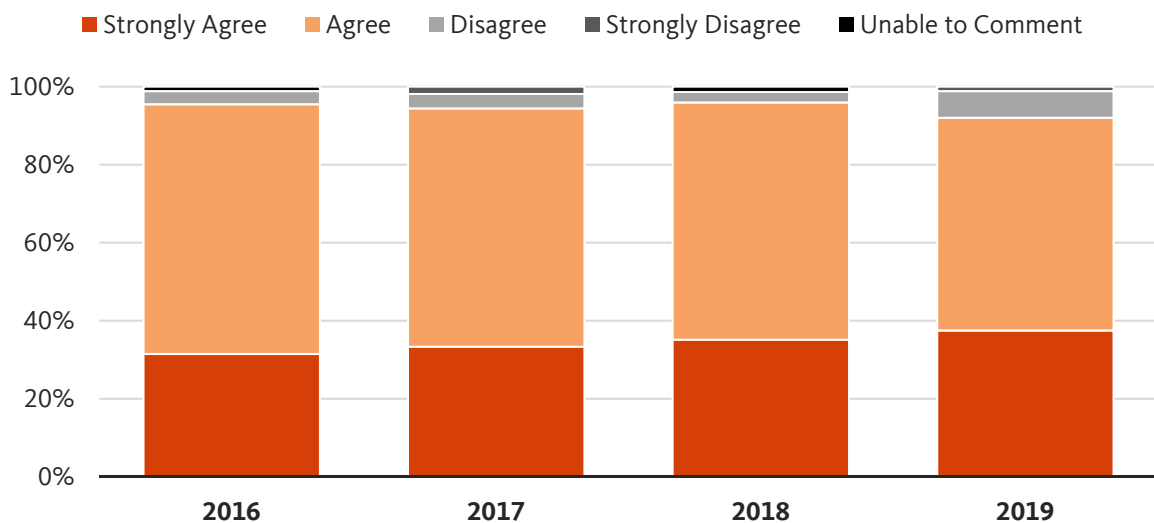Y-axis ranges from 0% to 100%]

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 8

The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	57	3	0	1	89
2017	18	33	2	1	0	54
2018	26	45	2	0	1	74
2019	33	48	6	1	0	88

Response Percent (%)

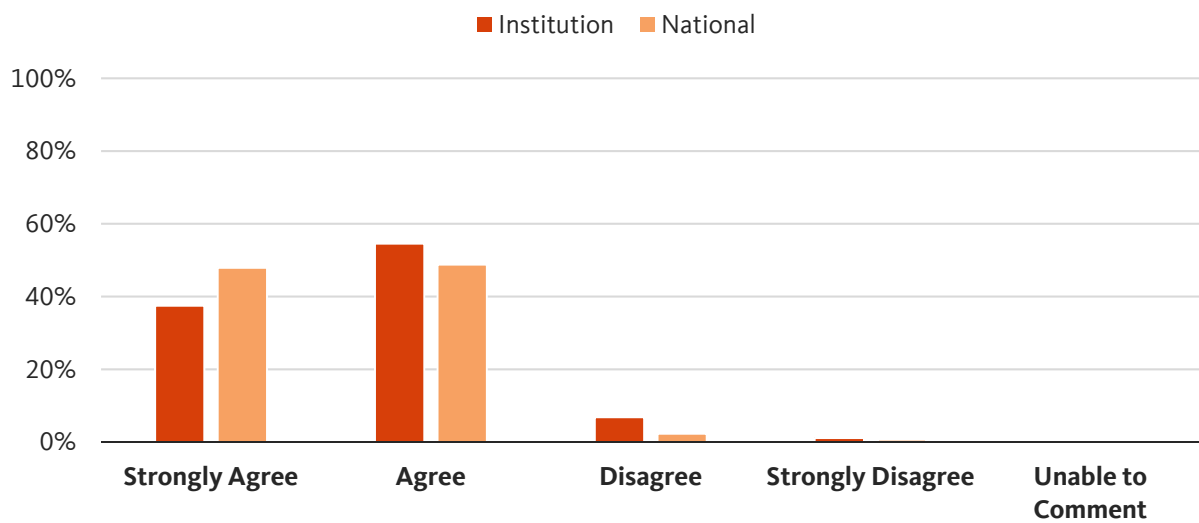| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	64.0%	3.4%	0.0%	1.1%
2017	33.3%	61.1%	3.7%	1.9%	0.0%
2018	35.1%	60.8%	2.7%	0.0%	1.4%
2019	37.5%	54.5%	6.8%	1.1%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 8

The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.
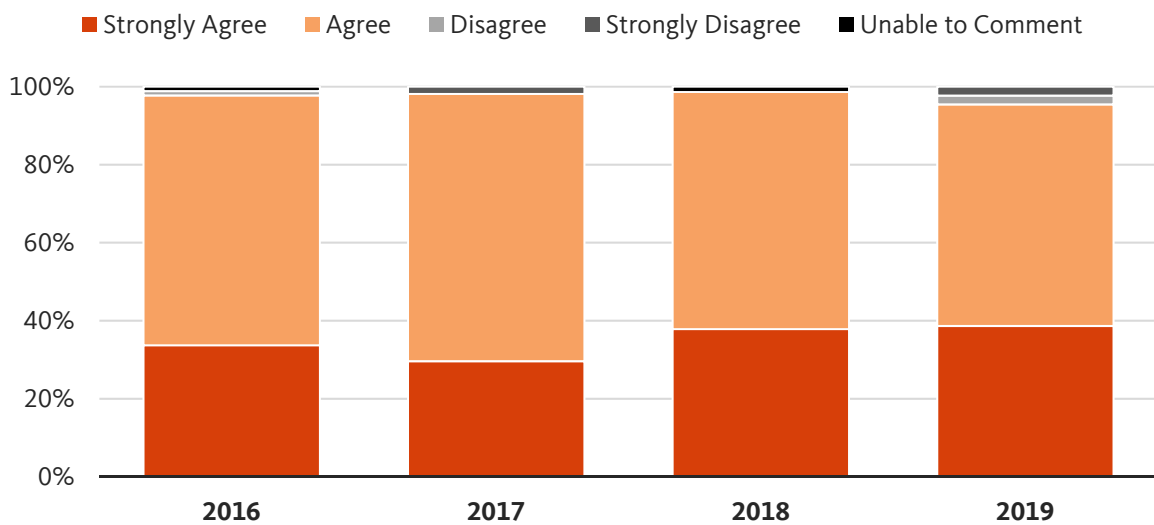
■ Institution   ■ National

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 9

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	57	1	0	1	89
2017	16	37	0	1	0	54
2018	28	45	0	0	1	74
2019	34	50	2	2	0	88

Response Percent (%)

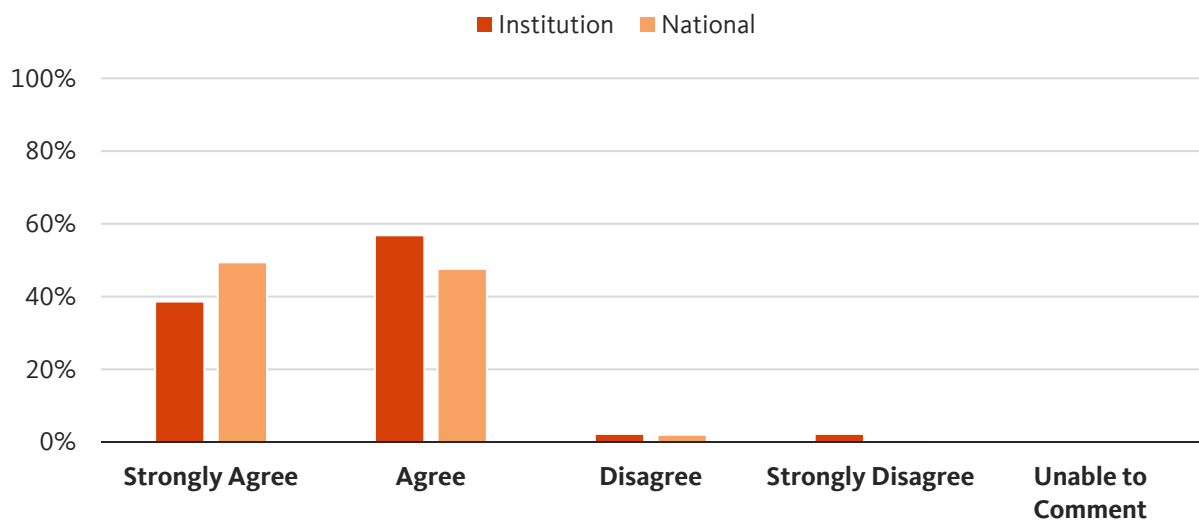| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.7%	64.0%	1.1%	0.0%	1.1%
2017	29.6%	68.5%	0.0%	1.9%	0.0%
2018	37.8%	60.8%	0.0%	0.0%	1.4%
2019	38.6%	56.8%	2.3%	2.3%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 9

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.
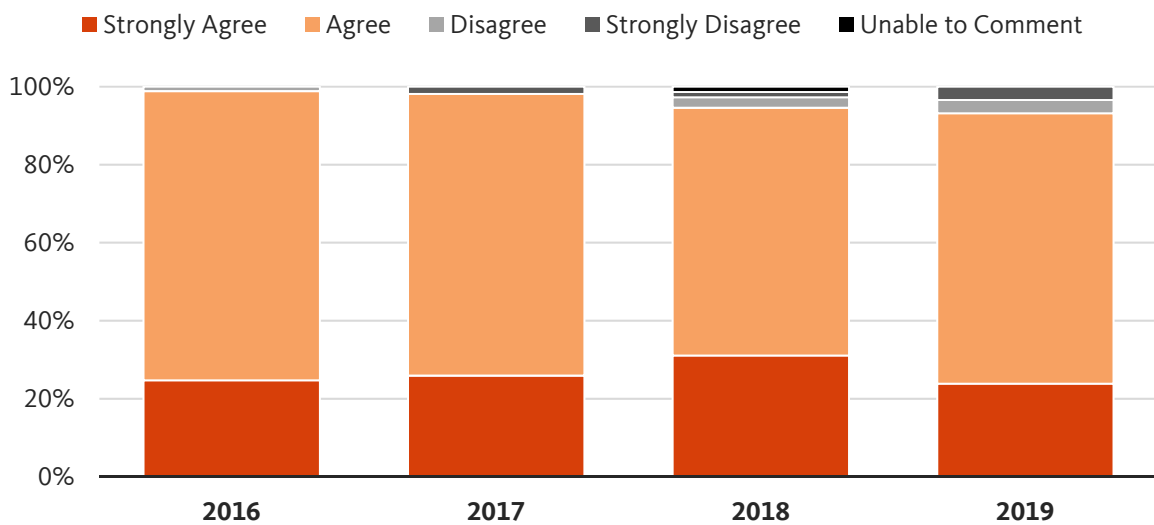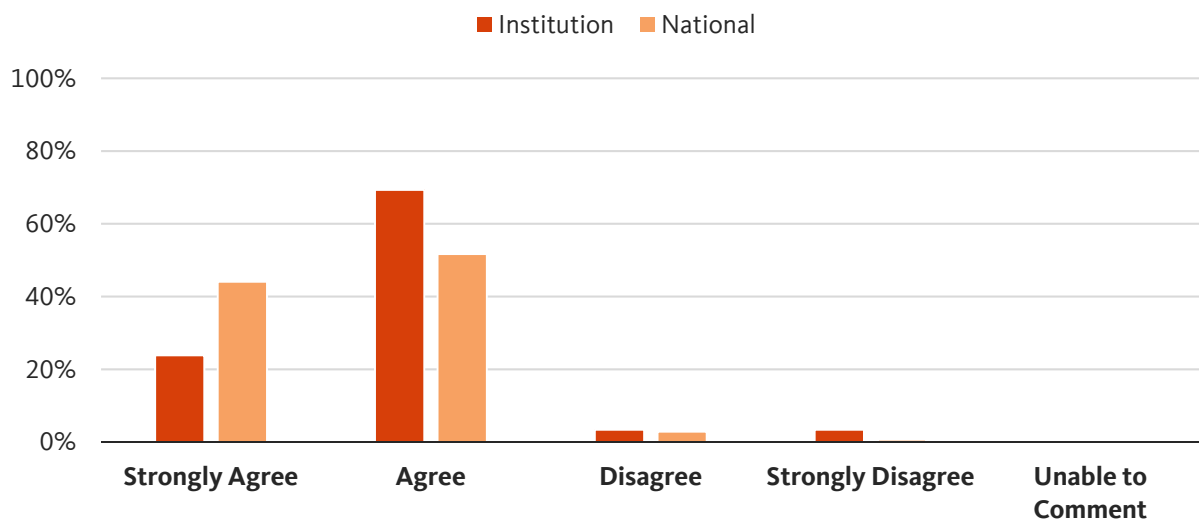

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 10

The Pharm.D. program prepared me to assess the health needs of a given patient population.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 10

The Pharm.D. program prepared me to assess the health needs of a given patient population.

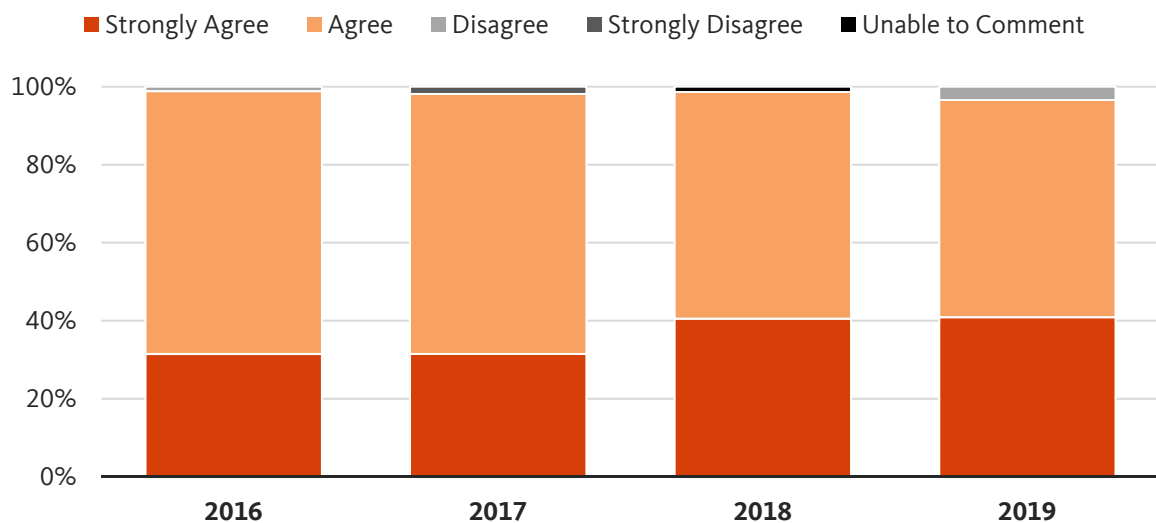**Optional Comments:**

Charts & Tables

Assessment Elements: Educational Outcomes

🕐 Longitudinal Chart
Standard 24, Graduating Student Survey, Question 11
The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	60	1	0	0	89
2017	17	36	0	1	0	54
2018	30	43	0	0	1	74
2019	36	49	3	0	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	67.4%	1.1%	0.0%	0.0%
2017	31.5%	66.7%	0.0%	1.9%	0.0%
2018	40.5%	58.1%	0.0%	0.0%	1.4%
2019	40.9%	55.7%	3.4%	0.0%	0.0%

Charts & Tables

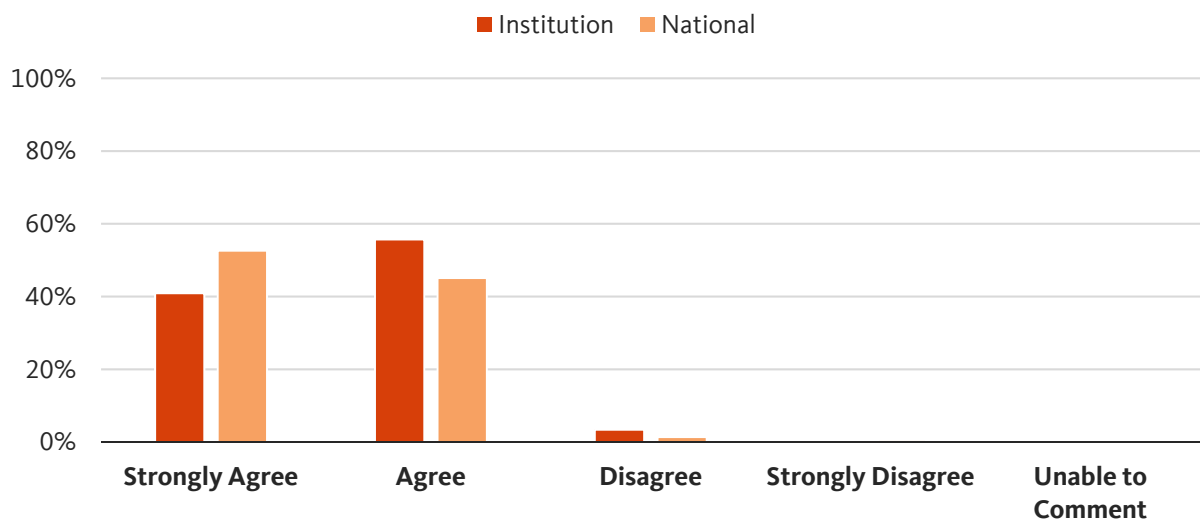## Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 11

The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.
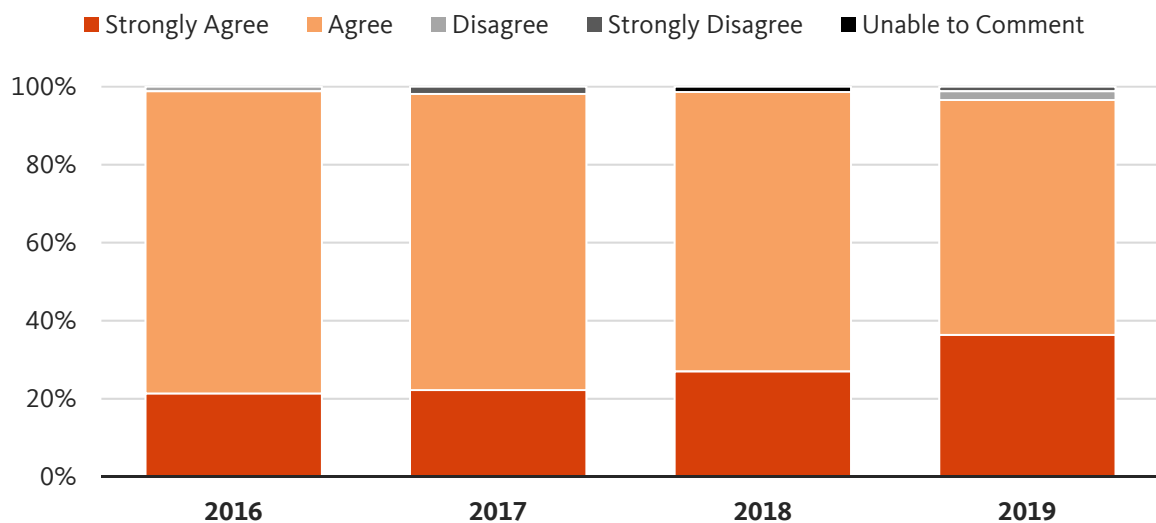

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Graduating Student Survey, Question 12

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	69	1	0	0	89
2017	12	41	0	1	0	54
2018	20	53	0	0	1	74
2019	32	53	2	1	0	88

Response Percent (%)

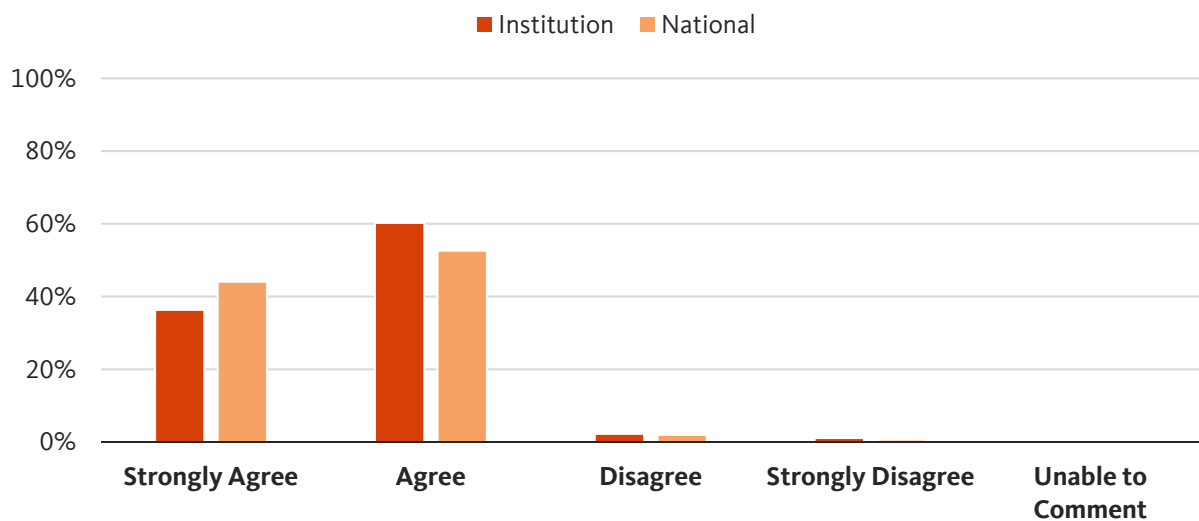| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.3%	77.5%	1.1%	0.0%	0.0%
2017	22.2%	75.9%	0.0%	1.9%	0.0%
2018	27.0%	71.6%	0.0%	0.0%	1.4%
2019	36.4%	60.2%	2.3%	1.1%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 12

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.
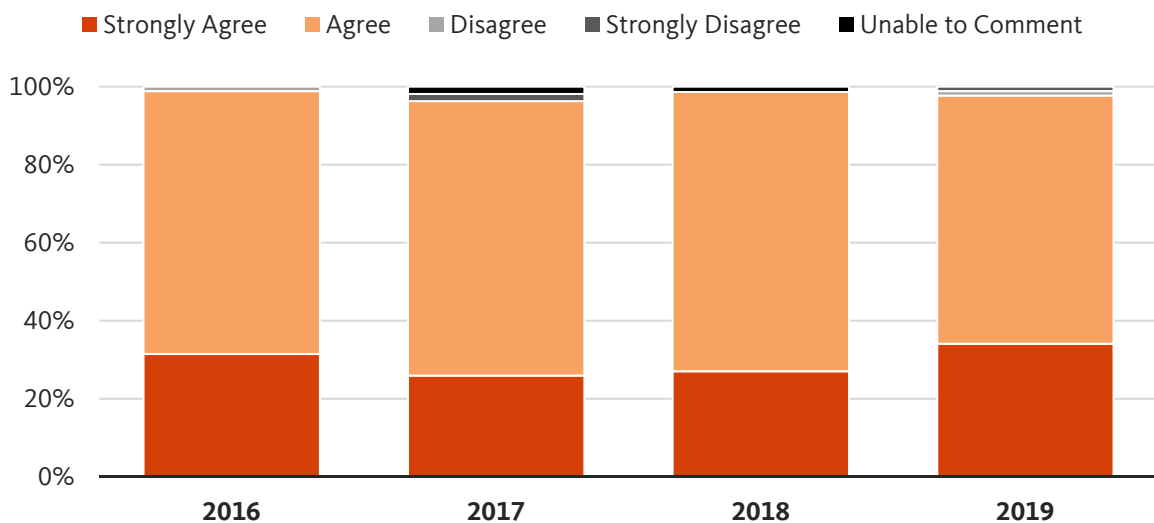

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 13

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	60	1	0	0	89
2017	14	38	0	1	1	54
2018	20	53	0	0	1	74
2019	30	56	1	1	0	88

Response Percent (%)

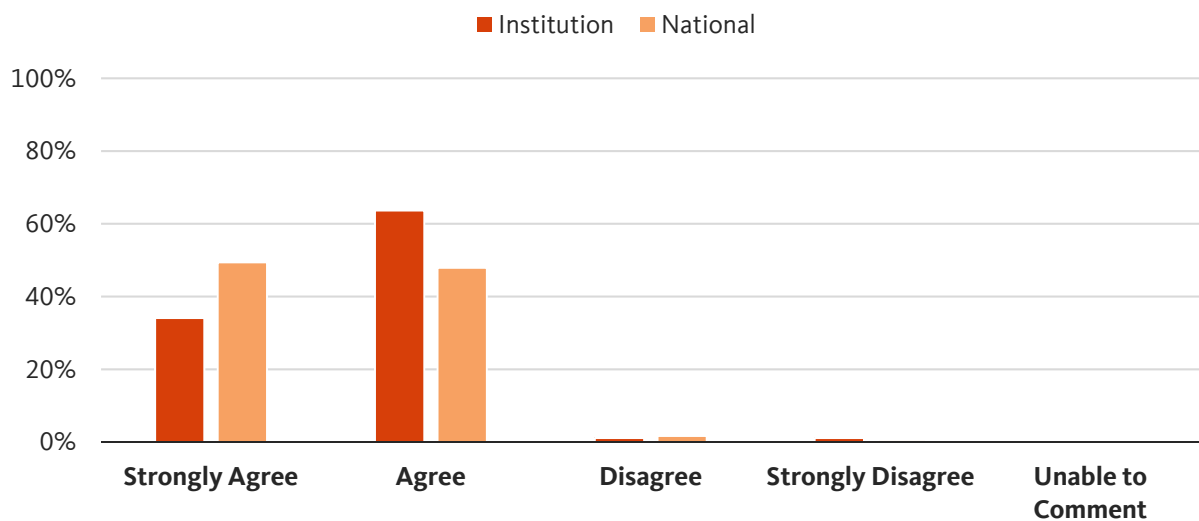| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	31.5%	67.4%	1.1%	0.0%	0.0%
2017	25.9%	70.4%	0.0%	1.9%	1.9%
2018	27.0%	71.6%	0.0%	0.0%	1.4%
2019	34.1%	63.6%	1.1%	1.1%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 13

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Optional Comments:

Charts & Tables
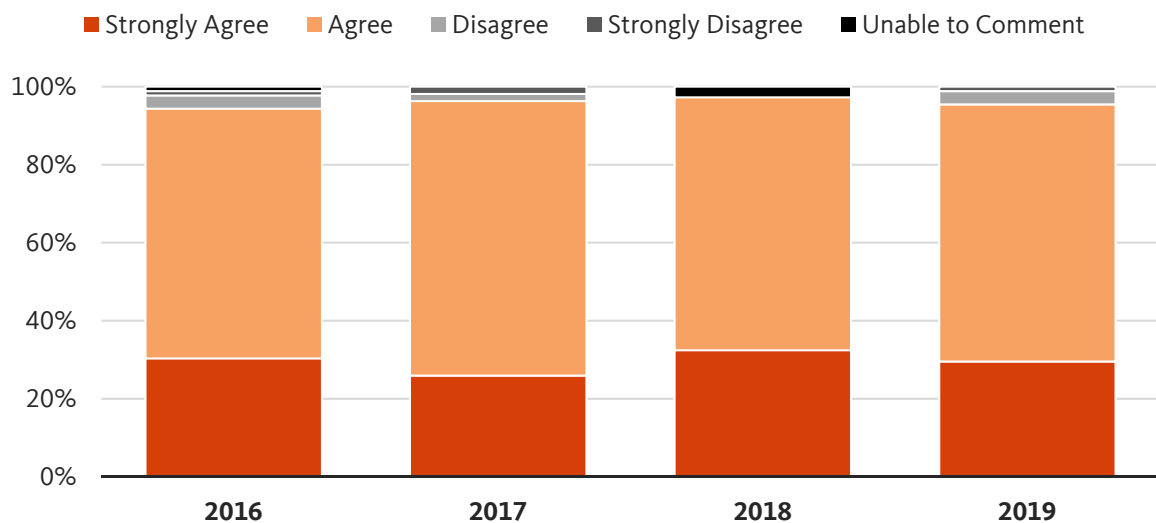
Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Graduating Student Survey, Question 14

The Pharm.D. program prepared me to advocate for the patient's best interest.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	57	3	1	1	89
2017	14	38	1	1	0	54
2018	24	48	0	0	2	74
2019	26	58	3	1	0	88

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	64.0%	3.4%	1.1%	1.1%
2017	25.9%	70.4%	1.9%	1.9%	0.0%
2018	32.4%	64.9%	0.0%	0.0%	2.7%
2019	29.5%	65.9%	3.4%	1.1%	0.0%

Charts & Tables

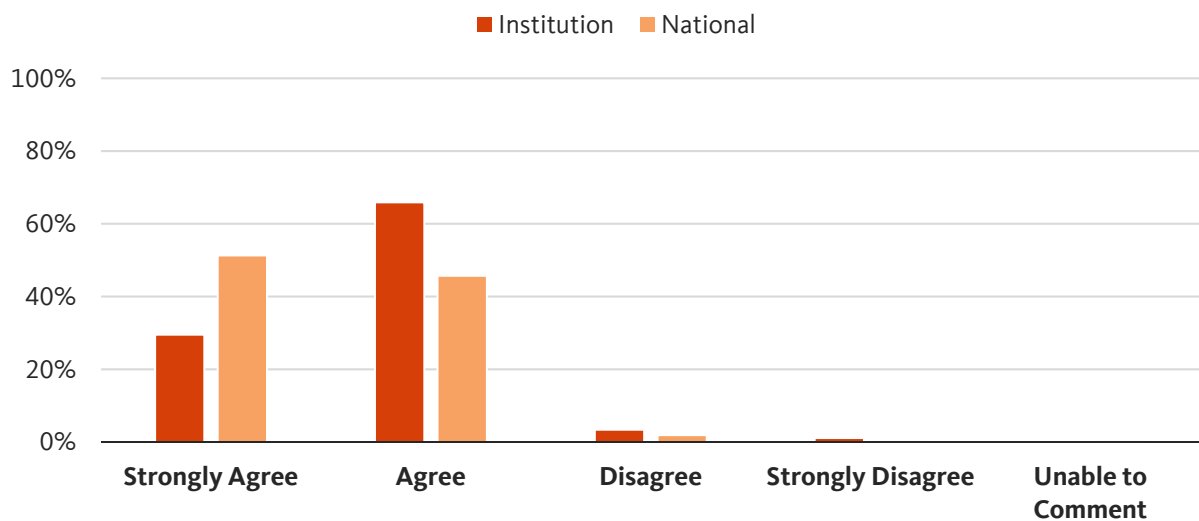## Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 14

The Pharm.D. program prepared me to advocate for the patient's best interest.

