Self-Study Report of Oregon State University

Oregon State University

College of Pharmacy

1601 SW Jefferson Avenue

203 Pharmacy Bldg.

Corvallis

Oregon - 97331

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Pharmacy College or School Profile

Oregon State University

College of Pharmacy

1601 SW Jefferson Avenue

203 Pharmacy Bldg.

Corvallis

Oregon - 97331

Departmental/Divisional Structure

Pharmaceutical Sciences (Pharm Sci)
Pharmacy Practice (Pharm Practice)

Branch/Distance Campus

Main Campus

President Information

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Oregon State University / College of Pharmacy

College or School's Overview
College or School's Overview (since last comprehensive on-site evaluation)

(School comments begin here)

Section 1: Mission, Planning and Evaluation

The College initiated the first phase of a full strategic planning process in August 2011. This process will build upon strategic departmental discussions and actions that have helped to focus areas of scholarship, identified in the 2007 revised strategic plan.

The Assessment committee is effective in advancing continual improvement of all facets of the mission. Assessment of the professional program has extended beyond curriculum, to include advising, student life and professional development opportunities.

Section 2: Organization and Administration

The MOU between OSU and OHSU has been renewed since the last accreditation and the partnership has matured significantly. Faculty and students are represented in campus governance, collaborative research has expanded, and clinical and educational activities are increasingly intertwined.

The Health Sciences Division of OSU (of which the College is a member) signed a MOU with Western College of Osteopathic Medicine (Lebanon, OR) to facilitate development of interprofessional educational opportunities in the mid-valley.

Dean Zabriskie, a respected colleague with 20 years experience in pharmacy academia and a strong record of scholarly achievement was appointed September 2010. Following his appointment, job descriptions for Executive committee members were clarified and perceptions of administrative team leadership have been strong.

Section 3: Curriculum

IPPE were completely redesigned to include 322 hours balanced between Community practice, Health Systems, Ambulatory Care, and Wellness; progressively advancing student preparation for APPE. Rotations intentionally stress diversity, understanding roles of health care team members, and being proactive in providing care.

APPE continues to exceed requirements. Creation of the Northwest Consortium has helped standardize assessment and create a common calendar. College investments in the experiential education have yielded a diverse selection of quality required and elective rotations that exceeds projected needs.

A requirement for elective offerings, defined in Standards 2007, is fully implemented across the curriculum. A diverse set of courses, based on surveys of student and faculty interests, were developed. A preapproved list of campus-wide courses and courses outside the university supplements College offerings.

Significant curricular changes were made, responding to student concerns, to equalize academic rigor and ease transitions across the first three years. In addition, the College has moved aggressively to expand interprofessional opportunities. A pilot program to deliver selected lectures using distance technology has been well received.

Attendance at the 2009 AACP Curricular Summit initiated an effort to renew the curricular mapping process. Course evaluations were altered to enable direct student assessment of each course outcome, and an 'opt out' requirement has significantly increased student participation.

Negotiations with OSU Graduate Council changed policy to allow professional students to enroll concurrently in graduate programs (Ph.D., MPH, MBA), expanding opportunities for advanced education.

Section 4: Students

Increased resources, including the addition of a Portland-based advisor, significantly strengthened student services. Among other initiatives, advisors now assume a more proactive approach to early detection and resolution of factors contributing to academic difficulty.

The *Essential Characteristics of Student Pharmacists* was developed as the central tenet defining academic and behavioral expectations for pharmacy professionals.

Section 5: Faculty and Staff

The College made steady gains in defining and expanding faculty and staff during challenging economic times. Effective fall, instructional faculty FTE will have grown from 29 FTE in 2005 to 37 FTE. Positions were filled in a timely manner with outstanding candidates. New capabilities in advising and alumni relations have been realized. A comprehensive reorganization also resulted in improved support from staff.

Department chairs have been more intentional in new faculty orientation and in assuring peer mentoring occurs for junior faculty. A new standing committee, focused on professional skills development, was established to enhance abilities across the diversity of skills required of academicians.

Section 6: Facilities and Resources

Portland facilities relocated to the Center for Health and Healing in 2006. The new Collaborative Life Sciences Building (CLSB), due to break ground this fall, will house academic programs for pharmacy, medicine, and dentistry and have an intentional focus on interprofessional interactions.

The financial health of the College is strong. There is steady growth in the E&G budget and research funding. Projected fund balances should effectively sustain additional programmatic improvements identified through strategic planning.

Oregon State University / College of Pharmacy

Summary of the College or School's Self-Study Process
Summary of the College or School's Self-Study Process

(School comments begin here)
Oregon State University College of Pharmacy faculty, students, and alumni collaborate as a community of scholars to provide leadership in educating future generations of pharmacy professionals, research scientists and educators. A commitment to creative exploration leading to the discovery and application of new knowledge, throughout biomedical research and healthcare, defines and distinguishes the role of the College. As the only public professional program in Oregon, the College is proud to meet expectations of the Land Grant tradition by actively sharing expertise with citizens of the state and region to address issues critical to health and wellness.

Preparations for the 2011 ACPE accreditation visit began in May 2010. Initial discussions in College Council centered upon identifying leadership, support personnel, and a preliminary timeline for the self study. Faculty members were oriented to the self study process in a presentation during the June 2010 faculty meeting and, over the next two months, were asked to indicate their primary areas of interest. Committee structure was defined and chairs for each self study workgroup identified by late August. A summary of committee structure and membership is in optional documentation.

The self-study co-chairpersons and workgroup chairs comprised the Self Study Task Force. The Task Force assumed responsibility for overseeing the process and compiling the final report in their initial meeting on September 14, 2010. In the September faculty meeting, the self study began in earnest as faculty worked in small groups to initially consider each standard. These conversations provided an important first impression ‘SWOT’ analysis of all aspects of the professional program.

Workgroups began deliberations in mid-October 2010. Membership of workgroups included faculty from each department, at least one staff member, one student from each professional class, and at least two practitioners. Each workgroup was asked to conduct an evaluation of all standards within a specific section; outline progress, identify concerns, and write narrative drafts. Workgroups were independent of College standing committees. Standing committees, the Dean’s office, and a separate program assessment group were available, on request, to provide the workgroups with assistance in gathering information required to complete the evaluative process. A Steering committee was established to provide an external perspective on the narratives developed by workgroups.

Workgroup members were active in providing input to the self-study process. All faculty members and several staff participated in discussions at faculty meetings; workgroups met by phone or virtually by email, and draft documents were shared widely. Changes in ACPE standards and rubrics early in 2011 caused initial deadlines for draft narratives to be delayed, resulting in delayed and tighter timelines for subsequent document reviews, but workgroup

chairs were intentional in assuring that all members were asked and had opportunity to provide input at each step.

A final consideration of assessments for each standard was carried out at the June faculty meeting and final narrative drafts were delivered July 1. The self study Task Force accepted an offer from ACPE to utilize electronic submission. The capacity to make all documentation available electronically was very helpful in providing easy access to all participants for a final evaluation. The final self study document was considered and approved at a faculty meeting on August 16, 2011. A rough timeline of the entire self study process is in optional documents.

Conducting a self study is never accomplished without challenges. Engaging faculty, staff, and students in a significant programmatic evaluation, while at the same time trying to deliver that program, requires a significant effort from everyone. Faculty workgroup chairs utilized a variety of communication tools to encourage and facilitate engagement of student and practitioner members. The efforts of all parties to participate in a meaningful, continual improvement process are greatly appreciated.

The self study was a comprehensive, self-reflective, process that carefully examined all components of the professional program and, in doing so, also examined the overall College mission. Discussions were insightful, identifying areas of strength and opportunities for growth. The resulting document is an affirmation of the rigor, creativity, and commitment involved in delivering an outstanding educational program and will provide an effective map for strategic planning. Faculty, staff, students, and alumni take pride in the accomplishments of the professional program, and are confident that our graduates will continue to provide leadership in health care.

Documentation and Data

Supporting Documents

1. Other documentation that supports the college or school's summary of the self-study process.

Appendix	Title	File Name
Appendix S.1.1	Self Study Committee Structure	111210_ACPE_Self_Study_Committees_finalx
Appendix S.1.2	Self Study Timeline	Self_Study_Timelinex.pdf

Summary of Compliance Status

Standards	Compliant	Compliant With Monitoring	Partially Compliant	Non Compliant
Mission, Planning, and Evaluation				
1. College or School Mission and Goals	✓			
2. Strategic Plan	✓			
3. Evaluation of Achievement of Mission and Goals	✓			
Organization and Administration				
4. Institutional Accreditation	✓			
5. College or School and University Relationship	✓			
6. College or School and Other Administrative Relationships	✓			
7. College or School Organization and Governance	✓			
8. Qualifications and Responsibilities of the Dean	✓			
Curriculum				
9. The Goal of the Curriculum	✓			
10. Curricular Development, Delivery, and Improvement.	✓			
11. Teaching and Learning Methods	✓			
12. Professional Competencies and Outcome Expectations	✓			
13. Curricular Core - Knowledge, Skills, Attitudes and Values	✓			
14. Curricular Core - Pharmacy Practice Experiences	✓			
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	✓			
Students				
16. Organization of Student Services	✓			
17. Admission Criteria, Policies, and Procedures	✓			
18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	✓			
19. Progression of Students	✓			
20. Student Complaints Policy	✓			
21. Program Information	✓			
22. Student Representation and Perspectives	✓			
23. Professional Behavior and Harmonious Relationships	✓			
Faculty and Staff				
24. Faculty and Staff - Quantitative Factors	✓			
25. Faculty and Staff - Qualitative Factors	✓			
26. Faculty and Staff Continuing Professional Development and Performance Review	✓			
Facilities and Resources				
27. Physical Facilities	✓			
28. Practice Facilities	✓			
29. Library and Educational Resources	✓			
30. Financial Resources	✓			

Oregon State University / College of Pharmacy

1. College or School Mission and Goals

The college or school of pharmacy (hereinafter "college or school") must have a published statement of its mission, its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice, and its values. The statement must be compatible with the mission of the university in which the college or school operates. These goals must include fundamental commitments of the college or school to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.

1. Documentation and Data

Supporting Documents

1. The current mission statement, goals, objectives, and core values for the college or school of pharmacy

Appendix	Title	File Name
Appendix 1.1.1	Mission Vision and Goals Statement	Mission_Vision_Goalsx.pdf

2. The mission statement and goals of the parent institution (if applicable)

Appendix	Title	File Name
Appendix 1.2.1	OSU Mission	OSU_Missionx.pdf

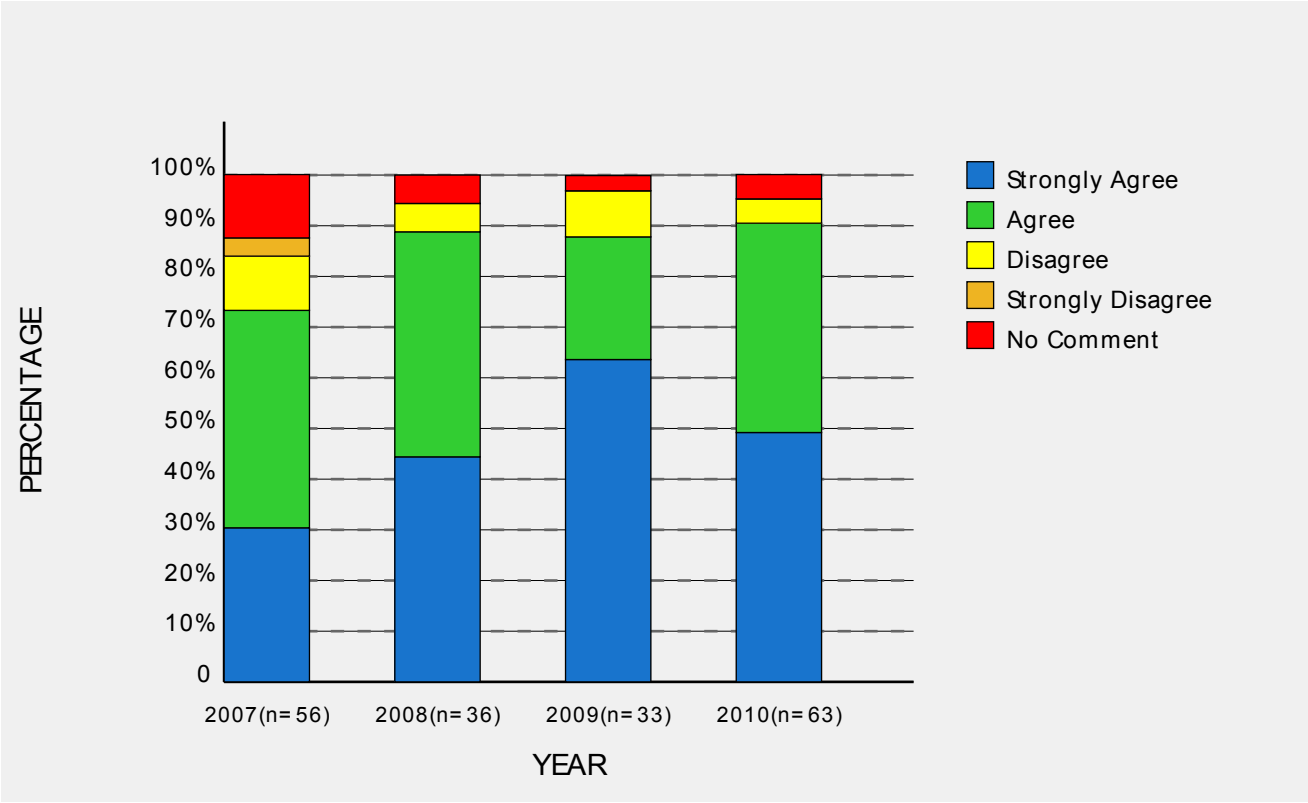
3. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee meeting minutes, faculty meeting minutes, evidence of initiatives that document the mission in action, etc.)

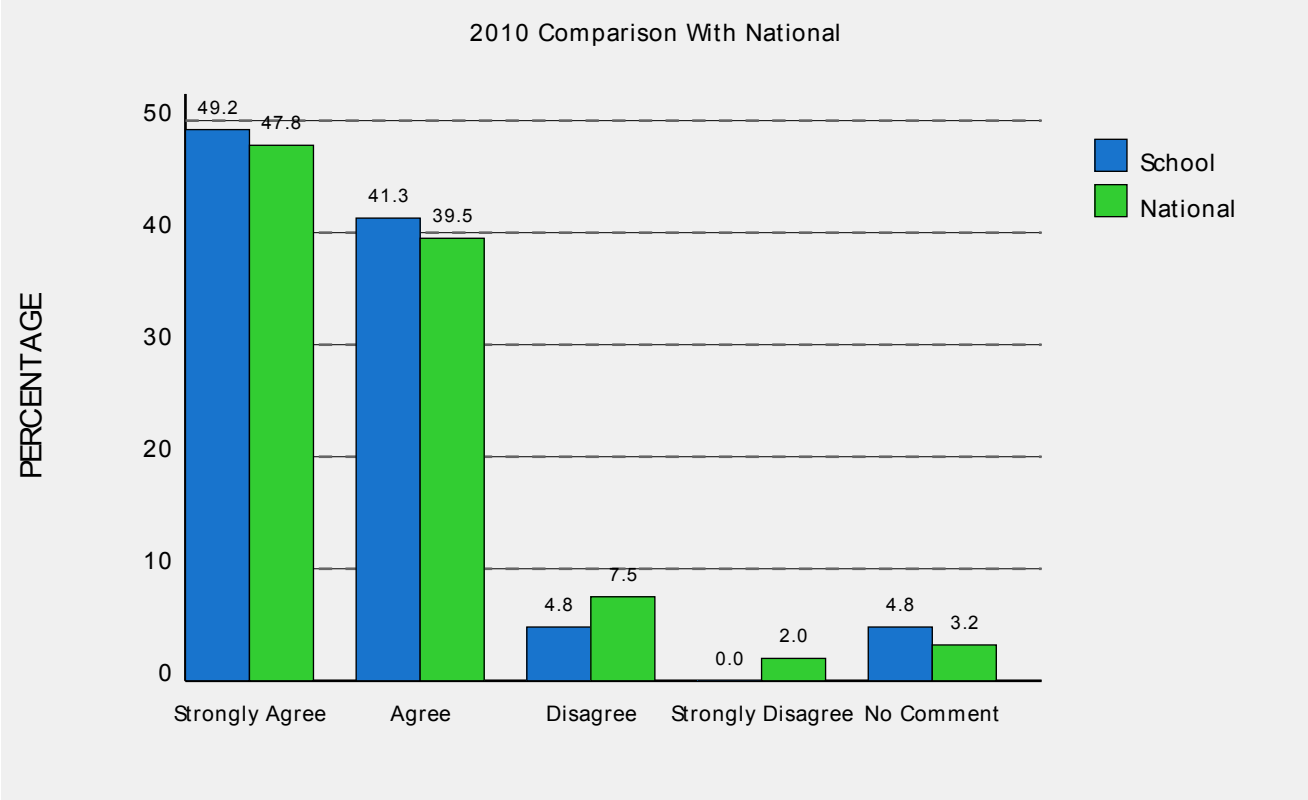
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 85. If I were starting my college career over again I would choose to study pharmacy.




2010 Comparison With National
PERCENTAGE
50
40
30
20
10
0
49.2
47.8
41.3
39.5
4.8
7.5
0.0
2.0
4.8
3.2
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 85. If I were starting my college career over again I would choose to study pharmacy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	42.9%	24	10.7%	6	3.6%	2	12.5%	7	56	68.3%
2008	44.4%	16	44.4%	16	5.6%	2	0.0%	0	5.6%	2	36	52.2%
2009	63.6%	21	24.2%	8	9.1%	3	0.0%	0	3.0%	1	33	39.3%
2010	49.2%	31	41.3%	26	4.8%	3	0.0%	0	4.8%	3	63	75.0%
National	47.8%	3672	39.5%	3032	7.5%	573	2.0%	156	3.2%	242	7675	71.2%

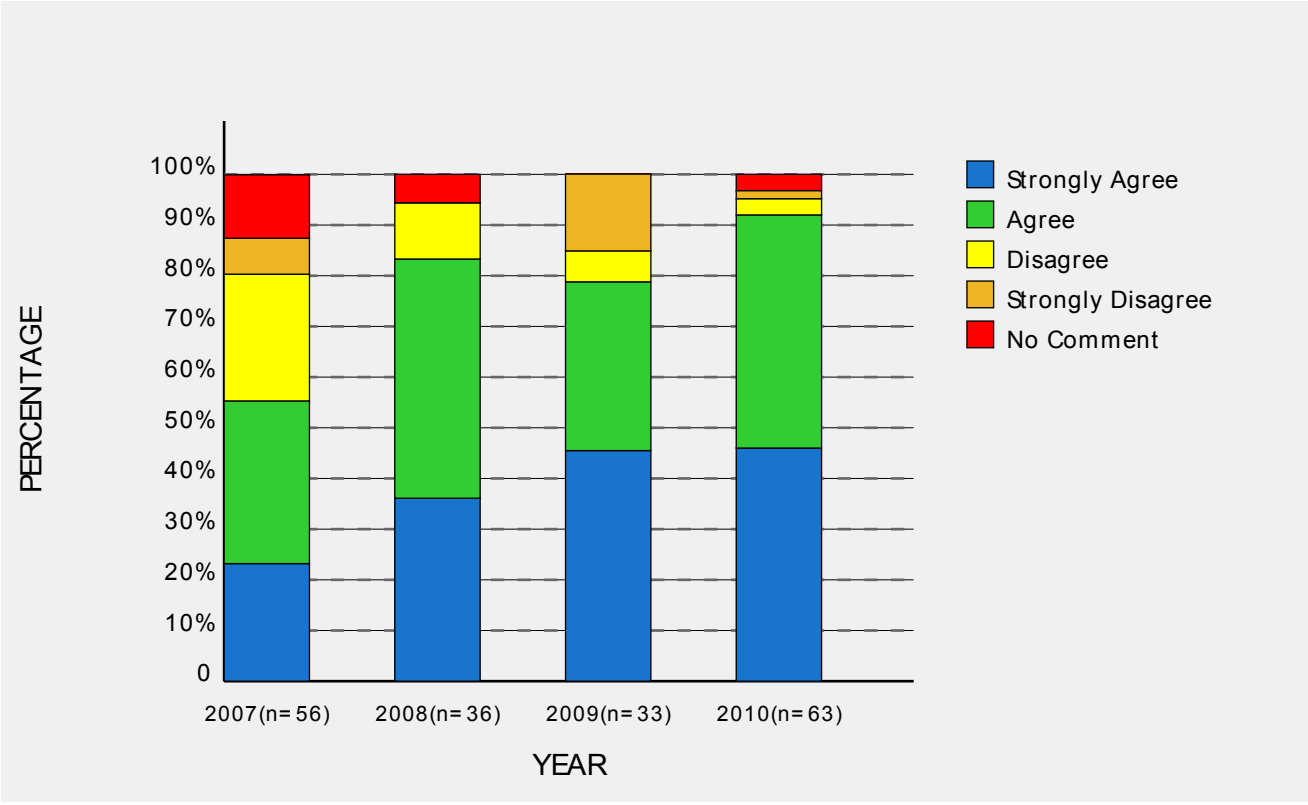
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

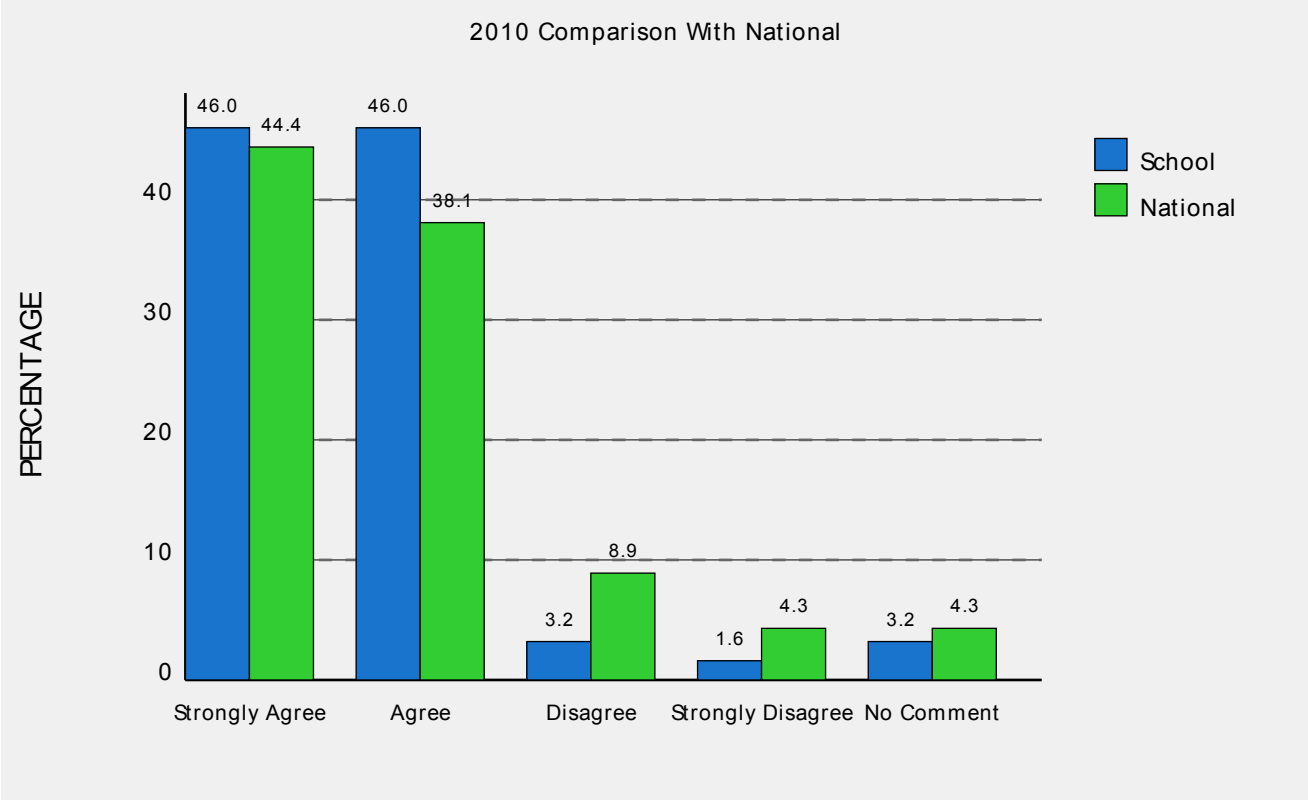
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 3.9% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 86. If I were starting my pharmacy program over again I would choose the same college/school of pharmacy.





Question 86. If I were starting my pharmacy program over again I would choose the same college/school of pharmacy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	23.2%	13	32.1%	18	25.0%	14	7.1%	4	12.5%	7	56	68.3%
2008	36.1%	13	47.2%	17	11.1%	4	0.0%	0	5.6%	2	36	52.2%
2009	45.5%	15	33.3%	11	6.1%	2	15.2%	5	0.0%	0	33	39.3%
2010	46.0%	29	46.0%	29	3.2%	2	1.6%	1	3.2%	2	63	75.0%
National	44.4%	3405	38.1%	2928	8.9%	686	4.3%	329	4.3%	327	7675	71.2%

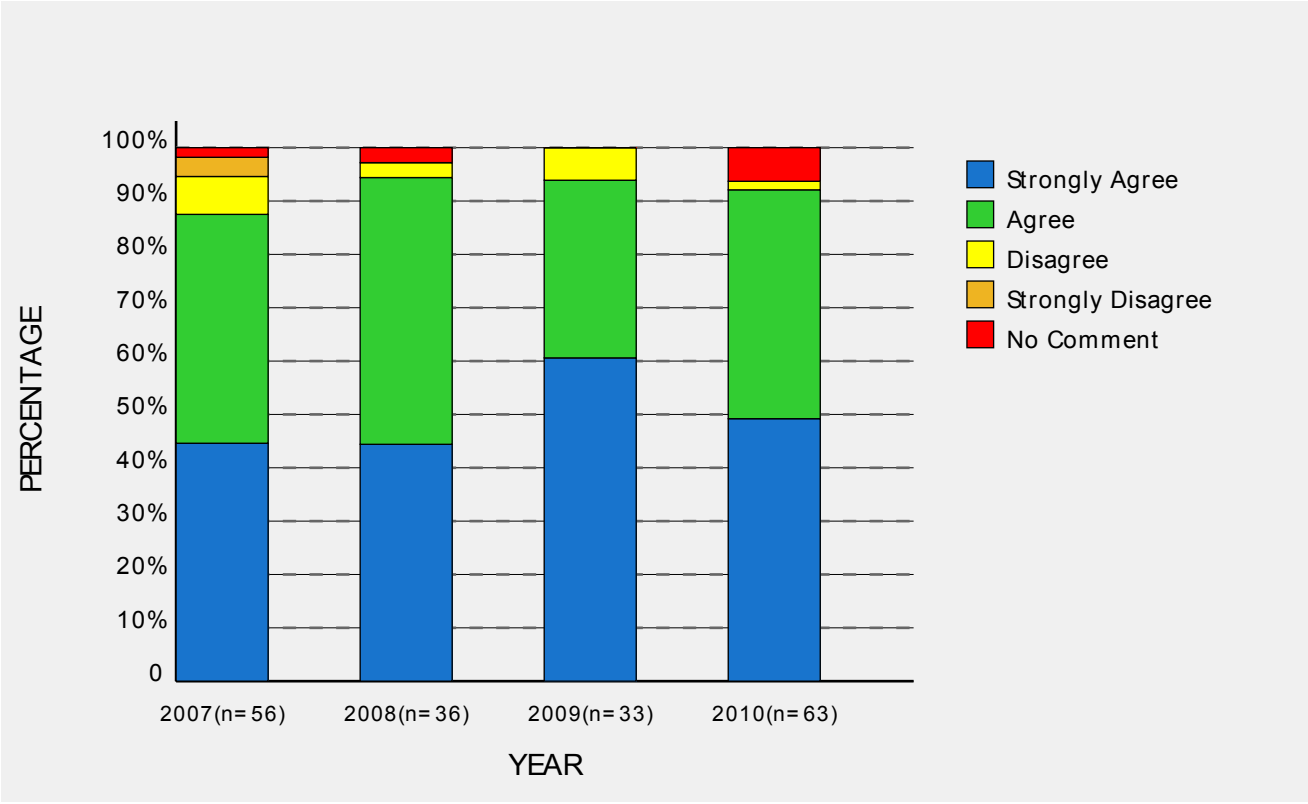
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

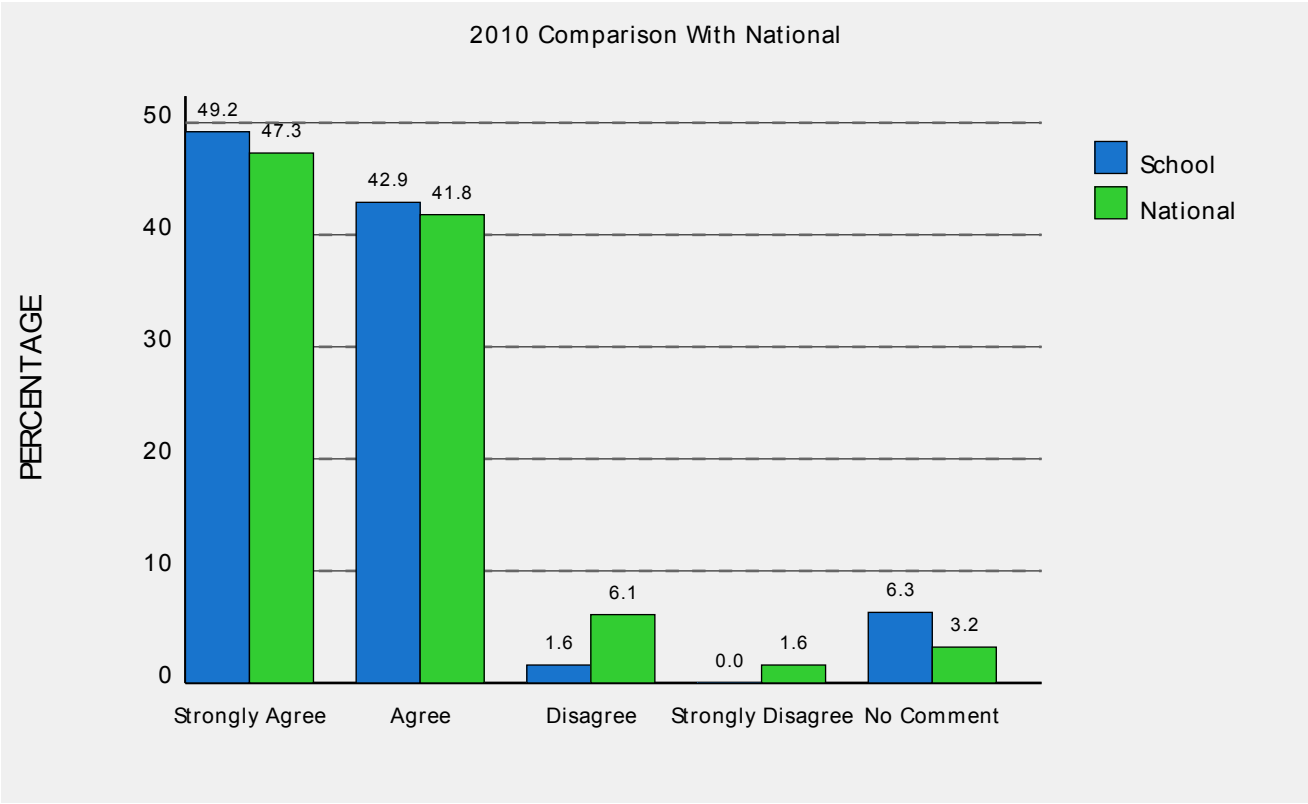
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 0% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 87. I would recommend a career in pharmacy to a friend or relative.