■ Institution ■ National
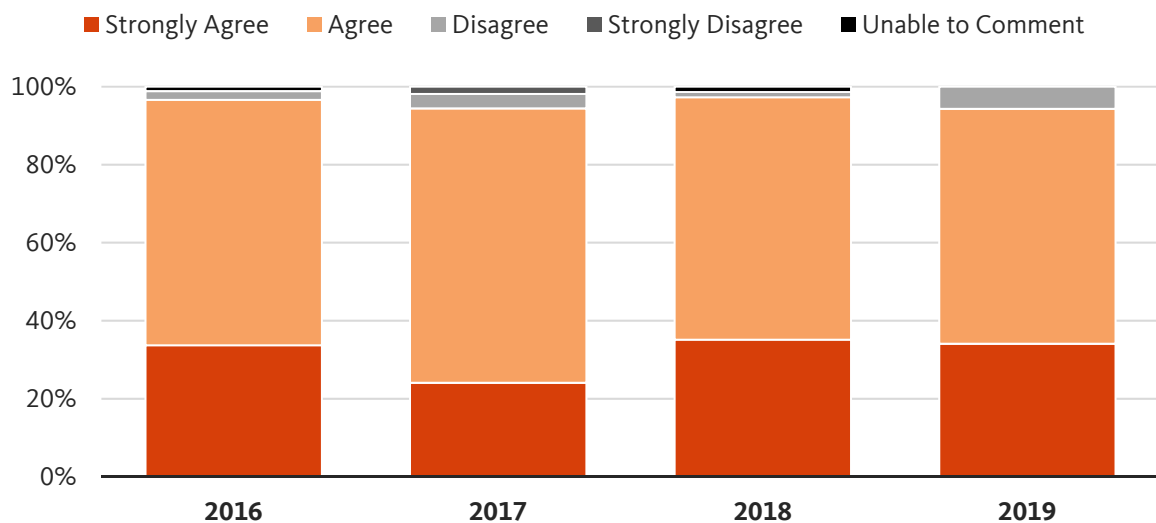
Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

🕐 Longitudinal Chart

Standard 24, Graduating Student Survey, Question 15

The Pharm.D. program prepared me to engage as a member of an interprofessional healthcare team.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	56	2	0	1	89
2017	13	38	2	1	0	54
2018	26	46	1	0	1	74
2019	30	53	5	0	0	88

Response Percent (%)

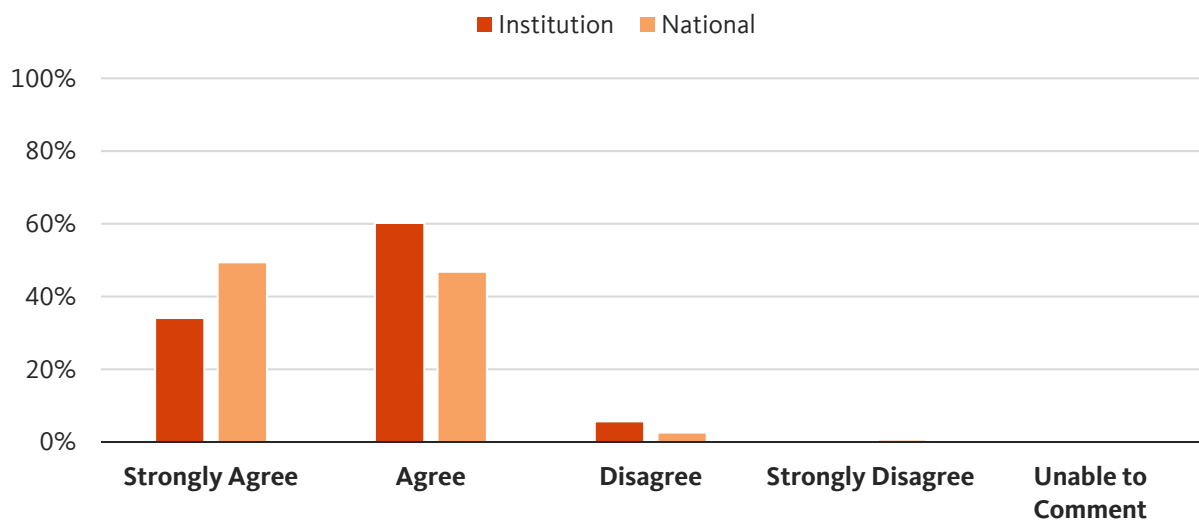| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.7%	62.9%	2.2%	0.0%	1.1%
2017	24.1%	70.4%	3.7%	1.9%	0.0%
2018	35.1%	62.2%	1.4%	0.0%	1.4%
2019	34.1%	60.2%	5.7%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 15

The Pharm.D. program prepared me to engage as a member of an interprofessional healthcare team.
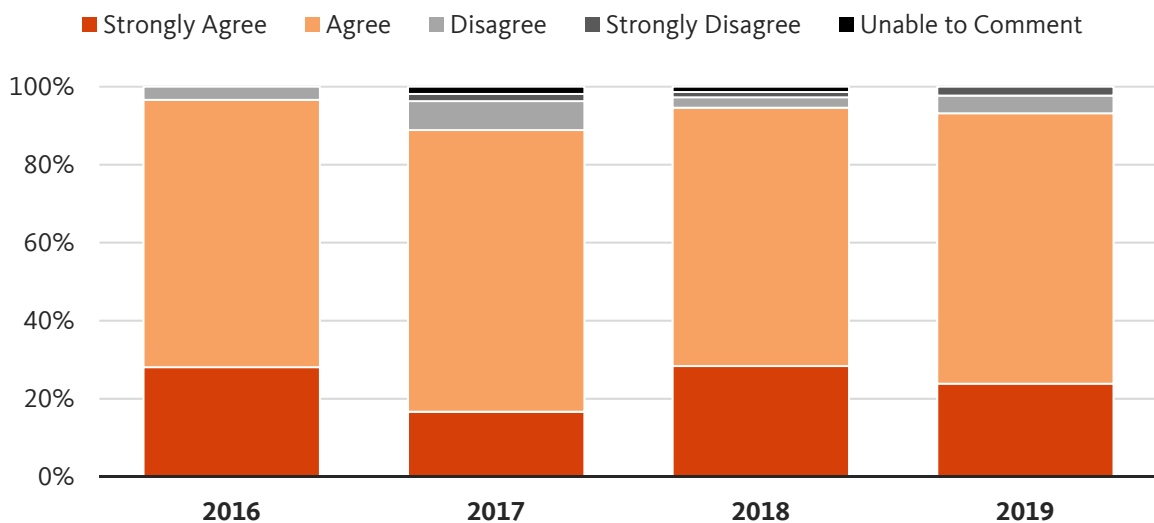

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 16

The Pharm.D. program prepared me to identify cultural disparities in healthcare.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	25	61	3	0	0	89
2017	9	39	4	1	1	54
2018	21	49	2	1	1	74
2019	21	61	4	2	0	88

Response Percent (%)

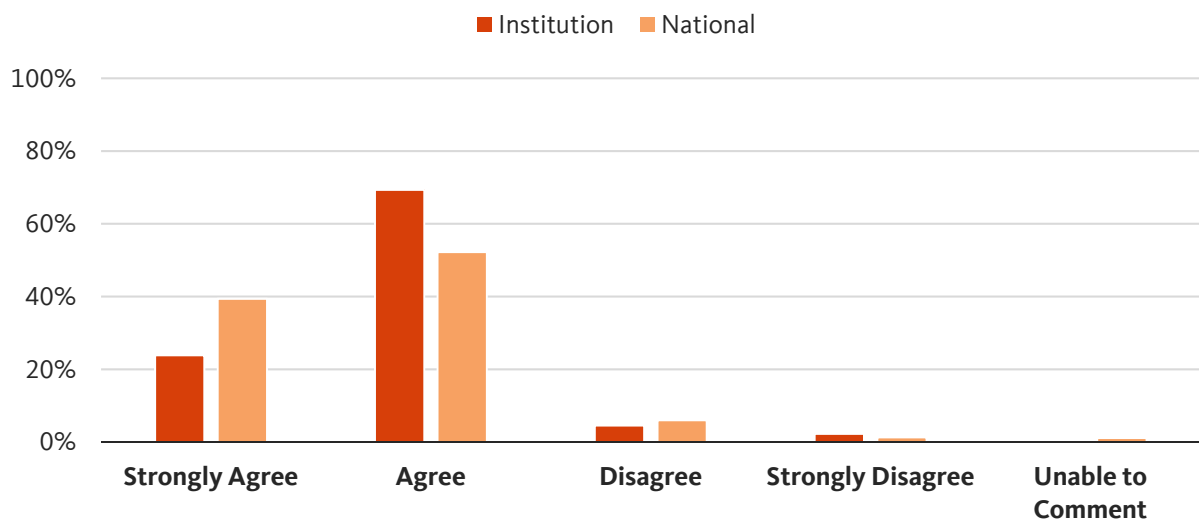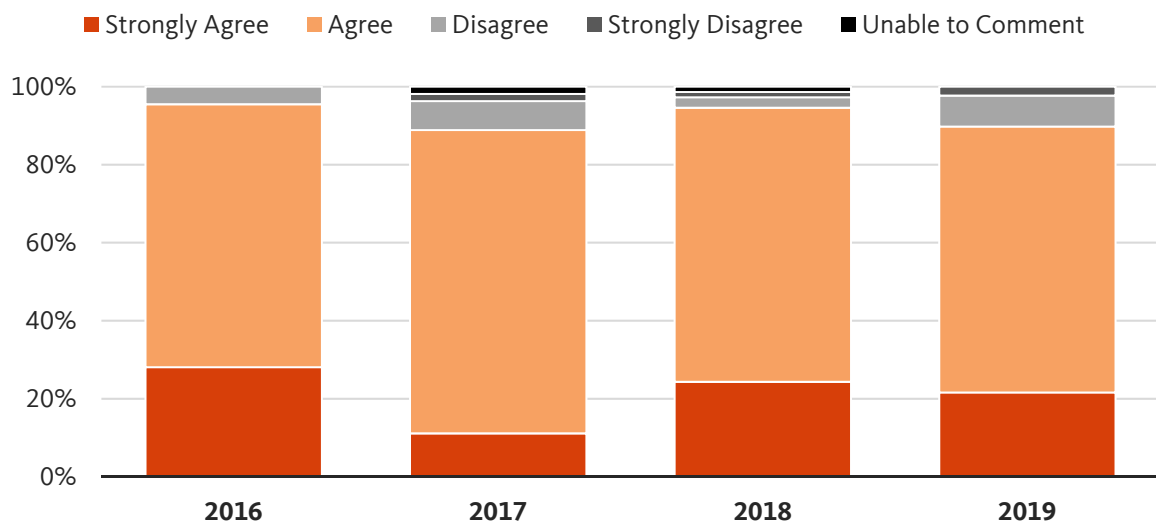| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.1%	68.5%	3.4%	0.0%	0.0%
2017	16.7%	72.2%	7.4%	1.9%	1.9%
2018	28.4%	66.2%	2.7%	1.4%	1.4%
2019	23.9%	69.3%	4.5%	2.3%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 16

The Pharm.D. program prepared me to identify cultural disparities in healthcare.

■ Institution ■ National

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 17

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	25	60	4	0	0	89
2017	6	42	4	1	1	54
2018	18	52	2	1	1	74
2019	19	60	7	2	0	88

Response Percent (%)

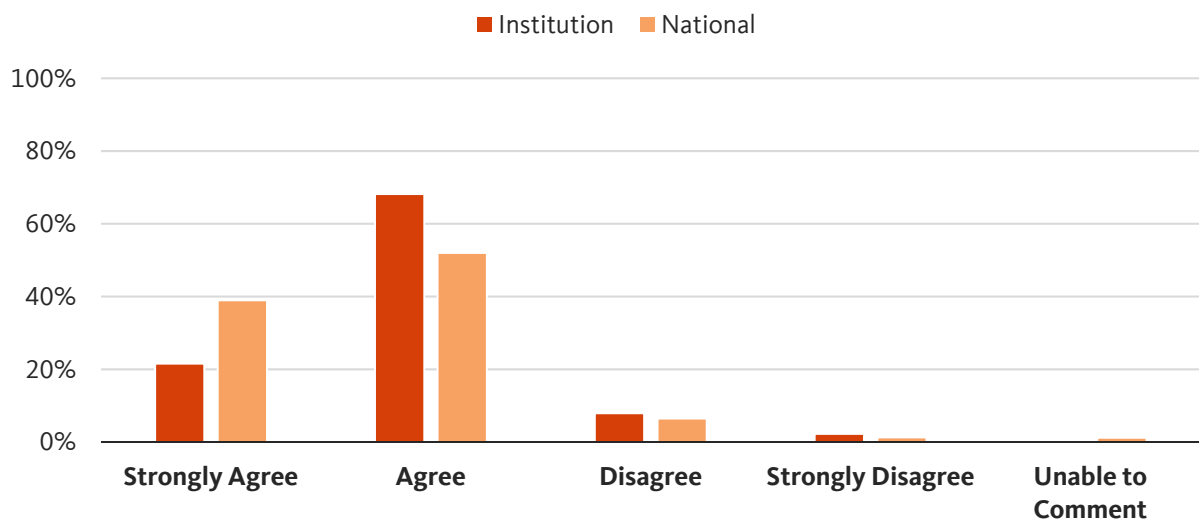| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.1%	67.4%	4.5%	0.0%	0.0%
2017	11.1%	77.8%	7.4%	1.9%	1.9%
2018	24.3%	70.3%	2.7%	1.4%	1.4%
2019	21.6%	68.2%	8.0%	2.3%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 17

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.
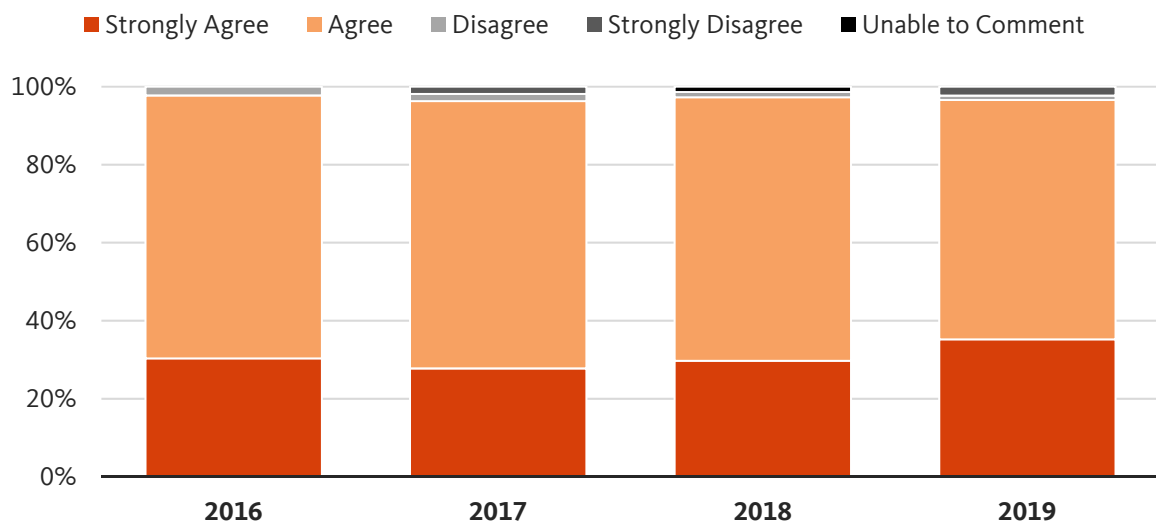

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 18

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree   ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	60	2	0	0	89
2017	15	37	1	1	0	54
2018	22	50	1	0	1	74
2019	31	54	1	2	0	88

Response Percent (%)

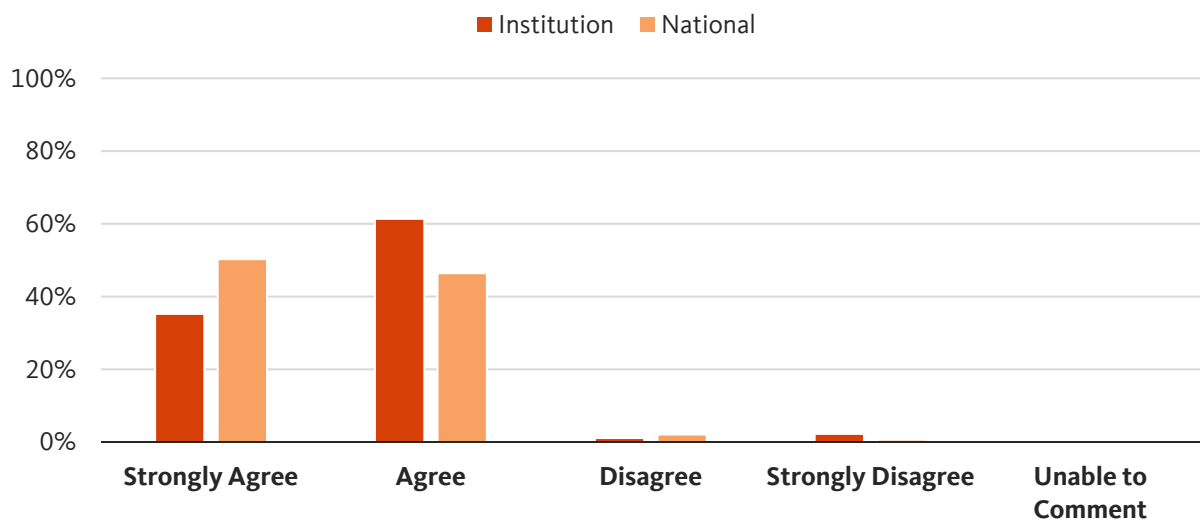| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	30.3%	67.4%	2.2%	0.0%	0.0%
2017	27.8%	68.5%	1.9%	1.9%	0.0%
2018	29.7%	67.6%	1.4%	0.0%	1.4%
2019	35.2%	61.4%	1.1%	2.3%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 18

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.
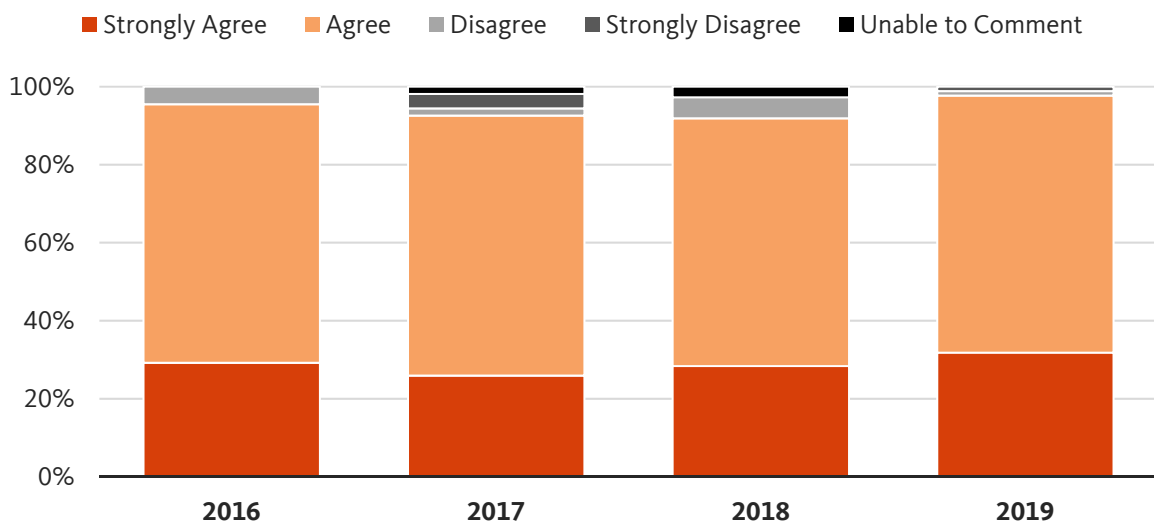
■ Institution ■ National

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 19

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	59	4	0	0	89
2017	14	36	1	2	1	54
2018	21	47	4	0	2	74
2019	28	58	1	1	0	88

Response Percent (%)

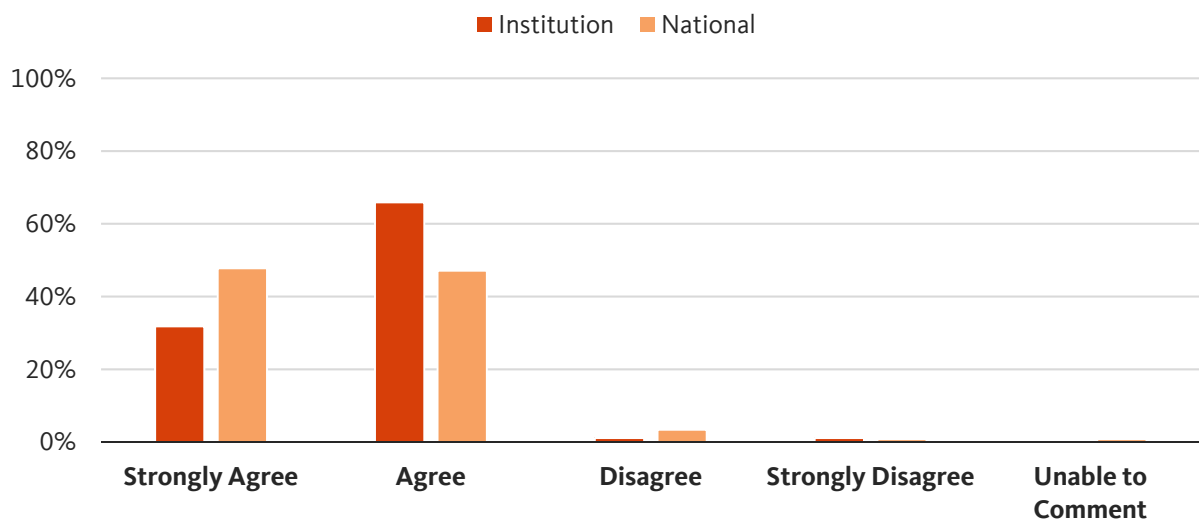| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	66.3%	4.5%	0.0%	0.0%
2017	25.9%	66.7%	1.9%	3.7%	1.9%
2018	28.4%	63.5%	5.4%	0.0%	2.7%
2019	31.8%	65.9%	1.1%	1.1%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 19

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.
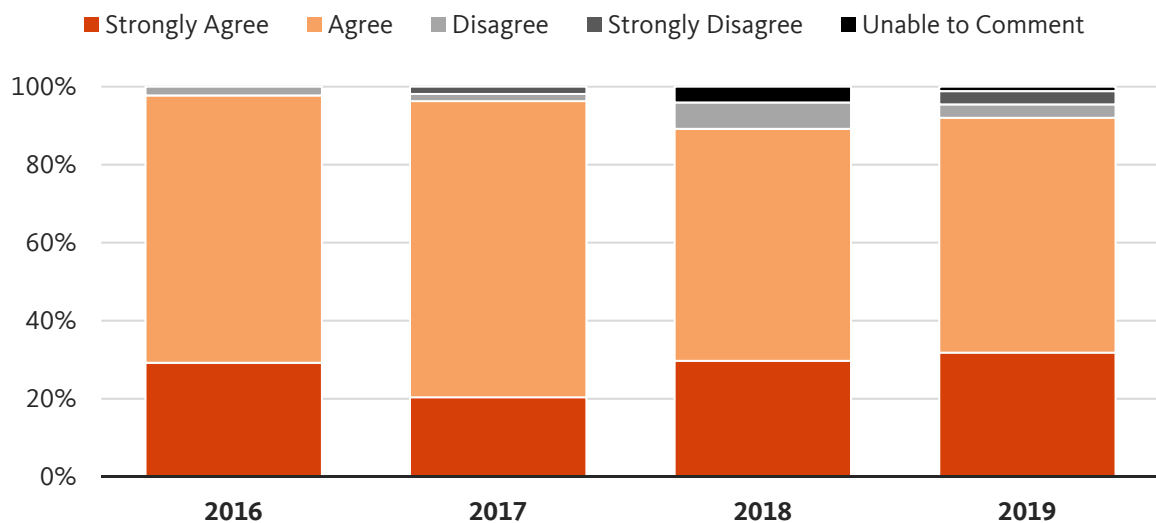

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 20

The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	61	2	0	0	89
2017	11	41	1	1	0	54
2018	22	44	5	0	3	74
2019	28	53	3	3	1	88

Response Percent (%)

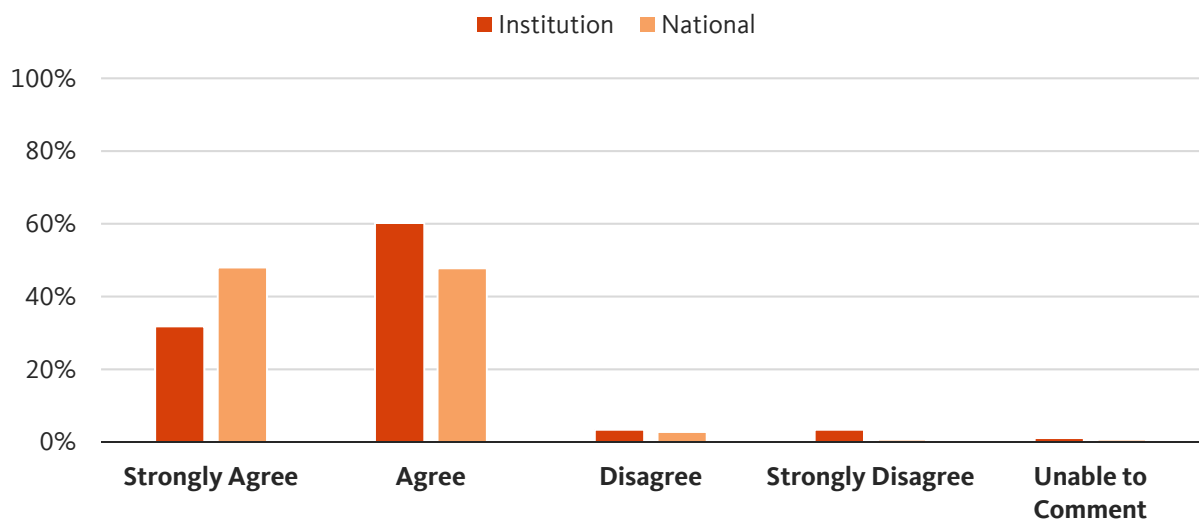| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.2%	68.5%	2.2%	0.0%	0.0%
2017	20.4%	75.9%	1.9%	1.9%	0.0%
2018	29.7%	59.5%	6.8%	0.0%	4.1%
2019	31.8%	60.2%	3.4%	3.4%	1.1%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Graduating Student Survey, Question 20
The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.
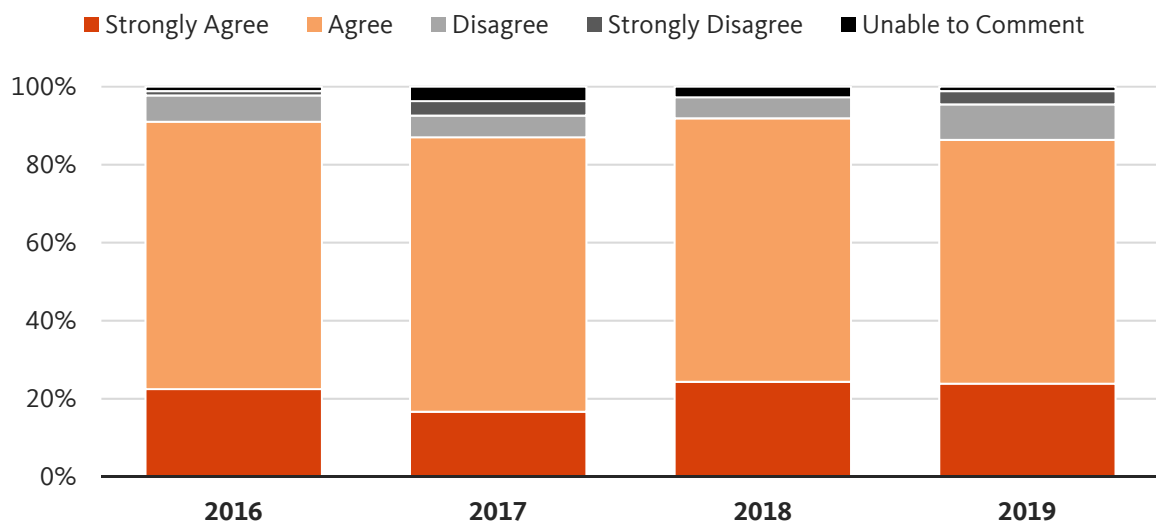