Question 87. I would recommend a career in pharmacy to a friend or relative.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	44.6%	25	42.9%	24	7.1%	4	3.6%	2	1.8%	1	56	68.3%
2008	44.4%	16	50.0%	18	2.8%	1	0.0%	0	2.8%	1	36	52.2%
2009	60.6%	20	33.3%	11	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	49.2%	31	42.9%	27	1.6%	1	0.0%	0	6.3%	4	63	75.0%
National	47.3%	3632	41.8%	3205	6.1%	467	1.6%	125	3.2%	246	7675	71.2%

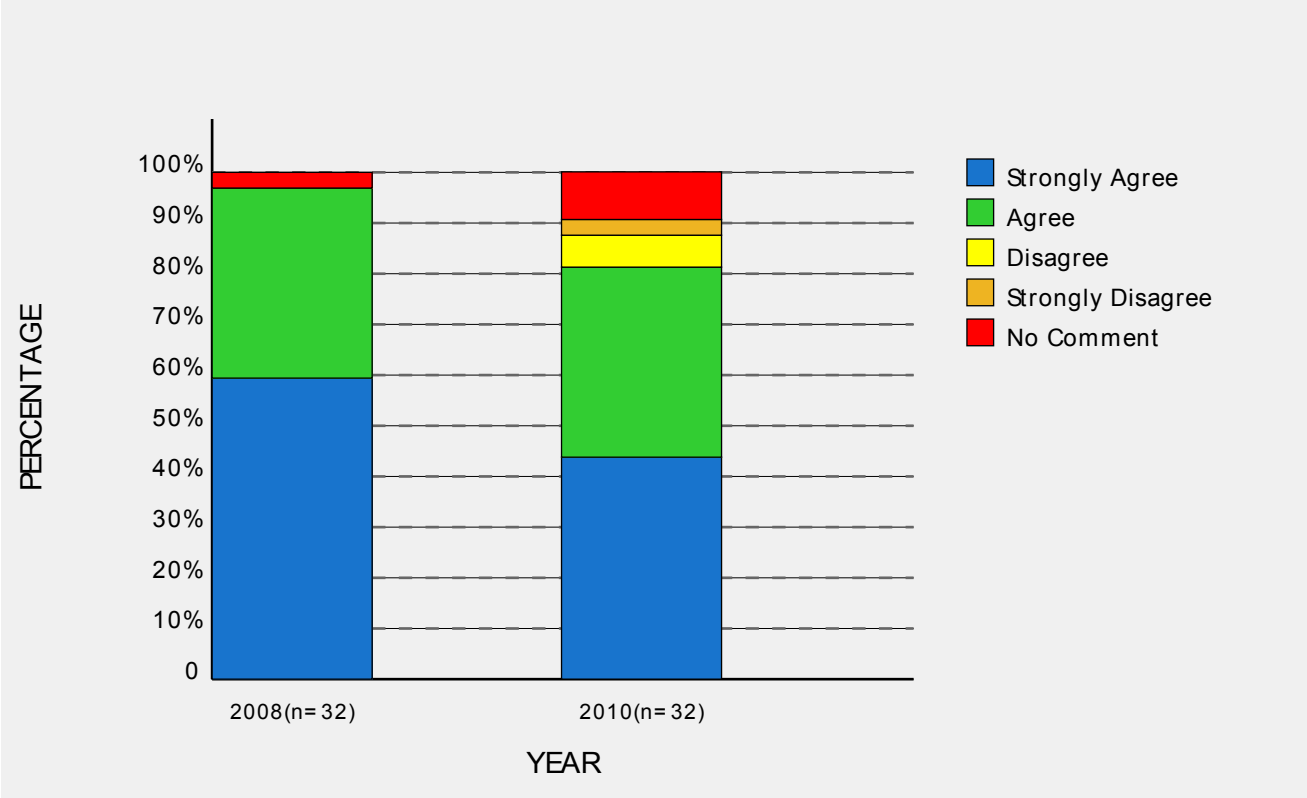
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

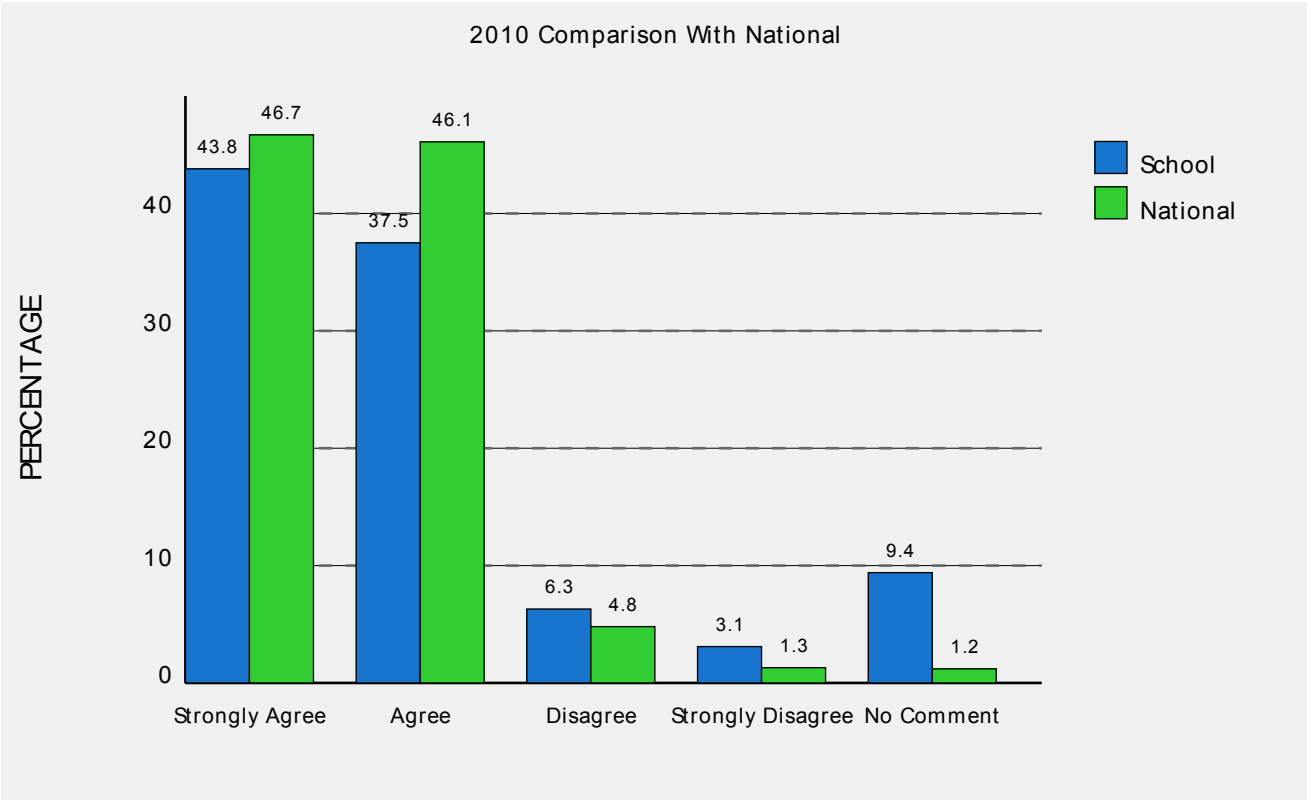
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 13.2% and 2.6% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 16. I am encouraged to engage in scholarly activity.





Question 16. I am encouraged to engage in scholarly activity.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	59.4%	19	37.5%	12	0.0%	0	0.0%	0	3.1%	1	32	82.1%
2010	43.8%	14	37.5%	12	6.3%	2	3.1%	1	9.4%	3	32	82.1%
National	46.7%	1277	46.1%	1260	4.8%	130	1.3%	35	1.2%	34	2736	69.1%

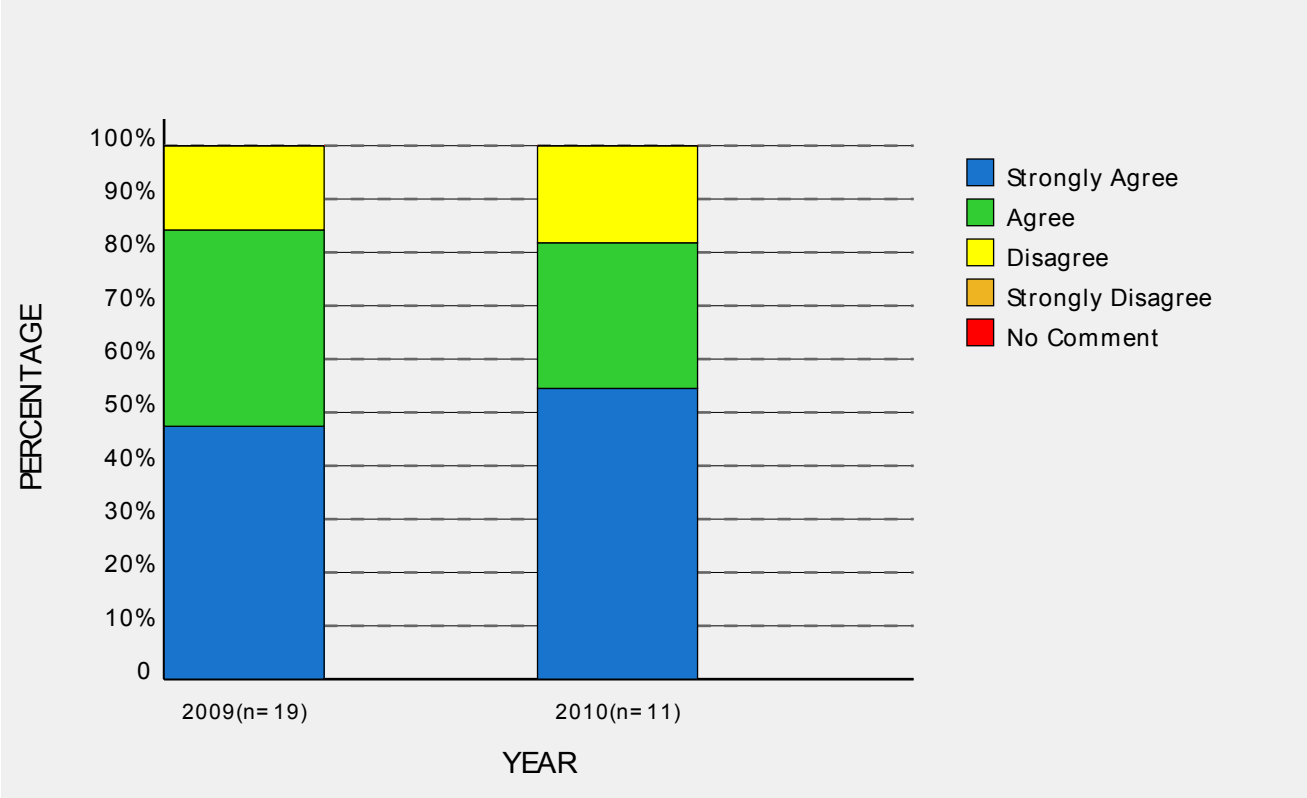
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

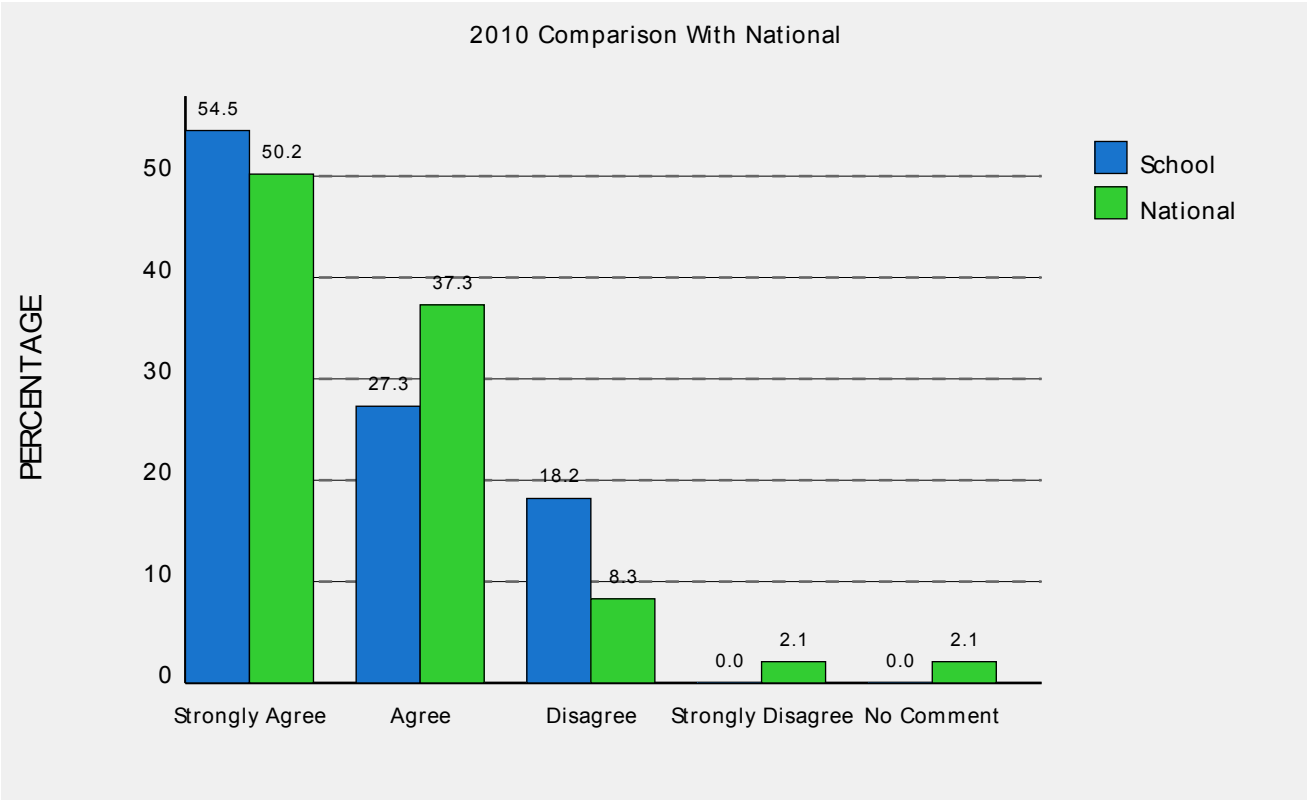
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Alumni Survey

Question 42. If I were starting my education over today, I would choose pharmacy as a career.





Question 42. If I were starting my education over today, I would choose pharmacy as a career.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	47.4%	9	36.8%	7	15.8%	3	0.0%	0	0.0%	0	19	29.7%
2010	54.5%	6	27.3%	3	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	50.2%	1239	37.3%	919	8.3%	205	2.1%	51	2.1%	52	2466	19.7%

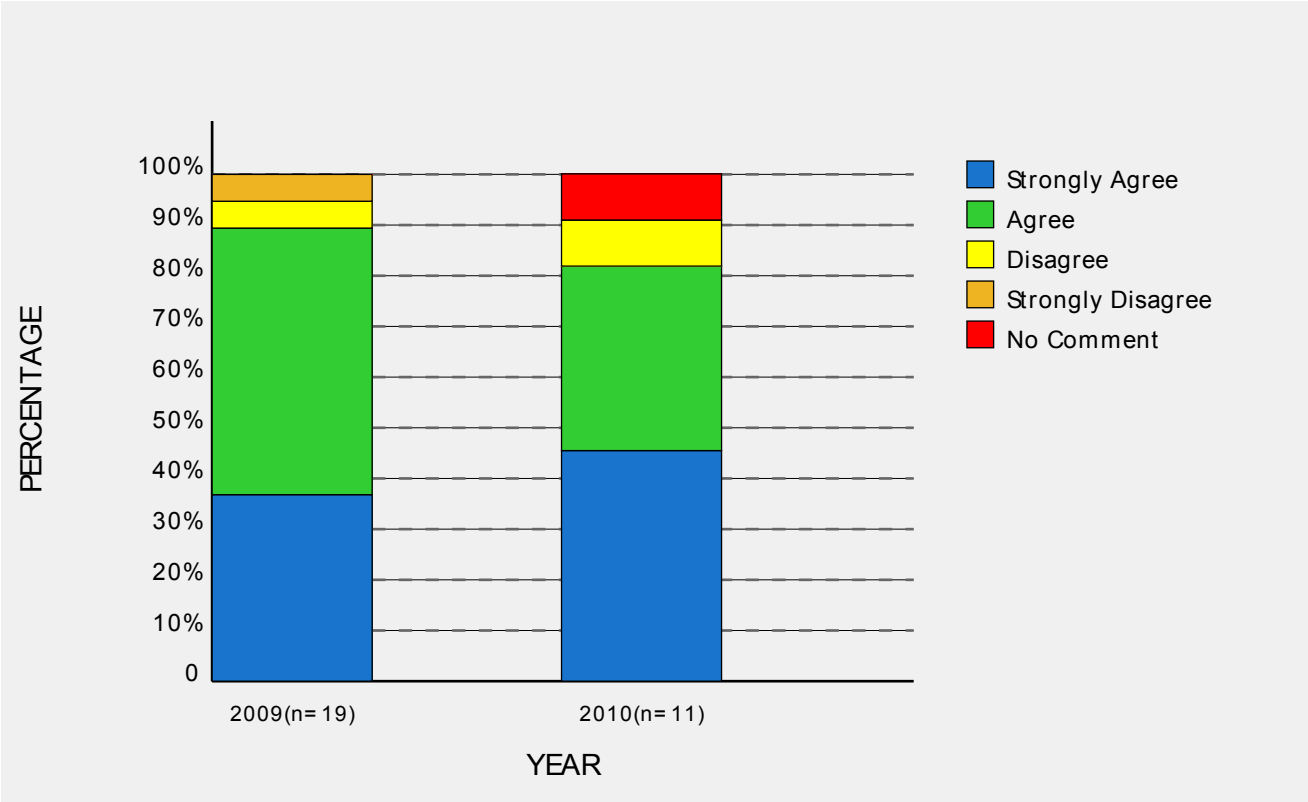
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

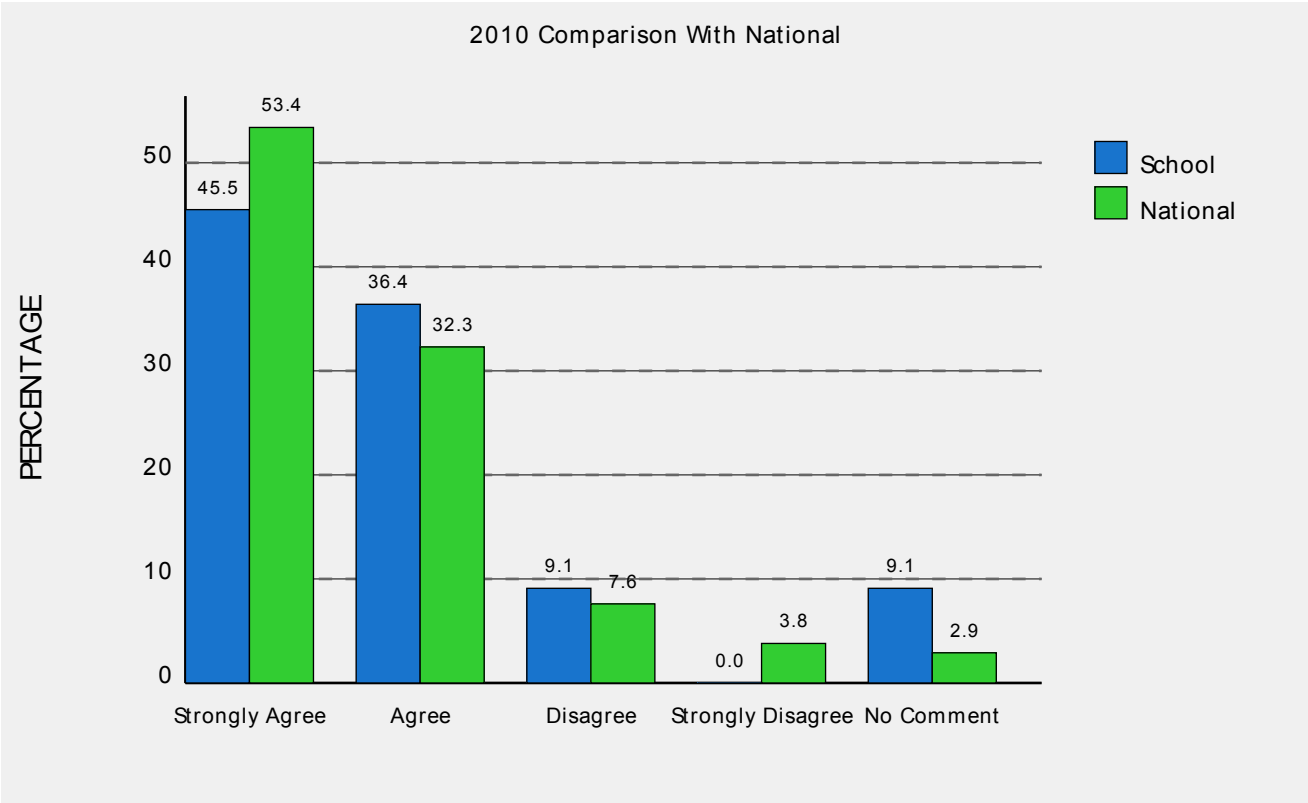
Program comments on this Data View:

The College has created a new position and hired a Director of Alumni Relations and Professional Development. It is hoped that this will increase alumni communications, including improved response rates for alumni surveys. In some respects, it appears that the two alumni surveys conducted to date have selected a sample disproportionately represented by persons dissatisfied with pharmacy as their profession. The College will continue to monitor the results, work to achieve a strong response to survey requests, and likely supplement surveys with other assessment tools. Current efforts in initiating a conversation with alumni in support of strategic planning will be a strong first step.

Alumni Survey

Question 43. If I were starting my education over today, I would choose the same college/school of pharmacy.





Question 43. If I were starting my education over today, I would choose the same college/school of pharmacy.

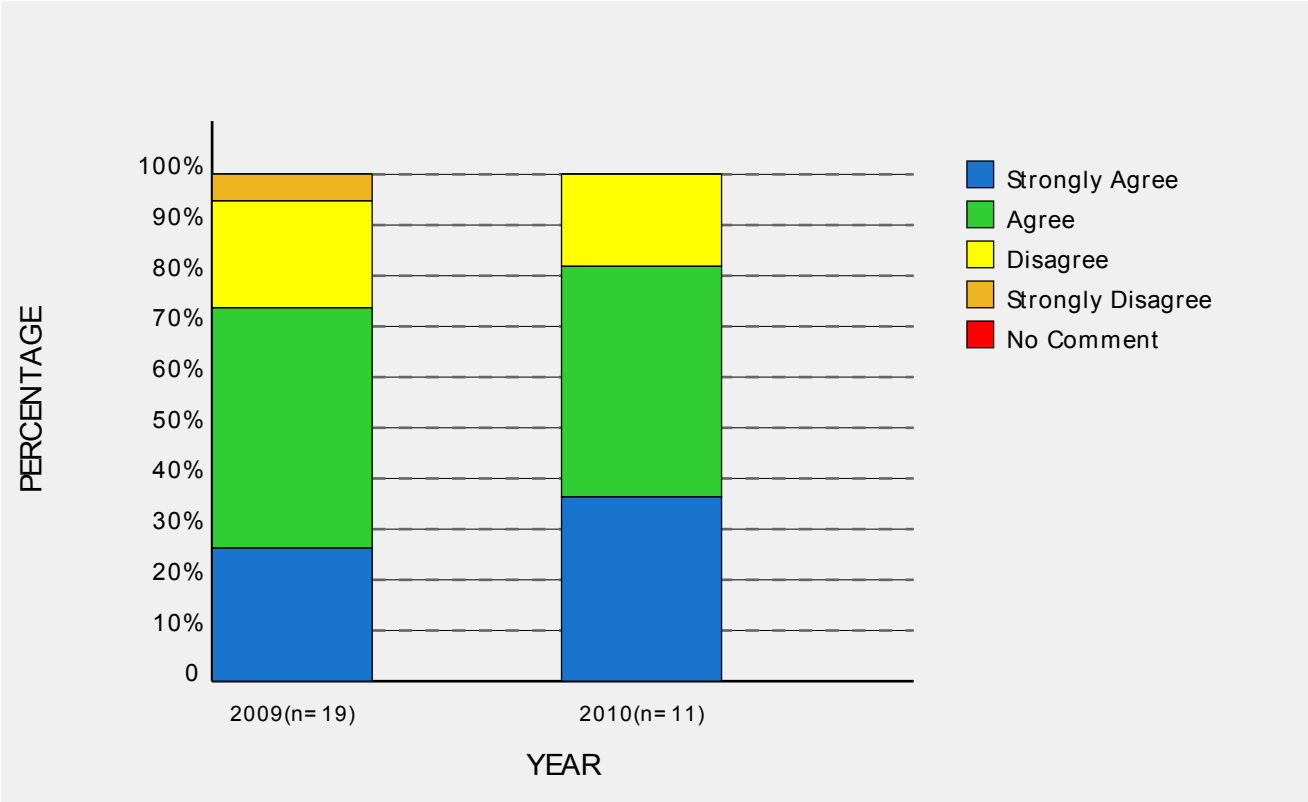
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	36.8%	7	52.6%	10	5.3%	1	5.3%	1	0.0%	0	19	29.7%
2010	45.5%	5	36.4%	4	9.1%	1	0.0%	0	9.1%	1	11	20.8%
National	53.4%	1317	32.3%	796	7.6%	188	3.8%	93	2.9%	72	2466	19.7%

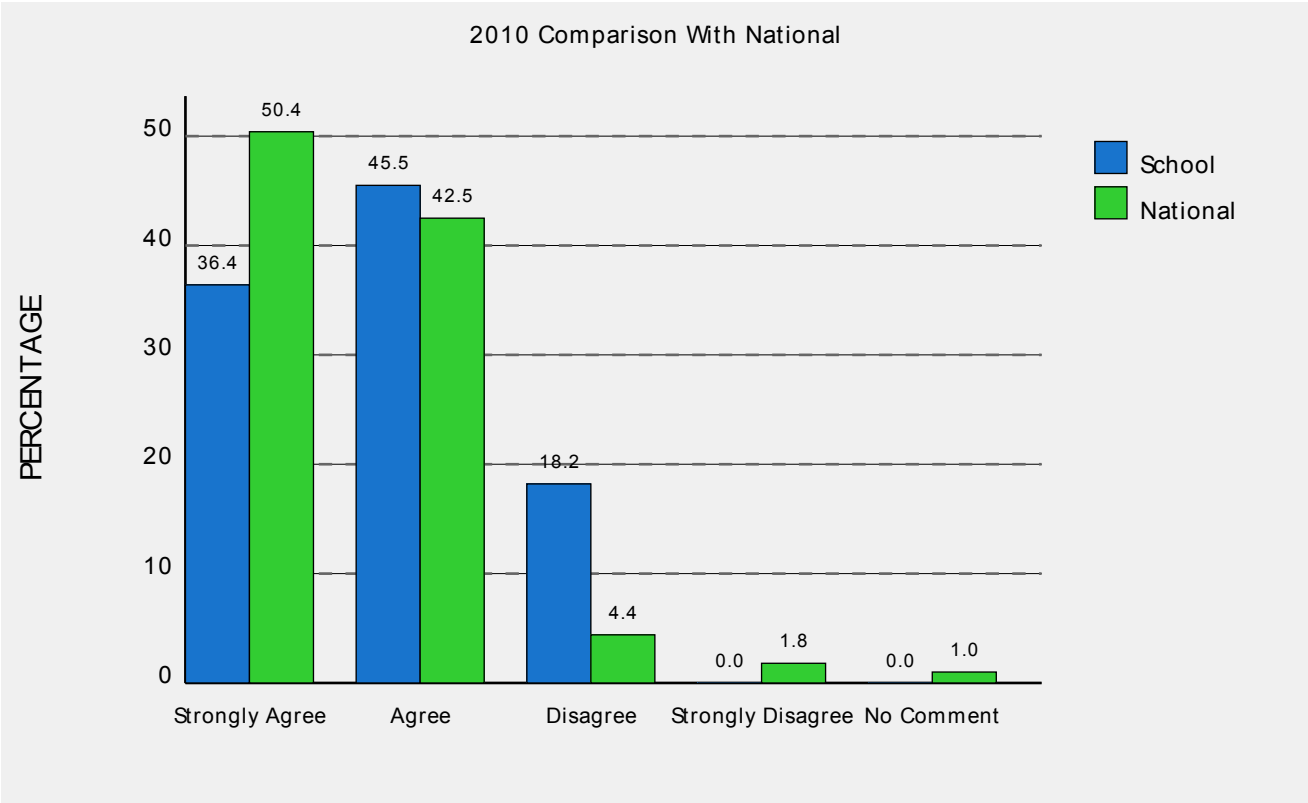
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 44. As I reflect on my pharmacy education, I would rate the overall quality of my education experience as very good.





Question 44. As I reflect on my pharmacy education, I would rate the overall quality of my education experience as very good.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	26.3%	5	47.4%	9	21.1%	4	5.3%	1	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	50.4%	1242	42.5%	1048	4.4%	108	1.8%	44	1.0%	24	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

The college or school has a published statement of its mission; its long-term goals in the areas of education, research and other scholarly activities, service, and pharmacy practice; and its values.	Satisfactory
The mission statement is compatible with the mission of the university in which the college or school operates.	Satisfactory
The college or school's vision includes the development of pharmacy graduates who are trained with other health professionals to provide patient care services as a team.	Satisfactory
The college or school's vision and long-term goals include fundamental commitments of the program to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, innovation, quality assurance and continuous quality improvement, and the assessment and evaluation of desired outcomes.	Satisfactory
The college or school's vision and goals provide the basis for strategic planning on how the vision and goals will be achieved.	Satisfactory
For new college or school initiatives, e.g., branch campus, distance learning, or alternate pathways to degree completion, the college or school ensures that: • the initiatives are consistent with the university's and the college or school's missions and goals • the same commitment to the instillation of institutional mission and academic success is demonstrated to all students, irrespective of program pathway or geographic location • resources are allocated in an equitable manner	

3. College or School's Comments on the Standard

Focused Questions
☑ How the college or school's mission is aligned with the mission of the institution
☑ How the mission and associated goals address education, research/scholarship, service, and practice and provide the basis for strategic planning
☑ How the mission and associated goals are developed and approved with the involvement of various stakeholders, such as faculty, students, preceptors, alumni, etc.
☑ How and where the mission statement is published and communicated
☑ How the college or school promotes initiatives and programs that specifically advance its stated mission
☑ How the college or school supports postgraduate professional education and training of pharmacists and the development of pharmacy graduates who are trained with other health professionals to provide patient care as a team
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College publishes and promotes its mission and vision through the website, written communications, and course syllabi. The mission aligns with that of the University in its commitment to the highest quality of teaching, scholarship and service to the public. The College education, research, and outreach missions are focused on advancing patient care through discovery and safe and effective medication use.

The College’s mission and vision are intricately tied to the mission of the University. As part of Oregon State University’s long-range strategic plan, three signature areas are identified that represent strengths in teaching, research, and faculty expertise. The major University goal of ‘Improving Human Health and Wellness’ is in clear accordance with our College and professional missions. As part of a five-year plan, initiated in 2009, the University committed to support initiatives that ‘sustain human well being and improve the quality of human life.’ Recognizing the importance of OSU’s health-related professional schools in meeting this overarching goal, the University created a new divisional structure joining the Colleges of Pharmacy, Health and Human Sciences, and Veterinary Medicine to create the Health Sciences Division.

The vision statement of the College highlights a commitment to excellence in all areas. The values statements reinforce this commitment, focusing on our support for the humanistic ideals that guide learning and professional service. The College develops in students the knowledge, skills and attitudes required for rational patient care. The curriculum is both rigorous and broad to meet the mission and vision of the College, and the JCPP Future Vision of Pharmacy Practice. Based upon a comprehensive program in the physical, biological, clinical, social, and

administrative sciences in pharmacy; the College strives to create a framework to educate clinicians who will think broadly, creatively, and adapt to the rapidly changing health care environment.

This mission, vision, and value statements align with the current practice of pharmacy, highlight the roles of pharmacists as valued members of a healthcare team, and stewards of public health. They identify the importance of educational innovation and the importance of creating an inclusive and welcoming learning environment. Advocating for patient care and advancing the practice of pharmacy are essential components of the College's mission, and an integral part of the student experience. All students are required to participate in outreach programs throughout each year of the program. Students in IPPE and APPE rotations are required to contribute to advanced patient care activities in a variety of interprofessional settings. Student professional organizations similarly develop and implement a multitude of outreach events every year to provide and promote patient care and public health.

The primary goal of the Pharm.D. curriculum is to prepare generalist pharmacists who are qualified for entry-level practice in the broad array of contemporary practice sites. The core Pharm.D. curriculum is structured to address this goal. The faculty, in constructing the curriculum, also recognizes that students have a diversity of interests and goals. Graduates are expected to become leaders who will advance the science and practice of pharmacy. Preparing students for and supporting post-graduate opportunities in clinical and foundational science education is a fundamental aspect of the professional program.

Scholarship in its many forms is valued within the College and is prominent within our mission and vision. OSU is a major research institution where contribution to the knowledge base is seen as a responsibility of all members of the faculty (Q16: Faculty survey). As noted throughout self study documents, faculty members are strongly supported in their scholarly endeavors. Faculty members drive discovery and innovation in basic and clinical sciences, and several clinical faculty model the application of scholarship through innovative practice settings. Creativity, accuracy, integrity, quality assurance, continual evaluation or reexamination, and self reflection are all capabilities required for successful scholarship. As a research institution, faculty members have a mandate to model and build these skills for all students.

Students are actively encouraged to engage in research activities with faculty at all levels. Students are exposed to, and have the opportunity to become involved in, basic, clinical and translational research. The broad array of disciplines and fields of specialization represented among the faculty and staff is evidence of the College's commitment to inquiry of all types and in all fields that contribute to the advancement of pharmacy and the pharmaceutical sciences. A dedication to creating advanced clinicians, scientists and scholars for the next generation through scholarship and encouraging students to pursue postgraduate education continues to distinguish the College's mission from that of other institutions.

A long-established educational partnership between Oregon State University and Oregon Health and Sciences University fosters interprofessional involvement in the health sciences and prepares graduates to provide expertise in the context of an interprofessional team. Interprofessional opportunities on the OHSU campus for third and fourth year professional

students continue to expand. Additionally, collaborations across our OSU Division, Western University College of Osteopathic Medicine and the nursing program at Linn-Benton Community College are dedicated to enhancing interprofessional training. Further, discussions are proceeding to institute joint Pharm.D/Ph.D, Pharm.D/M.P.H. and Pharm.D./MBA degree programs that will broaden interactions across College disciplines.

The mission, vision, and value statements identify the College as a “resource to practitioners.# The faculty members are committed to a vision “that graduates will be equaling or exceeding other graduates in scientific knowledge; clinical expertise; and their ability to think broadly, address complex problems, and adapt to diverse environments.# Growth in interprofessional training, developing perspectives necessary to contribute to a healthcare team, establishing a foundation in basic and clinical sciences, modeling critical inquiry, and providing opportunities to grow as scholars are inherent to the College and key to creating graduates of the Pharm.D. program that can adapt to and provide leadership for rapidly evolving roles in healthcare.

The present mission, vision, and value statements of the College were created and brought through the faculty during the 2005-06 academic year under the leadership of Dean Kradjan, and have served the College well. Graduating students uniformly express confidence in their chosen profession and educational program (Q85-87: Student Survey). This document provides a framework for College operations and allows for self and external assessment. As the College embarks on a new strategic planning effort under Dean Zabriskie (see Standard 2), the faculty and stakeholders will examine whether modifications to these statements would be valuable in defining the future course.

Summary - The College has published mission, vision, and values statements that align with those of the University. Further refinements of these statements are expected during the current strategic planning process. The College is committed to preparing capable graduates with the clinical skills necessary to provide patient care in a variety of settings, advance the practice of pharmacy and succeed in post-graduate programs. Scholarship is a foundational value for the University and College, supports all faculty members in the pursuit of scholarly activities and expects that faculty will teach and model critical inquiry for all students.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

2. Strategic Plan

The college or school must develop, implement, and regularly revise a strategic plan to facilitate the advancement of its mission and goals. The strategic plan must be developed through an inclusive process that solicits input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, have the support of the university administration, and be disseminated in summary form to key stakeholders.

1. Documentation and Data

Supporting Documents

1. The college or school's strategic plan for achieving its mission and goals

Appendix	Title	File Name
Appendix 2.1.1	Strategic Plan Revised 2007	Strategic_Plan_revised_April_2007.pdf

2. The strategic plan of the parent institution (if applicable)

Appendix	Title	File Name
No files uploaded		

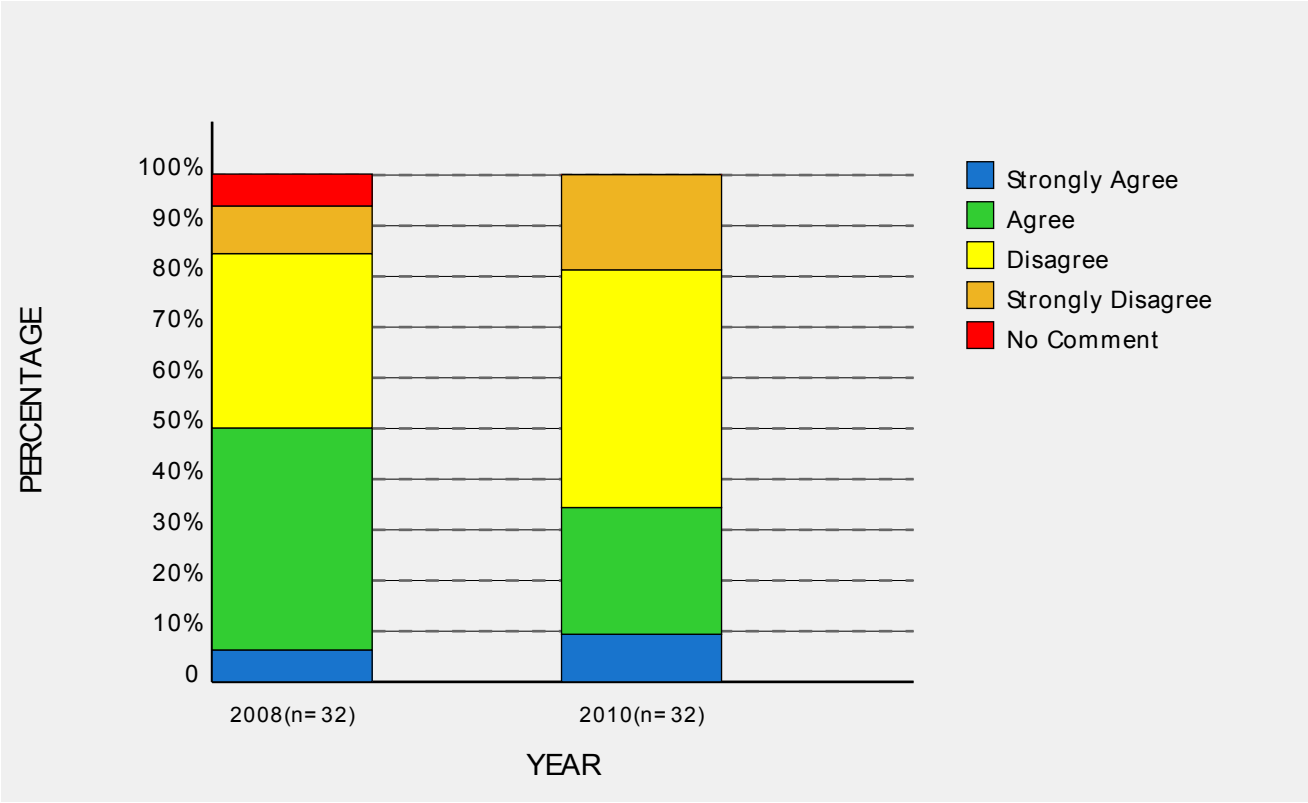
3. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee meeting minutes, faculty meeting minutes, communications between the college or school and the parent institution.

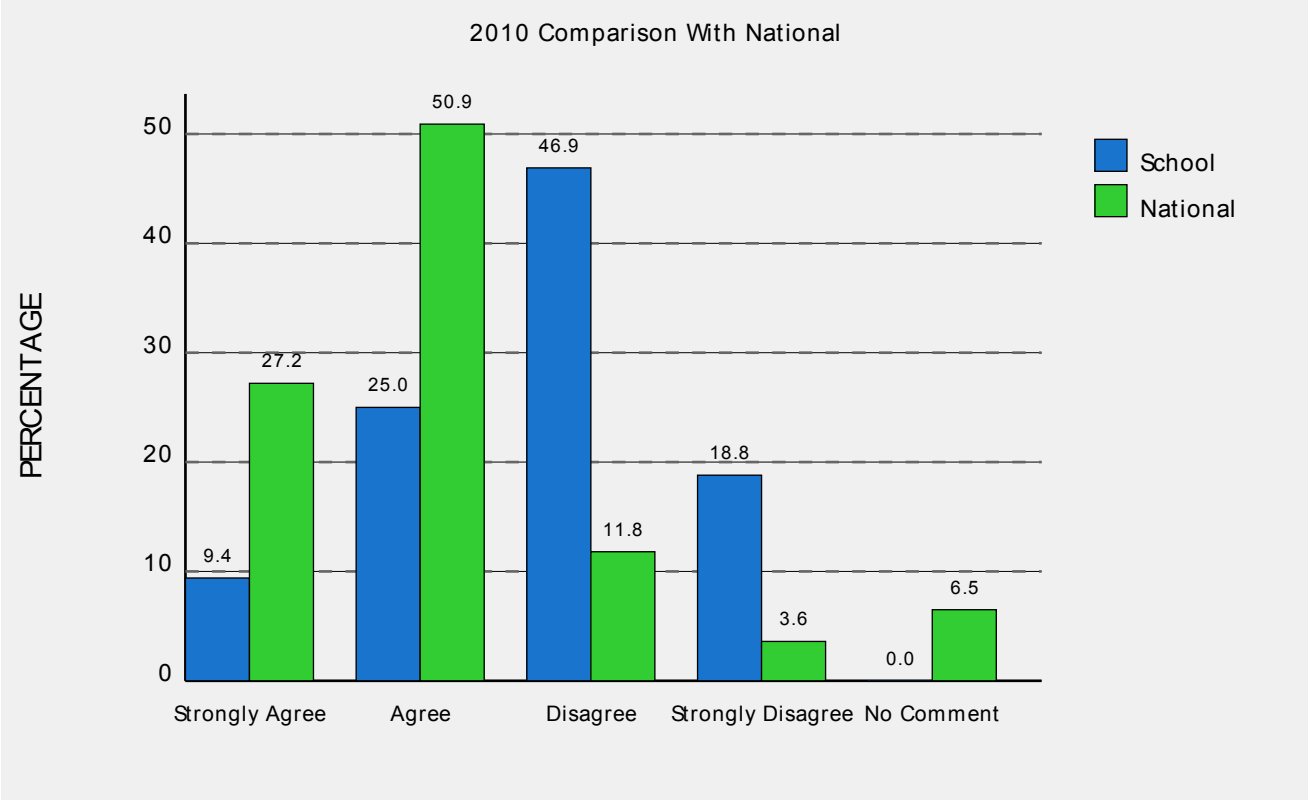
Appendix	Title	File Name
Appendix 2.3.1	2004 Strategic Plan - Benchmarking 2007	Strategic_Plan_benchmarking_Jan_2007.pdf
Appendix 2.3.2	Bernard Consulting Contract	Bernard_Consulting_contract.pdf
Appendix 2.3.3	Pharmacy Practice Strategic Planning Summary	Pharmacy_Practice_Strategic_Planning_Summ
Appendix 2.3.4	Pharmaceutical Sciences Strategic Vision	Sciences_Vision_Spring_2010x.pdf

Data Views and Standardized Tables

Faculty Survey

Question 31. The college/school effectively employs strategic planning.




2010 Comparison With National
PERCENTAGE
50
40
30
20
10
0
9.4
27.2
25.0
50.9
46.9
11.8
18.8
3.6
0.0
6.5
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 31. The college/school effectively employs strategic planning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	6.3%	2	43.8%	14	34.4%	11	9.4%	3	6.3%	2	32	82.1%
2010	9.4%	3	25.0%	8	46.9%	15	18.8%	6	0.0%	0	32	82.1%
National	27.2%	744	50.9%	1393	11.8%	322	3.6%	99	6.5%	178	2736	69.1%

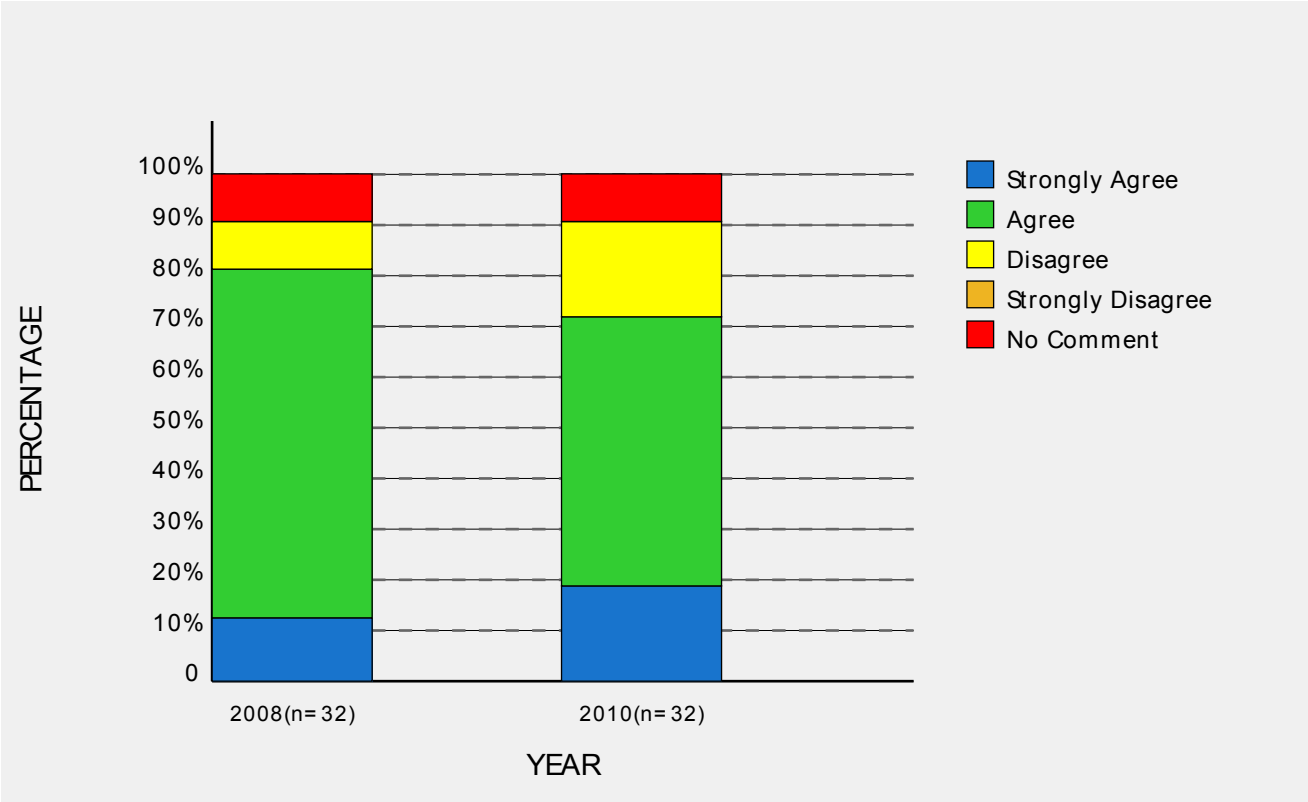
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

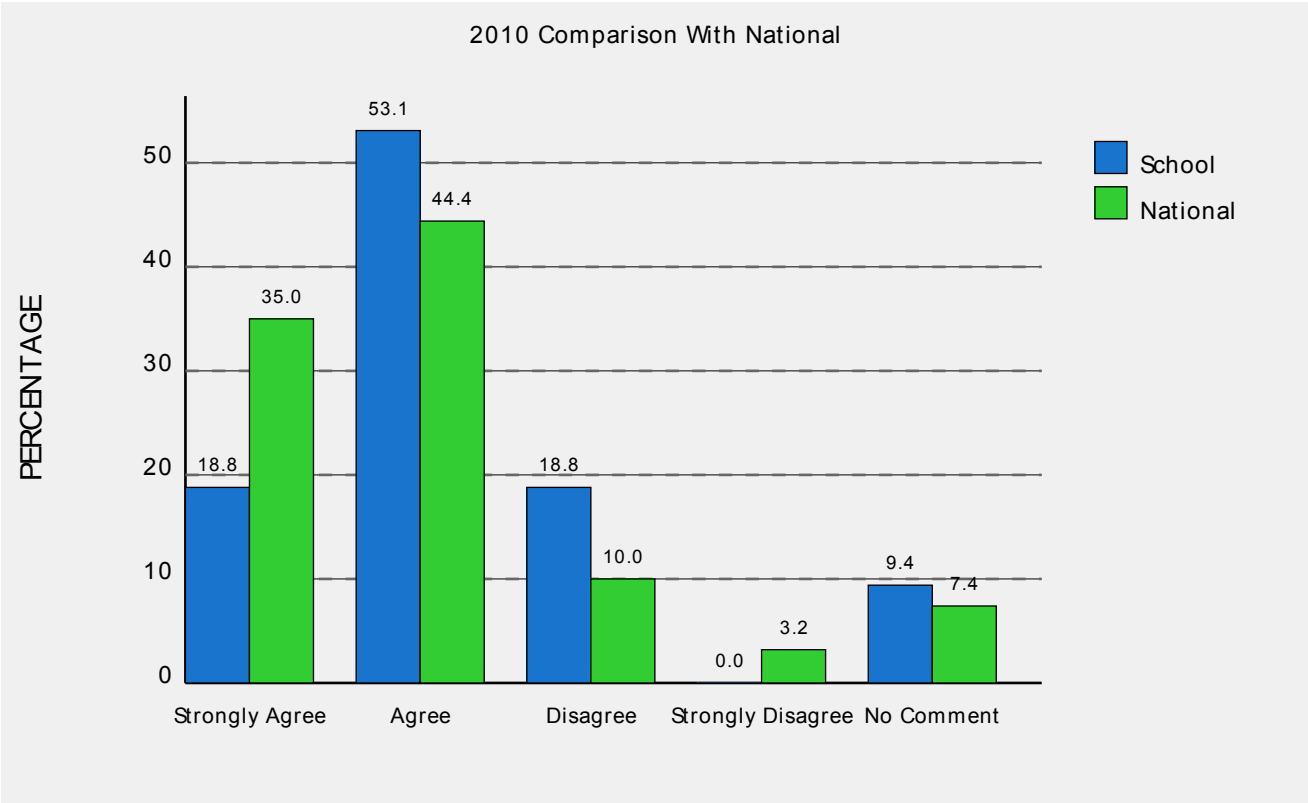
Program comments on this Data View:

As noted in the narrative, a College-wide strategic planning process is in progress. Although departments have engaged in strategic discussions, a significant proportion of faculty were not at OSU when the last full College-wide strategic planning process took place. Results from the 2011 Faculty survey indicate that 33.3% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 32. The college/school requested my input during the development of the current strategic plan.





Question 32. The college/school requested my input during the development of the current strategic plan.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	68.8%	22	9.4%	3	0.0%	0	9.4%	3	32	82.1%
2010	18.8%	6	53.1%	17	18.8%	6	0.0%	0	9.4%	3	32	82.1%
National	35.0%	958	44.4%	1214	10.0%	274	3.2%	87	7.4%	203	2736	69.1%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

As noted in the narrative, a College-wide strategic planning process is in progress. Although departments have engaged in strategic discussions, a significant proportion of faculty were not at OSU when the last full College-wide strategic planning process took place. Results from the 2011 Faculty survey indicate that 6.7% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

2. College or School's Self-Assessment

The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and long-term goals.	Satisfactory
The strategic planning process is inclusive, soliciting input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, has the support of the university administration, and is disseminated in summary form to key stakeholders.	Satisfactory
The strategic plan of the college or school is aligned with the university's strategic plan.	Satisfactory
Substantive changes are addressed through the strategic planning process, taking into consideration all resources (including financial, human, and physical) required to implement the change and the impact of the change on the existing program.	Satisfactory
Consultation with ACPE occurred at least six months before recruiting students into new pathways or programs.	
The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	Needs Improvement

3. College or School's Comments on the Standard

Focused Questions
☑ How the college or school's strategic plan was developed, including evidence of the involvement of various stakeholder groups, such as faculty, students, preceptors, alumni, etc.
☑ How the strategic plan facilitates the achievement of mission-based (long-term) goals
☑ How the college or school's strategic plan incorporates timelines for action, measures, responsible parties, identification of resources needed, and mechanisms for ongoing monitoring and reporting of progress
☑ How the college or school monitors, evaluates and documents progress in achieving the goals and objectives of the strategic plan
☑ How the support and cooperation of University administration for the college or school plan was sought and achieved, including evidence of support for resourcing the strategic plan?
☑ How the strategic plan is driving decision making in the college or school, including for substantive changes to the program
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)
Oregon State University engaged in a comprehensive strategic planning exercise, of which Phase II extends from 2009–2013 (see http://oregonstate.edu/leadership/strategicplan). Concurrently, the University established a new divisional structure in 2009 and the University Strategic Alignment and Budget Reduction Review Committee examined alignment of institutional components with strategic directions in 2010. The Health Sciences Division includes the colleges of Pharmacy, Health and Human Sciences, and Veterinary Medicine. Each college retains a direct report to the Provost, but the divisional structure is expected to assist the University in fulfilling strategic initiatives by identifying efficiencies and collaborative opportunities, such as shared a business center and strategic hiring decisions, respectively.

Three *Signature Areas of Distinction* are defined within the University strategic plan. The Health Sciences division and, independently, the College of Pharmacy, are clearly identified as key contributors to the area of distinction defined as ‘Improving Human Health and Wellness.’ The University has maintained a clear focus; establishing an expectation that divisional and College initiatives, in particular those that require new investments, identify alignment with the University strategic plan. College of Pharmacy progress reports are provided to the Provost by the Dean annually, in which alignment of College accomplishments and initiatives with the University strategic plan are detailed.

Oregon Health and Science University also recently revised its strategic plan–Vision 2020 (see link to strategic plan at http://www.ohsu.edu/xd/about/vision/index.cfm). The College of Pharmacy at the Executive Council level was involved in these discussions and pharmacy is

identified within the OHSU strategic vision. Ongoing conversations and initiatives continue to explore areas of closer alignment for the College with OHSU, most notably collaboration on the academic center being built on the riverfront in Portland.