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 21

The Pharm.D. program prepared me to develop new ideas and approaches to practice.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	61	6	1	1	89
2017	9	38	3	2	2	54
2018	18	50	4	0	2	74
2019	21	55	8	3	1	88

Response Percent (%)

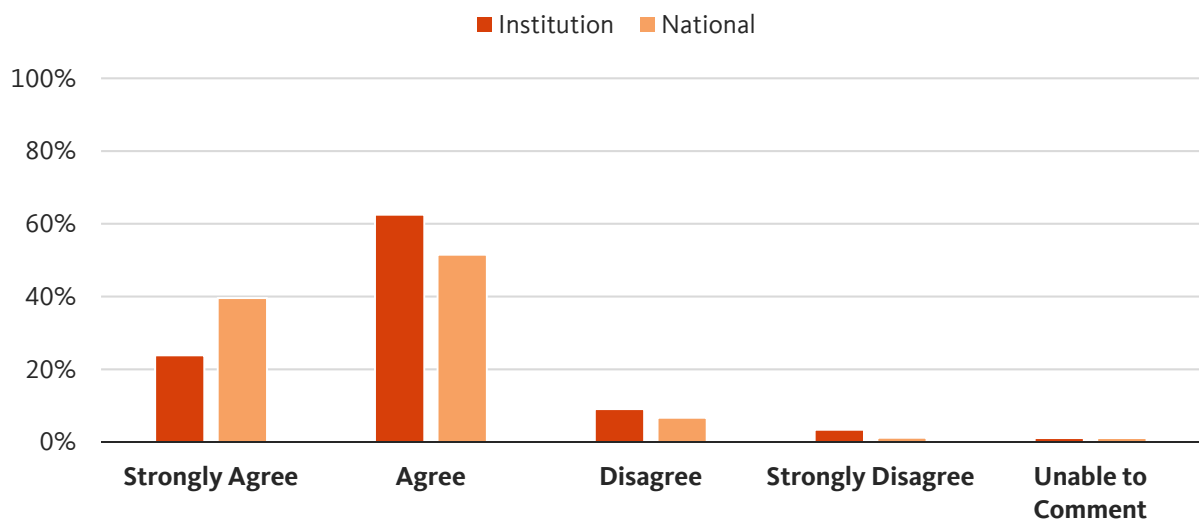| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	22.5%	68.5%	6.7%	1.1%	1.1%
2017	16.7%	70.4%	5.6%	3.7%	3.7%
2018	24.3%	67.6%	5.4%	0.0%	2.7%
2019	23.9%	62.5%	9.1%	3.4%	1.1%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 21

The Pharm.D. program prepared me to develop new ideas and approaches to practice.
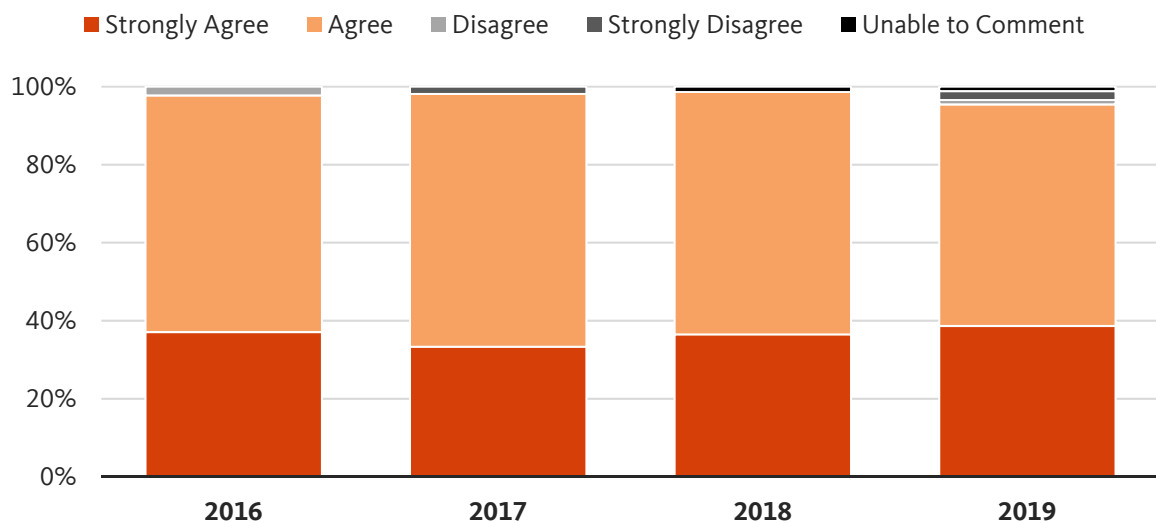

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Graduating Student Survey, Question 22

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	33	54	2	0	0	89
2017	18	35	0	1	0	54
2018	27	46	0	0	1	74
2019	34	50	1	2	1	88

Response Percent (%)

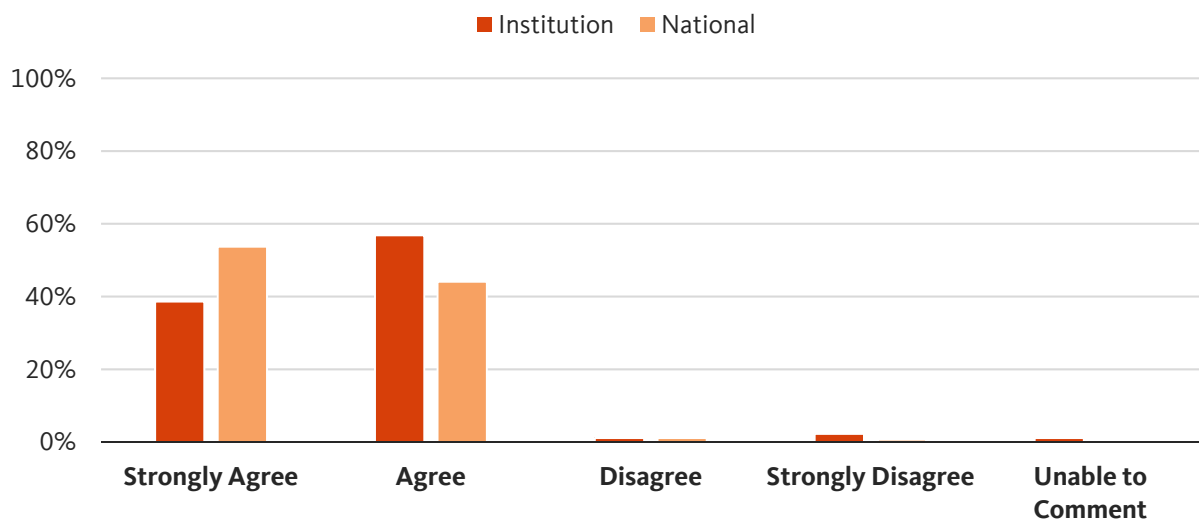| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	37.1%	60.7%	2.2%	0.0%	0.0%
2017	33.3%	64.8%	0.0%	1.9%	0.0%
2018	36.5%	62.2%	0.0%	0.0%	1.4%
2019	38.6%	56.8%	1.1%	2.3%	1.1%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Graduating Student Survey, Question 22

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.
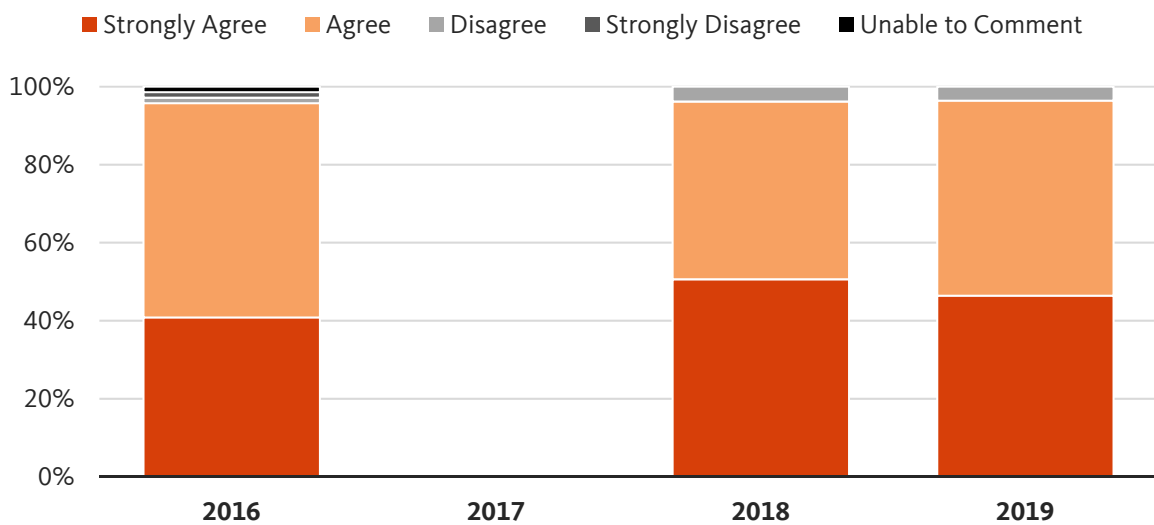

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 14

The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	29	39	1	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	36	3	0	0	79
2019	39	42	3	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.8%	54.9%	1.4%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	45.6%	3.8%	0.0%	0.0%
2019	46.4%	50.0%	3.6%	0.0%	0.0%

Charts & Tables

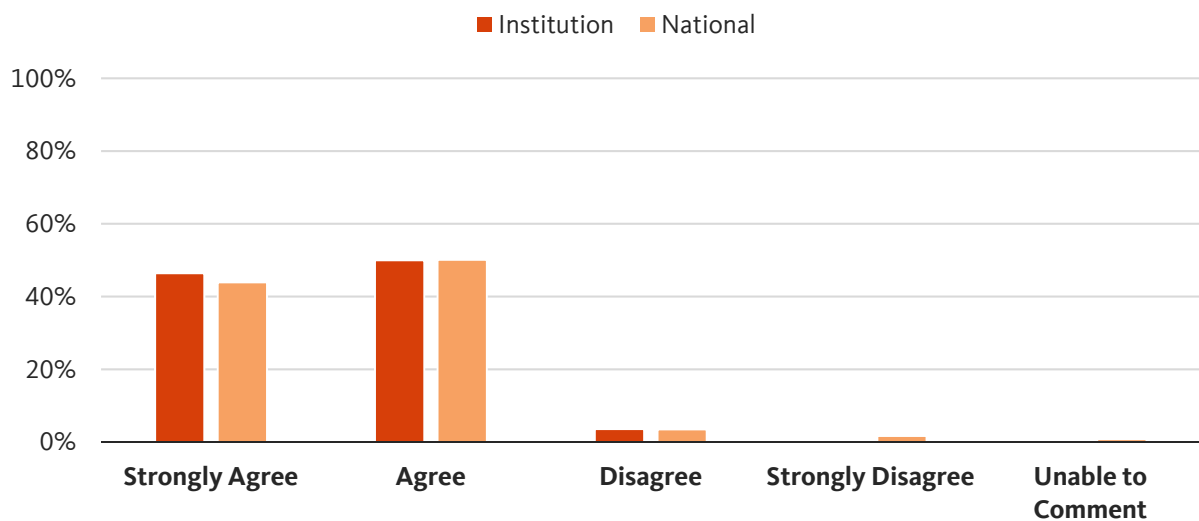## Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 14

The Pharm.D. program prepared me to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.
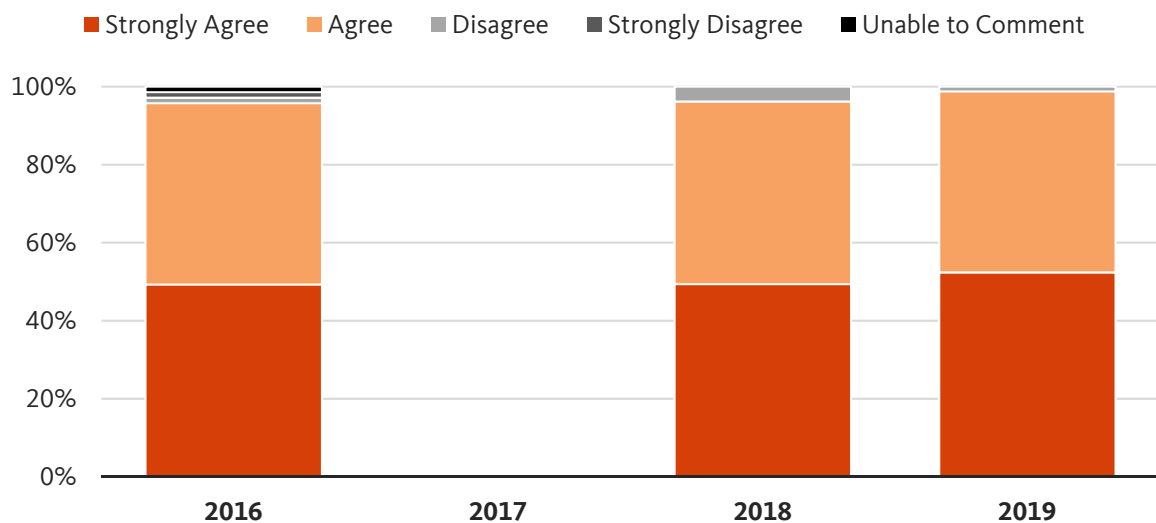

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 15

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	35	33	1	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	39	37	3	0	0	79
2019	44	39	1	0	0	84

Response Percent (%)

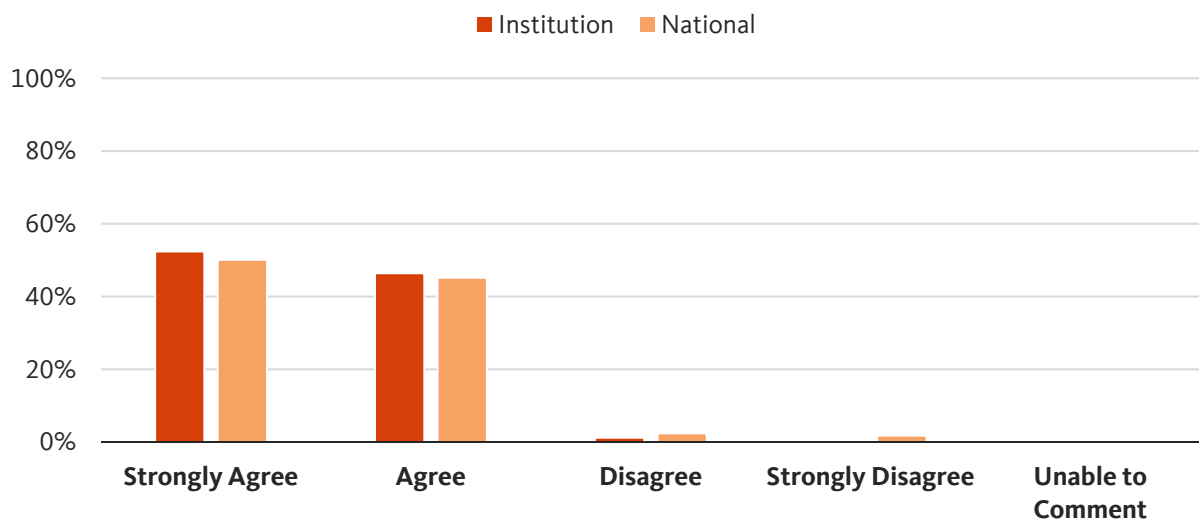| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	49.3%	46.5%	1.4%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	49.4%	46.8%	3.8%	0.0%	0.0%
2019	52.4%	46.4%	1.2%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 15

The Pharm.D. program prepared me to apply knowledge from the clinical sciences to the provision of patient care.
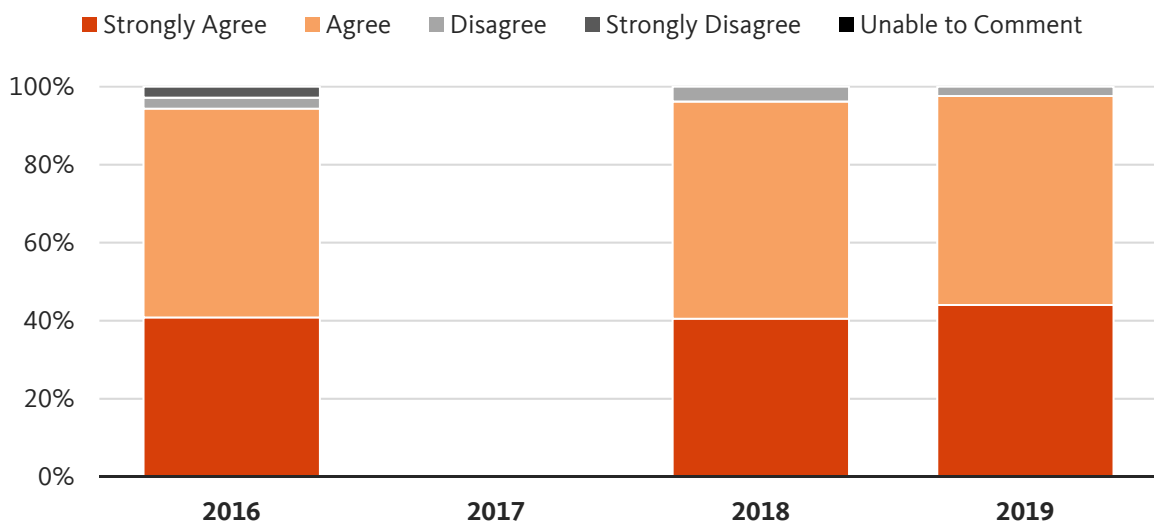

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 16

The Pharm.D. program prepared me to evaluate scientific literature.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	29	38	2	2	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	32	44	3	0	0	79
2019	37	45	2	0	0	84

Response Percent (%)

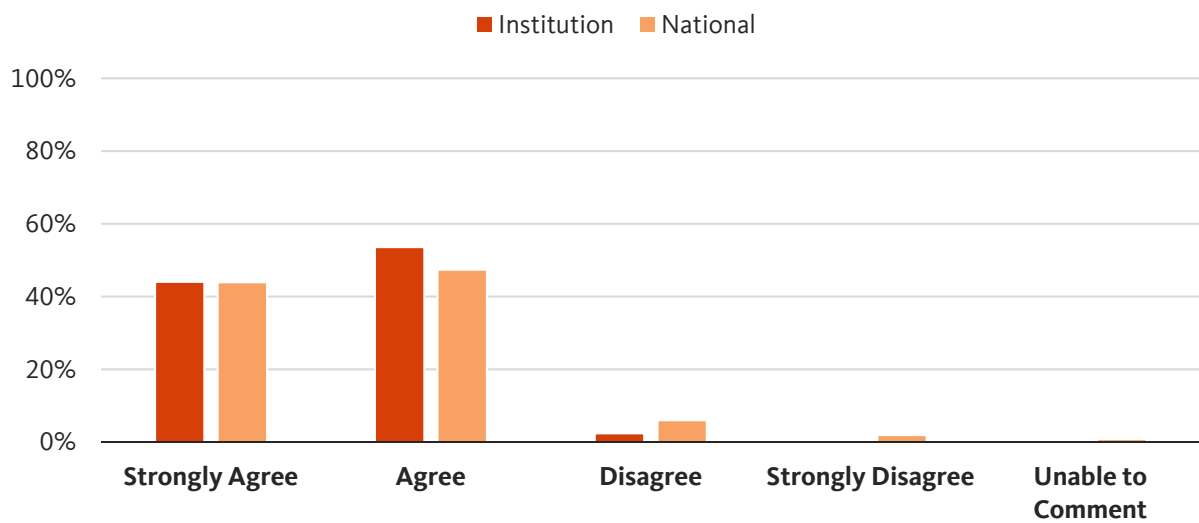| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.8%	53.5%	2.8%	2.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	40.5%	55.7%	3.8%	0.0%	0.0%
2019	44.0%	53.6%	2.4%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 16

The Pharm.D. program prepared me to evaluate scientific literature.
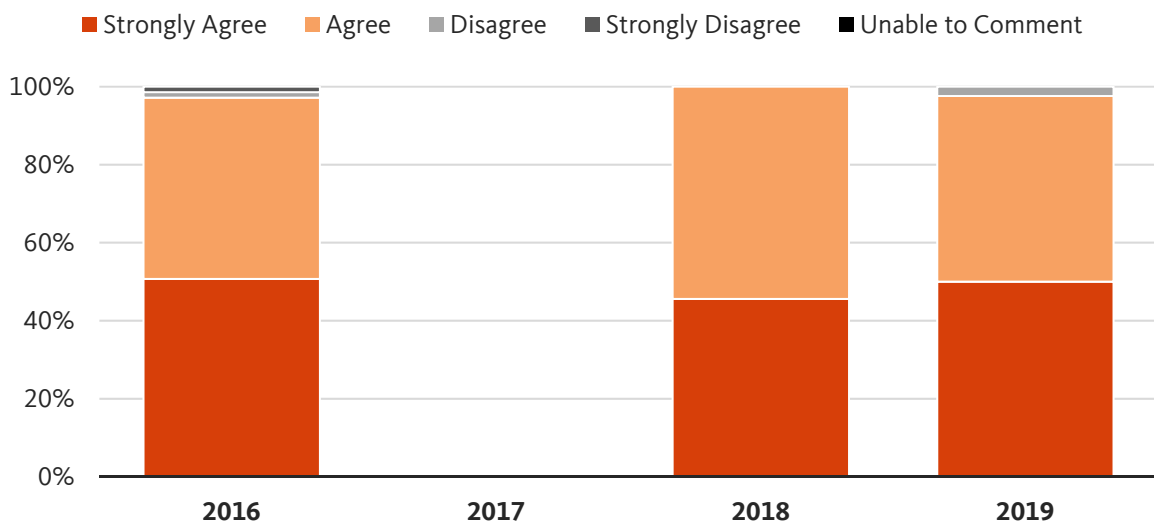

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 17

The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	36	33	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	36	43	0	0	0	79
2019	42	40	2	0	0	84

Response Percent (%)

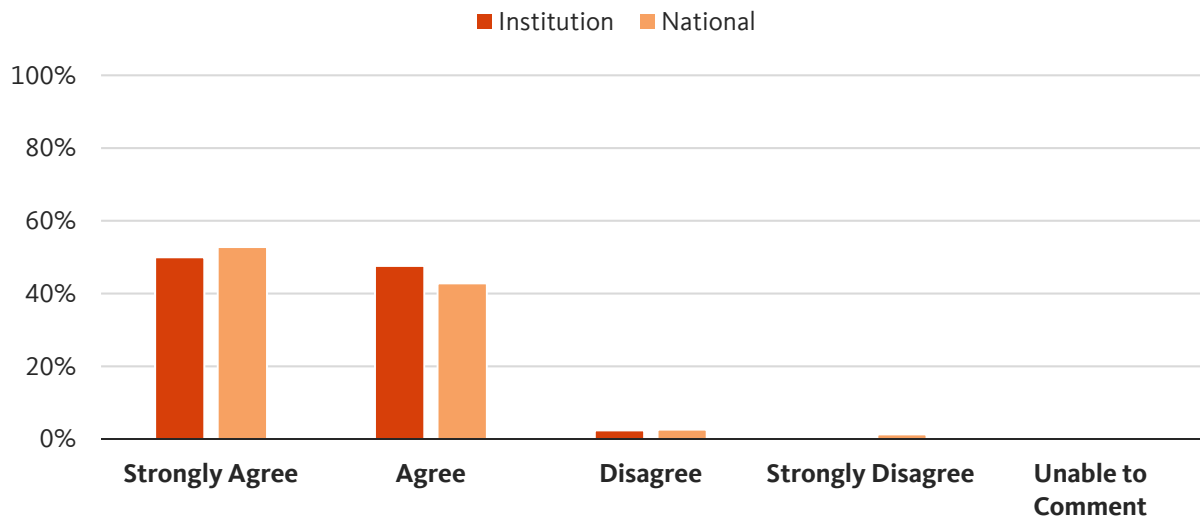| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	50.7%	46.5%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	45.6%	54.4%	0.0%	0.0%	0.0%
2019	50.0%	47.6%	2.4%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 17

The Pharm.D. program prepared me to provide medication expertise as part of patient-centered care.

Optional Comments:

Charts & Tables

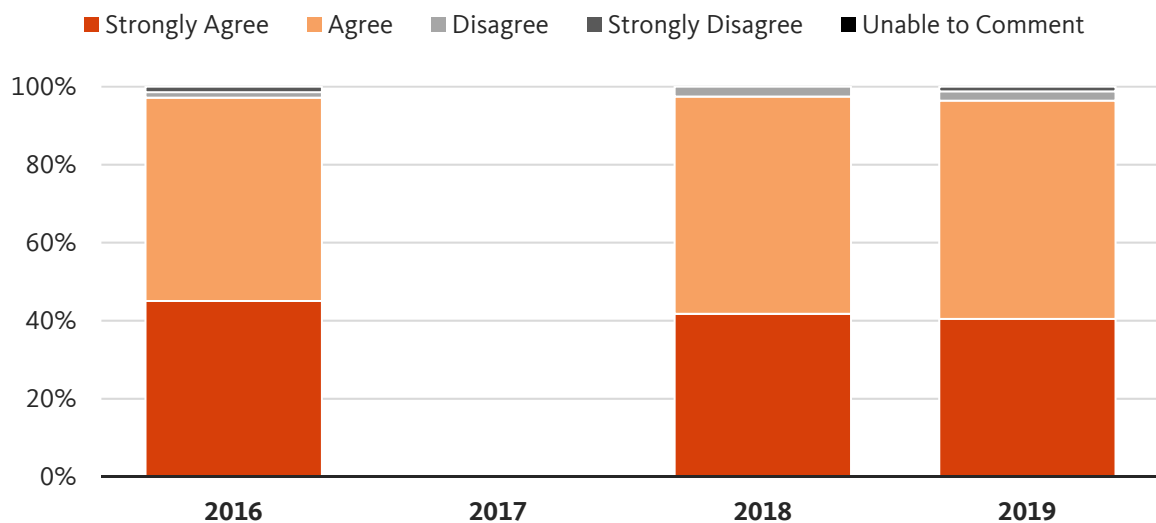## Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 18

The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	32	37	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	33	44	2	0	0	79
2019	34	47	2	1	0	84

Response Percent (%)

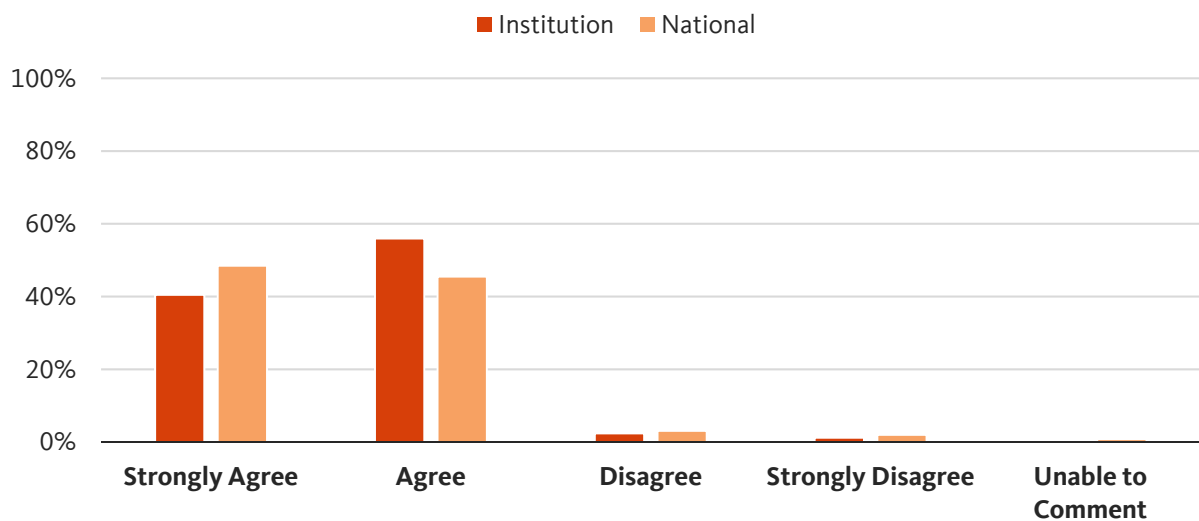| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	45.1%	52.1%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	41.8%	55.7%	2.5%	0.0%	0.0%
2019	40.5%	56.0%	2.4%	1.2%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 18

The Pharm.D. program prepared me to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.
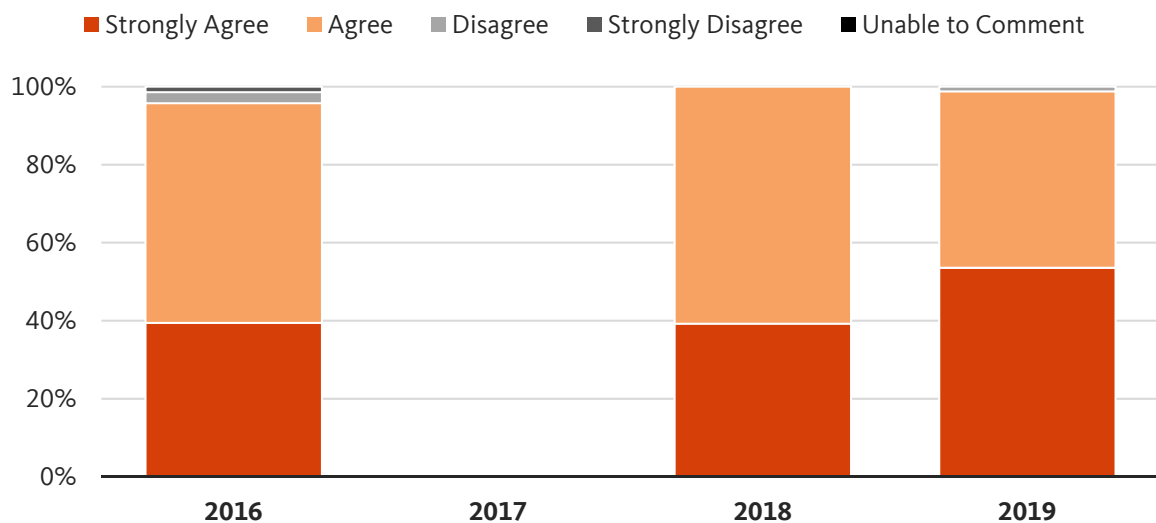

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 19

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	40	2	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	31	48	0	0	0	79
2019	45	38	1	0	0	84

Response Percent (%)

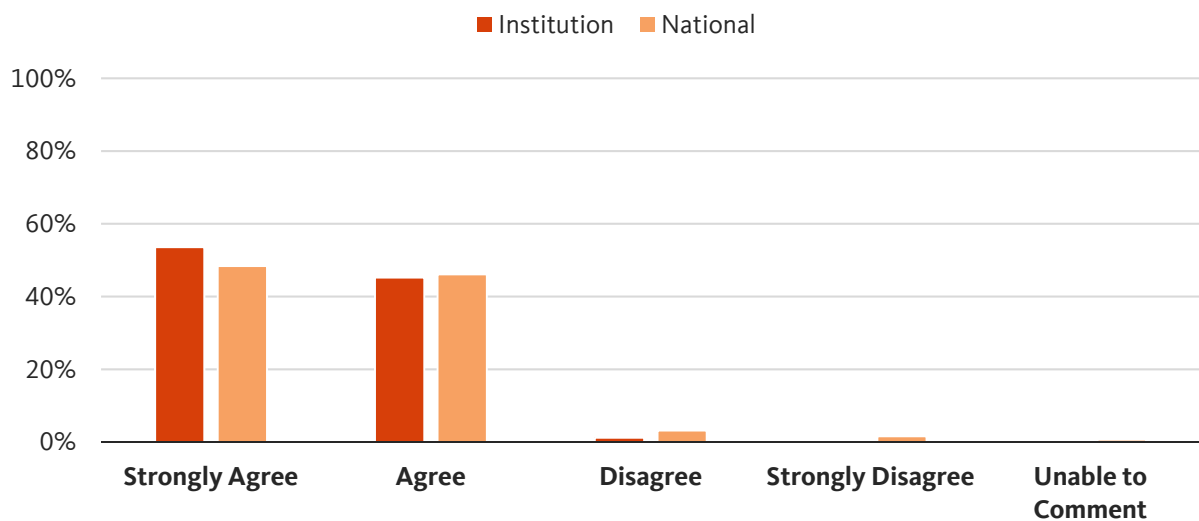| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	39.4%	56.3%	2.8%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	39.2%	60.8%	0.0%	0.0%	0.0%
2019	53.6%	45.2%	1.2%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 19

The Pharm.D. program prepared me to design strategies to manage chronic disease and improve health and wellness.
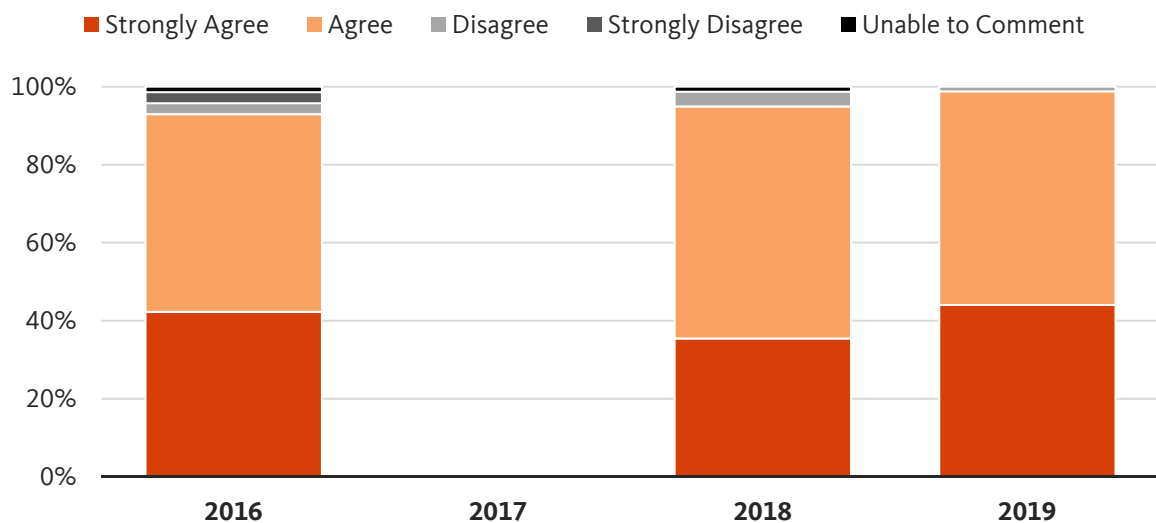

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 20

The Pharm.D. program prepared me to assess the health needs of a given patient population.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	36	2	2	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	28	47	3	0	1	79
2019	37	46	1	0	0	84

Response Percent (%)

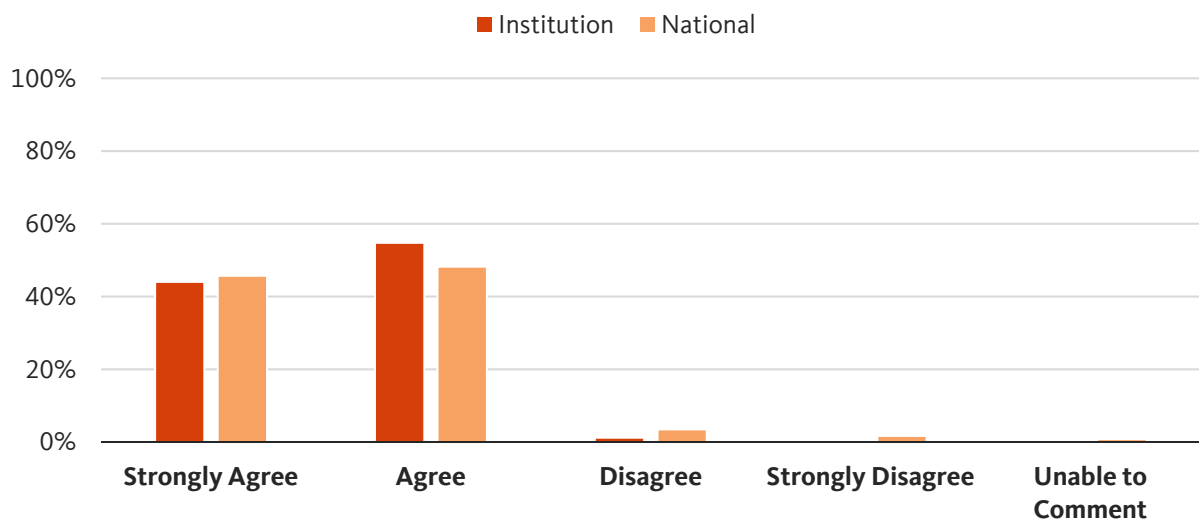| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.3%	50.7%	2.8%	2.8%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	35.4%	59.5%	3.8%	0.0%	1.3%
2019	44.0%	54.8%	1.2%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 20

The Pharm.D. program prepared me to assess the health needs of a given patient population.
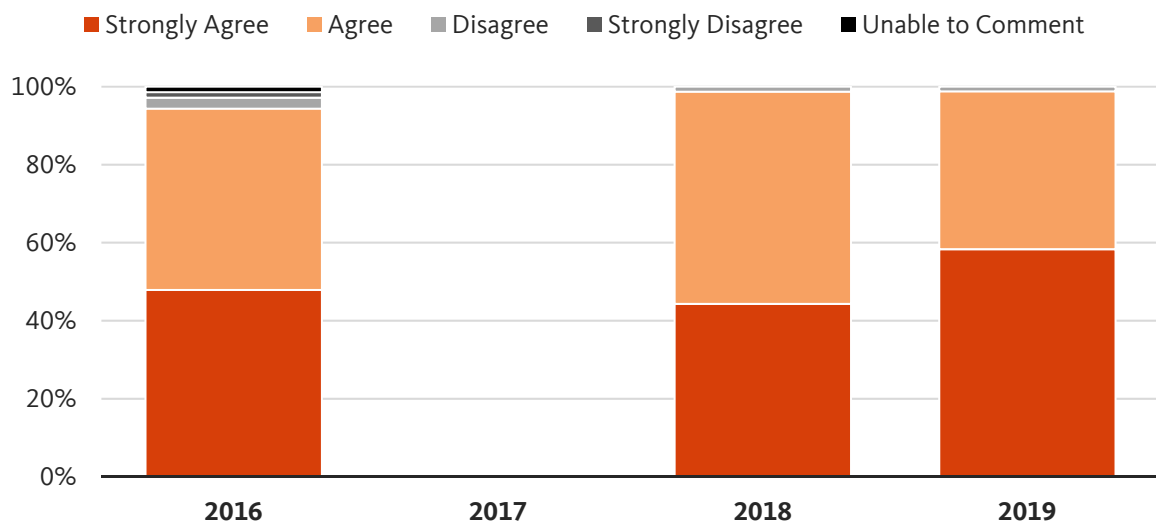

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 21

The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	34	33	2	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	35	43	1	0	0	79
2019	49	34	1	0	0	84

Response Percent (%)

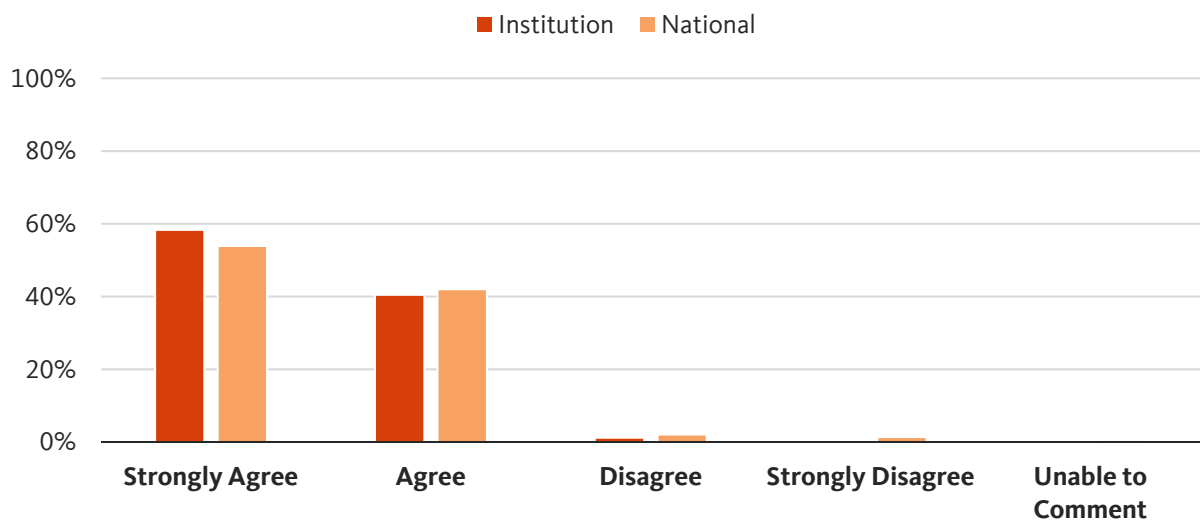| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	47.9%	46.5%	2.8%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	44.3%	54.4%	1.3%	0.0%	0.0%
2019	58.3%	40.5%	1.2%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 21
The Pharm.D. program prepared me to provide patient-centered care based on evidence-based best practices.

■ Institution ■ National

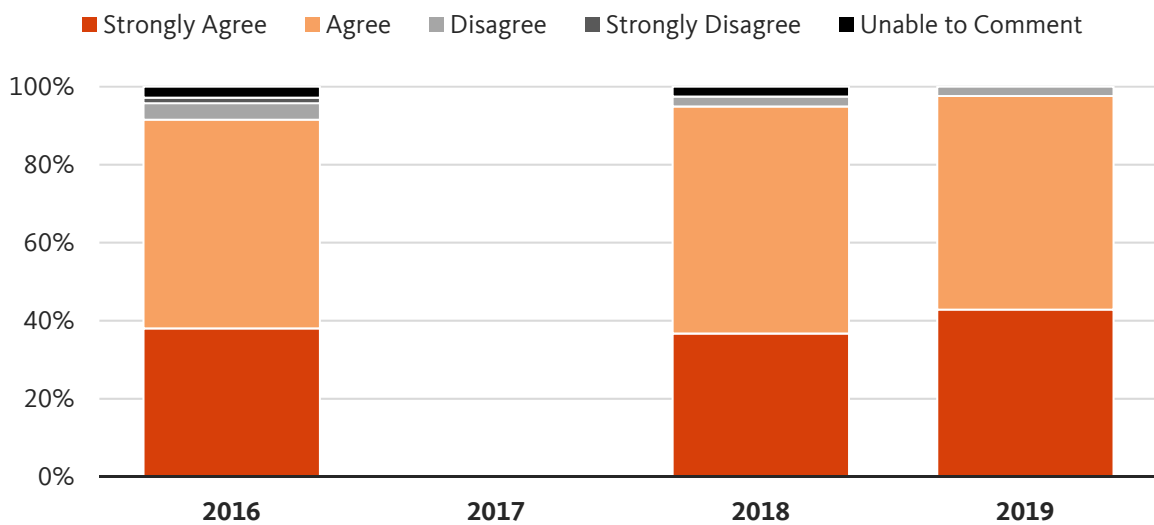|	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 22

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	27	38	3	1	2	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	29	46	2	0	2	79
2019	36	46	2	0	0	84

Response Percent (%)

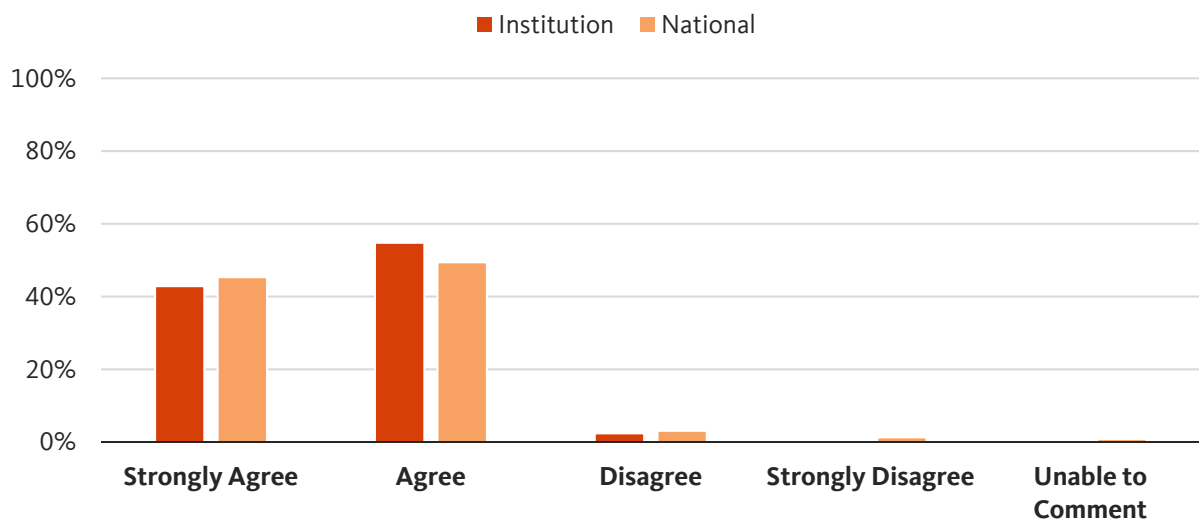| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	38.0%	53.5%	4.2%	1.4%	2.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	36.7%	58.2%	2.5%	0.0%	2.5%
2019	42.9%	54.8%	2.4%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 22

The Pharm.D. program prepared me to design, implement, and evaluate viable solutions to patient care problems.

■ Institution ■ National
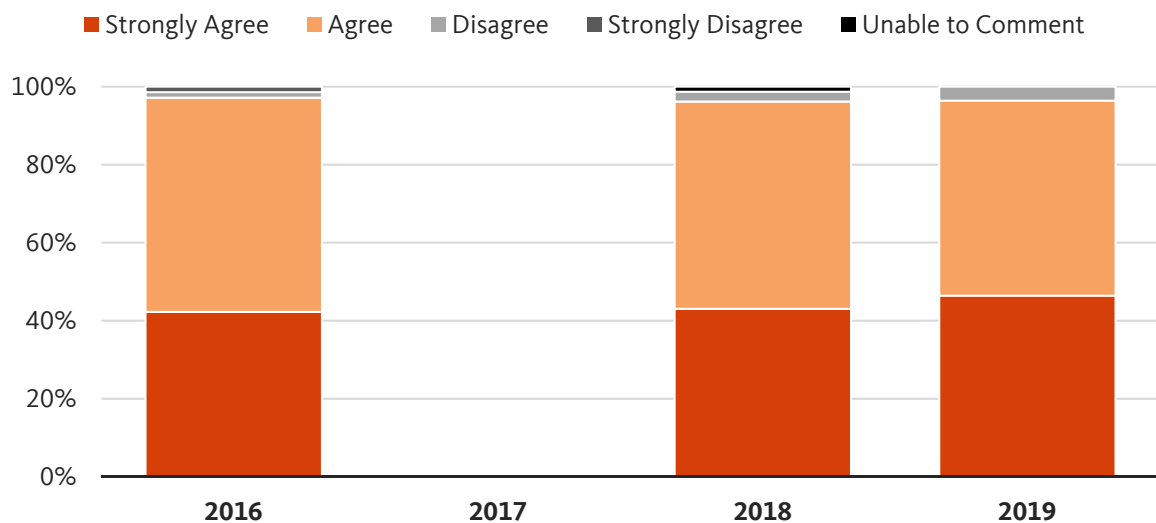

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 23

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	39	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	34	42	2	0	1	79
2019	39	42	3	0	0	84

Response Percent (%)

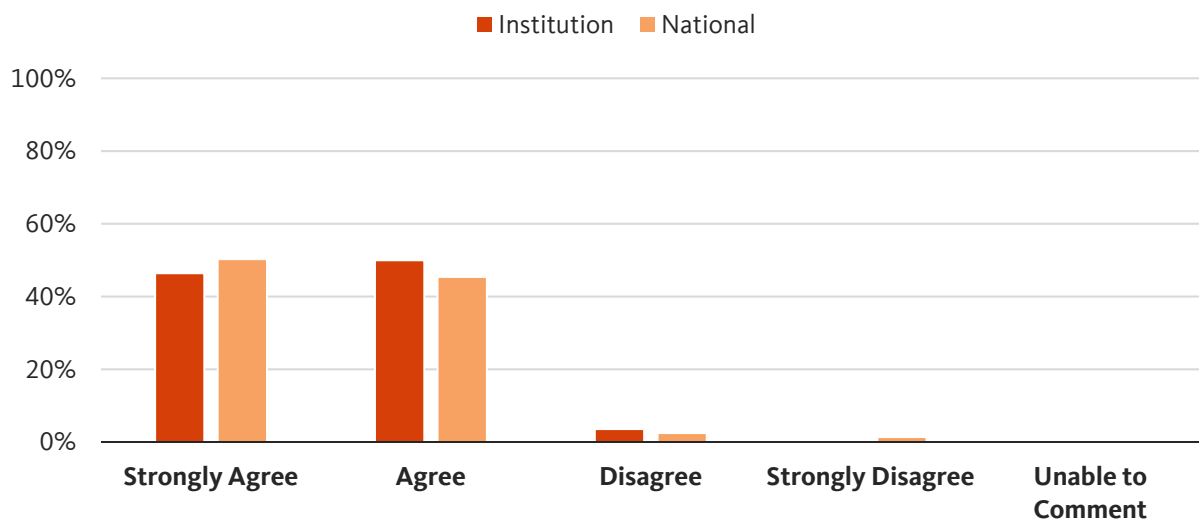| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.3%	54.9%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	43.0%	53.2%	2.5%	0.0%	1.3%
2019	46.4%	50.0%	3.6%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 23

The Pharm.D. program prepared me to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.
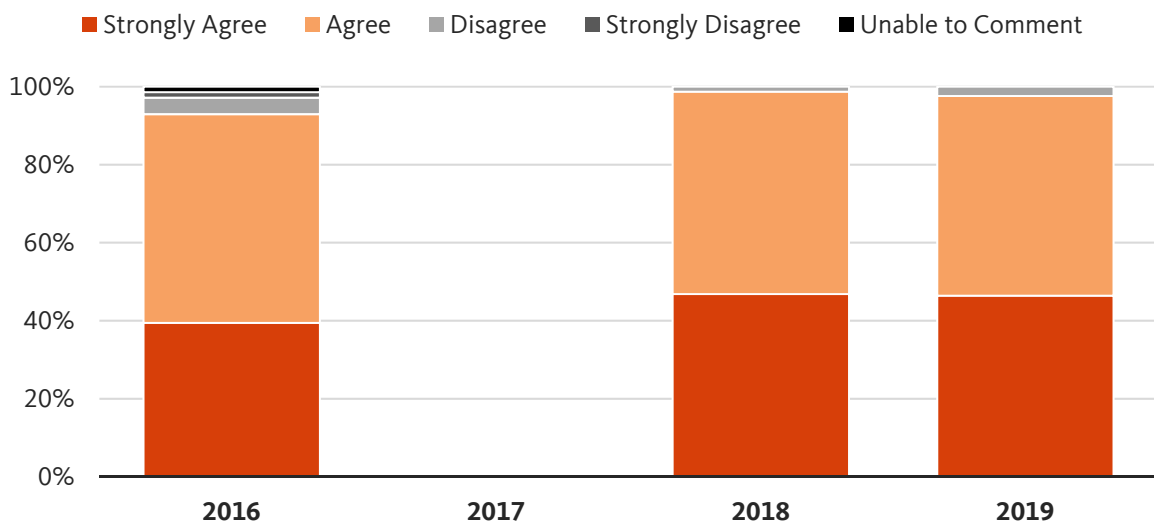

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 24

The Pharm.D. program prepared me to advocate for the patient's best interest.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	28	38	3	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	37	41	1	0	0	79
2019	39	43	2	0	0	84

Response Percent (%)

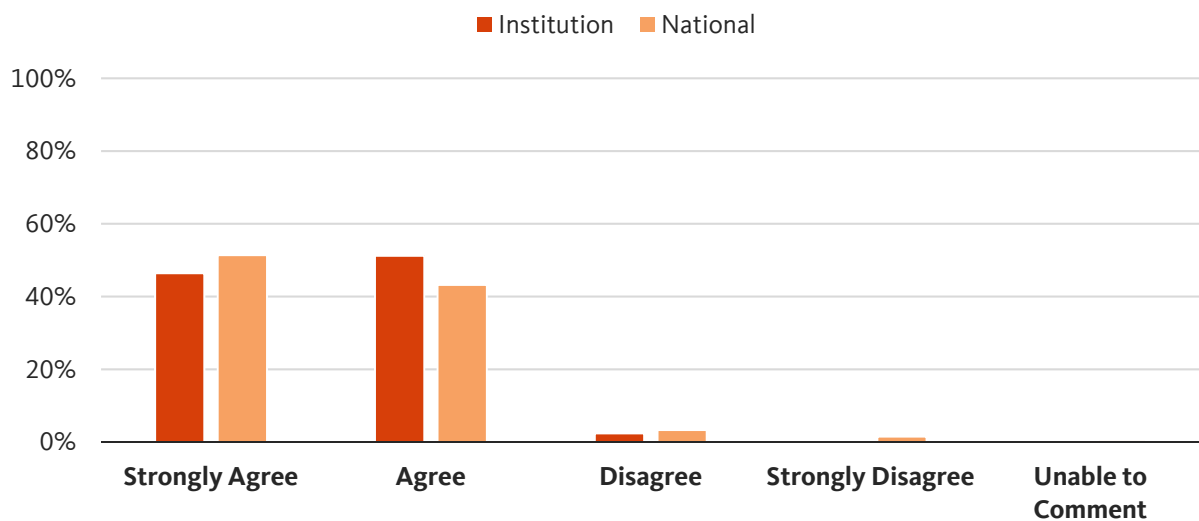| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	39.4%	53.5%	4.2%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	46.8%	51.9%	1.3%	0.0%	0.0%
2019	46.4%	51.2%	2.4%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 24
The Pharm.D. program prepared me to advocate for the patient's best interest.