The current College of Pharmacy strategic plan was initially developed in 2005. Progress toward achievement of objectives was assessed in January 2007 and a revised strategic plan was approved by the faculty in April of 2007. Faculty members generally felt they had an opportunity to provide input to strategic planning processes. Faculty members are generally disappointed, however, in how actively the College strategic plan had been referenced in guiding the College (Q32 and 31: Faculty surveys). A full strategic planning process is typically pursued on a five year cycle, so a full strategic planning process was anticipated as early as the 2010-11 academic year.

Dean Zabriskie and the Executive committee acknowledged the need for a new strategic planning process immediately. Transitions in leadership at departmental and College levels, expansion and turnover in personnel, and opportunities for growth on both campuses suggested it was an appropriate time to clarify our mission and vision, and define a plan for the next five years. Annual reports to the Provost provided assurance that College initiatives were aligned with those of the University, but in order to provide leadership a strong strategic direction must be defined by the College.

Initiation of College efforts in strategic planning were initially delayed as Dean Zabriskie developed internal and external relationships necessary to College operations, and by the need for faculty to focus on the self study and several faculty searches during the 2010–11 academic year. Initial perspectives of faculty with respect to the goals of a strategic planning process, however, were solicited in February of 2011. Dean Zabriskie subsequently retained Bernard Consulting Group, Inc. to initiate a strategic planning process (see optional documentation: Bernard Consulting contract); a firm that has worked with numerous organizations, including several colleges of pharmacy. The College and Bernard Consulting Group have agreed upon a framework for the strategic planning process and initial interviews with students, faculty, alumni and other stakeholders took place on August 8 and 9, 2011. It is anticipated that final drafts of the strategic plan will be completed within the year.

It is important to note that strategic planning has continued to be actively pursued at the departmental level. Departmental strategic discussions largely center on how to most effectively utilize growth opportunities as they become available. Shorter term goal setting has also been an integral part of discussions for College standing committees and in discussions with the Health Sciences division.

The Department of Pharmaceutical Sciences has engaged in a focused effort to consolidate areas of expertise in scholarship over the past decade. The department has successfully supported improvements in infrastructure and expanded faculty; first in natural products/ medicinal chemistry and, subsequently, in pharmacology. During the 2010–11 academic year, similar efforts were successful in expanding expertise in targeted drug delivery, within the broad discipline of pharmaceutics.

The Department of Pharmaceutical Sciences renewed strategic discussions in the 2009–10 academic year to help define next steps as completion of the consolidation described above drew to fruition and as a need to clearly communicate departmental goals to Dean candidates was anticipated. Individual faculty members were asked to explore perceived key elements that fuel success at similar departments in 'aspirational' peer institutions. The ensuing discussion was helpful in many respects and resulted in two key observations. Not surprisingly, continued targeted growth of faculty numbers is a common element of success. Secondly, discussions focused faculty members on opportunities for excellence in scholarship and education unique to colleges of pharmacy with expertise in multiple biomedical disciplines. An *Institute for Drug Discovery and Biomedical Research* was envisioned to guide future decision making, and is outlined in the departmental 'welcome page' online (http://pharmacy.oregonstate.edu/about-college/welcome-pharmaceutical-sciences). More detailed discussions will be appropriate as this vision is developed, but it has already provided critical guidance during collaborative discussions with the Health Sciences division. Utilizing funding made available to divisions through a Provost initiative to increase instructional faculty, two additional departmental faculty hires have been completed effective fall 2011 that will help fulfill this vision and expand college leadership in biomedical research across campus.

The Department of Pharmacy Practice has engaged in several strategic planning efforts over the past five years (see optional documents: Pharmacy Practice strategic planning). A challenge has been to develop strategic directions that are adequately expansive to encompass faculty members with a diversity of job descriptions on two campuses, while maintaining adequate focus to advance initiatives in education and scholarship. Due to the complexity of these issues, an outside facilitator has been used on several occasions to help identify and guide faculty perspectives.

Discussions in the Department of Pharmacy Practice have confirmed key educational needs and identified mid-range plans for increasing scholarship across the department. This planning guided the hires of two senior faculty members, increased our research footprint, added teaching capacity at the instructional level, and increased the number of faculty members that complement and enhance experiential opportunities for professional students in inpatient institutional settings. An intentional ongoing effort in the Department and College to solidify partnerships with key institutions will be critical as next steps work toward providing greater focus to areas of scholarship in translational research and interprofessional education. Increased College support for creation and expansion of training opportunities for residencies and fellowships within the Department will also facilitate growth. Intentional expansion in outcomes research, with two successful hires effective fall 2011, will create core strength for scholarship and support creation of an envisioned graduate program in this area. Strengths and opportunities for expansion in community settings raised the potential for future development of a Pharmacy Based Research Network and support current conversations for expansion of community pharmacy residencies. College-wide strategic planning will continue to better inform opportunities and priorities across both departments.

Summary - Both the Pharmaceutical Sciences and Pharmacy Practice departments have utilized strategic planning discussions to enhance departmental success. These conversations

have effectively guided expected and unexpected opportunities to expand faculty numbers and consolidate expertise, in accordance with the revised 2007 plan. Annual reports submitted to the Provost have helped to ensure that the College continues to be aligned with the University strategic plan. A College-wide strategic planning effort is underway and an external firm is under contract to facilitate this process.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

3. Evaluation of Achievement of Mission and Goals

The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The program must use the analysis of process and outcome measures for continuous development and improvement of the professional degree program.

1. Documentation and Data

Supporting Documents

1. The college or school's evaluation plan (or equivalent)

Appendix	Title	File Name
Appendix 3.1.1	College Assessment Plan	OSU_College_of_Pharmacy_Assessment_Plan

2. List of the individual(s) and/or committee(s) involved in developing and overseeing the evaluation plan

Appendix	Title	File Name
Appendix 3.2.1	Assessment Committee Members	Assessment_Committee_Membershipx.pdf

3. Examples of instruments used in assessment and evaluation (for all mission-related areas)

Appendix	Title	File Name
Appendix 3.3.1	2011 Final Assessment Report	2011_Final_Assessment_Report_-_full_version.pdf

4. Performance of graduates (passing rates of first-time candidates on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years broken down by campus/branch/pathway (only required for multi-campus and/or multi-pathway programs) [SAME DATA ARE USED FOR STANDARD 3, 9, AND 15]

Appendix	Title	File Name
Appendix 3.4.1	No Branch Campuses	Performance_of_Graduates_on_NAPLEX_by_

5. Performance of graduates (passing rate of first-time candidates) on Multistate Pharmacy Jurisprudence Examination™ (MPJE®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 3.5.1	MPJE Five Year Report	MPJE_FiveYearReport OSU.pdf

6. Performance of graduates (passing rate of first-time candidates) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 3.6.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

7. Performance of graduates (Competency Area 1 scores for first-time candidates) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 3.7.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

8. Performance of graduates (Competency Area 2 scores for first-time candidates) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 3.8.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

9. Performance of graduates (Competency Area 3 scores for first-time candidates) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 3.9.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

10. PCAT Composite Percentile Score(s) (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
Appendix 3.10.1	PCAT Composite Percentile Scores	PCAT_composite_percentile_scores_for_the_p

11. GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
Appendix 3.11.1	GPA of Admitted Students for Past Five Years	gpa.png

12. Math GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
Appendix 3.12.1	Math GPA of Admitted Students for Past Five Years	math.png

13. Science GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
Appendix 3.13.1	Science GPA of Admitted Students for Past Five Years	science.png

14. Mean PCAT Composite Percentile Score(s) for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

15. Mean GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

16. Mean Math GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

17. Mean Science GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

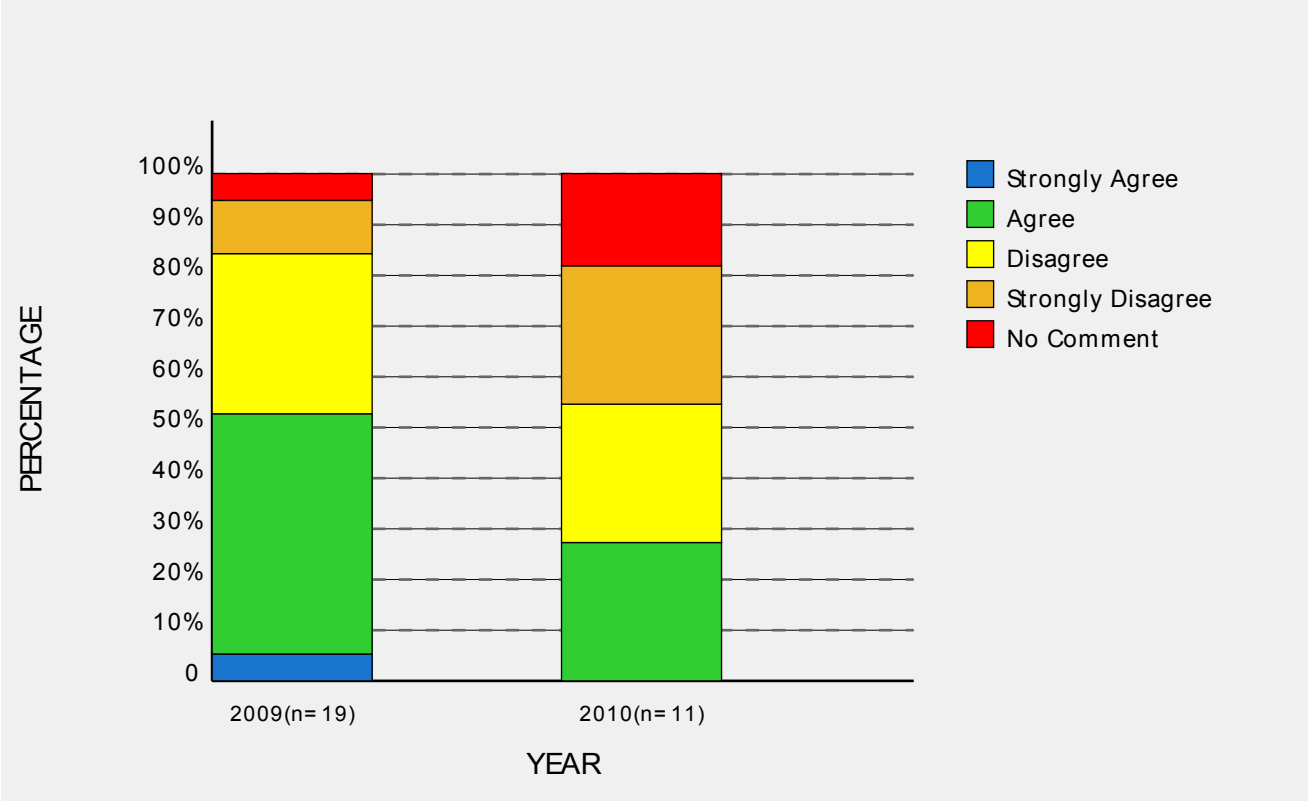
18. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee or faculty meeting minutes; analyses/evaluation findings/ reports generated as a result of assessment and evaluation activities.

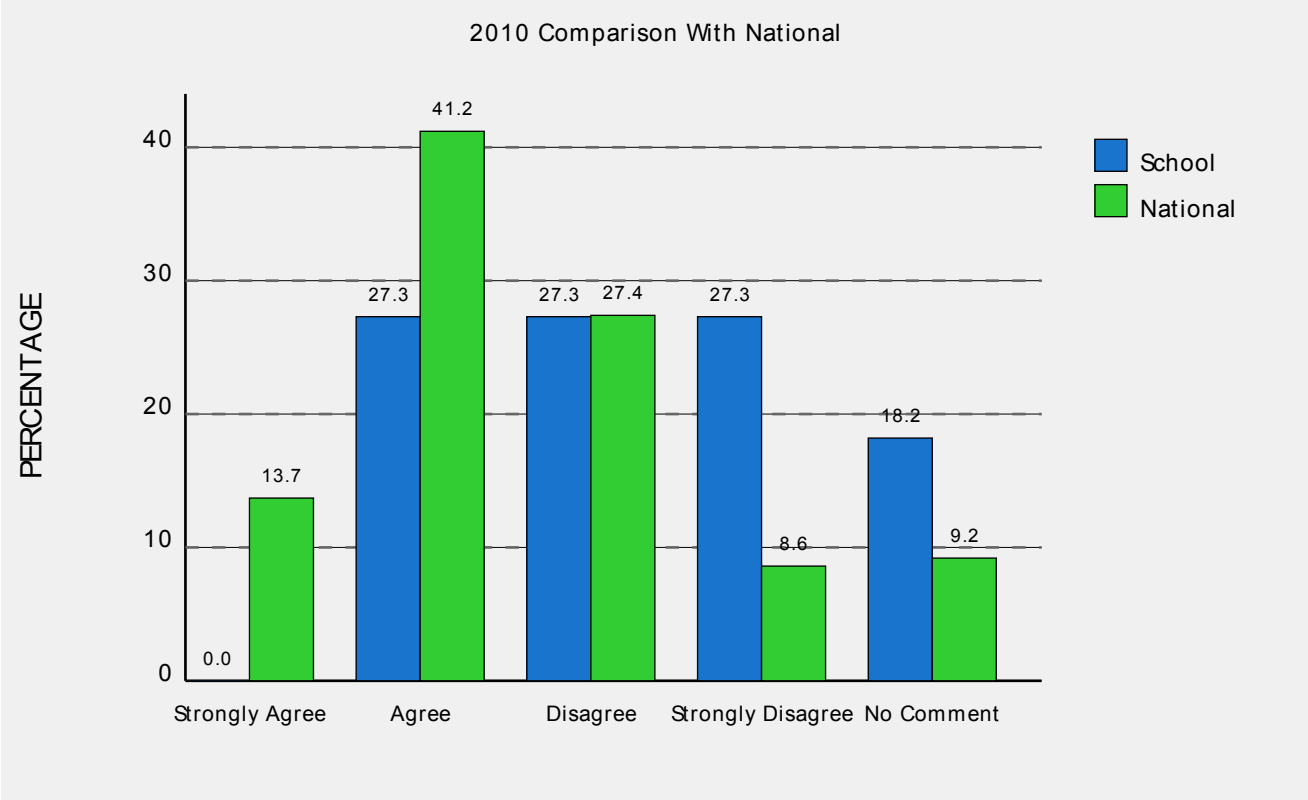
Appendix	Title	File Name
Appendix 3.18.1	Assessment Iniatives Benchmark	Assessment_follow_to_2010_IR_Action_Letter
Appendix 3.18.2	Graduate Council Approval	Graduate_Council_Approval.docx
Appendix 3.18.3	Graduate Program Review Follow Up	Graduate_Program_Review_Follow_Up.pdf
Appendix 3.18.4	2010 Annual Report to Provost	Annual_Academic_Reports_for_2009-10_-_Pharmacy_-_final.pdf
Appendix 3.18.5	ACPE Alumni Summary Report 2010	Alumni_Summary_Report_2010x.pdf
Appendix 3.18.6	ACPE Preceptor Summary Report 2010	Preceptor_2010_Summary_Reportx.pdf
Appendix 3.18.7	ACPE Faculty Summary Report 2011	AACP_faculty_survey_OSU_2011x.pdf
Appendix 3.18.8	ACPE Graduating Student Summary Report 2011	AACP_graduating_student_survey_OSU_2011

Data Views and Standardized Tables

Alumni Survey

Question 17. Since graduation, the college/school has solicited my input/feedback for programmatic improvement.




2010 Comparison With National
PERCENTAGE
40
30
20
10
0
41.2
27.3
27.3
27.4
27.3
18.2
13.7
8.6
9.2
0.0
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 17. Since graduation, the college/school has solicited my input/feedback for programmatic improvement.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	5.3%	1	47.4%	9	31.6%	6	10.5%	2	5.3%	1	19	29.7%
2010	0.0%	0	27.3%	3	27.3%	3	27.3%	3	18.2%	2	11	20.8%
National	13.7%	337	41.2%	1015	27.4%	676	8.6%	211	9.2%	227	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Recent hire of an alumna as Director of Alumni Affairs and Professional Development is expected to dramatically increase communications with alumni.

School Comments on this survey:

General Comments - Graduating Student Survey

Question 88 : Please add additional comments regarding the college/school, program, etc. below.

Survey Year:2008

1. Good program.

2. I feel that I got a strong quality pharmacy education from OSU.

3. Incorporate more practical experiences earlier in the program. Make available ambulatory or clinical opportunities during the third year transitional clerkship. More emphasis on drugs and optimal therapeutic choices and less emphasis on disease states. I enjoyed the program and feel well prepared.

4. On an individual basis, there was little encouragement, support or recognition of student involvement in professional organizations. Attending national meetings was difficult due to lack of flexibility on the part of the faculty regarding rescheduling finals.

5. Overall, I felt I received a good education at OSU. Some changes I would recommend is requiring anatomy/physiology and biochemistry as prerequisites for the pharmacy program so that every student is provided the same amount of time to devote to the pharmacy curriculum. In addition, for the second year more emphasis should be placed on pharmacology rather than medicinal chemistry for pratical purposes. Also, for pathophysiology and therapeutics it would be helpful if guest speakers were provided an outline of what material they should cover in order to standardize the information that were given and make it easier to learn. Furthermore, for our last professional year it would be useful to have a class after all our rotations to review the didactic portion of our curriculum and tie everything together with practical experiences.

6. The college of pharmacy provides a vigorous and high standard training to students. Academically students are pretty well prepared to work. Since there are not many opportunities to apply medicinal chemistry in the real life practice, it may be better to decide med chem into fundamental med chem (required course) and advanced med chem (electives). Moreover, it would also be nice if the college provides some elective course such as alternative therapy using OTC drugs.

7. The first year of pharmacy school was a complete waste of time. The OTC portion was never really taught to us. It was more of a "self-taught" class and professors assumed we understood everything we read in the OTC handbook. The professors did not own responsibility when students did not do well on the exams; they assumed that "students did not study" rather than blame themselves for not teaching the course properly and effectively.

Survey Year:2009

1. I feel that there should be more hands on experiences & more practical experiences i.e. try to model the day to day practices of the workplace such as most common drug interactions, frequent situations that may trip up new practitioners etc. ...bottom line is practical skills & emphasize them. Lighten up the load on med chem as it is not real world pharmacy material & perhaps is more geared towards research. Professors should not be hard on students but should foster camaraderie & an atmosphere where one does not feel like he/she will feel dumb or scolded for asking 'stupid' questions. Just doing those few things will create stronger practitioners in my opinion.

2. Overall the experience at Oregon State Univeristy College of Pharmacy was good. The biggest problem arose when we moved campuses from Corvallis up to Portland (OHSU campus). The faculty at OHSU are out of touch with what he learn at the Corvallis campus and out of touch with the students. There was no utilization of the OHSU campus, no interaction with other students or health care professionals. The corvallis campus was much more inviting, organized, and had more helpful faculty.

3. The small words that I'll express won't be enough to my appreciation, depth of knowledge, experience, and most of all the patience and understanding that the staff of OSU/OHSU COP have shown to me during my 4 years as a PharmD student. The program has been flexible and open in hearing and trying different methods of improving the curriculum. I believe that as a future pharmacist, flexibility and attitude is a must in this profession as medical practice continues to change.

4. I am very pleased with my education from OSU. I feel I am better prepared than students I have seen come out of the 3 year program at Pacific University (also in Oregon). The professor's on the corvallis campus (Ann Zweber, Roberto Linares, etc.) really care about the students and believe they are shaping the future of pharmacy by teaching future pharmacists. Their knowledge and passion for the field makes learning easy and fun. Overall I feel I have a great wealth of knowledge not to mention a foundation that will make the required life-long learning for this field easier to accomplish.

5. I cannot begin to explain how disappointed I am in the Oregon State College of Pharmacy. I am equally disappointed in the accrediting body which emphasizes such an idealistic and unrealistic view of healthcare. The cooperative care system you envision is so far from the actual state of practice its really not even funny. Oregon State has a hard enough time organizing its curriculum without you adding on all the socio-economic "learning" which has very little relevance to current practice as it exists today. The push for more and more education is expensive, wasteful, and really unnecessary. I feel as though 1/2 my time in tghe college of pharmacy was wasted. I now paid far too much for a degree that no-one respects and that is completely unnecessary when it comes to my ability to do the job I want to do. I really think the AACP and the OSU college of pharmacy need to wake up and smell what they are shoveling.

6. I wish the school did more to expouse people of color to pharmacy and encourage them to apply and let them in. I am thankful that the college has an appeal process for applying to the college of pharmacy, this porcress allowed me to become a pharmacists. overall I am proud and honored to have graduated and be apart of the pharmacy communuty.

7. Oregon State University has been a sucessful college of pharmacy which continues to build itself in academia. I feel confident that OSU has provided me the education necessary to become a successful pharmacist as it has for many years in the past.

8. Pharmacy rules!!!!

9. Thank you for a great 4 years.

10. After finishing the program at Oregon State University College of Pharmacy, I believe I received an excellent education given it is a state school. In other words it was a good value. However, I would not recommend this school because the experience I had was very negative and stressful due to the way the administration and facility treated the students. I will leave with a good education but distaste for the school I purchased the education from. Pity, it did not have to be that way.

11. After having the opportunity to interact with pharmacy students from other schools on clerkships this year I felt that Oregon State College of Pharmacy had prepared me relatively better for most pharmacy experiences.

12. Comments concerning classroom resourses are directed at the OHSU facility. There is not enough space for students in the classroom or enough computers available for use and no study space available for students to use. We are paying a ton of money for tuition at OHSU and we get nothing in return. Also where is the money that we pay for 4th year tuition being used? It is unfair to be charged full tuition when we are not even utilizing the campus facilities or faculty. I also have a complaint for how students were treated- if one student was caught cheating or was acting unprofessional all the class was marked by the faculty with that label which is very unfair. The faculty needs to pull only that student aside and resolve the issues not accuse all the class of these actions!

13. I am excited to be entering the pharmacy field, but am very dissapointed in my choice of pharmacy schools. I will not recommend OSU to my friends. The best that OSU can expect is that I say nothing when asked of my experiences there. While there were notable exceptions, the general tone of the relationship of the faculty with our class was one of hostility. Instead of trying to promote learning and understanding, they made things unnecessarily difficult. Don't get me started on the site rotation process for our final year--it was done in the manner that was easiest for Dr. Ito, not the way that was fair or even a manner that was well thought through. Response to student feedback was met with bullying tactics or silence. This was not what I imagined when I was told of the "open door" policy in my school interviews.

Survey Year:2010

1. Disappointed that elective courses were not available for our class and that residency was not discussed at the beginning of our academic pharmacy career. We need more encouragement from faculty/staff to get involved in professional organizations and to be involved/visual in the health care community e.g. heath fairs and out reach programs. Process for setting up out of state APPE rotations during the 4th year could have started earlier to provide more time for scheduling and the contract logistics prior to the start of our rotations. The 'satellite learning' that started our P3 year for students in Corvallis was disruptive during lecture and made group projects difficult if a group member was not present in the area and unable to participate. We were all aware when applying and starting the program it had a spilt campus and required attendance in Portland and Corvallis during the program.

2. Elective courses were not available when I started the Oregon State University PharmD program but I believe they're trending towards providing them to students with specialized interest in the practice of pharmacy. Example electives such as pediatrics, women's health, hospital IV/sterile compounding, herbal/complimentary and alternative medicine, drug interactions, etc. Resources were limited off-campus. Would like access to electronic textbooks, micromedex, lexicomp, natural database, uptodate, etc. It would be more valuable to have access to that, especially to study/do research and on rotations with limited resources.

3. I do not understand why we only receive one class on law when we are the most regulated profession. I feel it would have been much more beneficial to my professional development to have additional courses and remove ridiculous classes like pharmacoeconomics. I often felt like the university added additional courses to add bulk to our schedule. Lastly, I do not know why the university has neglected to teach brand/generic medications. I had to go back on my own time and teach myself the brand names of medications because I felt embarrassed when I was told a brand name of a medication and I had to

look up the generic name. Overall, I feel I received the best education because OSU has a number of dedicated professors who care about teaching students.

4. I am unable to comment on the positive or negative aspects of OSU COP because it's the only pharmacy school that I have been to and have no means of comparison. Also, I came to the College of Pharmacy with life experiences and professionalism that were not taught to me and experienced earlier in life.

5. The program has taught me a lot. After speaking with students of other years, it has shown me that the school is constantly changing to keep up with the times. There are obviously some courses that are teaching dated material and I would hope they are going to filter it out soon.

6. The program was good. The teachers were all willing to help and spend extra time with the students. Some classes like Pharmacoeconomis need some major restructuring in the way they are taught in my opinion. The school needs to add more labs into its currucilum. I feel unprepared to to do IV admixtures (was never taught this in school) and compounding. I would have loved to have taken electives, but this was not available during my time at the the college. I have heard that the new class will have the option to take electives. The final year rotations were good, but we need more rotations in the hospitals/ ambulatory care for those of us who are interested in this field. Currently everything is on a lottery system. They should take a survey from each student and try and fit rotations in their interest areas. I feel prepared to enter the profession after graduation and OSU has a good pharmacy program.

7. The wording of some of these survey questions does not really allow you the opportunity to express how one truly feels about the college. Overall, I enjoyed my academic experience at OSU and feel that it has prepared me for my career in pharmacy. I feel that there is a strong push for post-Pharm.D education, even though realistically there aren't enough residency spots available or clinical positions open in major cities for that matter. The school doesn't prepare students very well to handle the fast-pace and stresses of community pharmacy well enough.

8. This program has students attending two different sites: OSU and OHSU. The OHSU site is very student unfriendly. Specifically, places to study are limited, there are very few computers and the library (in another location) is inadequate to house all medical professional students. The OSU site has phenomenal study facilities.

9. I feel that overall I am very prepared to enter a career as a pharmacy resident. I feel that OSU provided me a strong foundation however, there are a few comments I would like to make. I think the area of experiential education needs to be improved. My intermediate experience at Haggen pharmacy was significantly lacking and my time could have been much better spent in the classroom. This "experience" was a waste of my time to be honest. During my time in pharmacy school I have had some really great and some really not great professors/guest lecturere & preceptors. I think that the college could do a better job picking guest lecturers who are experts in their area but also good teachers (Just because a person is an expert does not mean that they are meant to teach in a didactic setting). Overall, I thought that I had great preceptors but I think that it is important to continue to educate preceptors on what it takes to be a good teacher.

10. I thoroughly enjoyed my time at OSU and OHSU and feel well-prepared to start my career as a pharmacist.

11. OSU did a great job with bringing in a variety of specialists to teach different topics, and did a great job stressing the use of guidelines and evidence-based practice. I definitely feel I have a good sense of where to look for answers to questions I am presented with.

12. question 85: I might consider going to med school.

13. The difference in style and attitudes of the faculty at OSU versus OHSU should be made clearer to students as the transition can be difficult without a heads up. OSU faculty lives up to the campus motto "open minds, open doors" to a safe, learning environment while the impression from 1 or 2 faculty members at OHSU gave off a "by appointment only," and "I'm busy" attitude.

14. The pharmacy practice II curriculum should be split into different electives: community-based care, ambulatory pharmacy, and hospital pharmacy. This way, students who have areas of interest can get in-depth learning in that area instead of spending an entire year performing detailed physical examinations that we will mostly never use (beyond checking blood pressure and performing finger sticks). Each area of Rx practice II could contain some of the same core measures that all pharmacists should be familiar with, but would have the opportunity to expand much further into an area of interest.

School Comments on this survey:

General Comments - Faculty Survey

Question 66 : Please add additional comments regarding the college/school, program, etc. below.

Survey Year:2008

1. My current teaching load requires more time than I am able to allow given my other responsibilities.

2. One main area that needs attention is the development of junior faculty. New faculty is forced to jump in, without receiving any sort of basic introduction to their position. Overall, I believe that the OSU Pharm.D program has many positive attributes. However, there is always room for improvement and I know that we can build upon our strong base. I must say that we have fantastic faculty that work together very well, always keeping the students best interest in mind.

3. Regarding 62 - in the current climate it is increasingly harder to successfully compete for federal funds.

4. split campus is difficult for students and faculty.

5. We are spending too much time on committee work and this, combined with heavy teaching loads in some disciplines, stretches us too thin.

Survey Year:2010

1. Self-made opportunities are available for non-practice faculty to orient them to the pharmacy profession and professional education, although there are no official "programs" that I know of.

2. I feel that my proportion of research is appropriate to my level of interest in research, however, I do not know how it will appear when going to the University for promotion.

3. The College of Pharmacy does a good job of listening to feedback and making changes when appropriate.

School Comments on this survey:

General Comments - Preceptor Survey

Question 42 : Please add additional comments regarding the college/school, program, etc. below.

Survey Year:2008

1. It would be helpful to have at least some interaction of staff at our hospital with a member of the faculty in some capacity. I think this could help educate our staff and enhance the concept that this should be a learning experience, hopefully for both parties, the student and the preceptors.

2. An annual meeting with preceptors to exchange feedback would be helpful. (ie group meeting, not individual)

3. Binder given to students for preceptor to use is quite extensive. Although quite lengthy and some areas seem repeated it is still one of the better ones that I have seen or used.