■ Institution ■ National
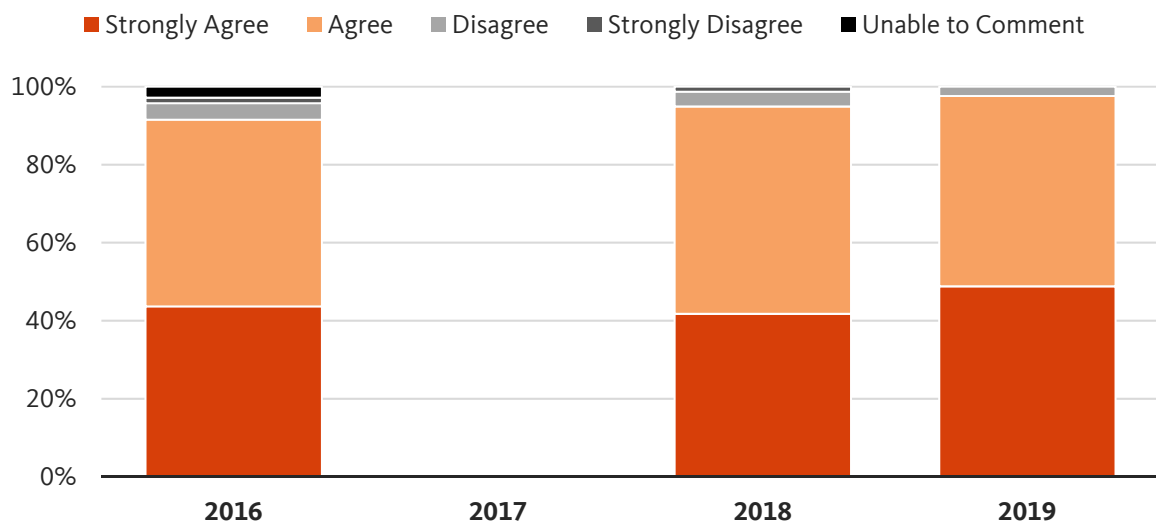

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 25

The Pharm.D. program prepared me to engage as a member of an interprofessional healthcare team.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	31	34	3	1	2	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	33	42	3	1	0	79
2019	41	41	2	0	0	84

Response Percent (%)

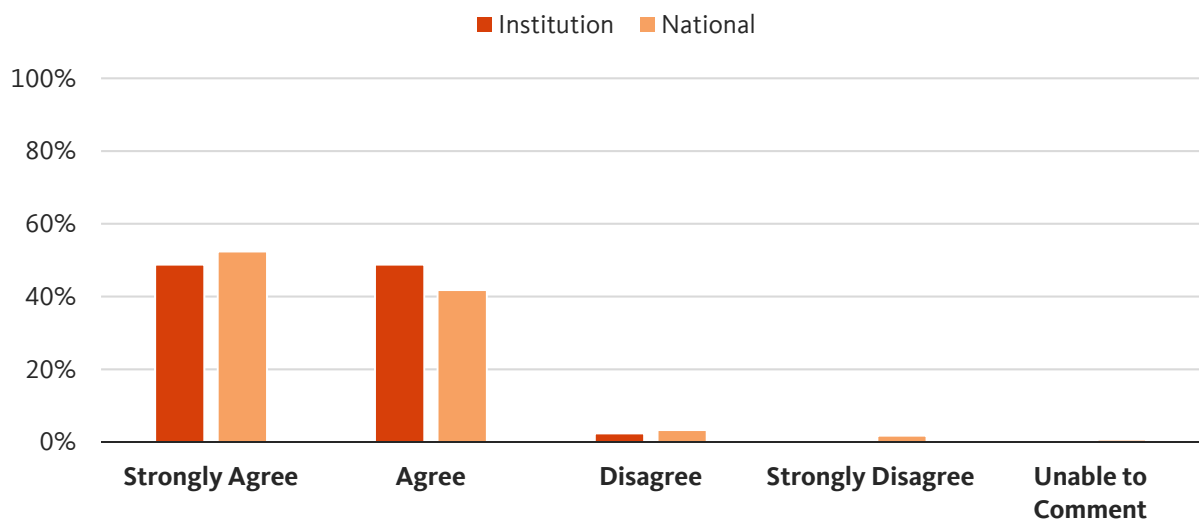| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	43.7%	47.9%	4.2%	1.4%	2.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	41.8%	53.2%	3.8%	1.3%	0.0%
2019	48.8%	48.8%	2.4%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 25

The Pharm.D. program prepared me to engage as a member of an interprofessional healthcare team.
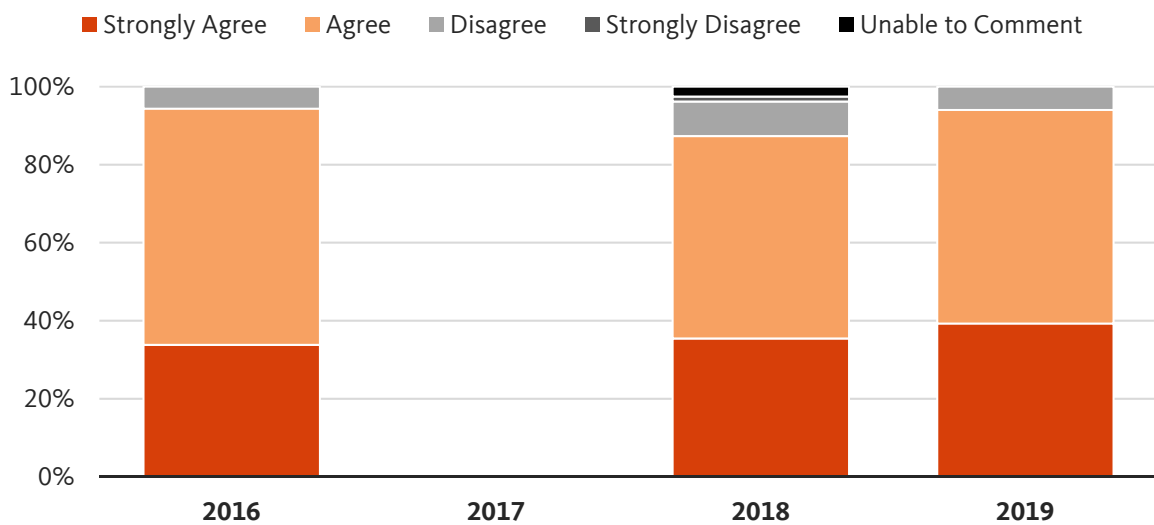

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 26

The Pharm.D. program prepared me to identify cultural disparities in healthcare.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	43	4	0	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	28	41	7	1	2	79
2019	33	46	5	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.8%	60.6%	5.6%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	35.4%	51.9%	8.9%	1.3%	2.5%
2019	39.3%	54.8%	6.0%	0.0%	0.0%

Charts & Tables

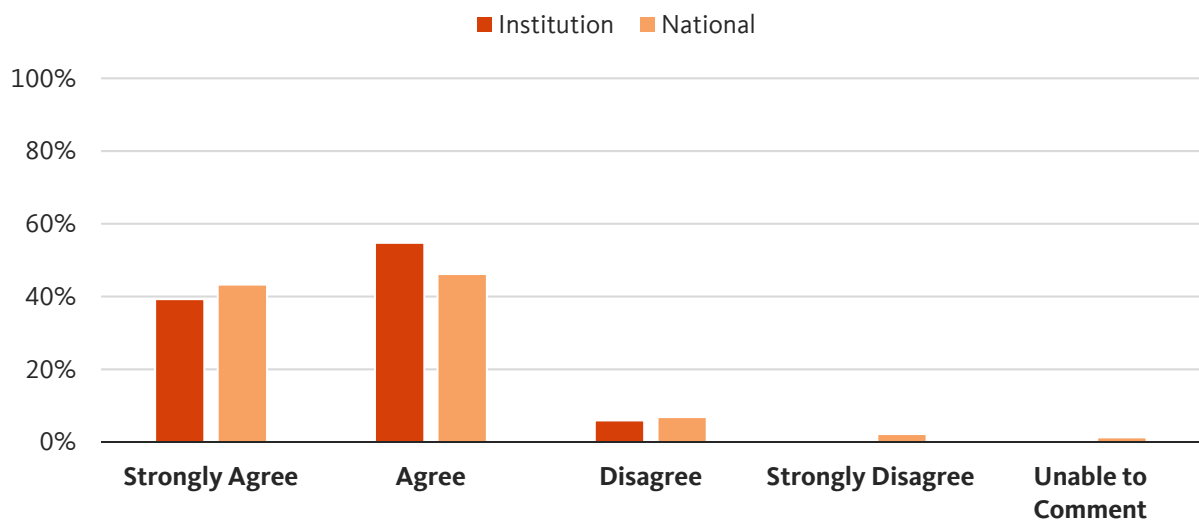## Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 26

The Pharm.D. program prepared me to identify cultural disparities in healthcare.
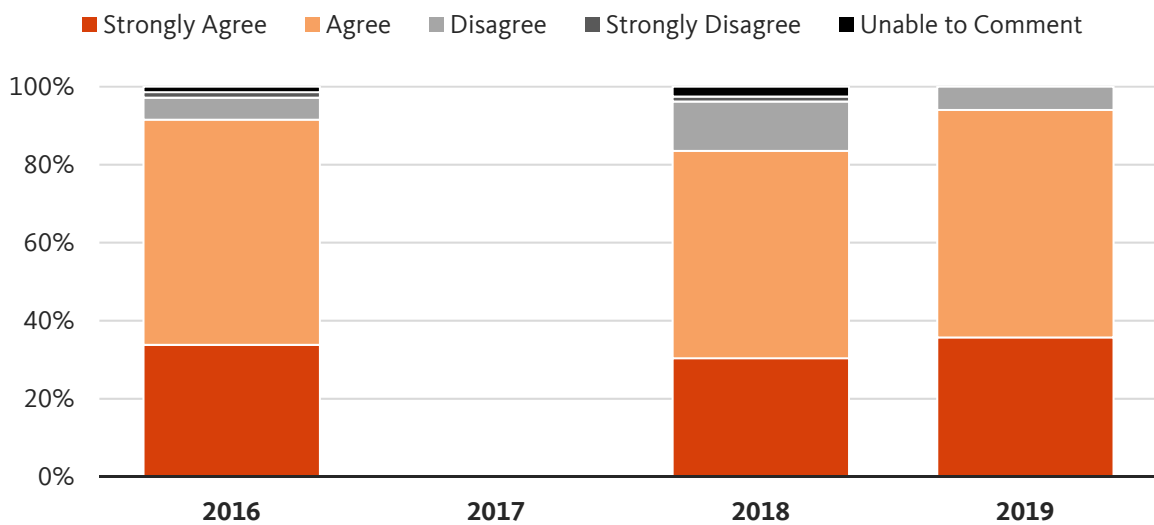

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 27

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	41	4	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	24	42	10	1	2	79
2019	30	49	5	0	0	84

Response Percent (%)

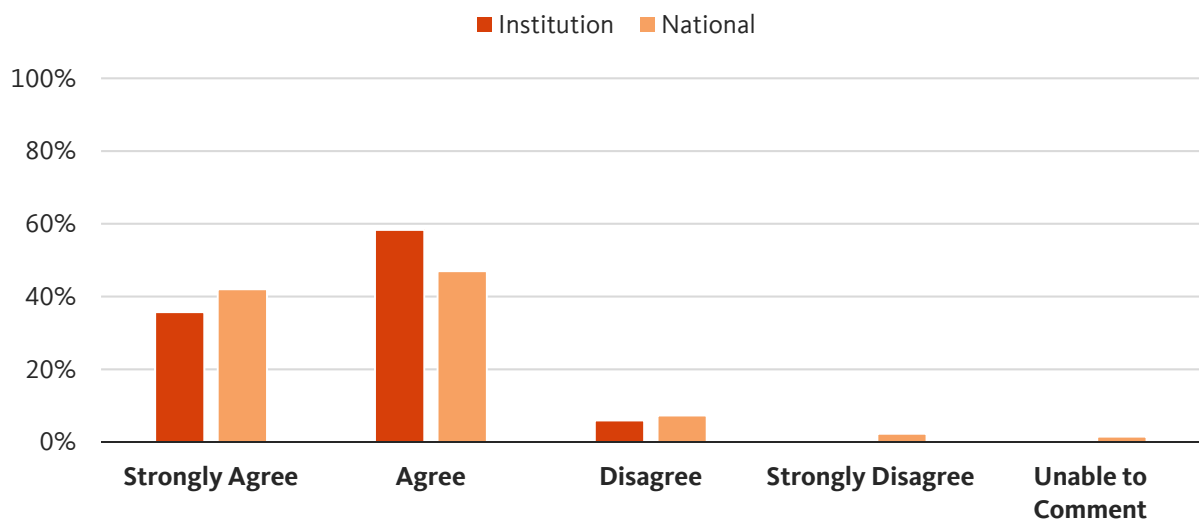| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.8%	57.7%	5.6%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	30.4%	53.2%	12.7%	1.3%	2.5%
2019	35.7%	58.3%	6.0%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 27

The Pharm.D. program prepared me to recognize and address cultural disparities in access to and delivery of health care.
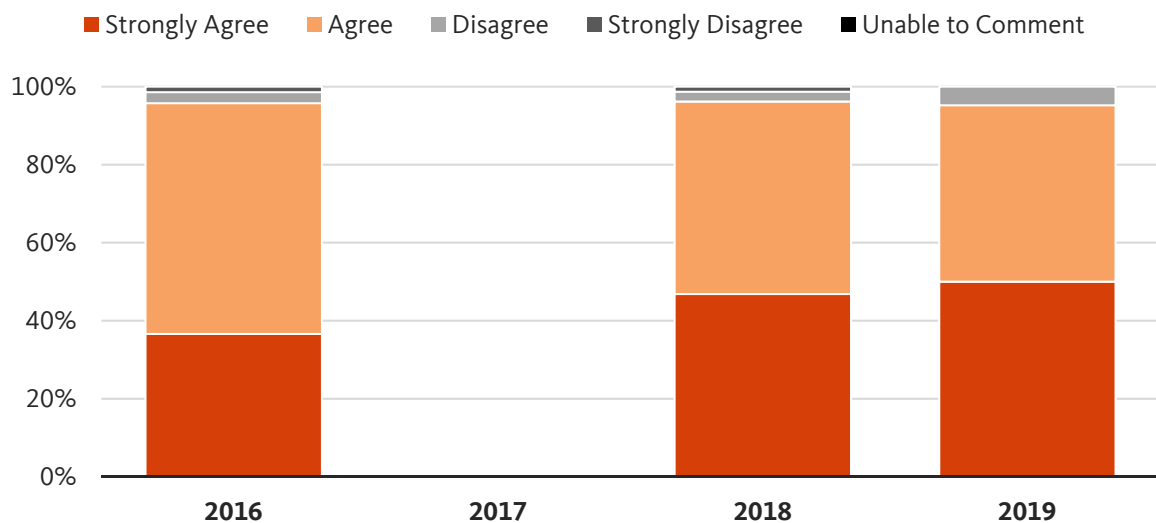

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 28

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	42	2	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	37	39	2	1	0	79
2019	42	38	4	0	0	84

Response Percent (%)

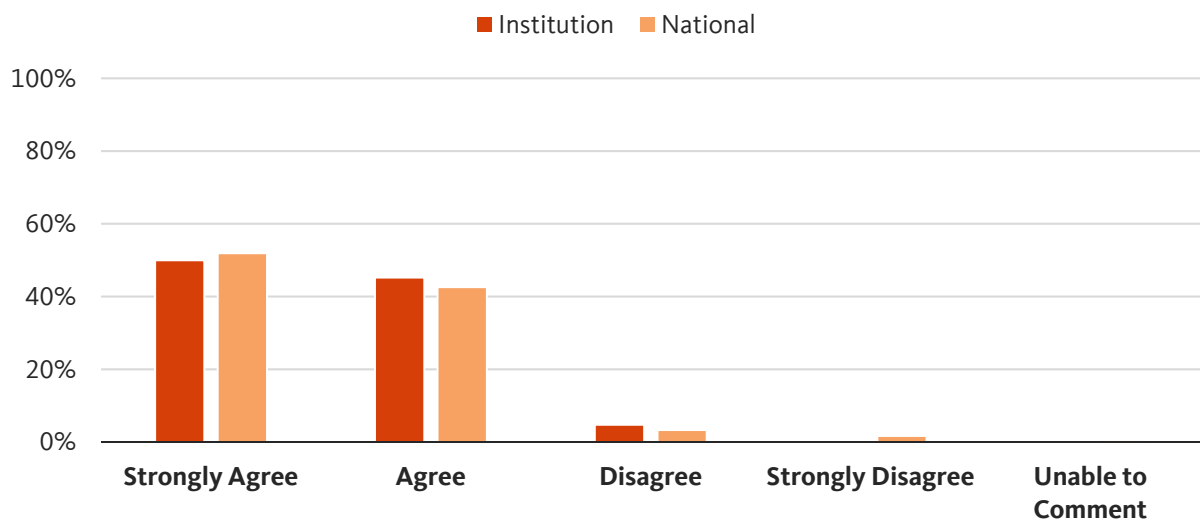| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	59.2%	2.8%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	46.8%	49.4%	2.5%	1.3%	0.0%
2019	50.0%	45.2%	4.8%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 28

The Pharm.D. program prepared me to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

■ Institution ■ National
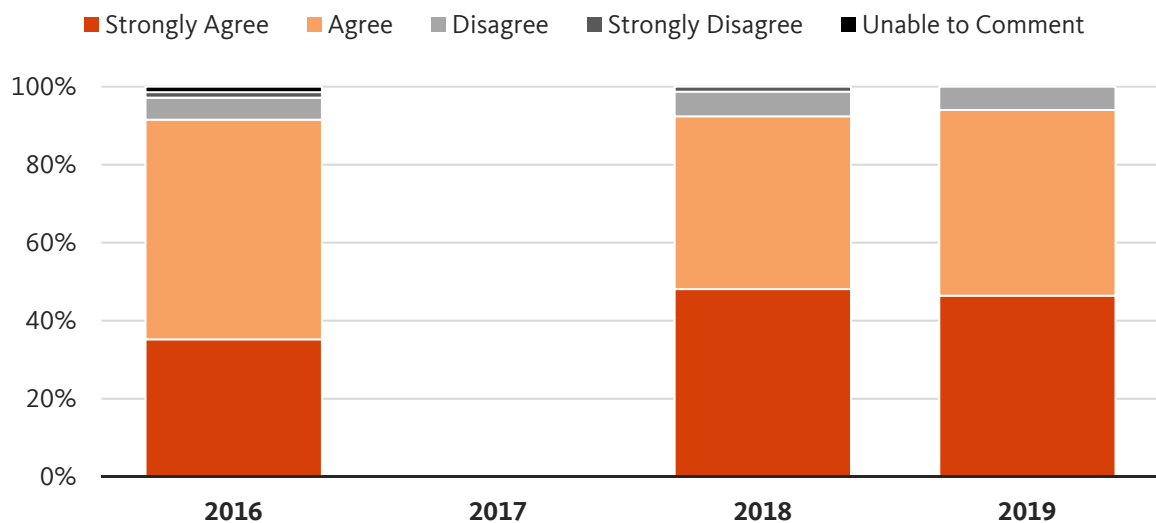

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 29

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	25	40	4	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	38	35	5	1	0	79
2019	39	40	5	0	0	84

Response Percent (%)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.2%	56.3%	5.6%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	48.1%	44.3%	6.3%	1.3%	0.0%
2019	46.4%	47.6%	6.0%	0.0%	0.0%

Charts & Tables
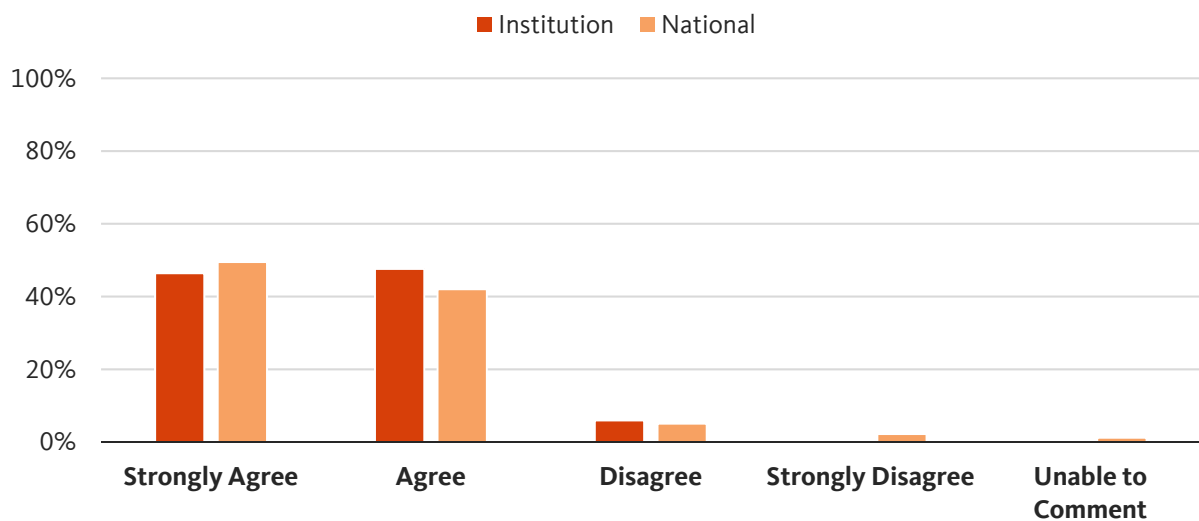
Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 29

The Pharm.D. program prepared me to examine and reflect on how my behavior and choices affect my personal and professional growth.

■ Institution   ■ National

Optional Comments:

Charts & Tables

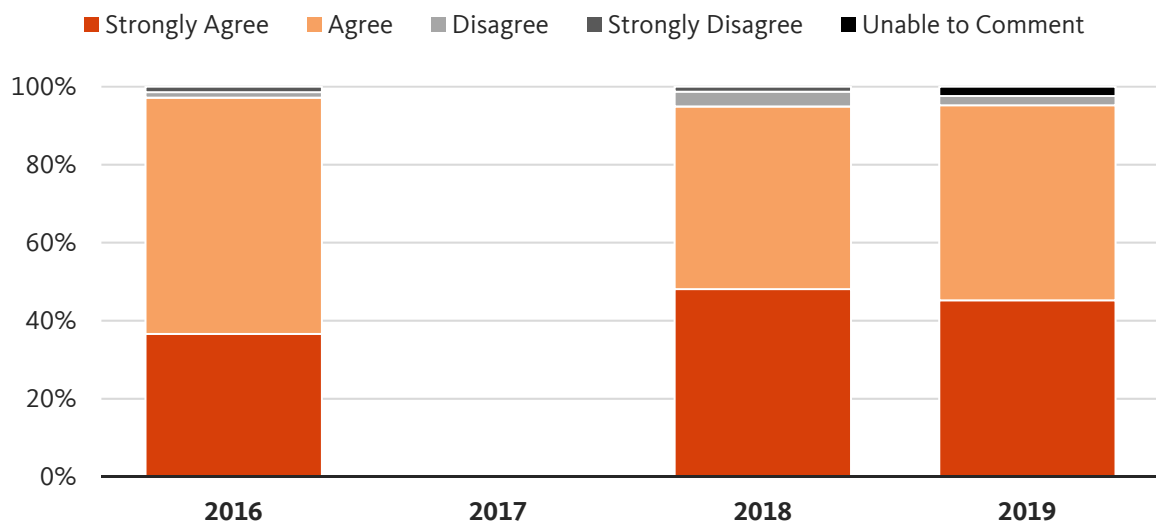## Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Alumni Survey, Question 30

The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	43	1	1	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	38	37	3	1	0	79
2019	38	42	2	0	2	84

Response Percent (%)

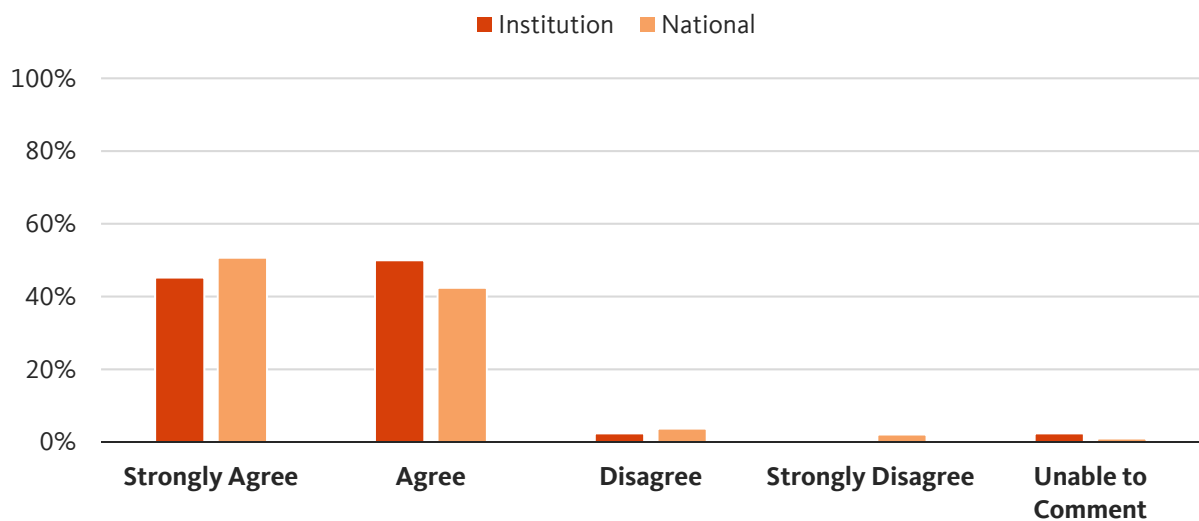| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	36.6%	60.6%	1.4%	1.4%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	48.1%	46.8%	3.8%	1.3%	0.0%
2019	45.2%	50.0%	2.4%	0.0%	2.4%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 30

The Pharm.D. program prepared me to accept responsibility for creating and achieving shared goals.

■ Institution   ■ National
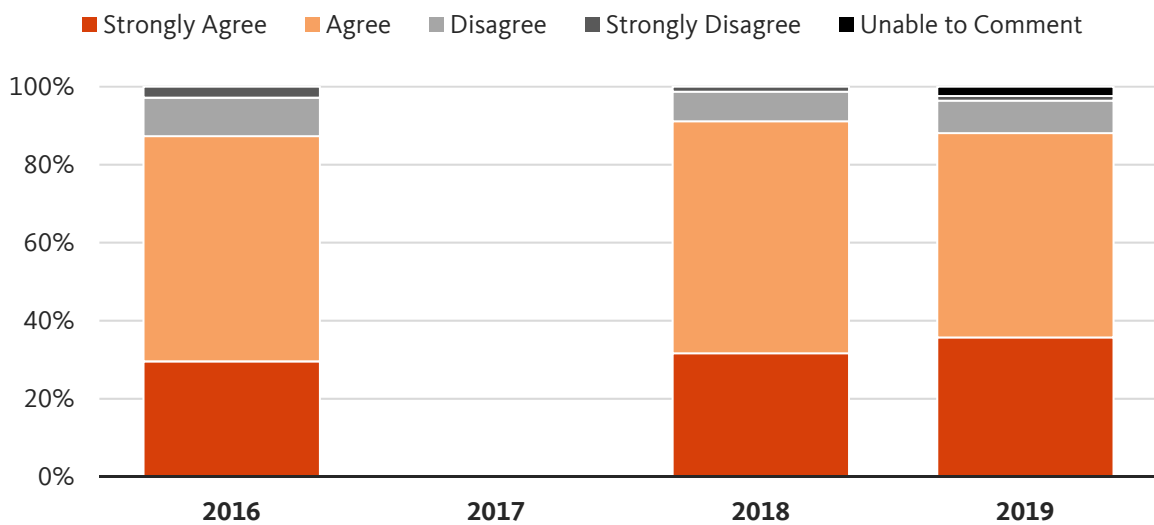

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 31

The Pharm.D. program prepared me to develop new ideas and approaches to practice.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	21	41	7	2	0	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	25	47	6	1	0	79
2019	30	44	7	1	2	84

Response Percent (%)

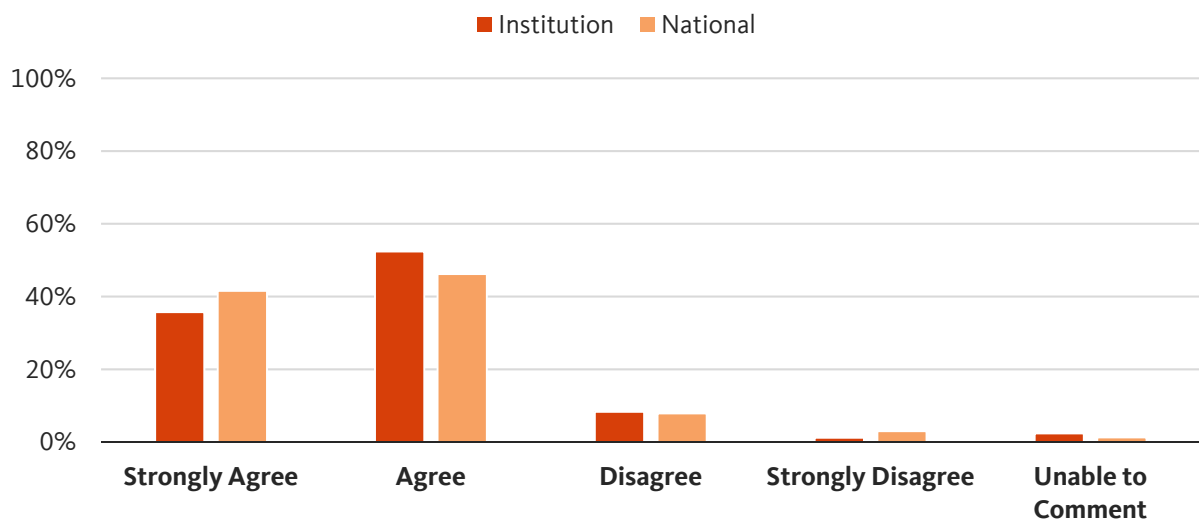| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	29.6%	57.7%	9.9%	2.8%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.6%	59.5%	7.6%	1.3%	0.0%
2019	35.7%	52.4%	8.3%	1.2%	2.4%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Alumni Survey, Question 31

The Pharm.D. program prepared me to develop new ideas and approaches to practice.
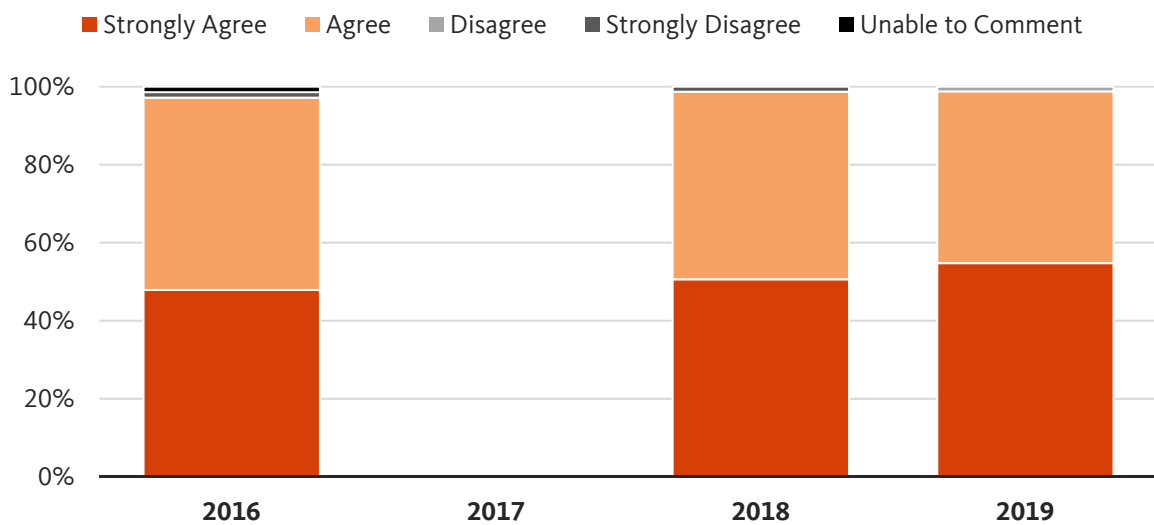

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Alumni Survey, Question 32

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	34	35	0	1	1	71
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	38	0	1	0	79
2019	46	37	1	0	0	84

Response Percent (%)

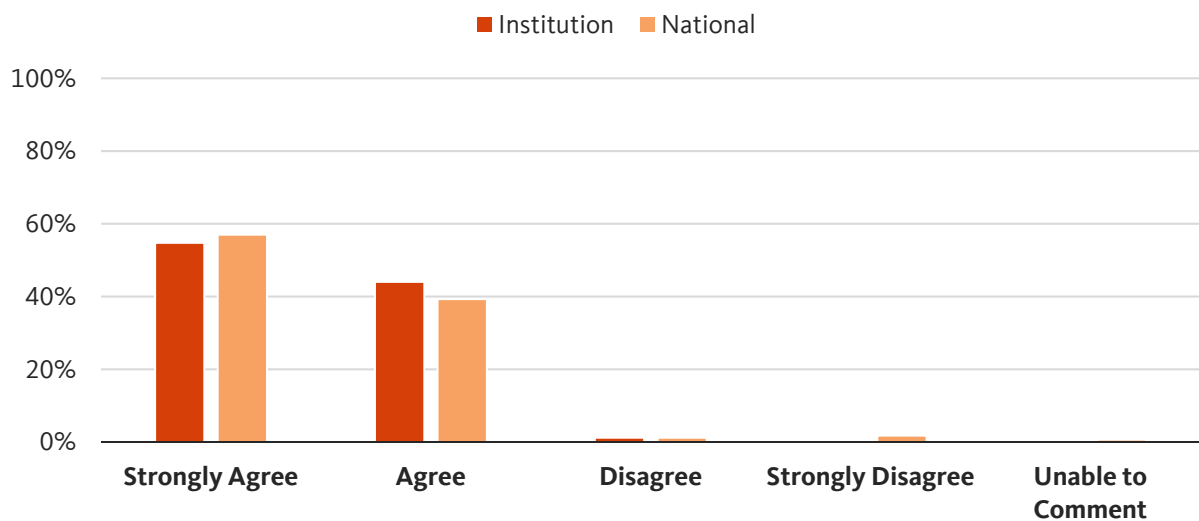| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	47.9%	49.3%	0.0%	1.4%	1.4%
2017	n/a	n/a	n/a	n/a	n/a
2018	50.6%	48.1%	0.0%	1.3%	0.0%
2019	54.8%	44.0%	1.2%	0.0%	0.0%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Alumni Survey, Question 32

The Pharm.D. program prepared me to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.
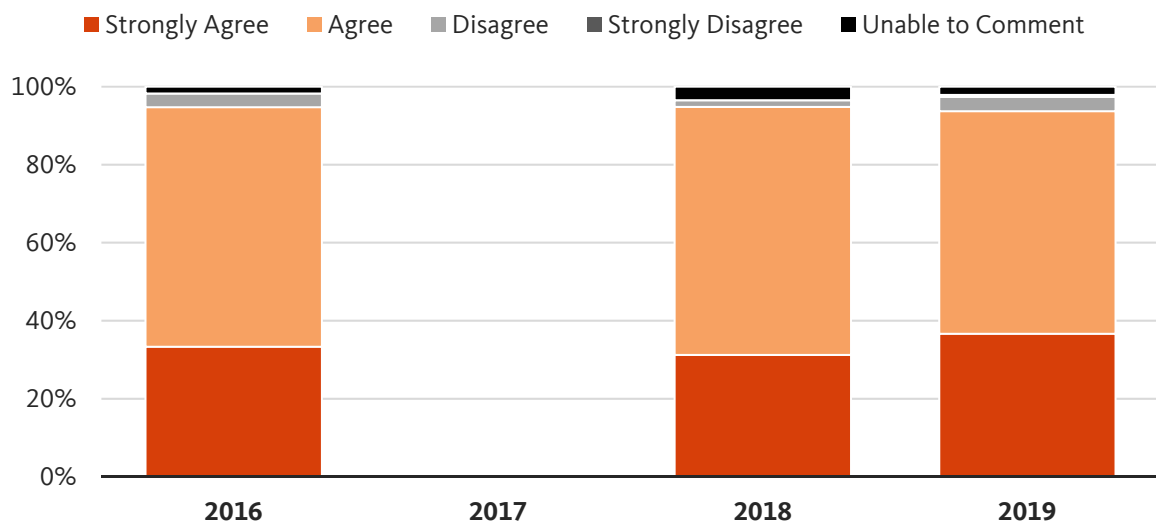

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Preceptor Survey, Question 11

The Pharm.D. program prepares students to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	35	2	0	1	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	54	110	3	0	6	173
2019	70	109	7	1	4	191

Response Percent (%)

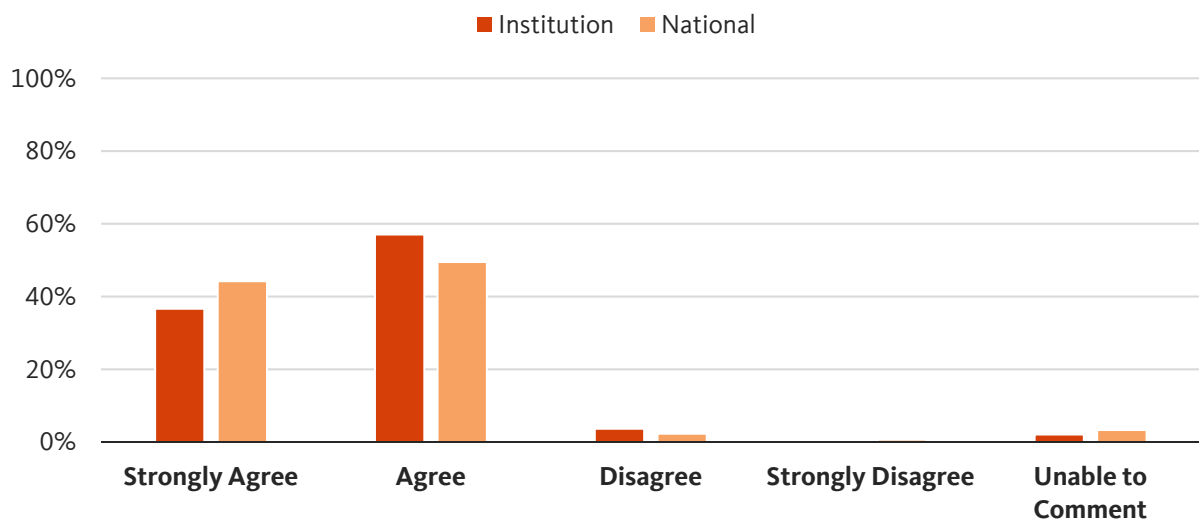| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.3%	61.4%	3.5%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.2%	63.6%	1.7%	0.0%	3.5%
2019	36.6%	57.1%	3.7%	0.5%	2.1%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 11

The Pharm.D. program prepares students to apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.
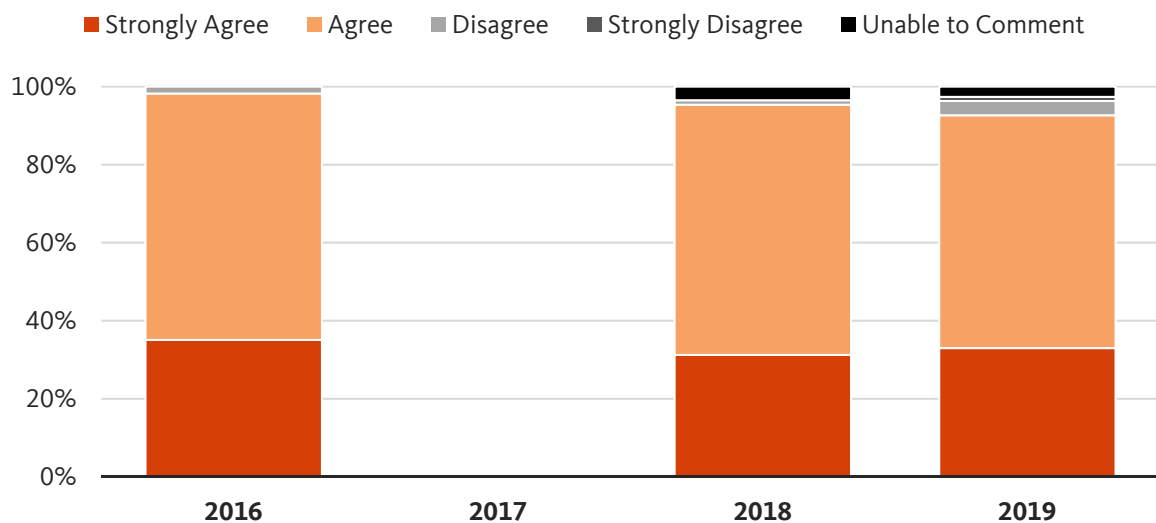

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 12

The Pharm.D. program prepares students to apply knowledge from the clinical sciences to the provision of patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	36	1	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	54	111	2	0	6	173
2019	63	114	7	2	5	191

Response Percent (%)

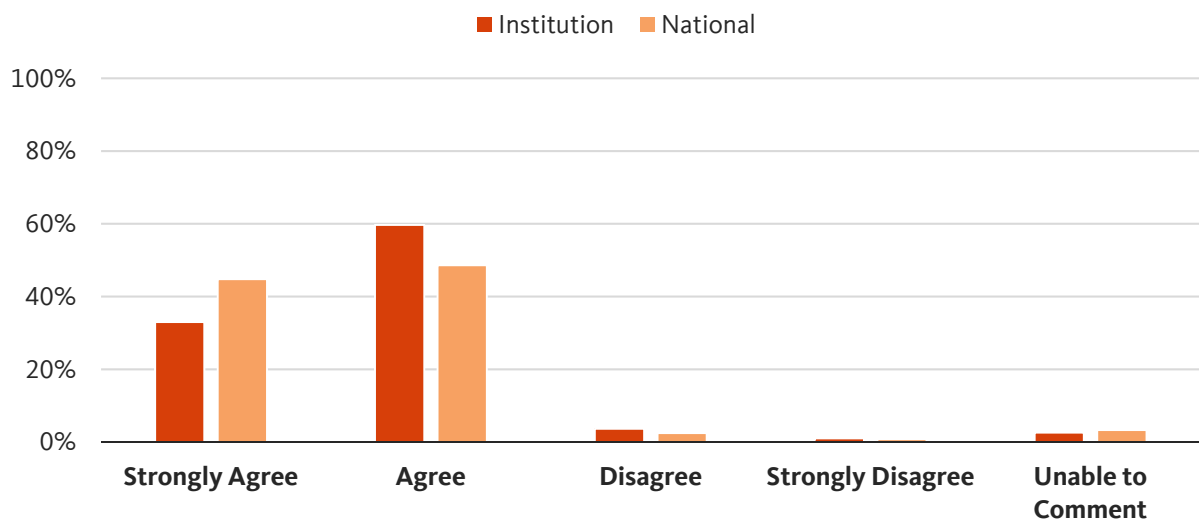| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	63.2%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	31.2%	64.2%	1.2%	0.0%	3.5%
2019	33.0%	59.7%	3.7%	1.0%	2.6%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 12

The Pharm.D. program prepares students to apply knowledge from the clinical sciences to the provision of patient care.
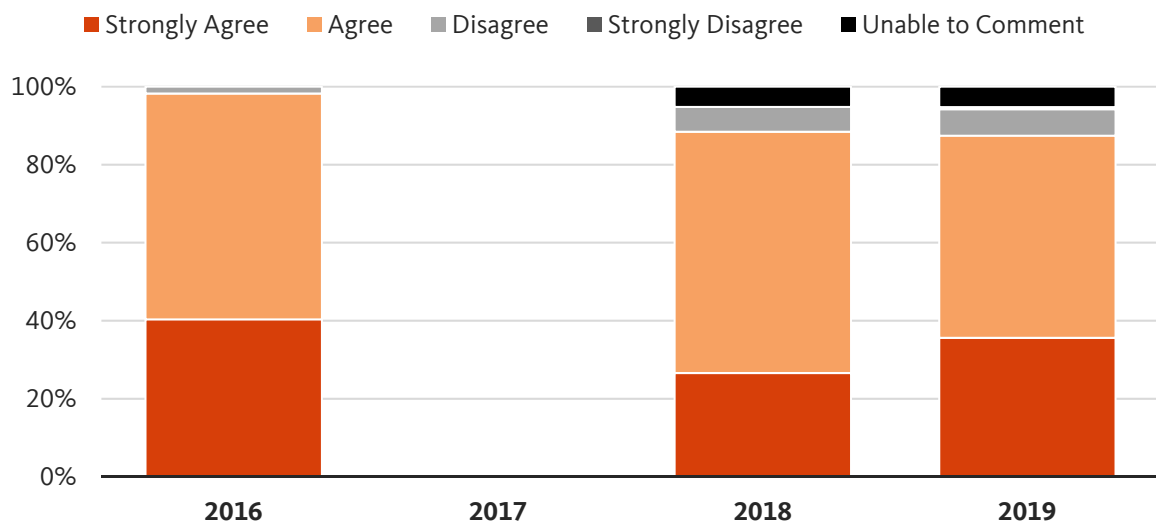

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 13

The Pharm.D. program prepares students to evaluate scientific literature.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	23	33	1	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	46	107	11	0	9	173
2019	68	99	13	1	10	191

Response Percent (%)

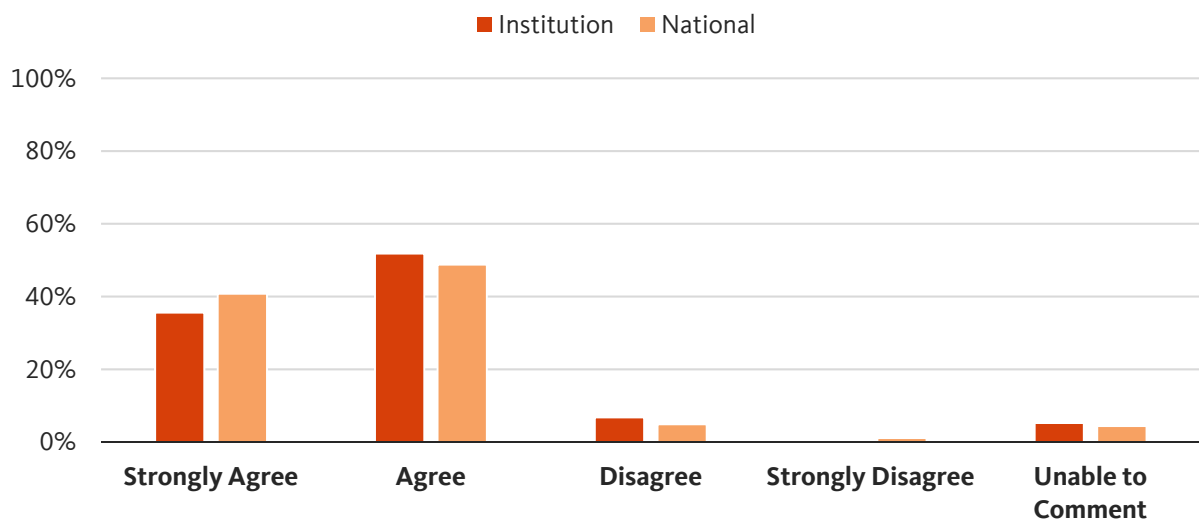| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	40.4%	57.9%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.6%	61.8%	6.4%	0.0%	5.2%
2019	35.6%	51.8%	6.8%	0.5%	5.2%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 13

The Pharm.D. program prepares students to evaluate scientific literature.
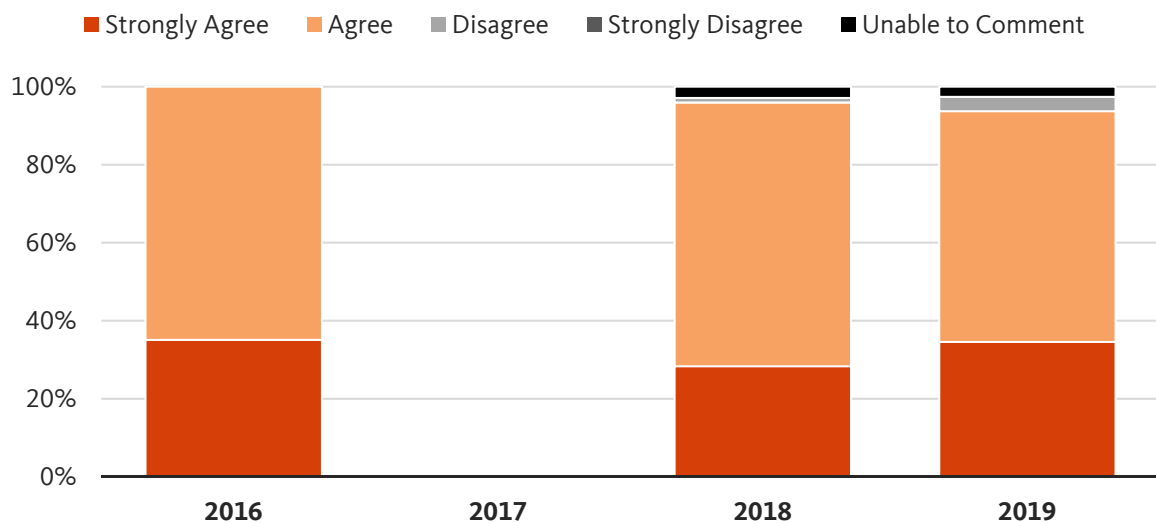

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Preceptor Survey, Question 14

The Pharm.D. program prepares students to provide medication expertise as part of patient-centered care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	37	0	0	0	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	117	2	0	5	173
2019	66	113	7	0	5	191

Response Percent (%)

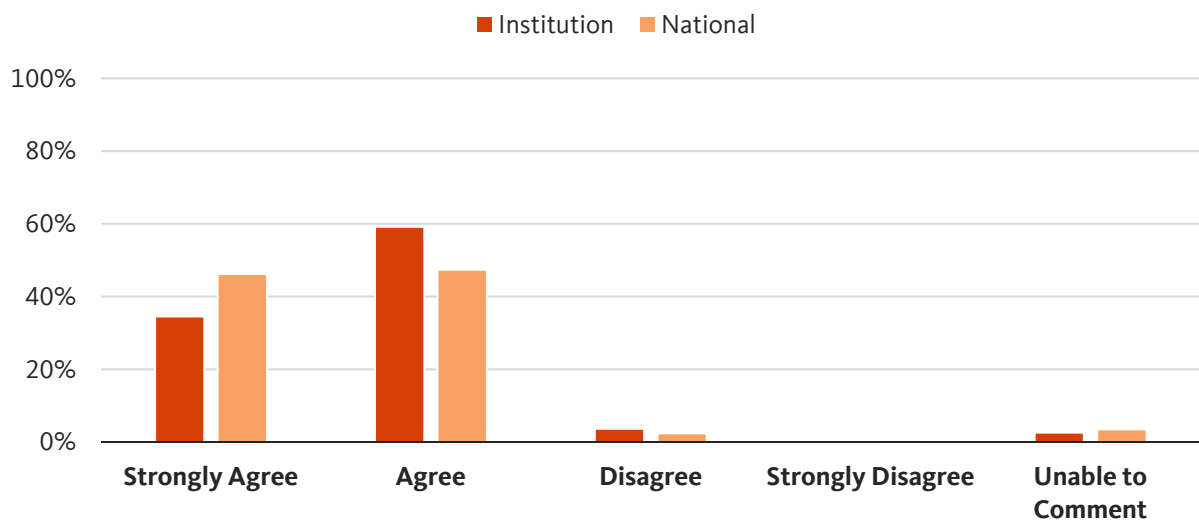| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	64.9%	0.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	67.6%	1.2%	0.0%	2.9%
2019	34.6%	59.2%	3.7%	0.0%	2.6%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Preceptor Survey, Question 14
The Pharm.D. program prepares students to provide medication expertise as part of patient-centered care.
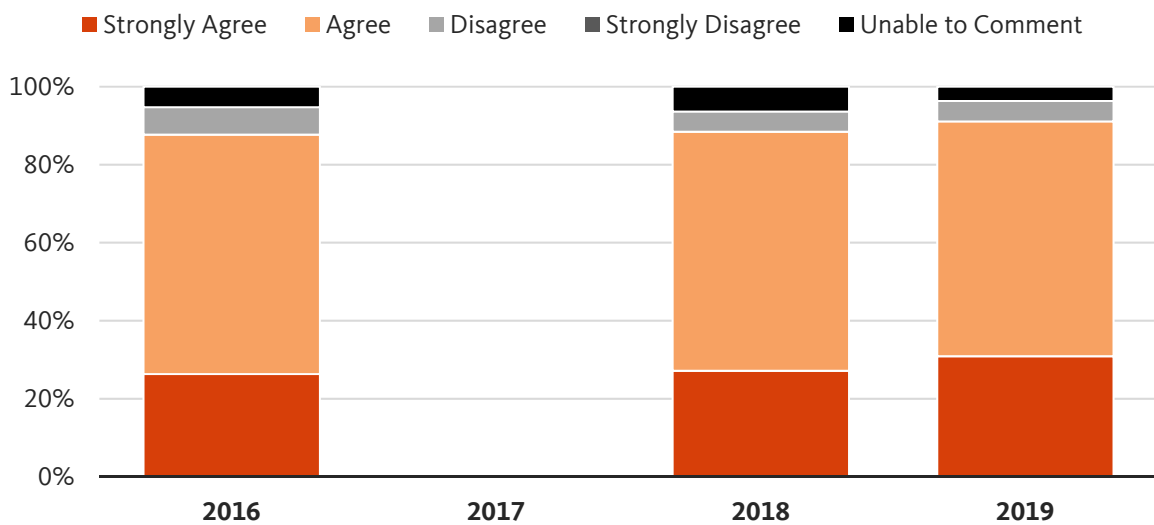

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 15

The Pharm.D. program prepares students to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	15	35	4	0	3	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	47	106	9	0	11	173
2019	59	115	10	0	7	191

Response Percent (%)

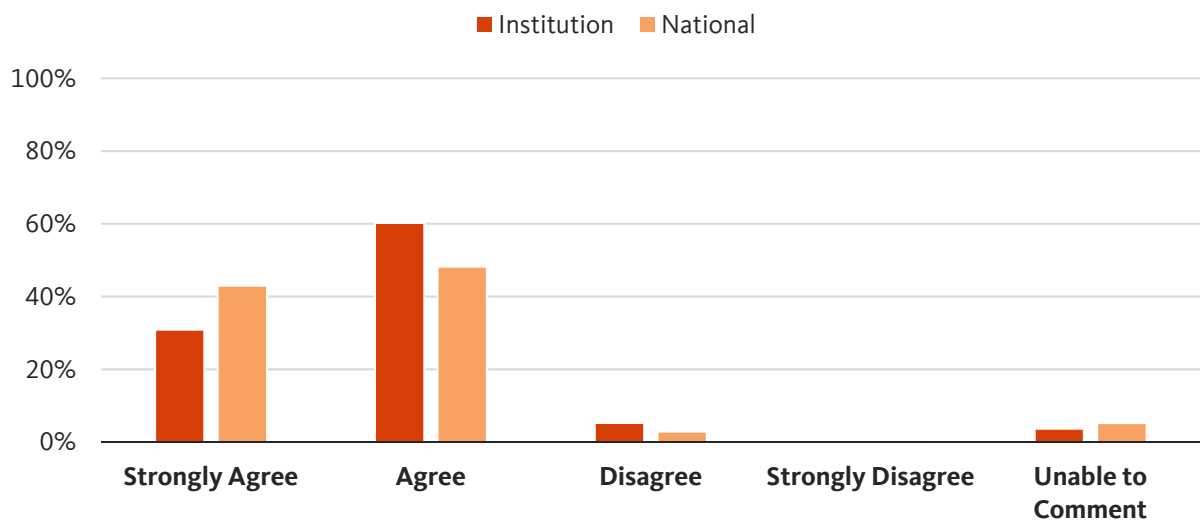| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	61.4%	7.0%	0.0%	5.3%
2017	n/a	n/a	n/a	n/a	n/a
2018	27.2%	61.3%	5.2%	0.0%	6.4%
2019	30.9%	60.2%	5.2%	0.0%	3.7%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 15

The Pharm.D. program prepares students to optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.
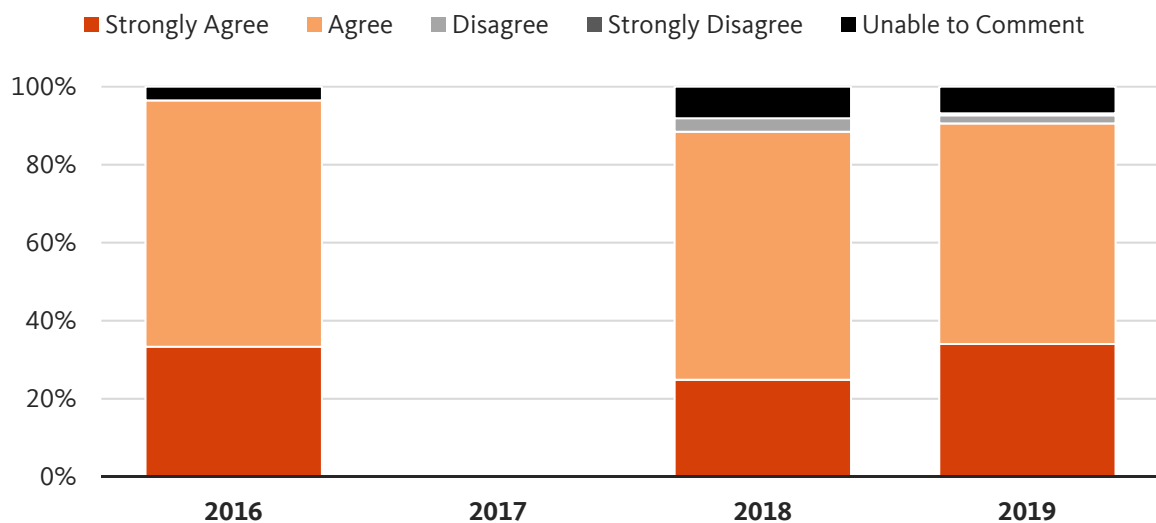

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 16

The Pharm.D. program prepares students to design strategies to manage chronic disease and improve health and wellness.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	19	36	0	0	2	57
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	43	110	6	0	14	173
2019	65	108	4	1	13	191

Response Percent (%)

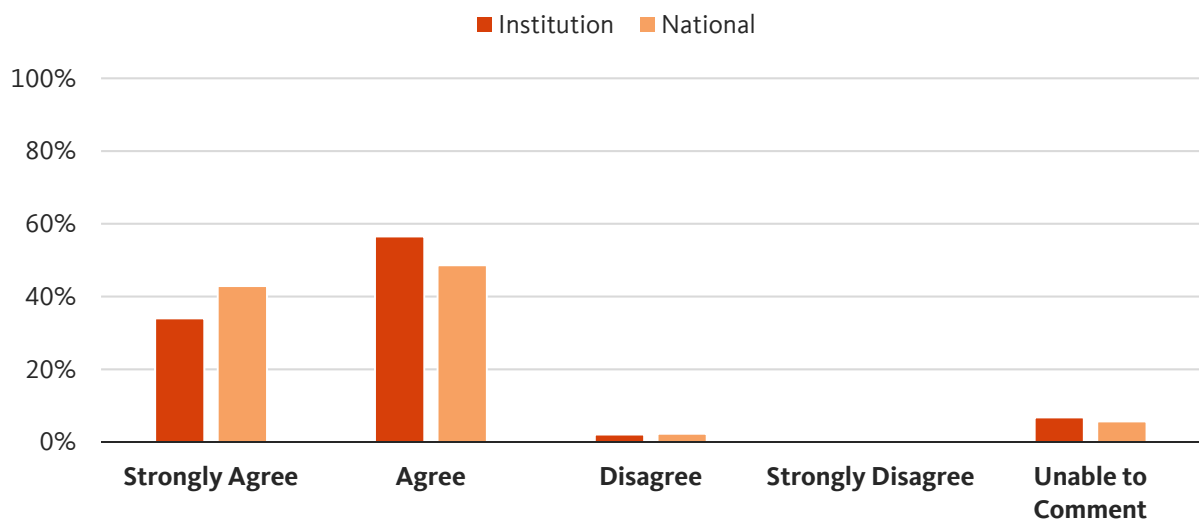| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.3%	63.2%	0.0%	0.0%	3.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	24.9%	63.6%	3.5%	0.0%	8.1%
2019	34.0%	56.5%	2.1%	0.5%	6.8%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 16