4. Consider having students do MTM cases for their patient cases and follow up with the patients periodically during the year after completing the medication therapy management review. This program would be set up with preceptors who have had extended MTM training or who have demonstrated ongoing involvement in providing MTM and are willing to provide this learning experience as an alternative to traditional patient cases.

5. Good program for students

6. Have not had a student from Oregon State University for several years. Not sure why.

7. We offer a "shadow" experience with the hospice nurses visiting patients in a variety of settings.

8. We sometimes have inadequate communication if students' schedules are changed/updated. Not made aware of the change.

9. Would like access to OHSU online library. Possibly consider offering preceptors non-financial benefits such as access to student/teacher athletic event tickets or discounts.

10. Your survey does not apply well to my Prosthetic/orthotic practice. I am not a Pharmatist. I do not have a doctors degree, but there is no space for other. I have a BS of science degree from the rehabilitation medicine department of the U of Washington& am certified by the American Board for Certification in Prosthetics & Orthotics. I was also licenced by the state of Washington.

11. There exists a discrepancy between the quality of experiences available at each of the five hospitals within the system I staff/precept. Based on my tenure and signifigant exposure as a resident to 3 of the hospitals, the hospital I currentlly work at I would rate the lowest on a spectrum of effective learning opportunities for the externs we precept. This is largely due to the discprency of resources (i.e. staff) available at our specific site and what I feel is the "hands off" approach of the lead preceptor. That being said, I also rotate through the local ACC, which is it's own experiential program with it's own lead preceptor. I would rank our ACC rotation site equivalent to the other 4 ACC rotation sites witin the system.

12. Too many students with inferior English skills are coming through the program and are therefore are not able to communicate very well with those patients who are either elderly, hard of hearing, or both. These are the highest percentage of patients we see and are the ones who need the student's help the

most! Would be helpful for the college to ensure a minimum standard of proficiency in English language skills in order to accurately and safely communicate with and treat our patients.

13. Very little has been offered in the way of structured expectations for the students. The assessments are general and rather vague. It would be helpful to have an exact outline of goals and expections for each site.

14. Very satisfied with my partnership with OSU Coll of Pharmacy

15. We are hiring students for after graduation. Unfortunately we do not have any preceptor positions available.

16. We have temporarily reduced our participation in precepting students due to budget/staff cutbacks and a major building project at the Hospital. We hope to increase our participation in the 2009-2010 academic year. We value the opportunity to precept students and get far more than we give in many cases.

17. recent student was well prepared with drug knowledge, but lacked knowledge on how a pharmacy business runs.

18. Students need better preparation in the area of health care finance. Most have no knowledge of the difference between Medicare Part A, B, and D. They don't know the difference between MediCAID and MediCARE (unless they learned about it at the their part time job). They are also unfamiliar with third party terms such as "allowable" charges, "usual and customary" charges. This lack of basis knowledge makes it difficult to provide meaningul assignments since a lot of time is spent lectruring about these basic concepts.

19. The experience is variable depending on the student. Some are ready for a rotation and are resourceful, just a handful have been needed to be talked to about appropriate dress (the need to look professional), motivation, or require a lot of direction. For the most part, since I precept in a critical care area, I expect that the student has some basics down before they come to me to get the most out of their experience & the school has been accomodating in allowing me to select some later rotations. Luckily I have not really needed to deal with any major issues with the students but feel that I would get support from the school.

20. the school should help share the cost of precepting a student - partner up with hospital to help cover staff expense. or provide some form of staff support to come on site and help to execute the program.

21. The students we are getting all have been very motivated to learn. I have been impressed with the quality of students sent to us, not only in clinical knowledge but also in communication skills and professional appearance as well.

22. The University has had training sessions, but I have not attented.

23. i wish I had to access to the library and educational websites my students have- although I understand they only have it during school and for a very limited time after graduation- what a shame..

24. I would like to see more preceptor education classes closer to my geographic location offered several times per year. I cannot find the time with my schedule to drive several hours to attend a preceptor/educator class. I would also like to have more access to on-line resources that I can access as

a preceptor so we can use these resources to supplement our companies drug information resources. More CE direceted toward professional development as a preceptor would be appreciated.

25. If the school does provide access to library and other resources, I am unaware.

26. improved contact and resources from the pharmacy school would be helpful

27. Most of my negative comments are not necessarily reflective of OSU. I am working on expanding the program at our facility back to fourth year students. OSU has been supportive in helping me do that. My responses may be a more accurate discription of what is going on next year.

28. Program- I find that many of our students are so well trained with medication protocols, they often overlook the outlying patients, and can't think outside the box. School- I am frustrated not having access to the journals as a preceptor. I would love a preceptor training that explains the PharmD curriculum, what rotation differences are, and wh

29. I have found this year a little difficult because rather than informing me directly that no students had chosen my site, there was just a lack of information. I even sent an e-mail requesting either negative or positive confirmation of our status with students and never received an answer. I would think it wouldn't be that hard to let all preceptors know one way or the other if their sites had been assigned during a specific academic year.

30. I have not had any students this school year. This is probably due to a combination of my own reticence to seek students out and the students' unwillingness to come to small town sites such as mine for a variety of reasons. My first two students were great kids and had a passion for pharmacy which I'm sure was apparent to whatever site they were at.They were a pleasure to have and I remain in contact with them. The last student I had was only interested in putting in as little time as possible in the store and getting the best possible review for her efforts. I must say it jaded my outlook somewhat as to the caliber of students getting into pharmacy school. It was also a time of tension, a tension which I neither want nor need in my pharmacy. Until the schools establish a program in which the students are made distinctly aware they are stepping out of an acedemic model into a real life situation where the rules of business apply 24/7, I will probably refrain from participating.

31. I have not had much, if any interaction with the college since the beginning of the school year. My site has not been visited by the experiential clerkship professor. I know that it is logistically impossible to visit all sites but maybe a phone call would keep communication open. I think the college is doing a good job but we could be partnering in a better way.

32. I have not precept any students for the year 2007-2008. I will precept students in 2008-2009, so I not sure how accurate this survey will reflect the criteria identified.

33. I have signed on as a presceptor but have not received a student from this school yet. Our site consistently has about 20 students from many schools over the US but so far, none from Oregon State. I am unable to answer some of these questions due to that fact however my interactions with them have been up to my expectations so far.

34. I strongly encourage my students to think globaly about the profession and challenge policies and procedures at work sites that limit their ability to provide care

35. I am sure the college has resources available that I have not accessed, but not a reflection on the college. I need to take the initiative. Since the PharmD program in new I am not as familiar with the curriculum.

36. I am sure there are processes that the college has and I am not aware of that would help me be a better preceptor. I am very interested in knowing and learning how to use them. Thank you

37. I believe I have a Geriatric practice that is more advance than what is being taught at the college. This is feedback from students and previous instructors at the college. More attention needs to be given to advance geriatric diabetes management.

38. I don't have much contact with the school but the students have been good.

39. I enjoy working with the students from OSU (esp. the motivated/excited critical care ones, please send more). It is unfortunate that we have had to cut back precepting due to staffing issues. I hope that this trend is reversing or will be soon.

40. I am most frustrated by the lack of involvment by the experiential office in understanding and knowledge on the various sights available for students. In the past 5 years, I have not seen one of the full-time paid faculty come to the location or inquire about the work of a student or preceptor. I think that is very strange. Full-time faculty should be oriented to all experiential sights and understand what is being offered to students and how it is being offered. Luckily, out sight has precepted students and residents for many years - so we are experienced and give our students an excellent opportunity to learn and grow during their experience with us.

Survey Year:2010

1. I AM A MENTAL HEALTH SPECIALIST (BCPP) WORKING ON AN INPATIENT MENTAL HEALTH UNIT. I ROUTINELY PRECEPT 1ST YEAR STUDENT EXPERIENCES. CURRENTLY I DO NOT HAVE A CLINICAL ROTATION SET UP AT MY SITE FOR 4TH YEAR STUDENTS, BUT AM INTERESTED IN GETTING ONE SET UP.

2. We are fairly rural so have limited students and limited abilities to communicate closely with the school. We could benefit from better understanding/training in internet resources that are available through the school affiliation. The full dept participates in the teaching/interaction with clinical students. We could probably do better from out side working with the school also; it is a two-way street.

3. WE HAVE ONLY HAS 1 STUDENT TO DATE, BUT WE HAVE RECEIVED NO INFORMATION AS FAR AS REQUIREMENTS, SYLLABUS, OR ACCESS TO ONLINE RESOURCES. I ALSO HAVE STUDENTS FROM PACIFIC, SO WE USE ALL OF THEIR TRAINING MATERIALS AND RESOURCES

4. While I enjoy precepting students, this will probably be my last year (at least with this employer) as a preceptor. Precepting is not considered at performance review time, precepting takes time that our present workload does not accomodate and is merely one more "extra" thing the limited number of preceptors here take on without acknowledgement by management of the hospital. So nothing against the students, I have found them very eager to learn and a joy to teach. What I lack is the time away from the workload to be able to perform this function. When you are operating at full speed just to keep up with workload, one doesn't have "extra" time to explain or teach.

5. Your survey is a general survey and is not specific to each prector. I work in a grocery store and will precept students for their 6 week rotations. We dont really have students harrassing us,etc. The problem with what the schools send to the preceptors also are not specific enough for the rotation that the student is doing. We can work up a plans based on their medications but that is not what happens in a community pharmacy setting. The students need to know about the different disease states and I have books that we have weekly sessions and talk about different topics and how they are treated and with what drugs,etc. But some of the papers that I have been shown by various students indicate to me that the schhols need to be more specific. They have the same paper for each rotation and each rotation is not the same. Just like your survey. I am not at the school or in the same state as the school and a lot of your questions (I dont feel) really apply to me or my site.

6. The student performance evaluation is very generic and not detailed enough to make suggestions and growth in the student population. The performance evaluation tools seems to change frequently to different systems. This is very hard on a preceptor to keep changing log ons etc.

7. The students have always been pleasant and professional.

8. There ought to be more training resources for preceptors.

9. This is my first year as an acting preceptor and will not have a student for several months. Therefore, this completed survey will likely not be very helpful.

10. This program has shown continual improvement and has been committed to continuous quality improvement. The standardization of evaluation forms has been very helpful to me.

11. This school and my practice site are in different states. All of my contact has been through email. The web-based information available to me through this school is not as broad nor as useful as from the other university (where I am a Clinical Instructor with enhanced resource availability).

12. Providing Up-to-date would be an excellent resource for teaching students.

13. Some of my answers are tentative since my staff pharmacists are the hands-on preceptors with the students. I am very impressed with the quality of students that we receive and I believe that with very few exceptions, they will be excellent pharmacists.

14. Some students have had an effective drug info rotation before coming to me. Others do not know how to do a research without using google. Drug Information retrieval could be strenthened in the curriculum. Also students need more opportunities for preparing inservices & basics in using powerpoint. Feedback from students would be nice to enable me to strengthen my rotation to meet their needs. Have not gotten feedback.

15. Students are well chosen and well prpared for the field, which is the endpoint positive reflection on the school. John K, PharmD

16. Students need more hands on training with parenteral fluids and knowledge of fluid choices

17. the evaluation tool needs to be reconsidered - the online access is difficult and yet another password to access.

18. no comments

19. None at this time.

20. Oregon State Univ. has done a great job in assisting me in whatever information or resources I need to be a better preceptor. They have made site visits and have made it clear that they are there for us for whatever we need to maximize the interns' pharmacy experience.

21. Oregon State University has an exceptional student/preceptor program. Students are able to apply what they learn in the classroom in a professional practice setting. What a wonderful program!

22. Our pharmacists could use more guidance and literature support services. Prefer student evaluations are shared with us so we can make appropriate changes, if needed. Many students coming to our site expect to be "spoonfed or led" our preference is independent work especially researching topics and taking initiative when opportunities are provided. Overall this year we were very pleased with our group of students. Currently it is difficult for pharmacists especially students to find positions in Oregon, why do the schools continue to educate this large number of students?

23. Overall student from the OSU PharmD program have adequate drug knowledge. Most students lack enough pharmacy practice experience to be able to extrapolate their knowledge to patient-specific problems. Several students have not had a clear understanding of pharmacy law, especially controlled subtance laws.

24. My answers may seem strange, but I have worked as a night RPh for the past 3-4 years and have not actively precepted students here for that period. Some of the recent students I haven't even met.

25. My inpressions with our experential program is that students that that fullfil the requirements of their rotations are highly qualified to enter the field of Pharmacy.

26. My peronal communications with schools/programs is limited because rotations retain multiple active preceptors but a designated preceptor to coordinate evaluations and communication. Emphasis in many ambulatory rotations focus on managing and understanding people; maybe even more than the academic content.

27. Need to continue to assure ESL students are more able to communicate in English.

28. no comments

29. I'm very pleased with the quality of students that come to my pharmacy from OSU and the support from the staff at the college.

30. I've enjoyed working with all of your students.

31. In general OSU does a good job of providing the basics to student prior to clerkship rotations. Students themselves are really responsible for their progress after that. Some do not step up but most are pretty good.

32. it is a very crucial program to have in such a demanding time.

33. It seems as though students are randomly assigned to specialized rotations, such as oncology rather than chosing electives based on personal interest. For elective rotations would be preferable for both preceptor and student to have students interested in that practice area.

34. Like that the schools in Washington, Oregon and Idaho (not sure about Washington) have banded together to offer preceptors the same student evaluation tools (E*Value). Think some of the E*Value assessment questions need to be re-evaluated, split apart. All of the sudden, the schools are bombarding preceptors with emails - trying to improve communication with preceptors, problem is though that if you precept students from more than 2 schools, there's no way to keep up with all of the emails. Think it would be a good idea for the schools to combine their efforts as far as preceptor benefits and education go - develop one platform for that sort of thing so that preceptors aren't bombarded with too many different options and requirements and emails about precepting.

35. I have seen some good students come through the OSU program. One common issue I have had though, is the students iniative to try and find the answers before coming to ask questions. I am not sure if this is addressed in any classroom. I feel that I was expected to have exhausted my resources before coming to ask for help. I don't mind helping the students when they need it, but I do wish they would show a little more initiative to find the answers before they come to me with questions. It would better serve them to do this, as they will have to find a lot of answers on their own once they are licensed. I try to make this point with students that come through our site. Most are fairly competant at finding answers as well, it just might take a little digging.

36. I run a small independent community of reasonably large volume. When a student is sent to "work and learn" in a business environment such as this I would expect that student to be prepared to "work and learn" like an independent pharmacist i.e. patient care is paramount to everything especially the clock. Holidays are just days unless the store is closed. Theses things are just as much a part of independent pharmacy as filling and counseling patients. It is rewarding work-it is not easy work. A student should have a complete and accurate picture of a practice setting and be prepared to blend in.

37. I would like to have one webstie which all pharmacy schools would use for student evaluations. The website could have different eval critierea, but navigating one website would be much easier than having to use multiple webistes.

38. I would like to see the rotations be at least 8 weeks so the students have a chance to see results of their efforts (Letters to physicians)(and results of drug change) In Long Term Care the rotation could be 12 weeks because there is so much to learn and experence.

39. I'd like to suggest that students - IPPE and APPE - should receive some kind of orientation from their respective colleges regarding what kinds of learning experiences they should be seeking from their rotation sites. Having precepted students for over 20 years, far too many students have little or no idea of what they should be getting from their rotations. It has been unnecessarily challenging for preceptors to tailor student activities to not only satisfy the colleges' academic requirements, but also to the students' interests. I have heard many students relate at least one experence in which their rotation amounted to little more than a clerical position. Consequently, students' evaluation of rotation sites and preceptors becomes little more than a statement of whether or not the student "got along with everyone, had a good time and wasn't bored."

40. I'm always inpressed with the quality of students we have precepted. We have good conversations on current pharmacy issues. It forces me to keep up with the latest trends and practices.

41. I have not yet had a student assigned to me by the school. I am currently a preceptor for an intern who is employed, not using the experience for credit. Therefore I feel I am not yet qualified to answer most of the questions, as I have not had the opportunity to have an experiential student.

42. I have not yet precepted a student with this university so I cannot comment on many of your statements. Next year I will be able to provide more useful info.

43. I have noticed over the last couple of years an increase in the numbers of students who have a lack of respect for the program and the preceptors. I have observed arrogance and attitude, that is inapropriate in a learning environement.

44. I have only precepted 2 students for 1 week each. The amount of documentation for that short period is disproportionate to the time I am able to spend with the student in the areas required. I have had no contact at all with the school and no feedback.

45. I usually have p1 student for counselling. If the school give me a little more info such as gidelines or forms, it would be more professional.

46. I will start participating with Oregon State University Pharmacy interns later this summer. I have started any program yet.

47. I have been a preceptor for Oregon State and pacific Universities. Both school internship programs are very extensive and appropriate in preparing pharmacy students for their future endeavors in pharmaceutical fields. I have also refreshed my educational background with my students throughout these programs. Being a preceptor have helped me to be in the main stream of new and dynamic ideas in the field of pharmcy.

48. I have been precepting students from OSU COP for at least 3 years and have never once received feedback regarding student evaluation information that the school has collected about my precepting abilities or the practice site in which I work.

49. I have little contact or communication with/from the department.

50. I have no additional comments at this time

51. I have not been involved as a preceptor for a particular program for a few years since I left my hospital position. When I get a more stable position at my current job, I plan on setting something up. Otherwise, I just sign off on hours and precept students who are actually working just for intern hours/ experience and are not on an offical class assignment/rotation. When I did work with students at Albany General Hospital, OSU offered a great amount of support and provided plenty of resources. The only downside is it seems like there are so many requirements on each rotation, there is little time to do much else with the student. The evaluation takes at least an hour to go over. This is a huge contrast to physicians who report on their medical students and have a very sparse evaluation that takes minimal time to complete. I wish the evaluation was more closely resembiling the med students.

52. I have not precepted a student from this school since 2006; therefore, unable to comment on much of the information.

53. I believe I have access to educational resources, but am unfamiliar with the process to go about it. Also, I feel a precept site should have internet access, and my site does not.

54. I believe that development of collaborative practices should come after completion of a residency program, specifically 2 years of residency, if the pharmacist desires to become a practitioner. Additionally, additional certification should be pursued. I do not believe that simply obtaining a PharmD is

enough to develop advanced collaborative practices, and our site only hires clinical pharmacy specialists that have completed specialty residencies.

55. I believe the experiential program is improving. There is more preceptor/college communication now then previously. More opportunities are being provided to preceptors to access library facilities and CE programs about being an effective preceptor.

56. I believe the students should have more defined projects to work on from the school and turned into the school (soap notes, patient consultations, etc.) I am able to have the student do these, but I feel they should have more items to turn in other than my pass or no-pass evaluation.

57. I commend Oregon State University for having an underprivileged/underserved rotation requirement. It has definetely inspired a passion in some students that has been nice to observe and serves a great community need. Mel Coughlin

58. I feel the 1st year experiential students might benefit from more frequent visits to the pharmacy during the school year.

59. I am attempting to access library and educational resources available to me as an affiliate faculty, however I have to work through some barrier issues that are part of my employer's firewall blocking access to the college's system. I do not have access yet, but hope to soon - and my liaison from Pharmacy Experiential Education is assisting me.

60. I am happy with the current program and my students seem to excell in their learning abilities.

61. i am pleased to be a part of giving back to students to help them to proceed to the working world. Osu has been my main students and they are great

62. I am pleased to be precepting students from a top-notch school such as Oregon State University. The students are coming in (overall) highly motivated and prepared to be challenged within the inpatient setting. I would like to see students come in with more of an intravenous sterile preparation background for their 4th year rotations so we can focus more on therapeutics and patient monitoring. The OSU experiential staff is wonderful at providing solid communication throughout the entire experiential education process.

63. I am the Pharmacy Manager in a critical access hospital. In several of the 6 years I have been here we have precepted 1 student during the summer and provided a glimpse into hospital pharmacy prctice for several others during the school year. Our pharmacist resources are few and that is all we can do. In those years, we have had good support from the Office of Experiential Training.

64. I am unsure if I am provided library and education resource access. I don't believe that I have had a discussion pertaining to this and am interested in learning more about resource availability.

65. OSU School of Pharmacy provides it students with excellent opportunities to learn and gain experience. The students that I precept have demenstrated superior training and book knowledge.

66. Biggest challenge to effectively supporting students as well as maintaining preceptor competency is lack of organizational funding support for an intership program. Staff Pharmacist Preceptors are all too often provided with less than adequate support for learning or understanding their preceptor roles, having additional focus time with each student while training, time to document student progress and student followup.

67. Feeling of having the student "dumped" on the pharmacist with no set responsibilites. Most all students (final year) are "burned out" and just want to be done. If the student is not self motivated after a short while (hour or so) they would rather go study or prepare for projects/presentations. My staff agrees, please just leave. Practice setting is of a high level (critical care) and students are just not usable for work and the acute (quick) research they do is usually incomplete. The unmotivated student is like having a boat anchor. The enthusiastic student is like an energy boost. Thought out questions are appreciated. My time is worth more then most students realize. I am not here to keep you entertained or busy. Most pharmacists here dread having a student. It doubles or triples your workload, slows down your efficiency, and increases your chance of making an error. Honest perception.

68. Good Morning, I know you have a number of educational programs to enlighten us old preceptors, but I really don't have a handle on that. We have had one student since I have been a preceptor and I tend to forget the programs/process available, not thru any fault of yours. I just need to be re-educated. Thanks

69. Have not had any OSU students for several years. We get Pacific Students and have asked for OSU students but have not had any placed at our site.

70. I am a non lisenced preceptor working in conjunction with an Rph at our local hospital. This has been approved by the Board of Pharmacy. In one question is asked for my degree, but it did not list an option for B.S. other. and it wouldn't allow me to skip the question. I have a B.S. I am a CPhT. With regard to access to library and educational resources, the college has told me that because I am not a licensed pharmacist, that I am not eligible for the Affiliate Faculty appointment. I have asked about this from the past two program directors. The question asking how many students I precepted in the past year does not represent my involvement accurrately. I am a military reservist and was supposed to be deployed to Iraq, so students were not scheduled. My deployment was cancelled, but I couldn't get students. I currently have 5 students scheduled for this year. I typically have up to 8. Thank you

School Comments on this survey:

Comments in both years encompass a full range of perspectives. Generally, however, the 'tone' of comments in 2010 is improved, as compared to 2008. 2008 represented a transitional time between experiential directors.

General Comments - Alumni Survey

Question 45 : Please add additional comments regarding the college/school, program, etc. below.

Survey Year:2009

1. Thank you for this opportunity.

2. The only reason that I might consider applying to an alternate pharmacy school if I were to do it over again is I may prefer a program with more elective opportunities

3. The Oregon State program was very good, but very restrictive in the curriculum. There was no opportunity for electives and excessive hours were devoted to pharmaceutics and biopharmaceutics which should have been condensed allowing for some special interest coursework.

4. Overall, Oregon State COP afforded me an excellent education in Pharmacy. The only change that I would recommend making to the program is adding more lectures focused on antibiotic and anticoagulant dosing protocols. I felt under prepared in these areas when I went into practice. A lot of it has to do with exposure, but I think it would have been helpful to have more cases where the students had to evaluate the overall strength of a specific drug therapy. In my experience, pharmacists receive the majority of questions in the area of abx coverage and anticoagulant dosing so more focus in this area would be helpful.

5. The kinetics professors weren't that effective, and I found myself behind on both practical (i.e. how to dose vancomycin) and theoretical kinetics applications. Ironically, this is exactly the subject physicians need the most help on. We evaluated a lot of literature, and I think that paid off. I definitely feel equal to the physicians in that ability and its use really pays off in a hospital leadership position. Overall the education was just fine. I could have got more out of it if I put more in. A residency was not required and I didn't even consider it at the time. Should have done one, oh well.

6. The materiel presented was not cohesive, sequential, and in several cases relevant to current hospital practice trends. I feel that the school placed far too much value on some areas, such as med-chem, while disregarding the option of elective course work. The additon of elective course work would have allowed students an oppertunity to better prepare themselves for their intended area of employment and presented the student with new opions. A student should exit the program with a vigor for the practice of pharmacy and health care, not merely a sense of relief.

7. There are so many opportunities available for pharmacists, unfortunately we are not adequately prepared to take advantage of these opportunities. My curriculum prepared me to be a great dispensing pharmacist (retail & hospital) or patient care advocate. Unfortunately, these roles are either growing dispensable (retail/hospital) or challenged by other healthcare professionals (hands on patient care). In my experience, my colleagues and myself are more knowledgeable, resourceful and accountable than the other healthcare professionals that we interface with. Often times, these skills go unnoticed and underutilized. Pharmacy curriculum MUST provide better training in the areas of management skills, business practices, literature research & systems development. The healthcare system is changing and pharmacists can impact the system of tomorrow. In order to do so, our schools must vastly improve the business, management & systems training.

Survey Year:2010

1. Compared to my peers who graduated the same year as I, I feel extremely well-prepared as a pharmacist. My education at Oregon State University served me very well and did a wonderful job of developing my abilities to be a successful pharmacist in any field in which I chose to work.

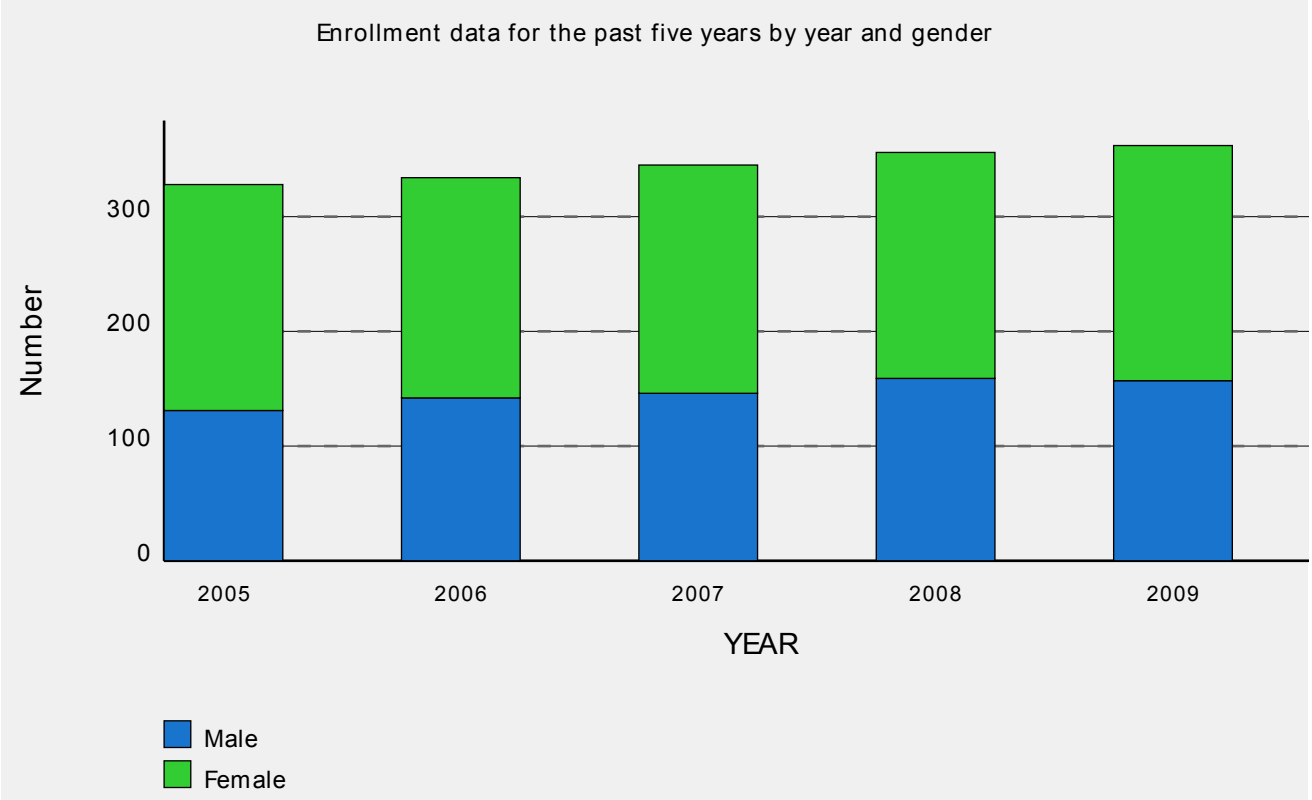
2. First off, do not make the last year of the program the most expensive tuition wise. It was difficult to travel with the burden of the extra expense. WE HAD ONLY ONE... ONE DAY OF ELECTIVE COURSE TO TEACH US HOW TO WRITE A RESUME! Please help these graduates learn how to INTERVIEW and NEGOTIATE job opportunities. Learning healthcare is great but is pointless if you cant find a job or are getting underpaid for your services. Physical assessment lab is totally pointless. Teach how to do an inventory and look at a Profit and Loss report. Other than that keep up the good work! OTC counseling is great. Focusing on math was good.