The Pharm.D. program prepares students to design strategies to manage chronic disease and improve health and wellness.
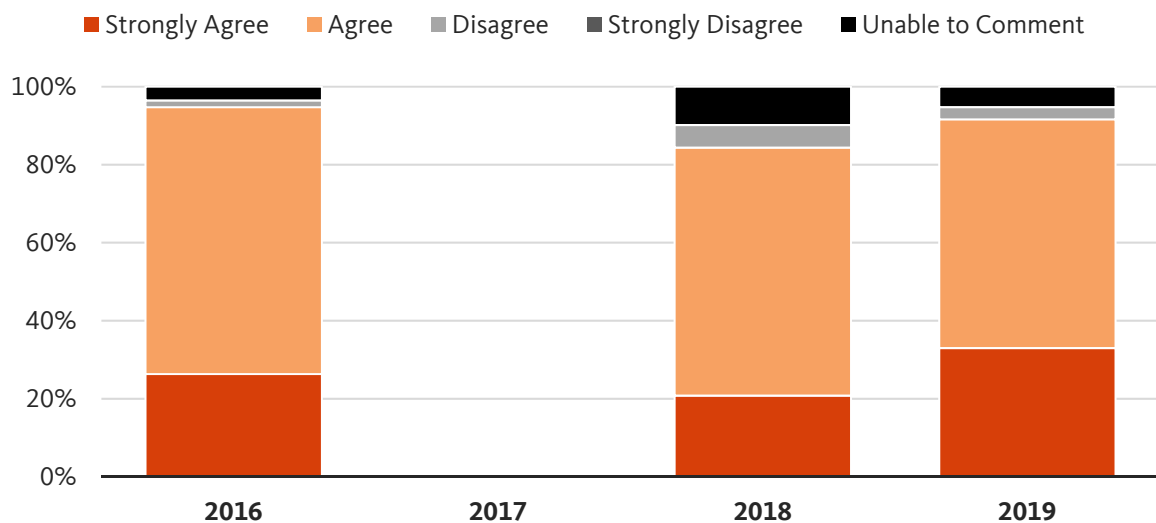

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Preceptor Survey, Question 17

The Pharm.D. program prepares students to assess the health needs of a given patient population.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	78	2	0	4	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	36	110	10	0	17	173
2019	63	112	6	0	10	191

Response Percent (%)

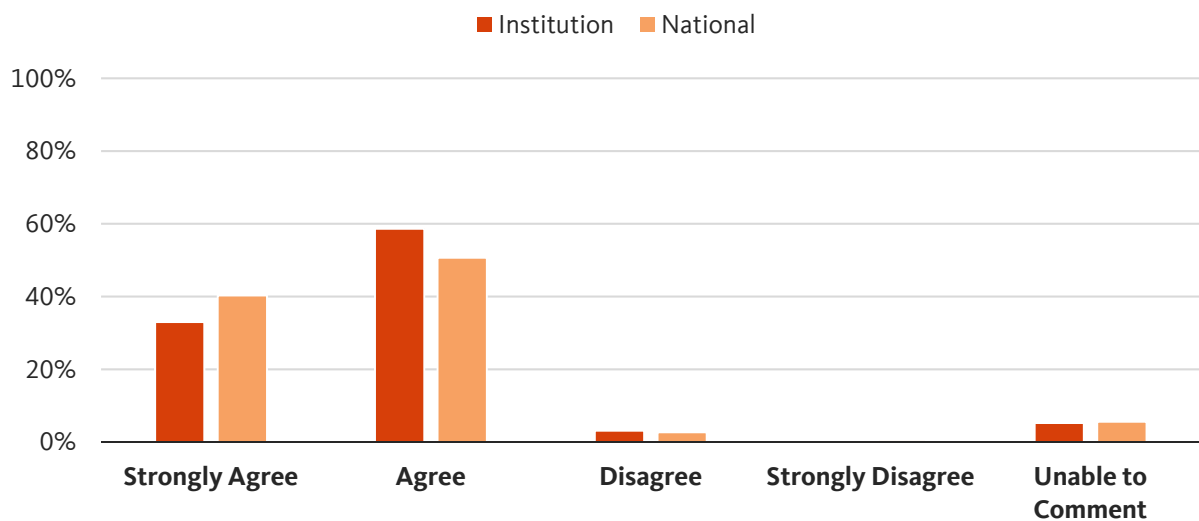| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	68.4%	1.8%	0.0%	3.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	20.8%	63.6%	5.8%	0.0%	9.8%
2019	33.0%	58.6%	3.1%	0.0%	5.2%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Preceptor Survey, Question 17
The Pharm.D. program prepares students to assess the health needs of a given patient population.
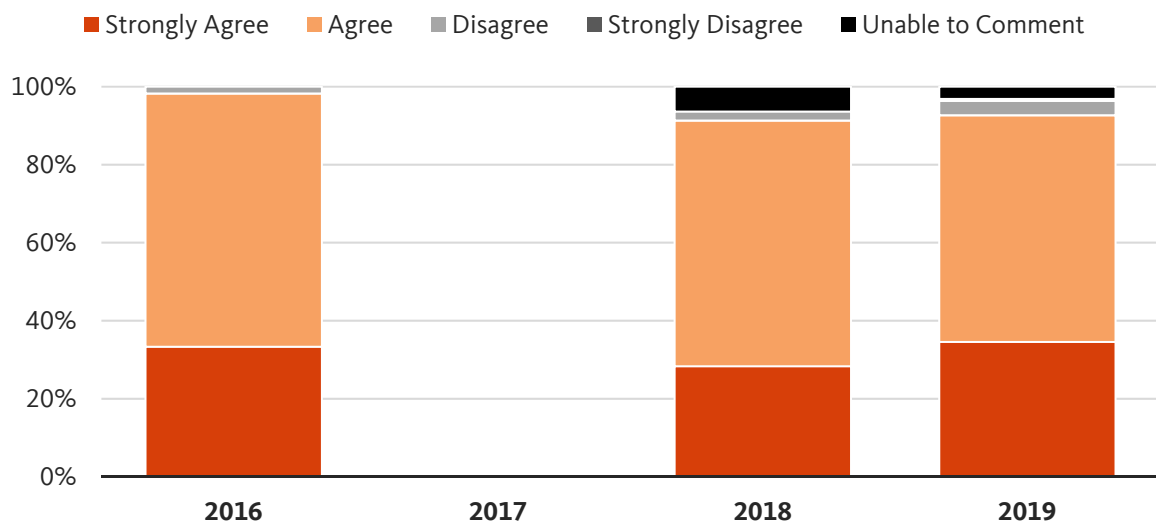

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 18

The Pharm.D. program prepares students to provide patient-centered care based on evidence-based best practices.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	38	74	2	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	109	4	0	11	173
2019	66	111	7	1	6	191

Response Percent (%)

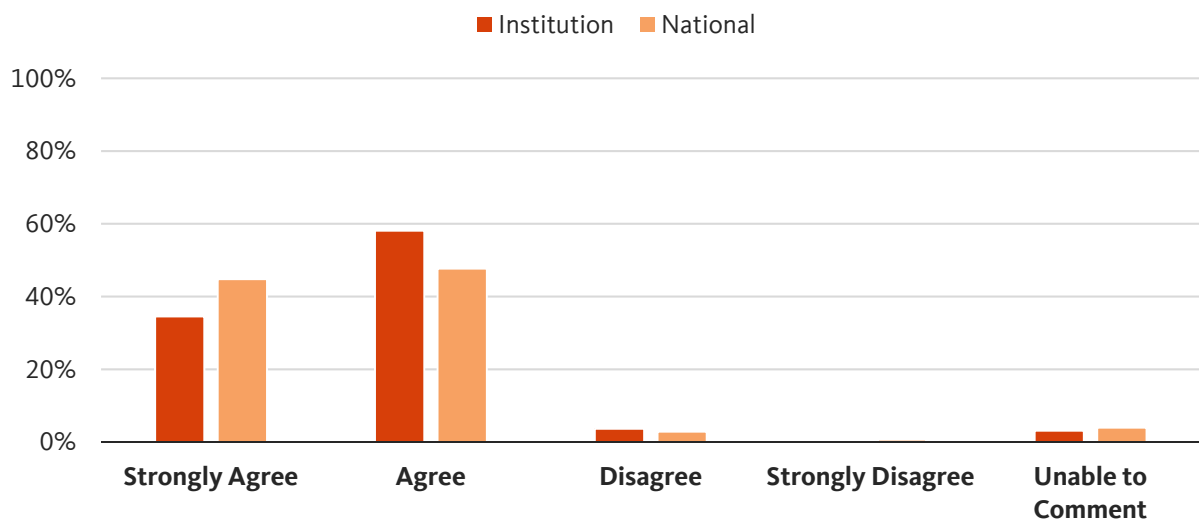| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	33.3%	64.9%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	63.0%	2.3%	0.0%	6.4%
2019	34.6%	58.1%	3.7%	0.5%	3.1%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 18

The Pharm.D. program prepares students to provide patient-centered care based on evidence-based best practices.
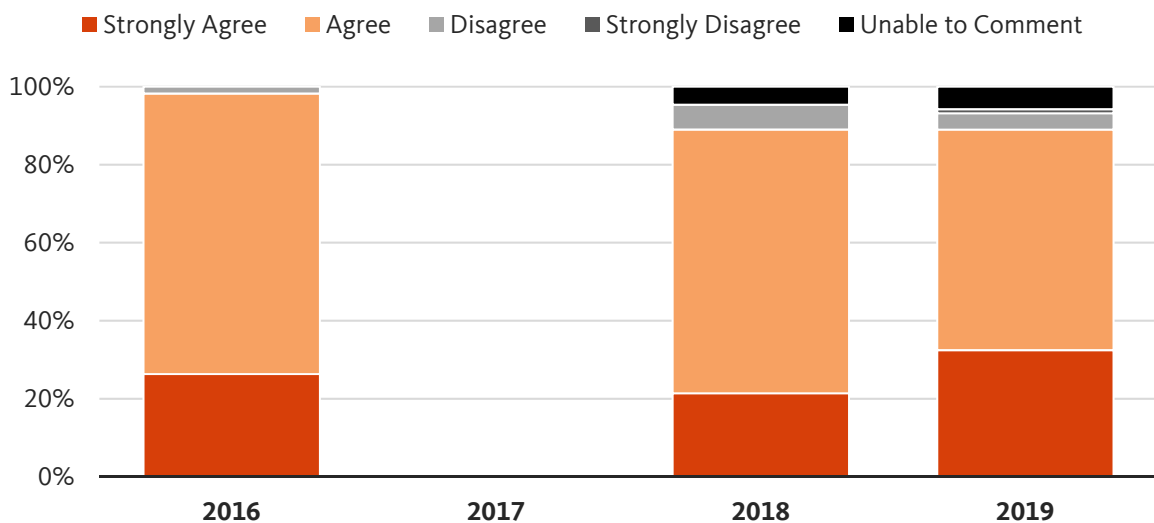

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 19

The Pharm.D. program prepares students to design, implement, and evaluate viable solutions to patient care problems.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	82	2	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	37	117	11	0	8	173
2019	62	108	8	2	11	191

Response Percent (%)

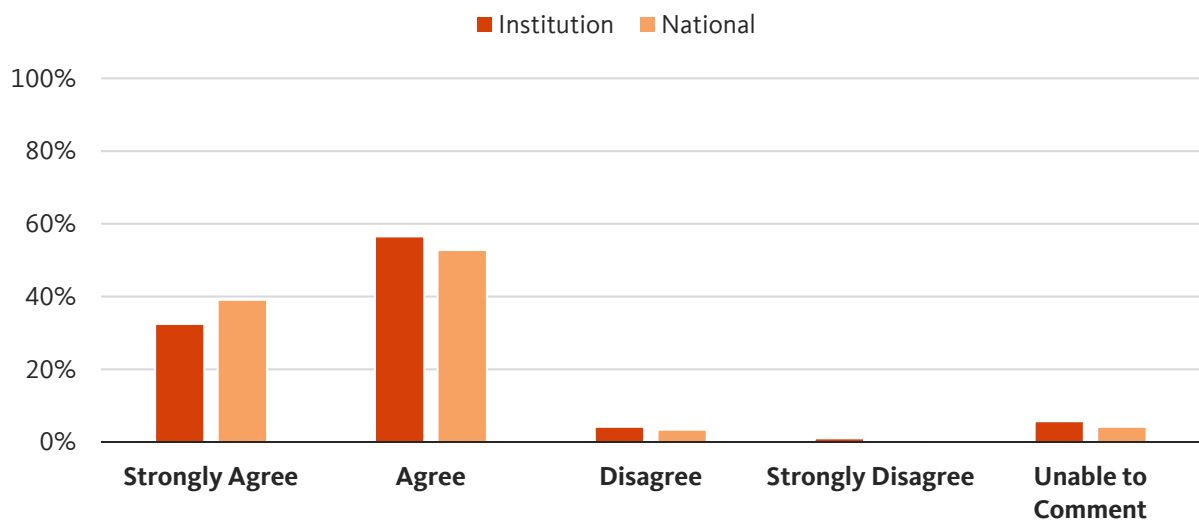| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	71.9%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	21.4%	67.6%	6.4%	0.0%	4.6%
2019	32.5%	56.5%	4.2%	1.0%	5.8%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 19

The Pharm.D. program prepares students to design, implement, and evaluate viable solutions to patient care problems.

■ Institution ■ National
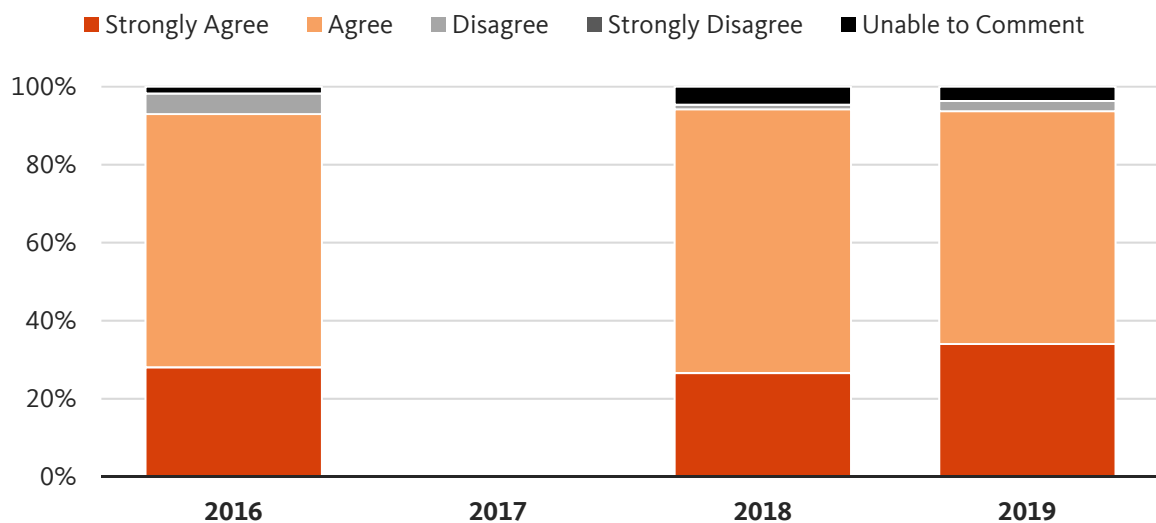

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 20

The Pharm.D. program prepares students to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	32	74	6	0	2	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	46	117	2	0	8	173
2019	65	114	5	0	7	191

Response Percent (%)

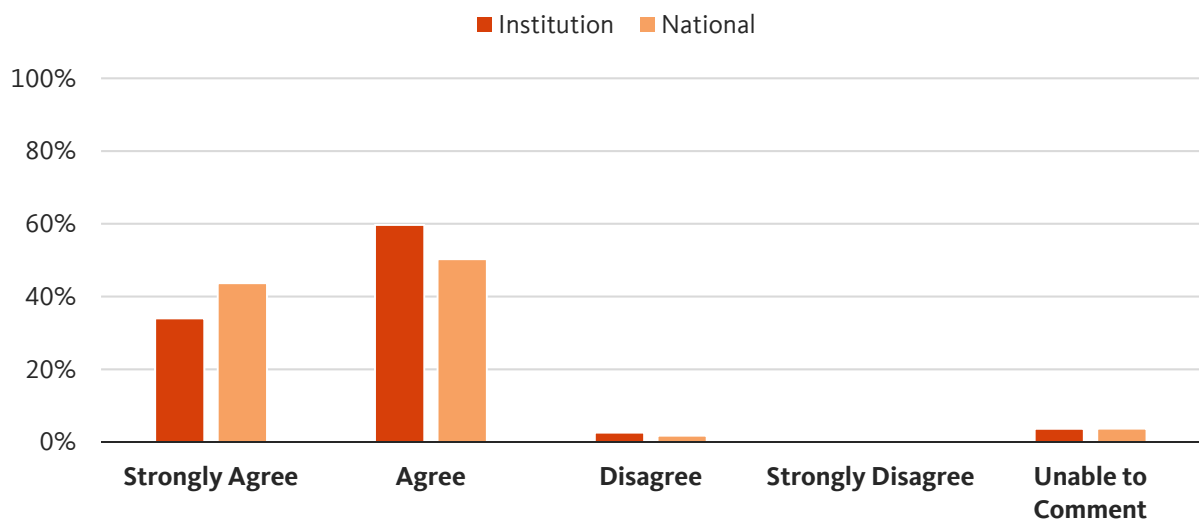| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	28.1%	64.9%	5.3%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.6%	67.6%	1.2%	0.0%	4.6%
2019	34.0%	59.7%	2.6%	0.0%	3.7%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 20

The Pharm.D. program prepares students to use effective strategies to educate patients, healthcare professionals, and caregivers to improve patient care.

■ Institution ■ National
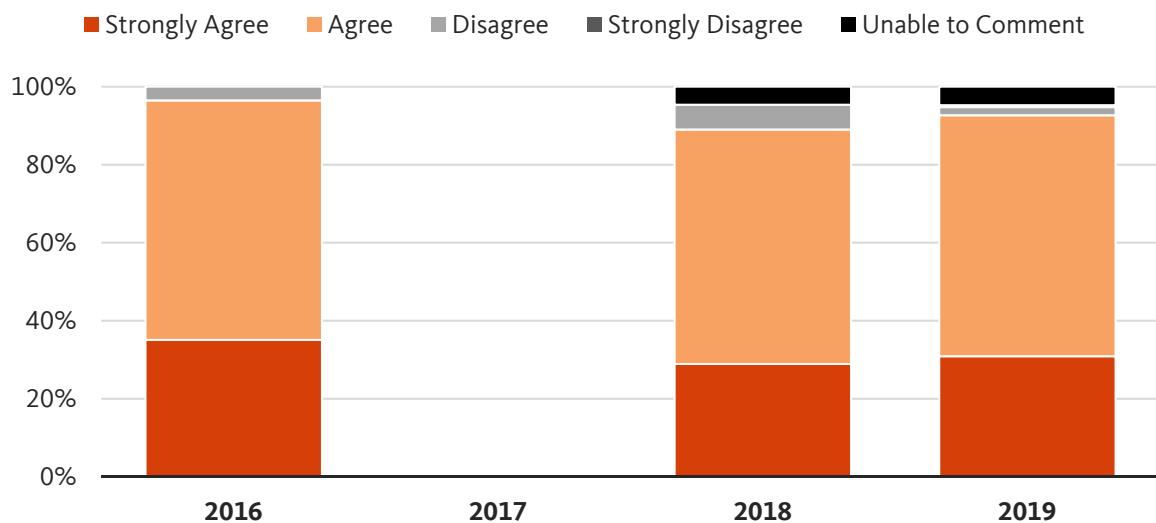

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 21

The Pharm.D. program prepares students to advocate for the patient's best interest.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	40	70	4	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	50	104	11	0	8	173
2019	59	118	4	1	9	191

Response Percent (%)

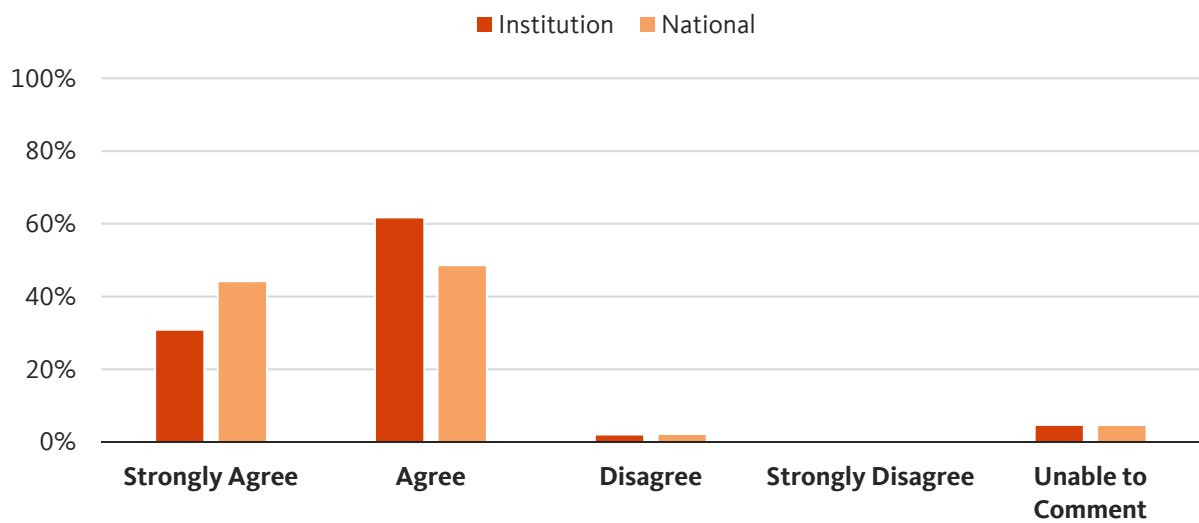| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	35.1%	61.4%	3.5%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.9%	60.1%	6.4%	0.0%	4.6%
2019	30.9%	61.8%	2.1%	0.5%	4.7%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 21

The Pharm.D. program prepares students to advocate for the patient's best interest.
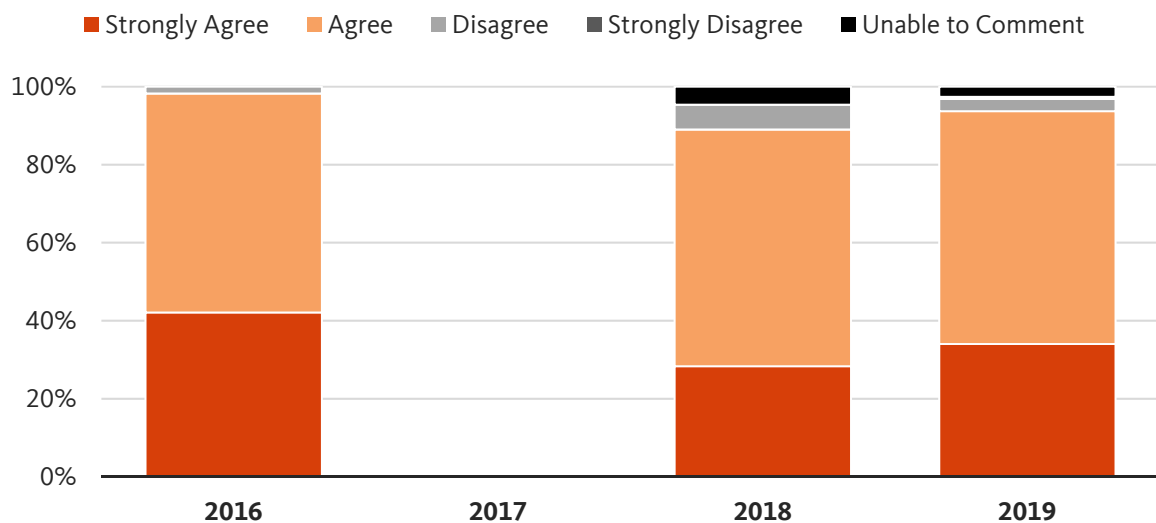

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Preceptor Survey, Question 22

The Pharm.D. program prepares students to engage as a member of an interprofessional healthcare team.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	48	64	2	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	105	11	0	8	173
2019	65	114	6	1	5	191

Response Percent (%)

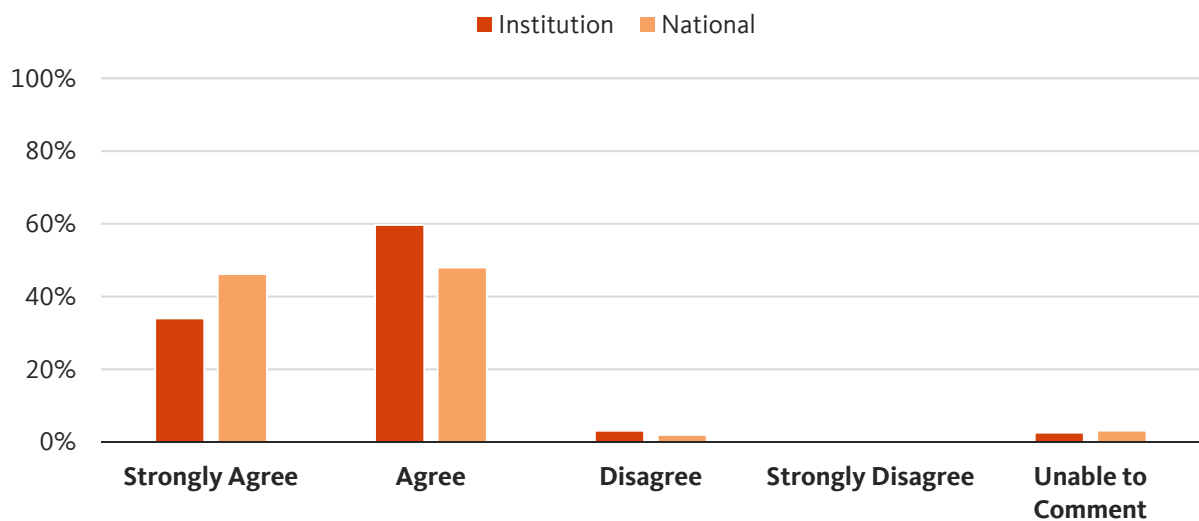| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	42.1%	56.1%	1.8%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	28.3%	60.7%	6.4%	0.0%	4.6%
2019	34.0%	59.7%	3.1%	0.5%	2.6%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 22

The Pharm.D. program prepares students to engage as a member of an interprofessional healthcare team.
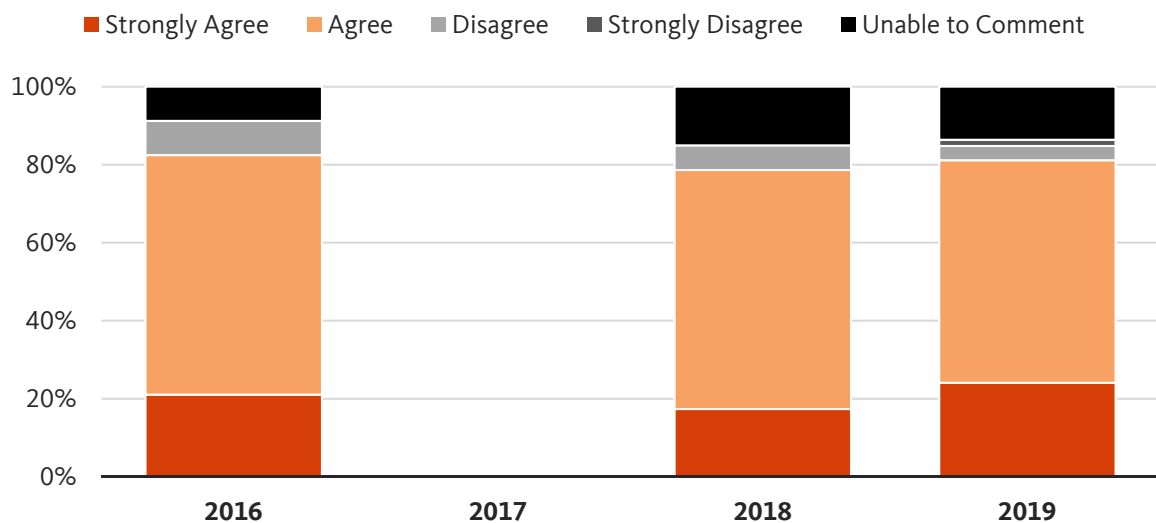

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Preceptor Survey, Question 23

The Pharm.D. program prepares students to identify cultural disparities in healthcare.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	24	70	10	0	10	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	30	106	11	0	26	173
2019	46	109	7	3	26	191

Response Percent (%)

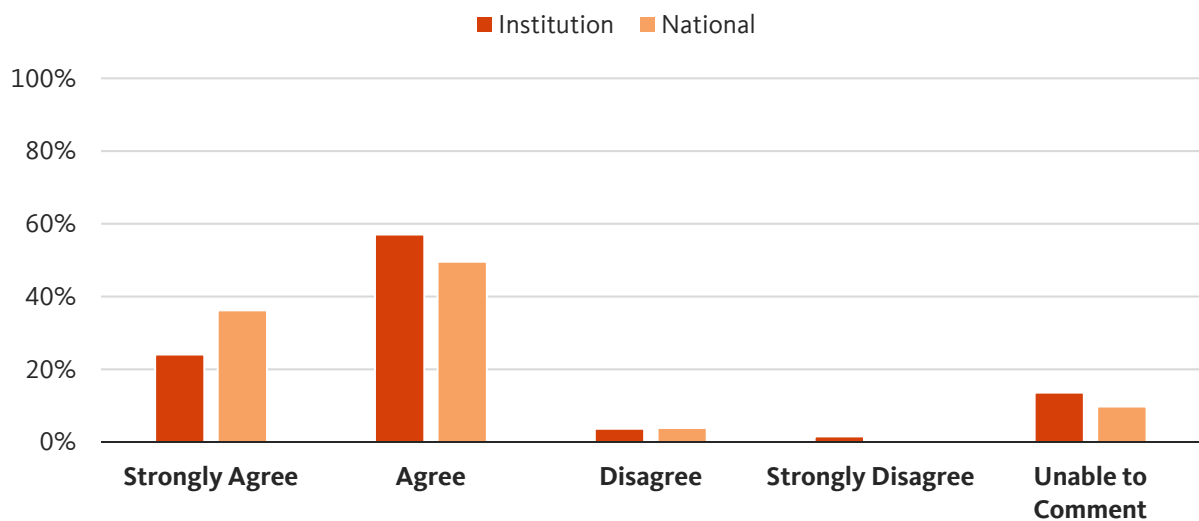| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	21.1%	61.4%	8.8%	0.0%	8.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	17.3%	61.3%	6.4%	0.0%	15.0%
2019	24.1%	57.1%	3.7%	1.6%	13.6%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 23

The Pharm.D. program prepares students to identify cultural disparities in healthcare.