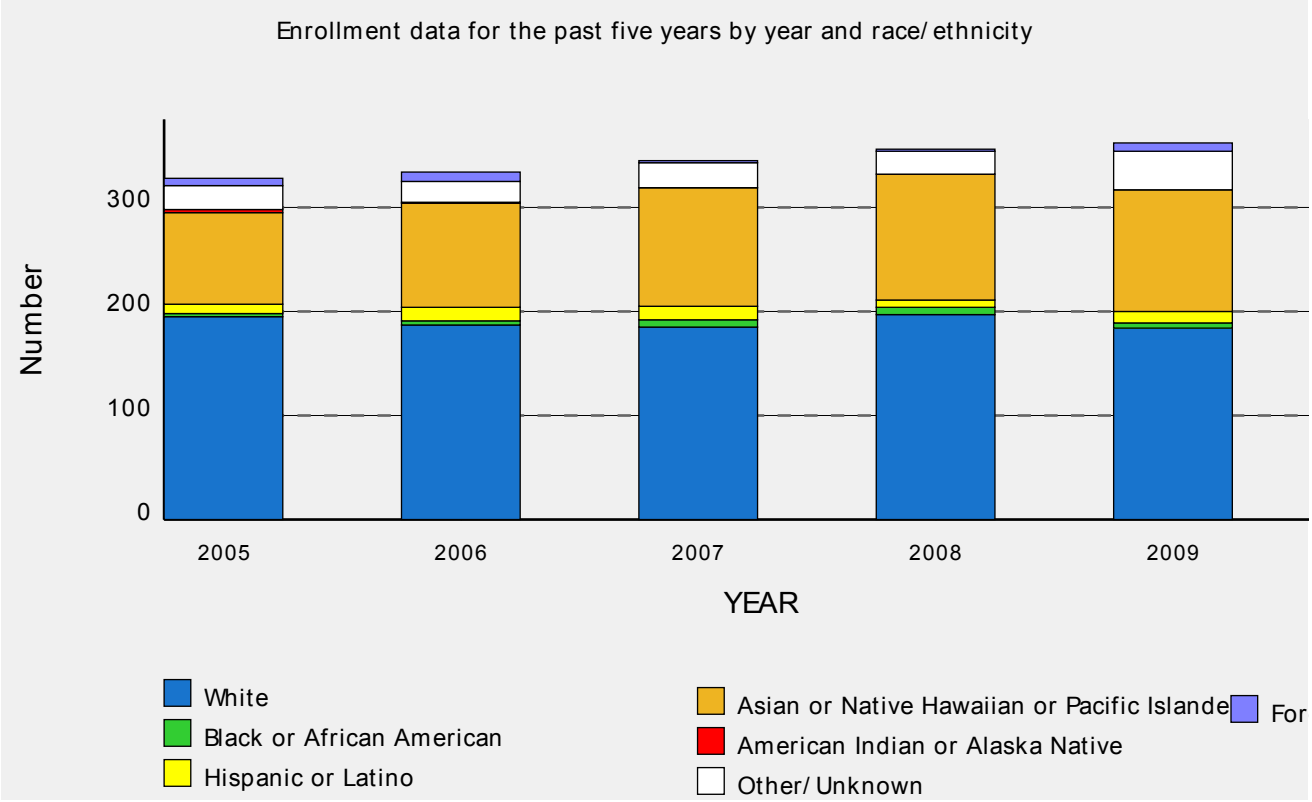
3. I wish this survey was a little more flexible. Accurate answers to certain questions require an option in between 'agree' and 'disagree'. This survey doesn't accurately reflect my answers.

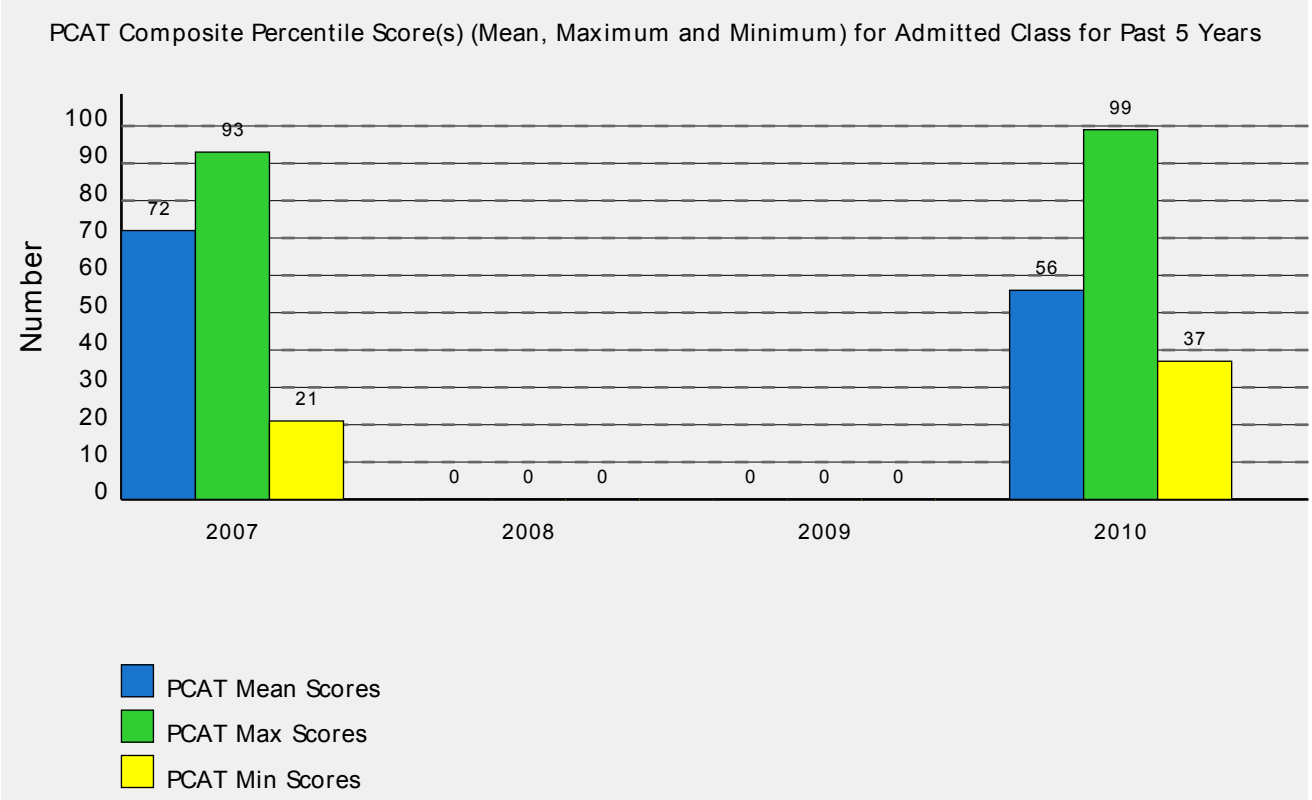
4. My education at Oregon State University was exceptional. The skills I learned there and on rotations are foundations for my current practice. I would recommend Oregon State University to any student wishing to pursue pharmacy; the opportunities and experiences offered there would support any direction a student chose to go.

5. Pharmacists need to be more cohesive rather than compete with another. My experience/analogy is that you have two physicians who absolutely dislike each other, if one physician makes a complete mistake/error, and you ask the other physician his thoughts on that mistake, and he/she will respond with something positive/constructive and find a reason why their counterpart made that decision, where as pharmacist back-stab, try hard to one-up another and say "how could that have happened." Its a culture in pharmacy that needs to change. That would be the only wish I had for pharmacy. As far as my pharmacy education experience, I wish there were more positive influences whom were willing to mold the "lesser" or "retail" type of students rather than play favorites to the Rho Chi students. One professor/ preceptor may change one student and his entire career path. It did for me! Maybe one student may say the same about me!

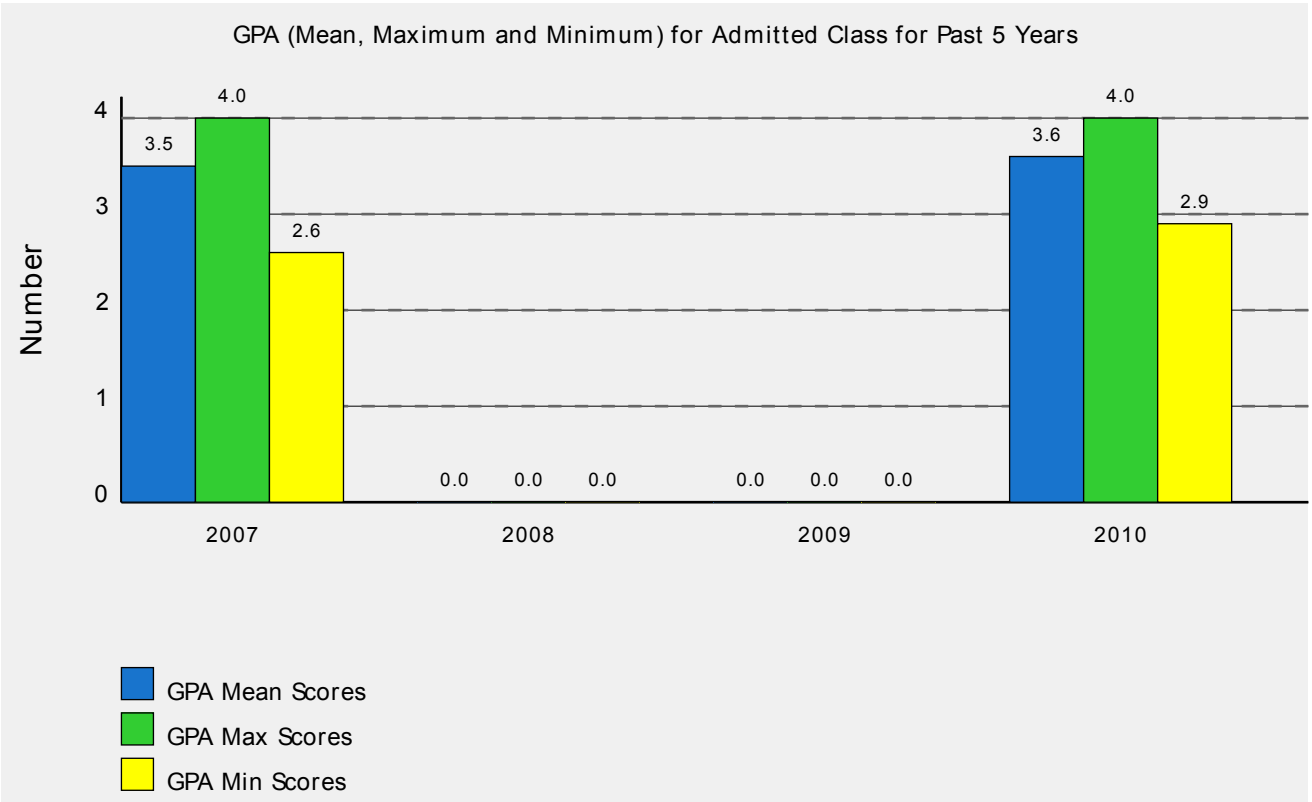
School Comments on this survey:


Enrollment data for the past five years by year and gender
Number
300
200
100
0
2005
2006
2007
2008
2009
YEAR
Male
Female

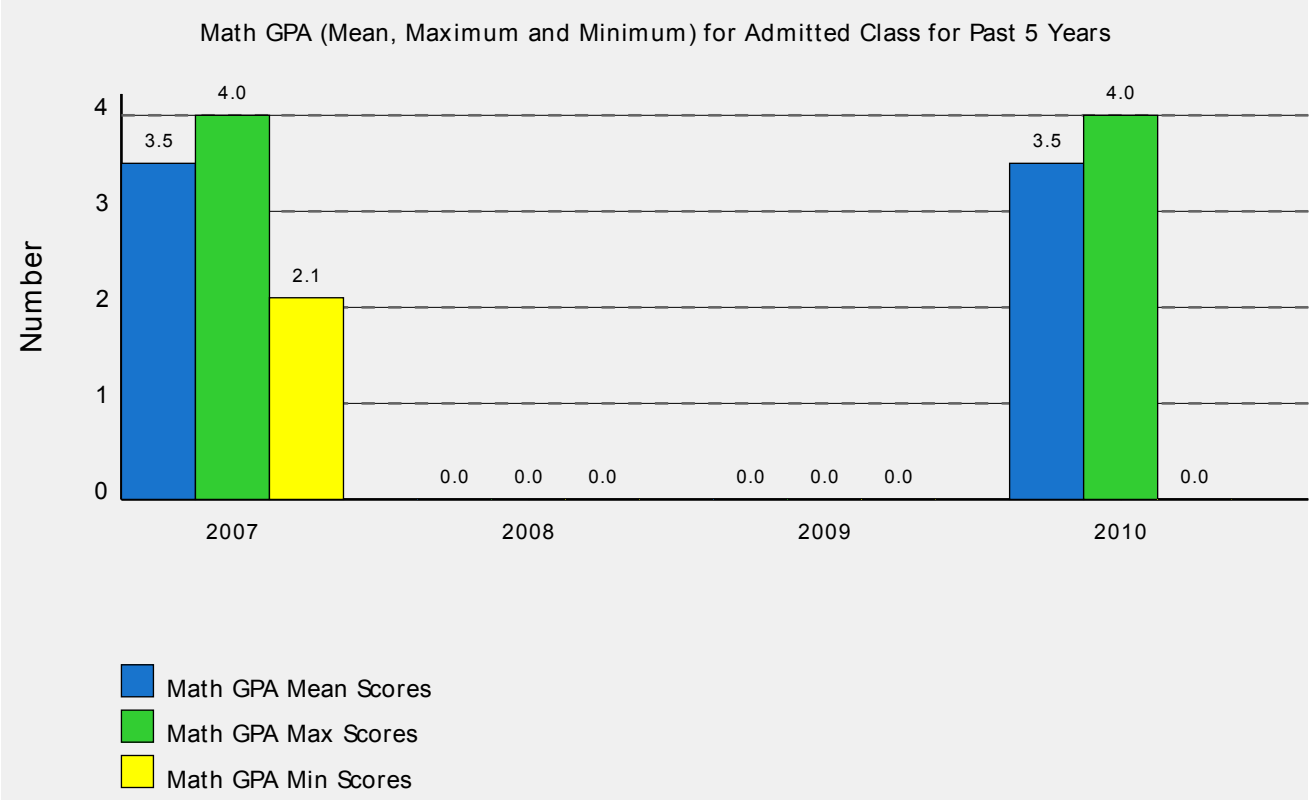

Enrollment data for the past five years by year and race/ ethnicity
Number
300
200
100
0
2005
2006
2007
2008
2009
YEAR
White
Black or African American
Hispanic or Latino
Asian or Native Hawaiian or Pacific Islande
American Indian or Alaska Native
Other/ Unknown
For



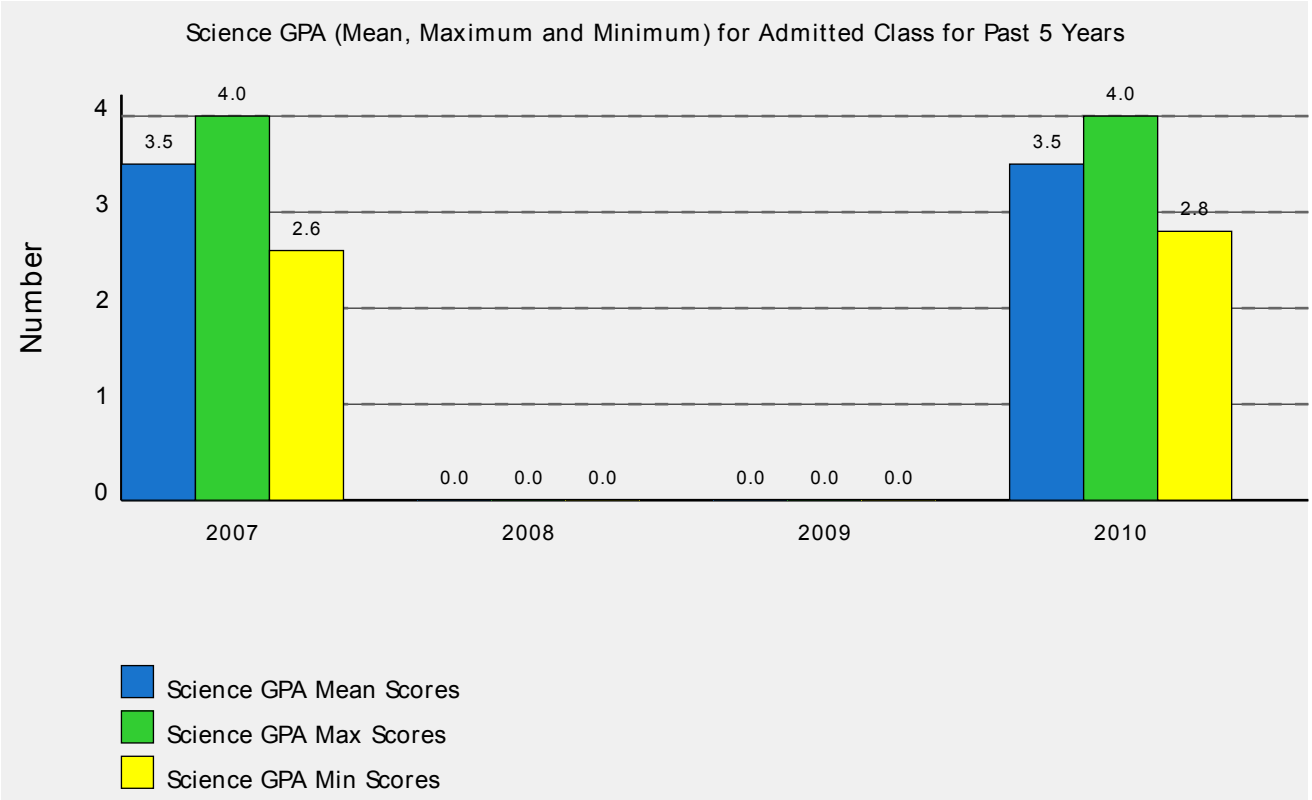
PCAT is not required of candidates applying for admission at OSU



Complete data set is found under optional documents #11.



Complete data set is found under optional documents #12.



Complete data set is found under optional documents #12.

2. College or School's Self-Assessment

The evaluation plan describes a continuous and systematic process of evaluation covering all aspects of the college or school and the accreditation standards. The plan is evidence-based and embraces the principles and methodologies of continuous quality improvement.	Satisfactory
Individuals have been assigned specific responsibilities in the evaluation plan.	Satisfactory
The evaluation plan uses surveys of graduating students, faculty, preceptors, and alumni from the American Association of Colleges of Pharmacy (AACP).	Satisfactory
The evaluation plan includes assessments to compare and establish comparability of alternative program pathways to degree completion, including geographically dispersed campuses and distance-learning activities.	Satisfactory
The program assesses achievement of the mission and long-term goals.	Satisfactory
The analysis of process and outcome measures is used for continuous development and improvement of the professional degree program.	Satisfactory
The program measures the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved.	Satisfactory
The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.	Satisfactory
The evaluation plan includes the college or school's periodic self-assessment using the accreditation standards and guidelines to assure ongoing compliance.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ How all components of the program's mission and goals are being followed and assessed
☑ How the college or school periodically self-assesses its program using the accreditation standards and guidelines to assure ongoing compliance.
☑ A description of the instruments used in assessment and evaluation of all components of the program's mission (e.g. in the areas of education, research and other scholarly activity, service, and pharmacy practice).
☑ How assessments have resulted in improvements in all mission-related areas
☑ Innovations and best practices implemented by the college or school
☑ Description of the members of the Assessment Committee (or equivalent structure/accountable person), charges and major accomplishments in the last academic year
☑ How the college or school makes available to key stakeholders the major findings and actions resulting from its evaluation plan
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements

(School comments begin here)
The College has an established Assessment committee charged with developing a comprehensive strategy that supports assessment across the breadth of the College's vision and mission. The Assessment committee is responsible for monitoring that continual improvement processes are in place, but as described below, the role of the committee varies depending upon the specific area of the mission being addressed. Primary areas of the College operations are the professional program and professional students; faculty/staff and faculty/ staff development; scholarship and research; the graduate studies program; and outreach and engagement.

The Assessment committee is made up of faculty representatives from each department, student representatives from each class, and staff support. The chair of the Assessment committee has 25% of her time designated for assessment. The Committee meets monthly to plan, implement and evaluate assessment processes. Resources made available by AACP and AAMS have been instrumental in supporting the College's ongoing assessment process. Assessment data and reports are provided to the College's Executive Committee, College Council, and other committees responsible for recommendations, decisions and policy changes. These groups utilize the data and reports from the Assessment committee to guide decisions and actions. Standing committees are asked to respond to Assessment reports, communicating changes that were made in response to the Assessment committee's analysis of data. Standing committees or individual faculty also occasionally request the Assessment committees assistance in evaluating specific areas of interest or concern. To complete the cycle of continual improvement, the Assessment committee examines committee responses to measure the impact of changes made. Comprehensive reports of the committee's assessment strategies,

results and impacts are published annually and disseminated electronically to all faculty and staff. Substantive concerns or assessment-driven changes have been communicated to key stakeholders through updates presented by the Executive committee to the College Advisory Council or Pharmacy Partners. Students on the Assessment committee share reports and findings with classmates through announcements and discussions with individual students.

As noted previously, the role of the Assessment committee is dependent upon the specific aspect of the mission being examined. For areas related to the professional program, professional students, and learning environment; the Assessment committee drives the entire assessment cycle, including selection, development, administration and analysis of assessment tools. In addition, the committee chair and Executive Associate Dean are charged with monitoring communications and perspectives shared by ACPE to assure the professional program is current with respect to any changes in accreditation standards.

A variety of assessment instruments are utilized. Assessment instruments are summarized in the Assessment plan and expanded explanations of these instruments and their use are detailed in narratives for standards in which they are used. Additional surveys or focus groups are utilized on an ad hoc basis to address specific faculty or committee interests as they arise. For example targeted surveys with respect to the third year practice sequence were conducted in the fall of 2010. Focus groups have also been used in the evaluation of the Early Admissions program and first year professional orientation programs. The ACPE Board, in the IR Action letter of 2/8/10, asked that the College specifically address several specific assessment initiatives in the next comprehensive self study. These are addressed thoughout the self study, but summarized in optional documents for Standard 3.

The continuous improvement process for professional curriculum, student professional development and student learning environment is summarized annually in the Assessment committee's Annual Assessment Report. The 2010 Annual Assessment Report, containing all College survey documents and results and all AACP survey results for 2010, can be found in appendix 3.3.1 for this standard. AACP surveys, (Alumni 2010, Preceptor 2010, Graduating Student 2011, and Faculty 2011) have also been uploaded individually into optional documents for this standard.

Recent examples of changes facilitated by the Assessment process include:

Professional Curriculum: Student surveys indicated a strong interest in earlier introduction of therapeutics and lab values. As a result, an Introduction to Therapeutics course was developed and instituted in spring term of the P2 year, starting in AY 2009-2010. P2 surveys in 2010 indicate an appreciation of the course. It is anticipated that P3 surveys in 2011 will note a decrease in concerns about being prepared with a working knowledge of lab values.

Professional Development: Learning Environment Surveys and Graduating Student Surveys indicate a disappointingly low level of awareness of research opportunities among students in the Pharm.D. program. Efforts to raise awareness were implemented, including faculty presentations during P1 and P3 orientations, increasing awareness via emails, a P4 student

presentation to P2s, and earmarking funding within the graduate studies budget to support Pharm.D student research.

Learning Environment: Focus groups with Corvallis-based P3 students in AY 2008-2009 indicated a strong interest in being able to take some exams on the Corvallis campus. Alternate site exams were introduced in the AY 2009-2010 year, and fully utilized in AY 2010-2011. Recent focus groups express an appreciation for the opportunity to take exams on the Corvallis campus.

The role of the Assessment committee in professional program admissions processes has been largely to look for concerns within the Student Learning Environment survey that may impact candidates' perceptions of the College, and to encourage Admissions committee to engage in focused conversations with faculty and stakeholders. Faculty concerns in 2007 with respect to the Early Admissions Program (EAP) led to a more detailed analysis of the success and perceptions of students enrolled in the program. Similarly, members of the assessment committee also assisted the Admissions committee in a reexamination of tools used during the interview and evaluation of candidates for the professional program. The outcomes of these efforts and other evaluations of the admissions process are outlined in Standard 17.

Evaluating and providing support for faculty members is largely the responsibility of departmental chairs, with advice from the College Council and Executive committee. The Assessment committee, however, has a role in assessing faculty perceptions of the adequacy of support and clarity of guidance provided by the department chairs, College, and University. Information and insight that contributes to faculty development and evaluation is largely gathered through administration and analysis of the AACP Faculty survey, typically distributed every other year. Results are summarized and provided for review by the College Council and Executive committee. The Assessment committee, with the Curriculum committee, has also been active in providing more targeted and better response rates on instructor and course evaluations (see Standard 15) to facilitate enhanced instructional capabilities of faculty.

Specific recent examples highlight the value of faculty insight obtained through AACP faculty surveys. Faculty surveys indicated significant concern among faculty about the level of staff support available and adequacy of career guidance or development. These perspectives were responsible, at least in part, for significant operational improvements. With respect to staff support, a comprehensive restructuring of staff support and responsibilities was carried out. (see Standard 24). Faculty surveys conducted in 2011 indicate an improvement in staff support services, although additional efforts are still underway to improve staffing needs in specific areas. Regarding career guidance and development, the College has created a new standing committee, the Faculty Development committee, specifically charged to assess and facilitate faculty growth as academicians (see Standard 26).

As a College within a research intensive university, scholarship and graduate education are key components with the College mission. One role for the Assessment committee in research and scholarship is to ensure that the advantages of having research active faculty contribute to the richness of professional education. Faculty members model lifelong learning, creative and critical thought processes, and a passion for discovery. These are all perspectives that faculty

are expected to bring to the classroom and, where possible, bring to life through research experiences for professional students. Results of faculty surveys, graduating student surveys, and Learning Environment Surveys are all used to assess student awareness of College-based research and scholarship. As noted previously, survey analysis has stimulated efforts to increase student awareness and involvement in research opportunities.

The Assessment committee largely delegates responsibility for assessing and advocating for continuous improvement in research and scholarship by faculty members to the Research and Scholarship standing committee, which has appropriate expertise for this aspect of the mission. Dr. Mark Leid, Associate Dean for Research, and the Research and Scholarship Committee take primary responsibility for assessing the research mission of the College. Dr. Leid provides annual reports of research funding success of faculty. This information, in addition to departmental bi-monthly reports of faculty accomplishments, is used to highlight strengths and identify areas of improvement. The Executive committee regularly provides funds for pilot grant opportunities and improvements in infrastructure that are distributed through the Research and Scholarship committee.

The Assessment committee looks to the Director of Graduate Studies and the Graduate Studies committee for leadership in providing a vision and assessing progress of graduate programs in the College. The Graduate program completed a full review with the University in 2007. This included a formal presentation of metrics and evaluation by a team that included external reviewers. A follow up summary of progress was provided to the Graduate Council in 2010. The Graduate School affirmed that significant progress had been made and the next comprehensive review is scheduled for 2017 (see optional documents). The recent University accreditation review identified setting assessment benchmarks for graduate education across the University as an area for improvement. The College Graduate Studies committee has been active in seeking increased accountability for faculty and graduate students over the past several years. There is little concern in the College regarding new accountability standards, because of the work that has already been done at the College level. The Graduate Studies committee is working with the Assessment committee as they develop and implement assessment tools to comply with University Graduate School requirements and ensure an effective continuous improvement process for graduate studies.

As a Land Grant institution, OSU considers service and outreach to be a significant component of its mission. The importance of this was recently reinforced as the University achieved the Carnegie Community Engagement classification. The College Assessment committee’s role in advocacy and assessment of outreach and engagement has been somewhat limited to date, but several survey tools do address the environment for professional involvement and preparation of students for service in their communities while in school and after graduation. The Executive Associate Dean sits on the University Outreach and Engagement committee and will undoubtedly enlist the assistance of the College Assessment committee as tools are developed to help encourage and assess faculty, staff and student involvement in outreach activities. Outreach activities of faculty members are currently captured in bi-monthly or quarterly departmental reports and student efforts are documented in annual reports to their

parent organizations. Faculty and student activities are included in the Dean’s annual report to the Provost.

The Annual Assessment committee report published by the Assessment committee is complemented by the Dean’s annual report to the Provost, which provides a comprehensive review of the College’s progress in terms of its mission and goals and alignment with the University strategic plan (see optional documents). The report includes metrics for student success, research, outreach and engagement, and financial stability. The report is shared with faculty, and input is invited. Data from both reports are used to identify strengths, weaknesses and determine areas for improvement within the College.

Quality improvement - The College has a solid foundation for assessment that has expanded over the past several years. Interactions with College committees critical to the College mission, but not directly related to the professional program, is improved and the Dean’s Annual Report to the Provost has added another means to capture College accomplishments and identify areas for improvement.

Summary - The College has a dynamic and effective assessment process that encompasses the breadth of the mission of the College. A variety of instruments and strategies are used to measure achievement of the mission and goals and the assessment process supports continuous development and improvement of the program. The Dean‘s office also produces an annual report to the Provost, which includes key metrics and accomplishments to affirm continuing alignment with the mission and vision of the University.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

4. Institutional Accreditation

The institution housing the college or school, or the independent college or school, musthave or, in the case of new programs, achieve full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education.

1. Documentation and Data

Supporting Documents

1. Document(s) verifying institutional accreditation.

Appendix	Title	File Name
Appendix 4.1.1	OSU Accreditation Affirmation Letter	Letter_indicating_accreditation_OSU.pdf
Appendix 4.1.2	OHSU Accreditation Affirmation Letter	OHSU_NWCCU-Accreditation-Affirmation-Letter_1_.pdf

2. Relevant extract(s) from accreditation report that identifies any deficiencies from institutional accreditation that impact or potentially impact the college, school or program.

Appendix	Title	File Name
No files uploaded		

3. Complete institutional accreditation report (only if applicable, as above)

Appendix	Title	File Name
No files uploaded		

4. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from institutional, college or school committee meeting minutes.

Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

2. College or School's Self-Assessment

The institution housing the program, or the independent college or school, has full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education or it is in the process of seeking accreditation within the prescribed timeframe.	Satisfactory
The college or school reports to ACPE, as soon as possible, any issue identified in regional/institutional accreditation actions that may have a negative impact on the quality of the professional degree program and compliance with ACPE standards.	

3. College or School's Comments on the Standard

Focused Questions
☑ Any deficiencies from institutional accreditation that impact or potentially impact the college, schools or program (if applicable)
☑ Measures taken or proposed by the college or school to address any issues arising from institutional accreditation (if applicable)
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

(School comments begin here)
Oregon State University (OSU), founded in 1868, is Oregon's largest public research university and is one of only two universities in the U.S. to have Land Grant, Sea Grant, Space Grant, and Sun Grant designations. The university is home to 12 colleges and two schools. OSU is one of only four Carnegie Doctoral–Research Extensive institutions in the northwest and recently also received the Carnegie Community Engagement classification.

Oregon State University accreditation by the Northwest Commission on Colleges and Universities (NWCCU), a regional accreditation agency recognized by the U.S. Department of Education, was reaffirmed following a site visit in 2011. A complete report should be available on site, if desired. No concerns or recommendations identified in the report have significant potential for a negative impact on the quality of the professional pharmacy degree program or compliance with ACPE standards.

The College of Pharmacy resides administratively within Oregon State University, but the Pharm.D. degree is jointly conferred with Oregon Health and Science University (OHSU). OHSU, located in Portland, is Oregon's only publicly supported, university-based academic medical center. OHSU academic programs include medical, dental, nursing, science and engineering, and allied health students. Oregon Health and Science University accreditation was recently reaffirmed by the Northwest Commission on Colleges and Universities (NWCCU) until 2015.

OHSU hospitals and clinics are administratively independent from the academic units.
The College of Pharmacy, however, collaborates effectively with the OHSU Department of Pharmacy Services which is staffed by 230 FTE and integral to the mission of the OHSU Healthcare System (teaching, healing, and discovery). The Department has three major divisions; inpatient, ambulatory, and outpatient pharmacy care. The Department of Pharmacy Services plays a significant role in the education of learners in the local Portland metro area. Approximately 120 professional pharmacy students complete experiences in the various divisions of the Department. In addition, the Department supports several residency programs.

Summary - The College of Pharmacy resides administratively within Oregon State University and jointly confers the professional Pharm.D. degree with Oregon Health and Science University. Both institutions were recently reaccredited by their respective regional accrediting agencies.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

5. College or School and University Relationship

The college or school must be an autonomous unit within the university structure and must be led by a dean. To maintain and advance the professional degree program, the university president (or other university officials charged with final responsibility for the college or school) and the dean must collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.

1. Documentation and Data

Supporting Documents

1. University organizational chart depicting the reporting relationship(s) for the Dean of the college or school.

Appendix	Title	File Name
Appendix 5.1.1	OSU Organizational Chart	OrgChart-University-Apr-2011.pdf
Appendix 5.1.2	OHSU Organizational Chart	OHSU-Org-chart-Master_1_.pdf

2. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from institutional, college or school committee meeting minutes and communications between the college or school and the parent institution.

Appendix	Title	File Name
Appendix 5.2.1	OSU College of Pharmacy OHSU Program Agreement	2007_OHSU_MOU.pdf

Data Views and Standardized Tables

2. College or School's Self-Assessment

The university president (or other university officials charged with final responsibility for the college or school) and the dean collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.	Satisfactory
The college or school participates in the governance of the university, in accordance with its policies and procedures.	Satisfactory
The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas: • programmatic evaluation • definition and delivery of the curriculum • development of bylaws, policies, and procedures • student enrollment, admission and progression policies • faculty and staff recruitment, development, evaluation, remuneration, and retention	Satisfactory
The college or school's reporting relationship(s) is depicted in the university's organizational chart.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ How the college or school participates in the governance of the university (if applicable)
☑ How the autonomy of the college or school is assured and maintained
☑ How the college or school collaborates with university officials to secure adequate resources to effectively deliver the program and comply with all accreditation standards
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements

(School comments begin here)
The College of Pharmacy is an autonomous unit within the Oregon State University structure and is led by Dean Mark Zabriskie, Ph.D. The reporting relationship between the College and the University is reflected in the OSU organizational chart. The primary officers of the University are the President (Edward Ray, Ph.D.) and the Provost and Executive Vice President (Sabah Randhawa, Ph.D.). The Provost's Council includes: the Dean of the College of Pharmacy together with the 10 other academic deans; the deans of the Cascades Campus, Extended Education, Extension, Graduate School, and Honors College; and the Vice Provosts for academic affairs and student affairs. The Provost's Council meet regularly and report directly to the Provost. The Deans also work closely with the Vice President for Finance and Administration (Mark McCambridge) for budget development, the Vice President for Research (Richard W. Spinrad, Ph.D.) to obtain research equipment and start-up funds for new faculty, and the Associate Provost for Academic Affairs (Becky Warner, Ph.D.) for academic issues. Also important to the governance of the University are the Faculty Senate, the Graduate Council, the Undergraduate Education Council and the University Assessment Council. The College has defined representation on each of these administrative bodies. College faculty members also serve on a variety of other University committees that provide direction for the University on a variety of concerns (see Standard 7 for college committee listing).

In November of 2009, Oregon State University established a new divisional structure as part of OSU's Strategic Alignment and Budget Reduction Implementation Plan. The Health Sciences Division is comprised of the College of Pharmacy, the College of Health and Human Sciences, and the College of Veterinary Medicine. To date, this has resulted in consolidation of accounting and human resources functions within the divisional Health Sciences Business Center, collaboration on defining new faculty lines, and cross-college initiatives, such as pilot project funding and a grant writing workshop. The Dean of the College of Health and Human Sciences has been identified as the Executive Dean for the division, but the Dean of the College of Pharmacy continues to report directly to the Provost and the College retains autonomy on all decisions related to the professional pharmacy program.

The College of Pharmacy, within the policies and procedures of the University and state, acts autonomously and maintains College-specific bylaws. The Provost's Council works collaboratively to provide guidelines regarding the allocation of resources across the University,

but the Dean of the College works directly with the President, Provost, and Vice President for Finance and Administration to set budgetary guidelines and negotiate appropriate resources for the College. The College has responsibility and authority over professional program admissions, curricular design and implementation, and assessment. Personnel searches, specific staffing decisions and compensation are determined at the departmental and College level. The University provides assistance in assuring that personnel decisions follow required guidelines, and typically contributes to expenses related to any start up or retention packages.

The Doctor of Pharmacy degree is awarded jointly by OSU and OHSU. Many faculty members in the pharmacy practice department are based on the OHSU campus in Portland and several faculty hold adjunct appointments with departments within OHSU. OHSU is Oregon's only public academic health sciences center combining teaching, patient care, research, and community service throughout the state. A formal memorandum of understanding between OSU and Oregon Health & Science University (OHSU) has been renewed and approved since the last accreditation.

The president of OHSU, Joe Robertson, M.D. MBA, oversees both the academic and medical center enterprises, as noted in the OHSU organizational chart. The Provost, Jeanette Mladenovic, M.D., M.B.A., M.A.C.P., is the chief academic officer. Deans of OHSU professional schools report to the Provost. The Dean of the College of Pharmacy at OSU attends monthly OHSU Deans' Council meetings, meets regularly with the Provost, and also meets regularly with the Director of Pharmacy at OHSU. The College of Pharmacy Chair of the Department of Pharmacy Practice represents the College in the Dean's absence and attends monthly associate deans' meetings. The faculty is represented on the OHSU Faculty Senate and, as for OSU, faculty members also serve on additional OHSU committees that provide direction for the University on a variety of concerns. (see Standard 7 for college committee listing).

Quality improvement – Significant advances has been made over the past five years to transition the College from a 'co-located' professional program to a full partner in the educational mission of OHSU. The College is represented publicly as the fourth professional school, with medicine, dentistry and nursing. Faculty and students are represented on their respective OHSU policy bodies and represented on key committees. APPE rotations have expanded at OHSU and three faculty members are contracted to provide clinical services. Two faculty members have received multiyear training grants under the OHSU Clinical and Translational Research Institute and the College is represented on the Oregon Geriatric Center grant. The Collaborative Life Sciences Building (CLSB) will house academic programs for medicine, dentistry and pharmacy and have an intentional focus on formal and informal opportunities for interprofessional interactions.

Summary - The Dean of the College of Pharmacy reports directly to the Provost and Executive Vice President at Oregon State University and has open access to other members of the University administration team to support College operations. The Dean also has open access to the Provost at OHSU and represents College interests on the OHSU Dean's Council. The College of Pharmacy has autonomy in all decision making related to the professional program, within guidelines and policies defined for all academic units. College-specific bylaws govern

College decisions. The Dean and faculty members represent the College on appropriate governing bodies within OSU and OHSU.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

6. College or School and Other Administrative Relationships

The college or school, with the full support of the university, must develop suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.

1. Documentation and Data

Supporting Documents

1. Example of affiliation agreements for practice or service relationships (other than experiential education agreements; for the latter, refer to Standard 28)

Appendix	Title	File Name
Appendix 6.1.1	OSU OHSU Family Practice Consulting Agreement	OSU_OHSU_Family_Practice_Consulting_Agre
Appendix 6.1.2	Benton County OSU COP Pharmacist Services	Benton_County-COP_Pharmacist_Services_-_Ramirez_Oct_revised_2010_copy.pdf

2. Example of affiliation agreements for the purposes of research collaboration

Appendix	Title	File Name
Appendix 6.2.1	ICBB OSU Research Agreement	ICBB-OSU_RES_AGREEMENT-ICBB_12_07_FINAL.pdf

3. Example of affiliation agreements for academic or teaching collaboration

Appendix	Title	File Name
Appendix 6.3.1	OSU/Western/LBCC Interprofessional MOM	OSU_WESTERN_LBCC_Interprofessional_MO
Appendix 6.3.2	OSU/Fred Meyer Residency Agreement	OSU_FRED_MEYER_Residency_Agreement.p
Appendix 6.3.3	OHSU Fellowship Agreement	OSU-OHSU_Fellowship_Agreement_8_2011.pdf
Appendix 6.3.4	OSU/SOJO MOU 2010	OSU-Sojo-MOU-2010-signatures.pdf

4. Other documentation or data that provides supporting evidence of compliance with the standard.

Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

2. College or School's Self-Assessment

The college or school, with the full support of the university, develops suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.	Satisfactory
Formal signed agreements that codify the nature and intent of the relationship, the legal liability of the parties, and applicable financial arrangements are in place for collaborations and partnerships.	Satisfactory
The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ The number and nature of affiliations external to the college or school
☑ Details of academic research activity, partnerships and collaborations outside the college or school
☑ Details of alliances that promote and facilitate interprofessional or collaborative education
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements

(School comments begin here)
The College of Pharmacy has a significant number of external affiliations and collaborations at the local, state, national and international level. Agreements, formal and informal, exist with institutions, clinical practice sites, and in support of research activities. As a land grant institution the College is committed to creation, delivery and application of knowledge. Each of these relationships enrich the professional program and the capabilities of professional students.

Institutional

A memorandum of understanding between OSU and Oregon Health & Science University (OHSU), noted in Standard 5, formalizes the partnership of OSU and OHSU in conferring the Pharm.D. degree. This relationship originated with a post-baccalaureate Pharm.D program in 1995 and was continued with the implementation of the entry level Pharm.D. degree in 1999. This relationship has strengthened and evolved over the ensuing years and, as noted below, the College has increasingly extended the relationship to include OHSU hospitals and clinics.

Western University of Health Sciences has partnered with Samaritan Health Systems to open a satellite osteopathic medical campus in Lebanon, Oregon. An entering class of 100 medical students will enroll in fall 2011. OSU has defined a formal agreement for interprofessional education with Western University. In a unique inter-institutional collaboration students from the medical school at Western University; pharmacy, public health and veterinary medicine at OSU; and nursing and allied health programs at Linn Benton Community College will participate in interprofessional opportunities. Initially, first year students will participate in small group interprofessional case studies to begin to explore the roles and effective communication strategies for different health professionals. Conversations to expand collaborative opportunities for professional students and faculty members in the future are ongoing.

The College, led by Dean emeritus Wayne Kradjan, has fostered an ongoing relationship with visiting groups of pharmacists from Japan over the past decade. Sojo University in Kumamoto, Japan signed a formal Memorandum of Understanding with the University in 2010 recognizing this partnership. The College looks forward to continuing to expand educational and faculty exchanges in the future.

Clinical Practice

Faculty members have increasingly expanded the presence of the College on the medical campus at OHSU and the Portland VA. Dr. Ali Olyaei is jointly funded by OHSU and the College of Pharmacy, and Dr. Harleen Singh has been on site in the Veterans Administration Hospital for nearly a decade. Within the past five years, OHSU and the College have more clearly defined the relationship of College faculty to OHSU in an addendum to the original affiliation agreement and the College has entered into a formal consulting agreement with Family Medicine. The College is currently working to more formally describe and codify the relationship between the OHSU Department of Pharmacy Practice, and efforts are underway to create a jointly funded faculty position with Samaritan Health Systems in Corvallis. Each of these relationships is a significant resource for clinical research and student experiences, both IPPE and APPE.

Relationships with ambulatory practice sites have evolved to be key contributors to faculty scholarship and student professional experiences. Drs. Ramirez and Braden have a formal relationship with county ambulatory clinics in Benton and Linn counties. In addition to providing a site for practice-based scholarship, all students on the Corvallis campus participate in IPPE experiences at these sites. For the past three years, the College has also partnered with Fred Meyer in supporting a community residency, which was fully accredited in winter of 2011. Although the relationship is internal, a second community residency program has been initiated summer of 2011 with the OSU Student Health Center Pharmacy. Contractual relationships that are specific only to IPPE and APPE sites are detailed in narratives for other standards.

Particularly on the OHSU campus, but also in Corvallis, there is an active exchange of faculty providing guest lectures within their areas of expertise between the College and other academic departments for required and elective courses. These are expected to continue to increase as the College finalizes dual degree options in Pharm.D./MBA and Pharm.D./MPh. The strength of practice affiliations is reflected in IPPE and APPE sites that provide high quality experiences in diverse practice settings, but also allow for collaboration with other members of the healthcare team (Graduating student survey 2010: Q39, 46, 48, 52) In response to questions related to curricular outcomes that involve interactions with other healthcare professionals or other stakeholders involved in the delivery of healthcare, greater than 90% of graduating students agree or strongly agree that they had achieved outcomes (Graduating student survey 2010: Q10, 14, 21, 23, 25). Comparable results are observed in the 2011 survey.

Research/Scholarship

Relationships in support of traditional research and graduate training are expansive and range from institutional agreements to individual investigators. The University, led in part by Dean Zabriskie, was a founding partner of the Oregon Translational Research and Drug Discovery Institute (OTRADI) at OHSU and the College has had two investigators obtain funding from the Oregon Clinical and Translational Research Institute (OCTRI). Natural products drug discovery has been a central area of research within the College and is supported in part by a formal agreement with the Indonesian Center for Biodiversity and Biotechnology.

In sum, investigators have research collaborations that extend across at least four continents, nine countries and 13 states. Intra-institutional research collaborations number more than 20

across 11 other departments at OSU, and nine across eight departments at OHSU. These collaborations have helped to fuel a robust research program and opportunities for graduate, professional and undergraduate research. The College boasts over five million dollars in grants and contracts in fiscal year 2011, including strong funding from NIH. The College consistently ranks among the most productive at OSU, when adjusted for faculty size. Publications by College faculty in peer-reviewed journals average approximately 50 per year for 2008–11. Many publications and presentations are a result of interprofessional and collaborative relationships. Additional detail of academic research activity can be found in the annual report of the College to the Provost (2010 report is a optional document in Standard 3, 2011 report available on site).

Quality improvement - College leadership in advanced professional education and practice models has emerged over the past five years. Partnerships have led to the development of two residency and one fellowship programs, and practice agreements through which faculty model delivery of clinical services.

Notable achievement - The College enjoys a great deal of success with international research collaborations in the sciences. These collaborations contribute to scholarly successes of our faculty and program and enrich the diversity of experiences for professional and graduate students.

Summary - The College has a broad diversity of relationships with appropriate academic and research units external to the College that are important to advancing the mission and goals. Key relationships are codified by formal memorandum of understanding. The relationships clearly enrich and enhance the strength of both educational and research efforts throughout the College.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

7. College or School Organization and Governance

The college or school must be organized and staffed to facilitate the accomplishment of its mission and goals. The college or school administration must have defined lines of authority and responsibility, foster organizational unit development and collegiality, and allocate resources appropriately. The college or school must have published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.

1. Documentation and Data

Supporting Documents

1. College or school organizational chart

Appendix	Title	File Name
Appendix 7.1.1	College Organizational Chart 2010-2011	REVISED_0819_COP_Org_Chart_2010-11.pdf
Appendix 7.1.2	College Organizational Chart 2011-2012	COP_Org_Chart_2011-12.pdf

2. Job descriptions for college or school administrators

Appendix	Title	File Name
Appendix 7.2.1	Executive Associate Dean/ DeLander PD	DeLander_PD_2010.pdf
Appendix 7.2.2	Associate Dean for Research/Leid PD	PD_Assoc_Dean_2010.pdf
Appendix 7.2.3	Pharmacy Practice Department Chair/Bearden PD	Bearden_Chair_PDx.pdf
Appendix 7.2.4	Pharmaceutical Sciences Department Chair/DeLander PD	Pharmaceutical_Sciences_Dept_Chair_PD_20

3. List of committees with their members and designated charges

Appendix	Title	File Name
Appendix 7.3.1	Faculty Committee Assignments 2011-2012	2011-12_Faculty_Committee_Assignmentsx.pc
Appendix 7.3.2	Committee Charges 2011-2012	Committee_Charges_8_18_2011.pdf

4. List of full time staff within each department/division and their areas of responsibility (e.g. administrative support, telecommunication, audiovisual, and computer personnel) [NOTE: SAME REPORT FOR STANDARD 7 AND STANDARD 24]

Appendix	Title	File Name
Appendix 7.4.1	List of Full Time Staff and Areas of Responsibility	Who_Does_What_2011x.pdf

5. The college, school, or university policies and procedures that address systems failures, data security and backup, and contingency planning

Appendix	Title	File Name
Appendix 7.5.1	Community Network Backup Information	CCN_backup.pdf

6. Written bylaws and policies and procedures of college or school

Appendix	Title	File Name
No files uploaded		

7. Faculty Handbook

Appendix	Title	File Name
No files uploaded		

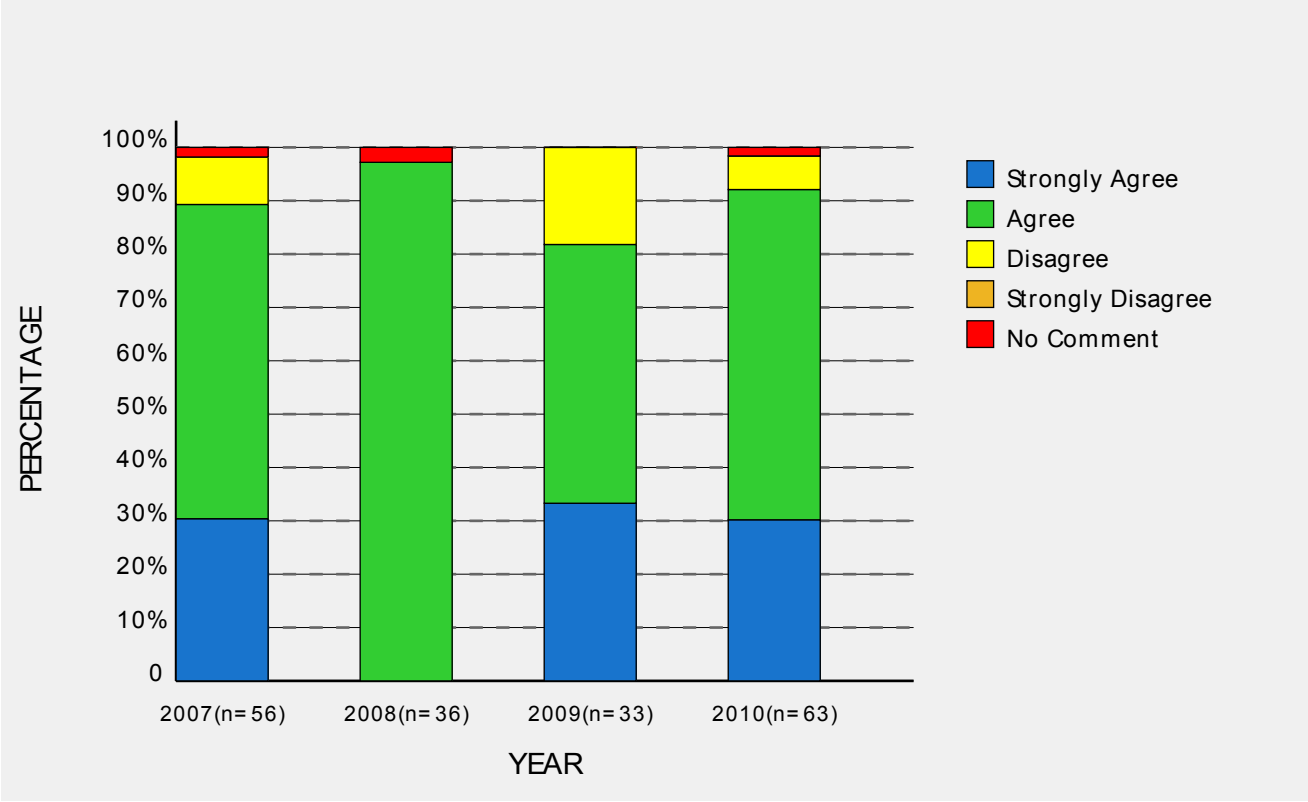
8. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from college or school committee meeting minutes.

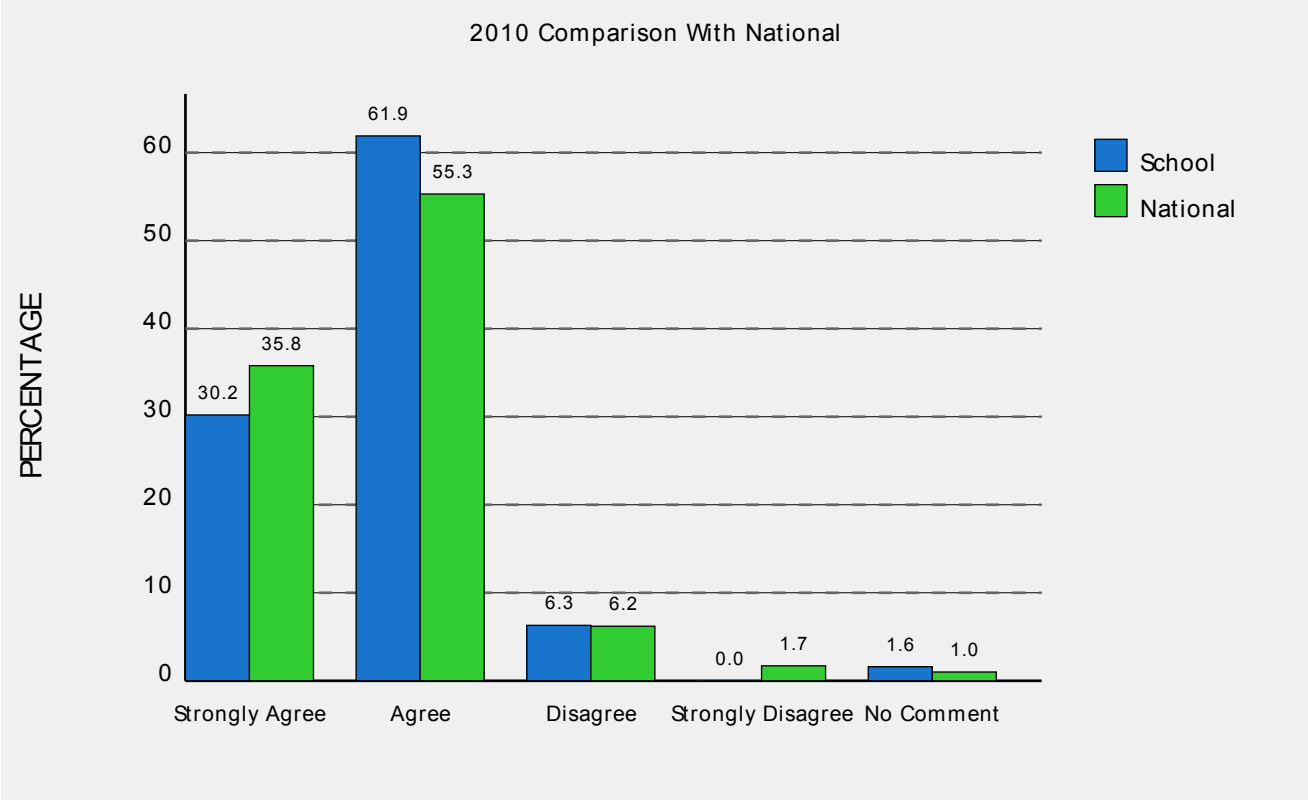
Appendix	Title	File Name
Appendix 7.8.1	List of Program or Departmental Directors	Directorsx.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
30.2
35.8
61.9
55.3
6.3
6.2
0.0
1.7
1.6
1.0
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	58.9%	33	8.9%	5	0.0%	0	1.8%	1	56	68.3%
2008	0.0%	0	97.2%	35	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	33.3%	11	48.5%	16	18.2%	6	0.0%	0	0.0%	0	33	39.3%
2010	30.2%	19	61.9%	39	6.3%	4	0.0%	0	1.6%	1	63	75.0%
National	35.8%	2747	55.3%	4247	6.2%	477	1.7%	127	1.0%	77	7675	71.2%

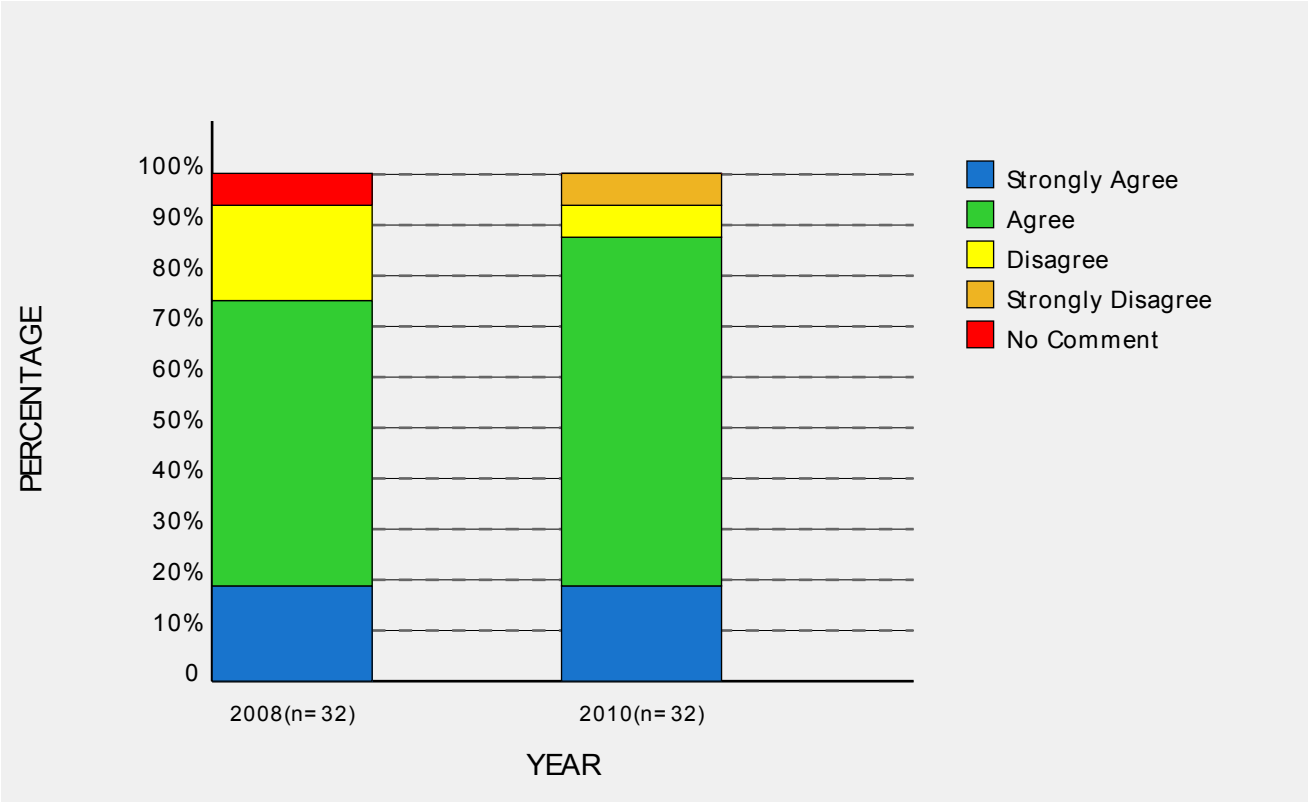
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

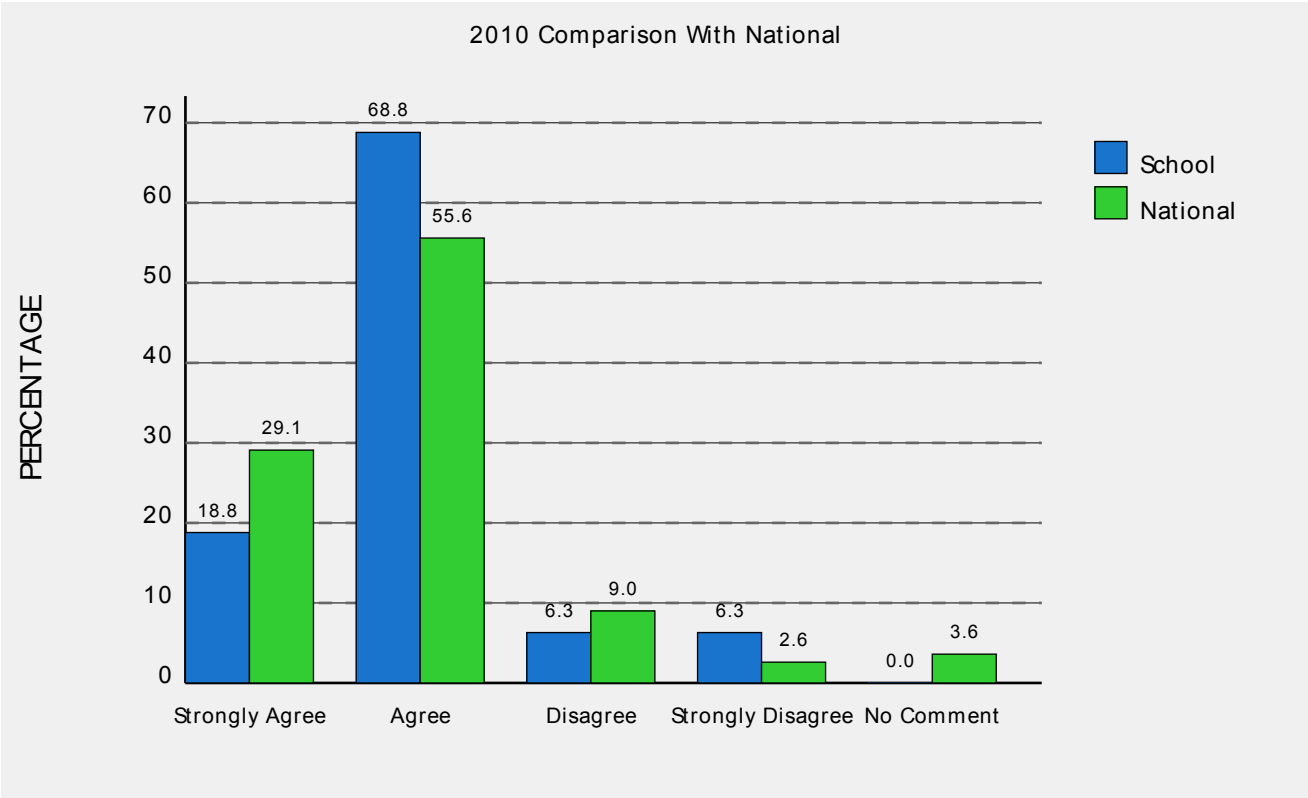
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 1. The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.