Legend: Institution, National

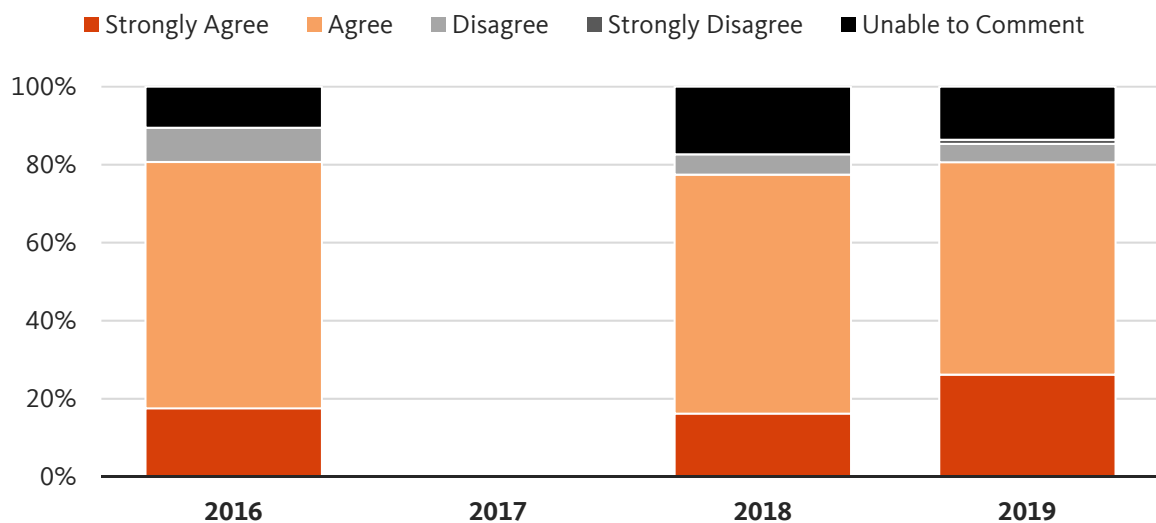|	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
Institution	24%	57%	3%	1%	13%
National	36%	49%	4%		10%

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 24

The Pharm.D. program prepares students to recognize and address cultural disparities in access to and delivery of health care.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	20	72	10	0	12	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	28	106	9	0	30	173
2019	50	104	9	2	26	191

Response Percent (%)

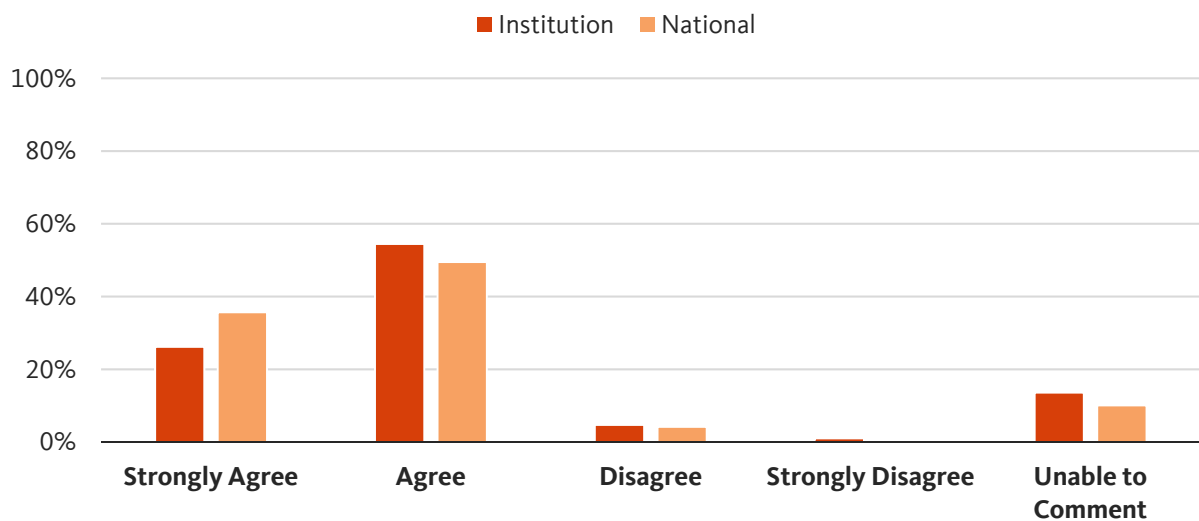| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	17.5%	63.2%	8.8%	0.0%	10.5%
2017	n/a	n/a	n/a	n/a	n/a
2018	16.2%	61.3%	5.2%	0.0%	17.3%
2019	26.2%	54.5%	4.7%	1.0%	13.6%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 24

The Pharm.D. program prepares students to recognize and address cultural disparities in access to and delivery of health care.

Optional Comments:

Charts & Tables
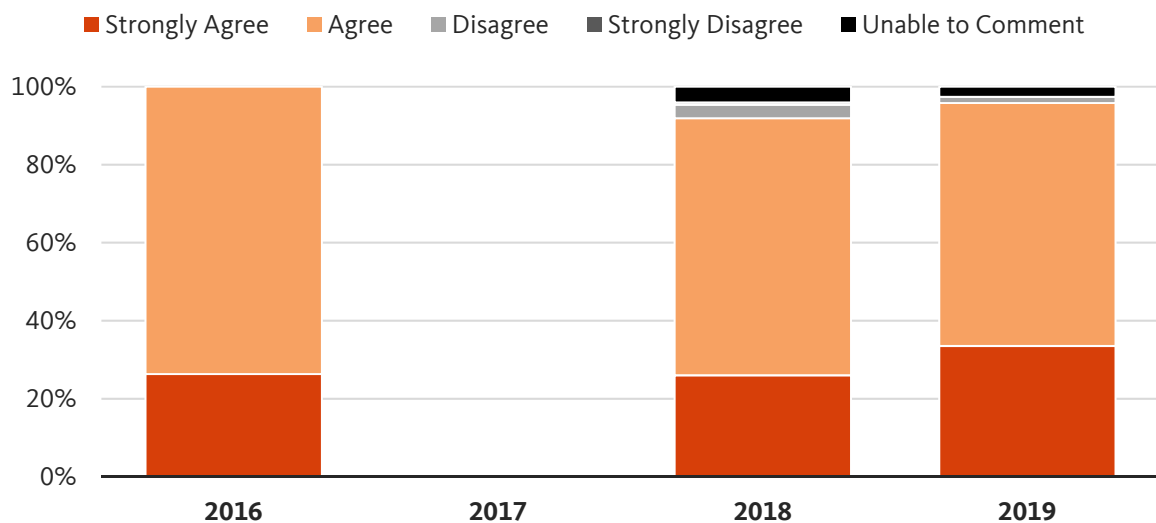
Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 25

The Pharm.D. program prepares students to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	84	0	0	0	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	45	114	6	1	7	173
2019	64	119	3	0	5	191

Response Percent (%)

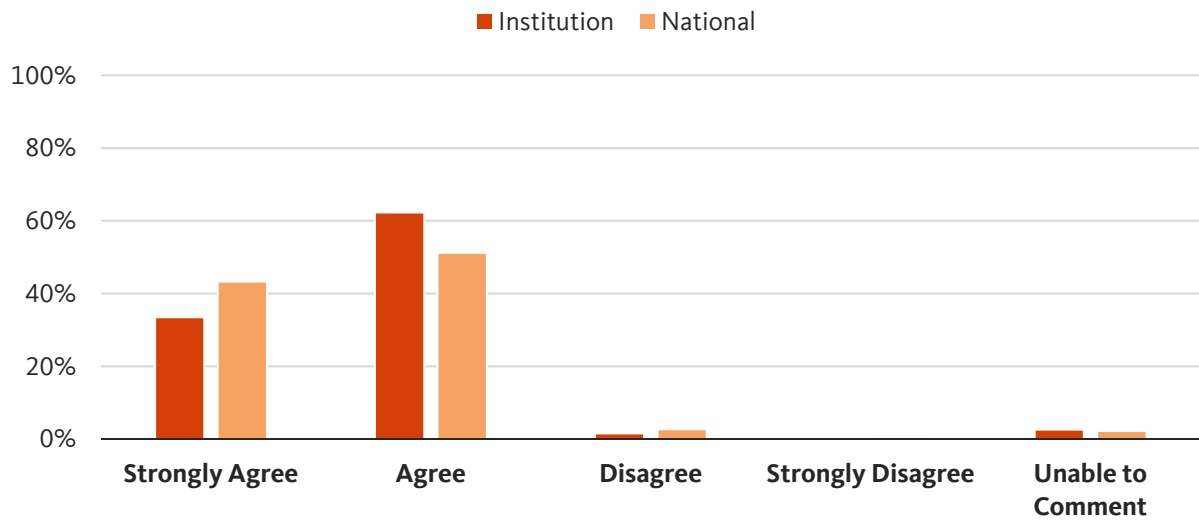| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	73.7%	0.0%	0.0%	0.0%
2017	n/a	n/a	n/a	n/a	n/a
2018	26.0%	65.9%	3.5%	0.6%	4.0%
2019	33.5%	62.3%	1.6%	0.0%	2.6%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Preceptor Survey, Question 25

The Pharm.D. program prepares students to effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups, and organizations.

■ Institution ■ National
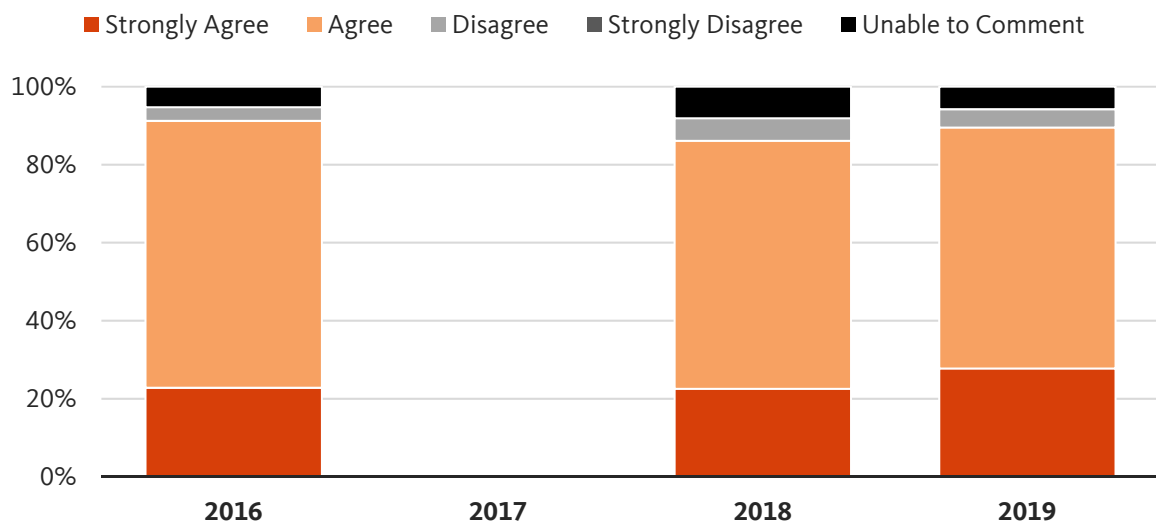

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 26

The Pharm.D. program prepares students to examine and reflect on how their behavior and choices affect their personal and professional growth.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	26	78	4	0	6	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	39	110	10	0	14	173
2019	53	118	9	0	11	191

Response Percent (%)

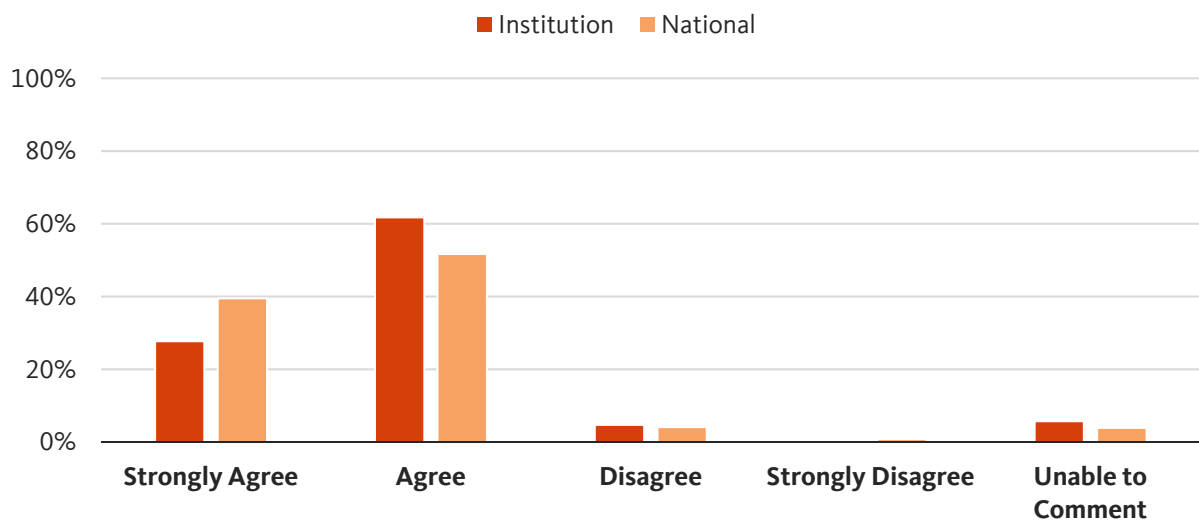| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	22.8%	68.4%	3.5%	0.0%	5.3%
2017	n/a	n/a	n/a	n/a	n/a
2018	22.5%	63.6%	5.8%	0.0%	8.1%
2019	27.7%	61.8%	4.7%	0.0%	5.8%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 26

The Pharm.D. program prepares students to examine and reflect on how their behavior and choices affect their personal and professional growth.
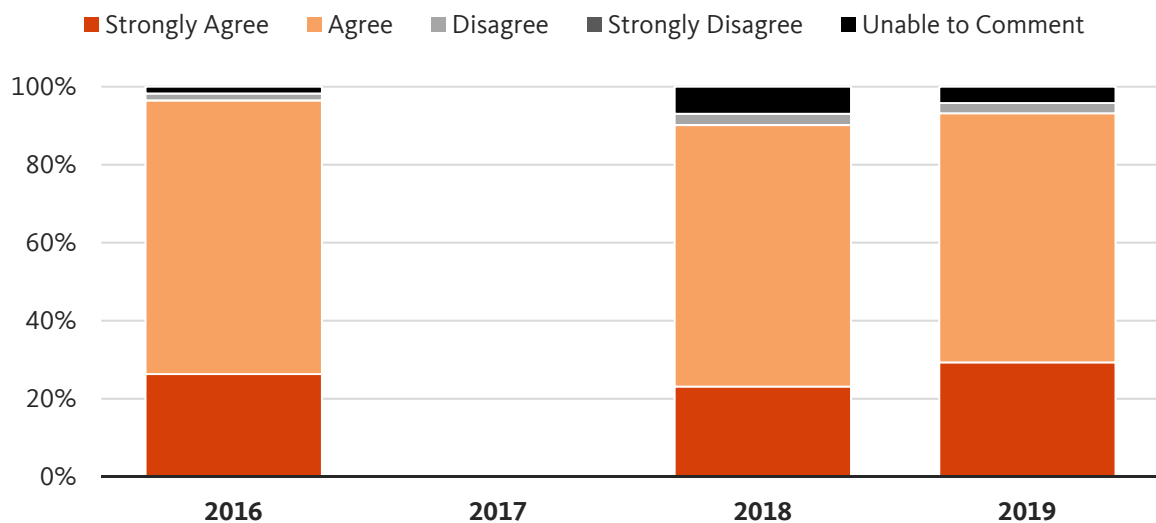

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Preceptor Survey, Question 27
The Pharm.D. program prepares students to accept responsibility for creating and achieving shared goals.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	80	2	0	2	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	40	116	5	0	12	173
2019	56	122	5	0	8	191

Response Percent (%)

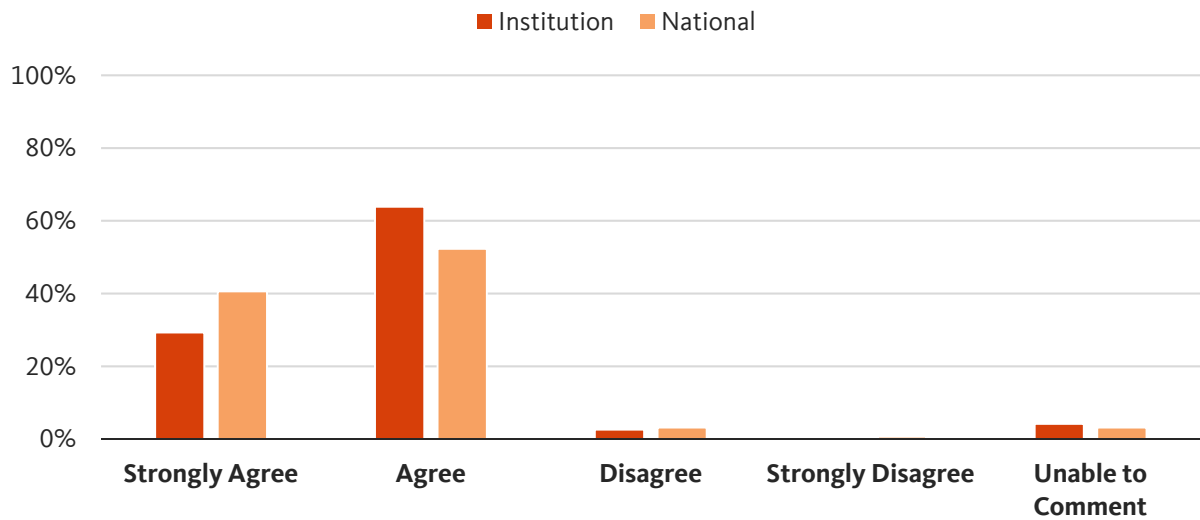| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	70.2%	1.8%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	23.1%	67.1%	2.9%	0.0%	6.9%
2019	29.3%	63.9%	2.6%	0.0%	4.2%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart
Standard 24, Preceptor Survey, Question 27
The Pharm.D. program prepares students to accept responsibility for creating and achieving shared goals.
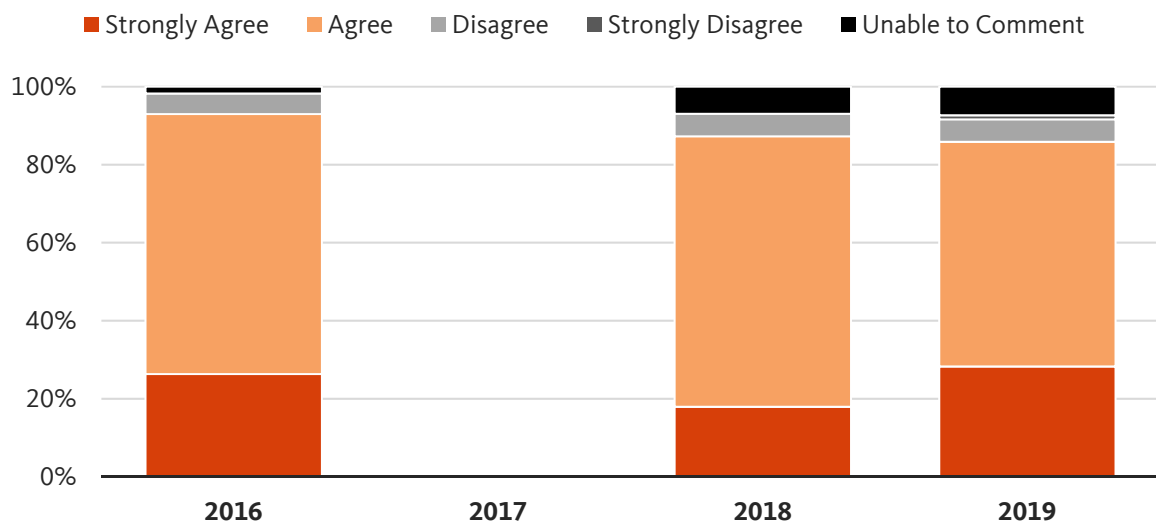

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart
Standard 24, Preceptor Survey, Question 28
The Pharm.D. program prepares students to develop new ideas and approaches to practice.

Response Count (N)

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment	Total
2016	30	76	6	0	2	114
2017	n/a	n/a	n/a	n/a	n/a	n/a
2018	31	120	10	0	12	173
2019	54	110	11	2	14	191

Response Percent (%)

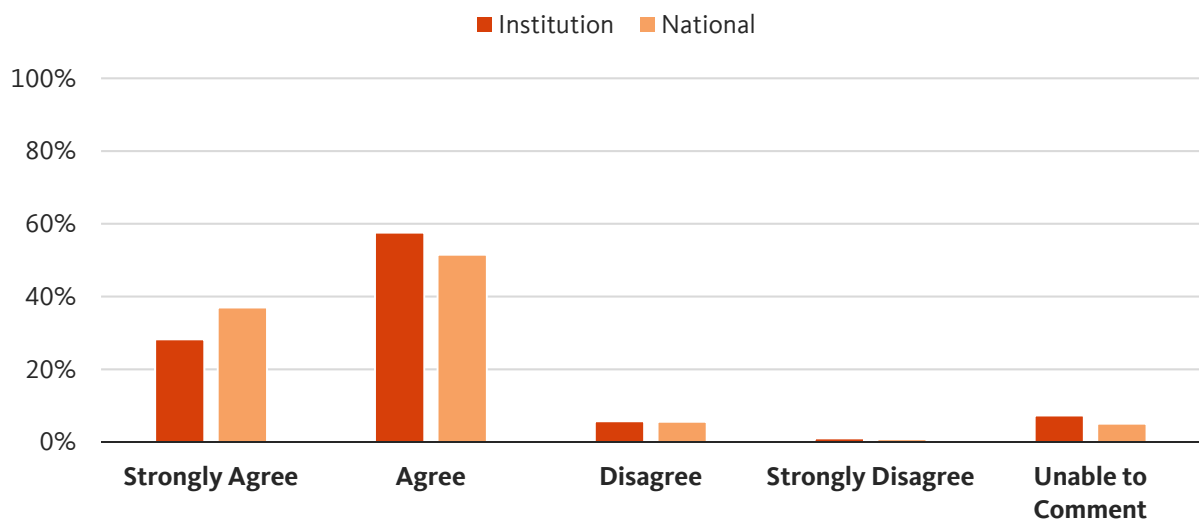| Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
2016	26.3%	66.7%	5.3%	0.0%	1.8%
2017	n/a	n/a	n/a	n/a	n/a
2018	17.9%	69.4%	5.8%	0.0%	6.9%
2019	28.3%	57.6%	5.8%	1.0%	7.3%

Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 28

The Pharm.D. program prepares students to develop new ideas and approaches to practice.
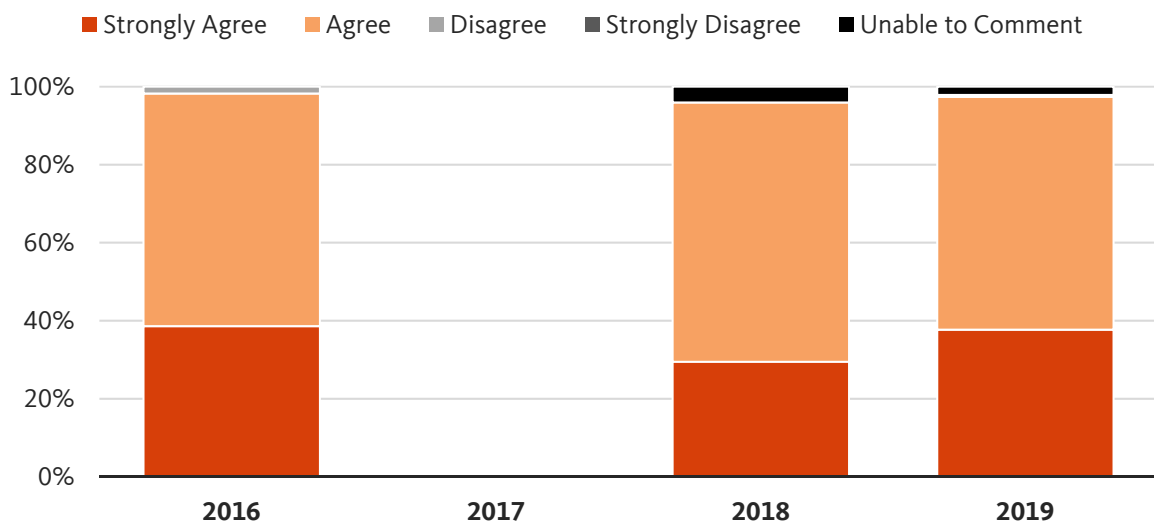

Optional Comments:

Charts & Tables

Assessment Elements: Educational Outcomes

Longitudinal Chart

Standard 24, Preceptor Survey, Question 29

The Pharm.D. program prepares students to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Unable to Comment
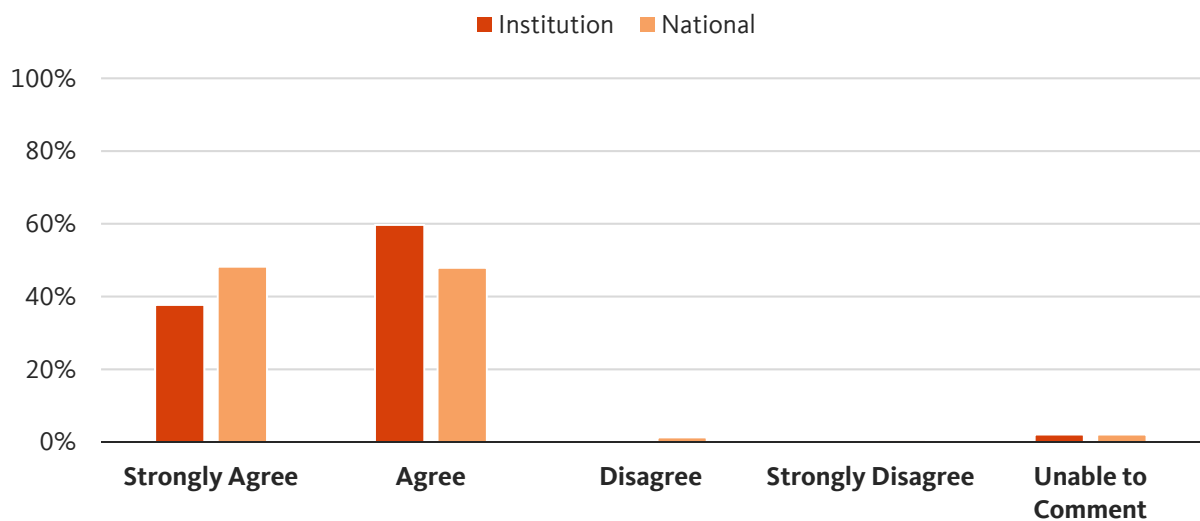
Charts & Tables

Assessment Elements: Educational Outcomes

National vs. Institution Chart

Standard 24, Preceptor Survey, Question 29

The Pharm.D. program prepares students to act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers, and society.

■ Institution   ■ National

Optional Comments:

Assessment of Elements: Structure and Process

Data Views and Standardized Tables

Standard

A 25

Charts & Tables

Eligibility and Reporting Requirements

No Data Views or Standardized Tables for this Standard