Question 1. The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	56.3%	18	18.8%	6	0.0%	0	6.3%	2	32	82.1%
2010	18.8%	6	68.8%	22	6.3%	2	6.3%	2	0.0%	0	32	82.1%
National	29.1%	797	55.6%	1522	9.0%	247	2.6%	71	3.6%	99	2736	69.1%

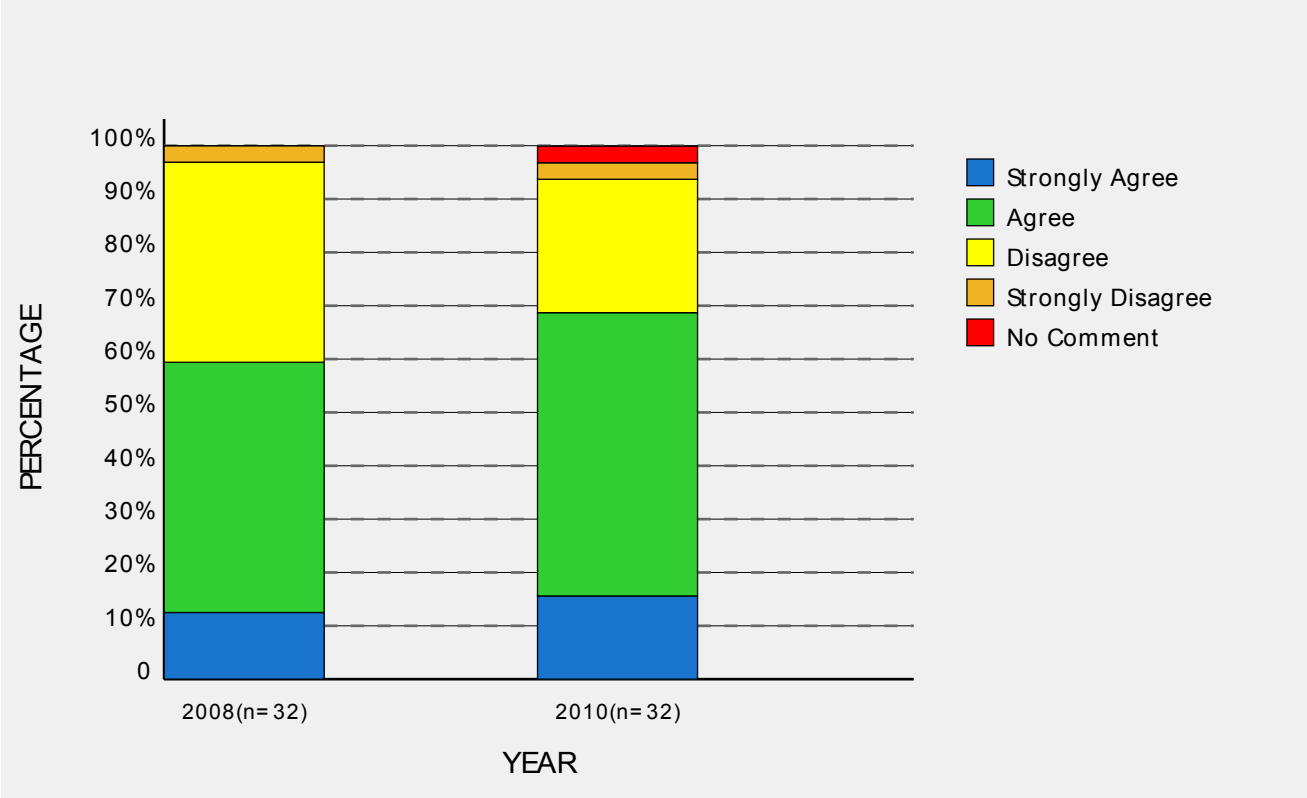
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

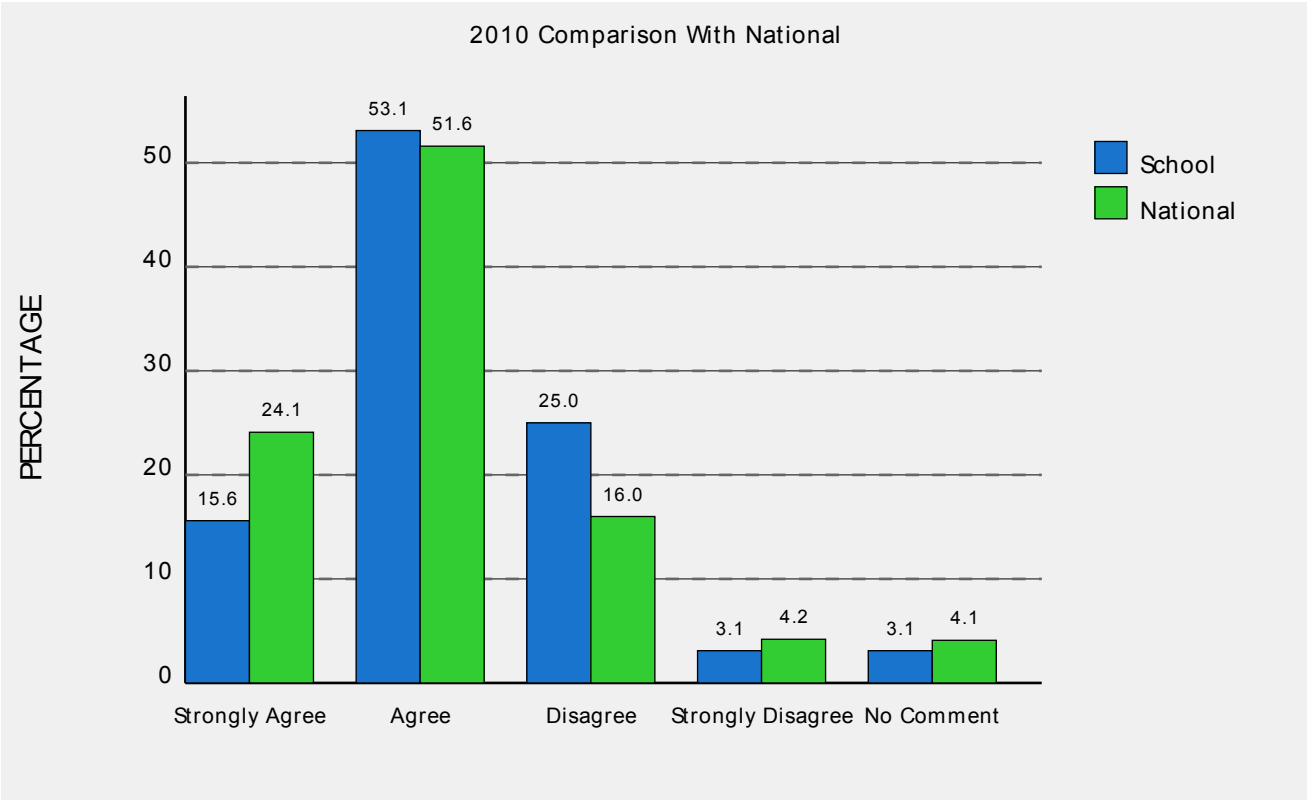
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 2. The college/school's administrators function as a unified team.





Question 2. The college/school's administrators function as a unified team.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	46.9%	15	37.5%	12	3.1%	1	0.0%	0	32	82.1%
2010	15.6%	5	53.1%	17	25.0%	8	3.1%	1	3.1%	1	32	82.1%
National	24.1%	659	51.6%	1412	16.0%	439	4.2%	115	4.1%	111	2736	69.1%

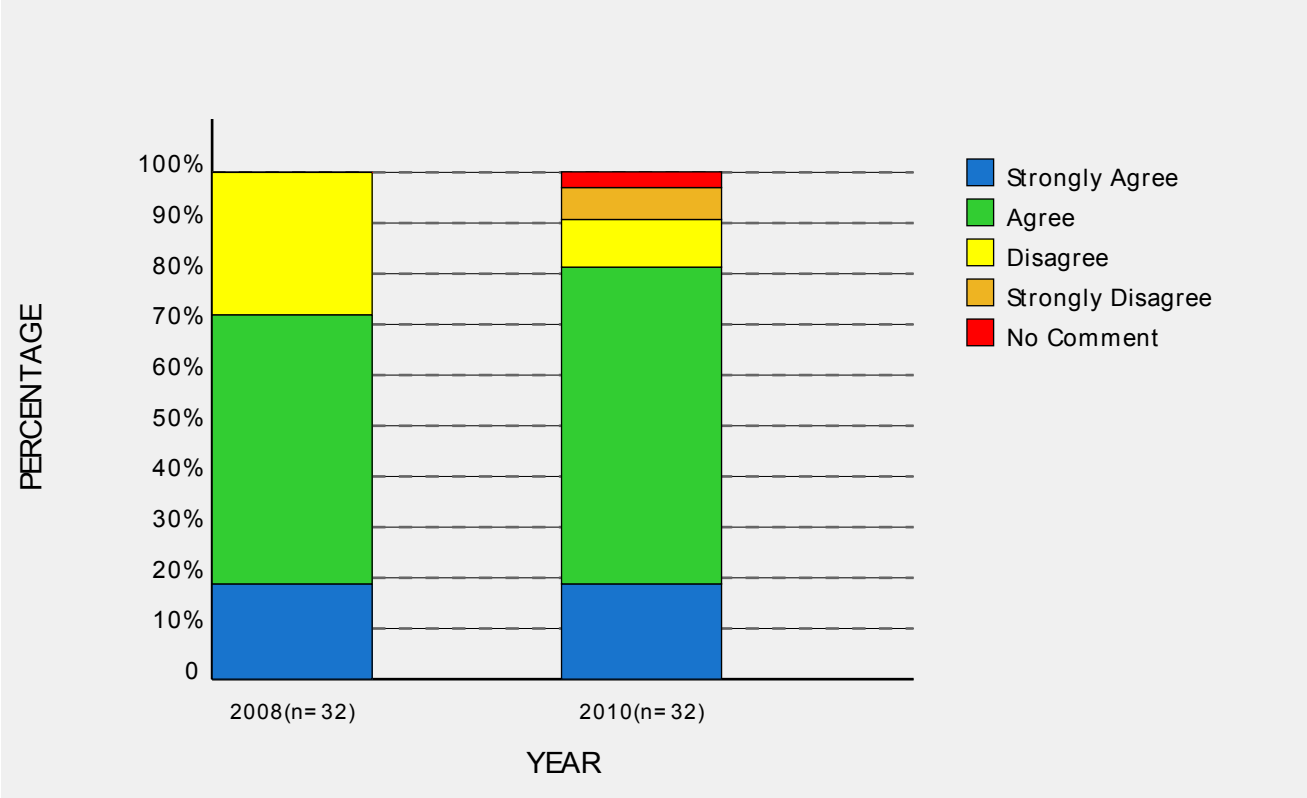
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

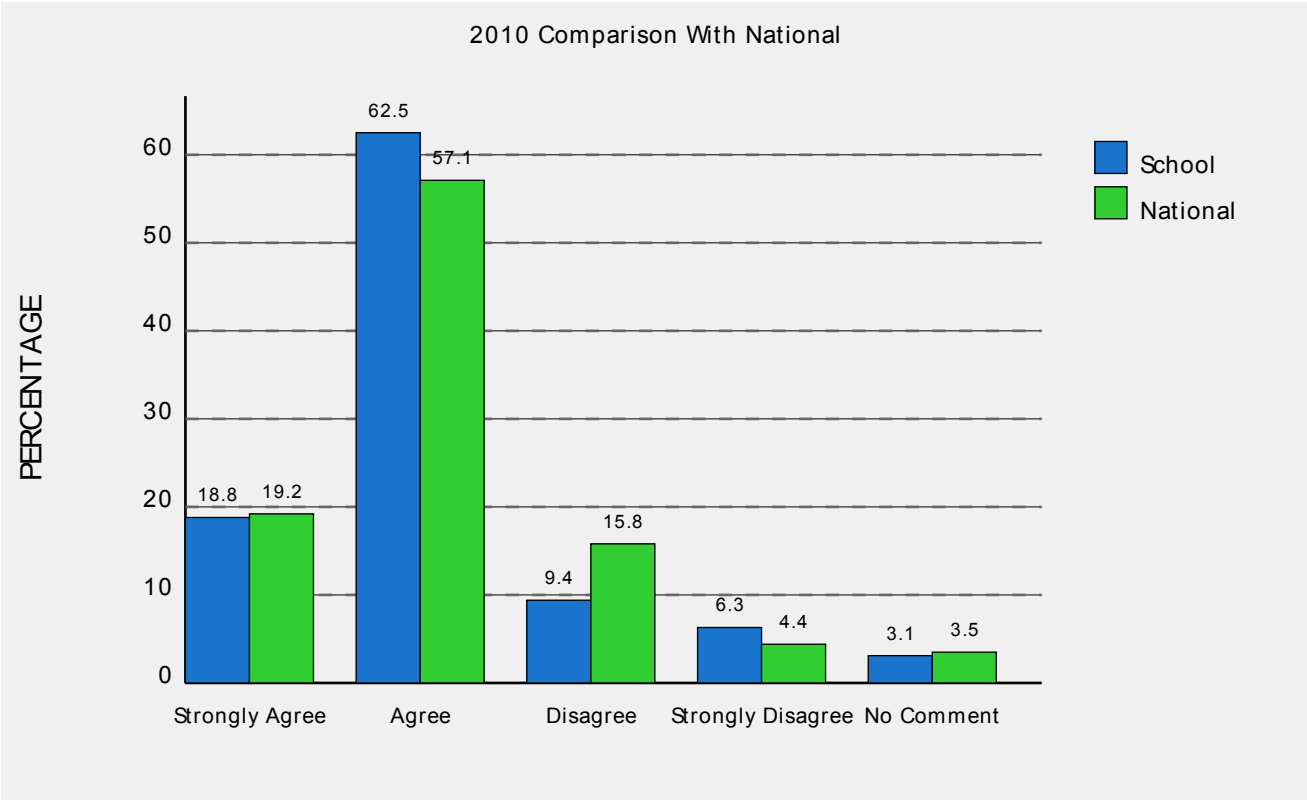
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 3. The college/school's administrator(s) are aware of my needs/problems.





Question 3. The college/school's administrator(s) are aware of my needs/problems.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	53.1%	17	28.1%	9	0.0%	0	0.0%	0	32	82.1%
2010	18.8%	6	62.5%	20	9.4%	3	6.3%	2	3.1%	1	32	82.1%
National	19.2%	525	57.1%	1562	15.8%	433	4.4%	121	3.5%	95	2736	69.1%

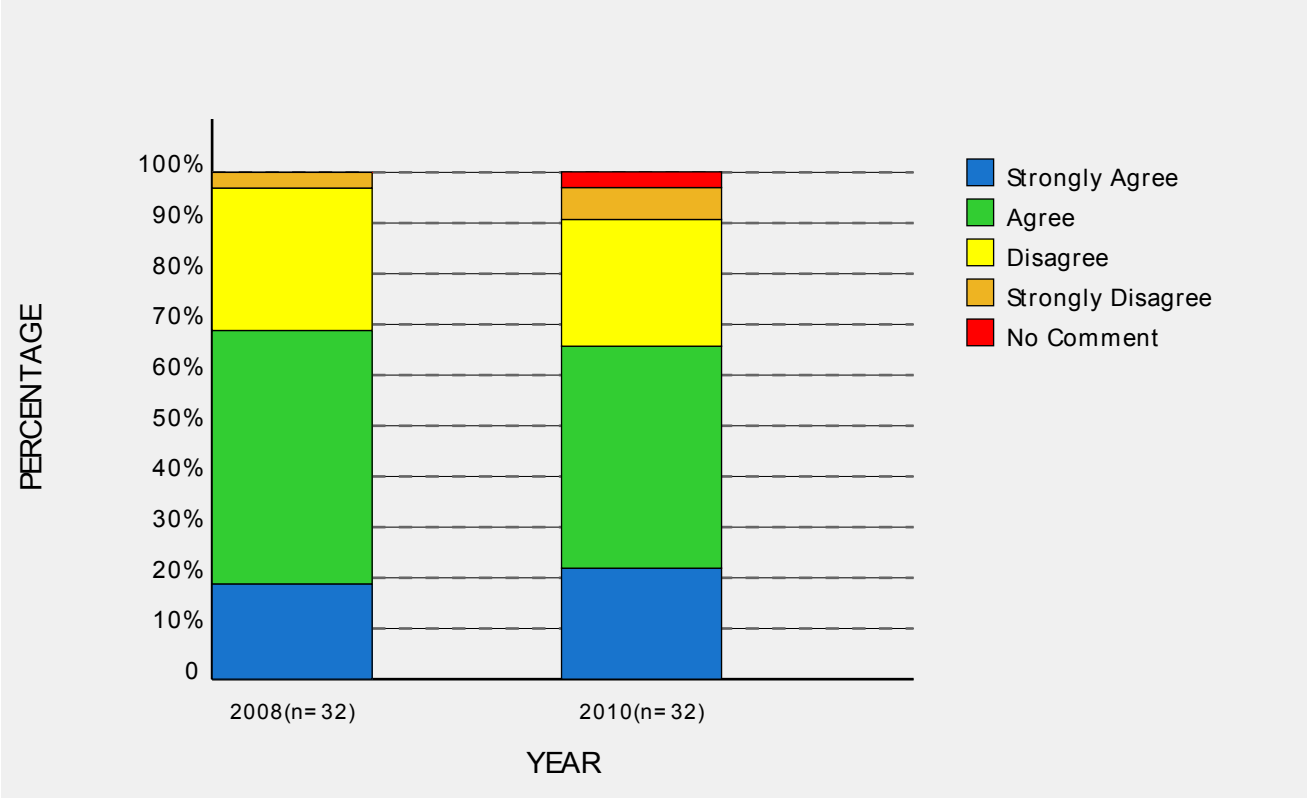
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

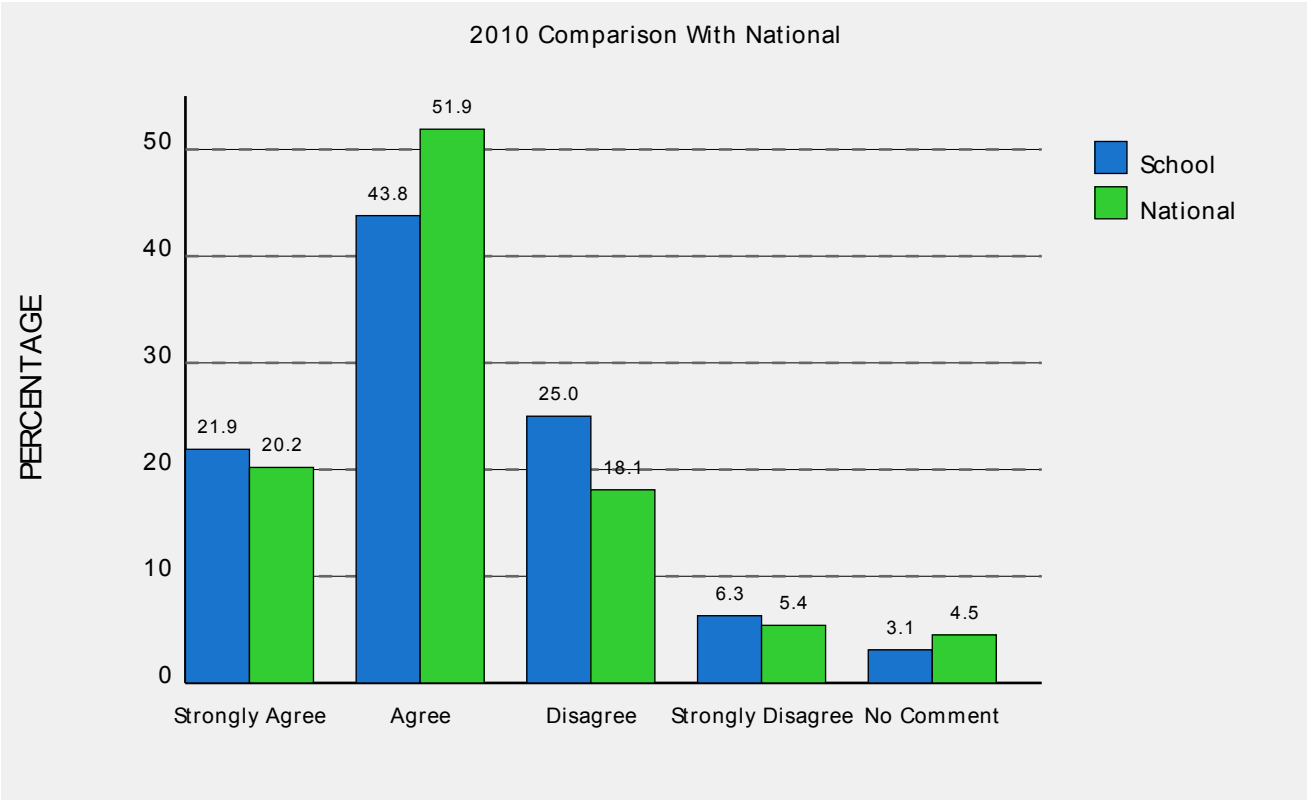
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 4. The college/school's administrator(s) are responsive to my needs/problems.





Question 4. The college/school's administrator(s) are responsive to my needs/problems.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	50.0%	16	28.1%	9	3.1%	1	0.0%	0	32	82.1%
2010	21.9%	7	43.8%	14	25.0%	8	6.3%	2	3.1%	1	32	82.1%
National	20.2%	552	51.9%	1420	18.1%	494	5.4%	147	4.5%	123	2736	69.1%

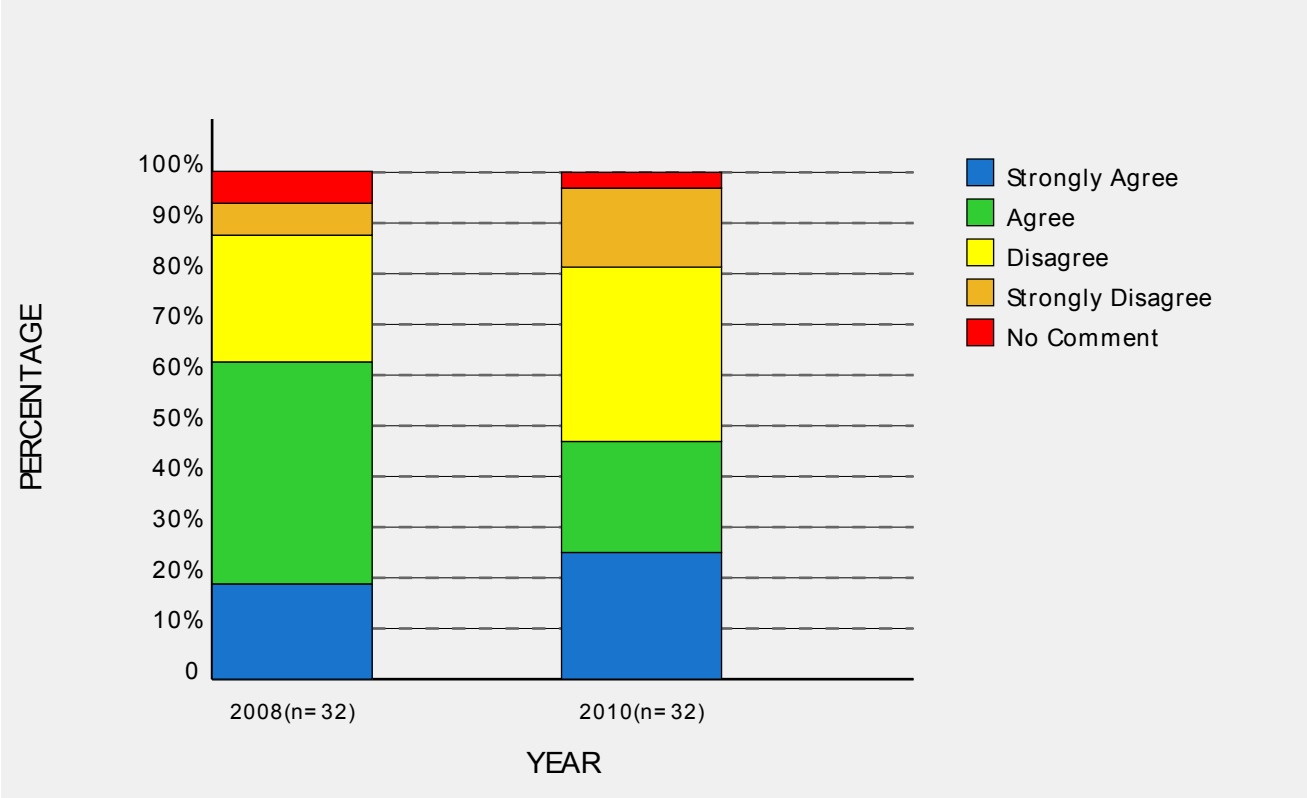
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

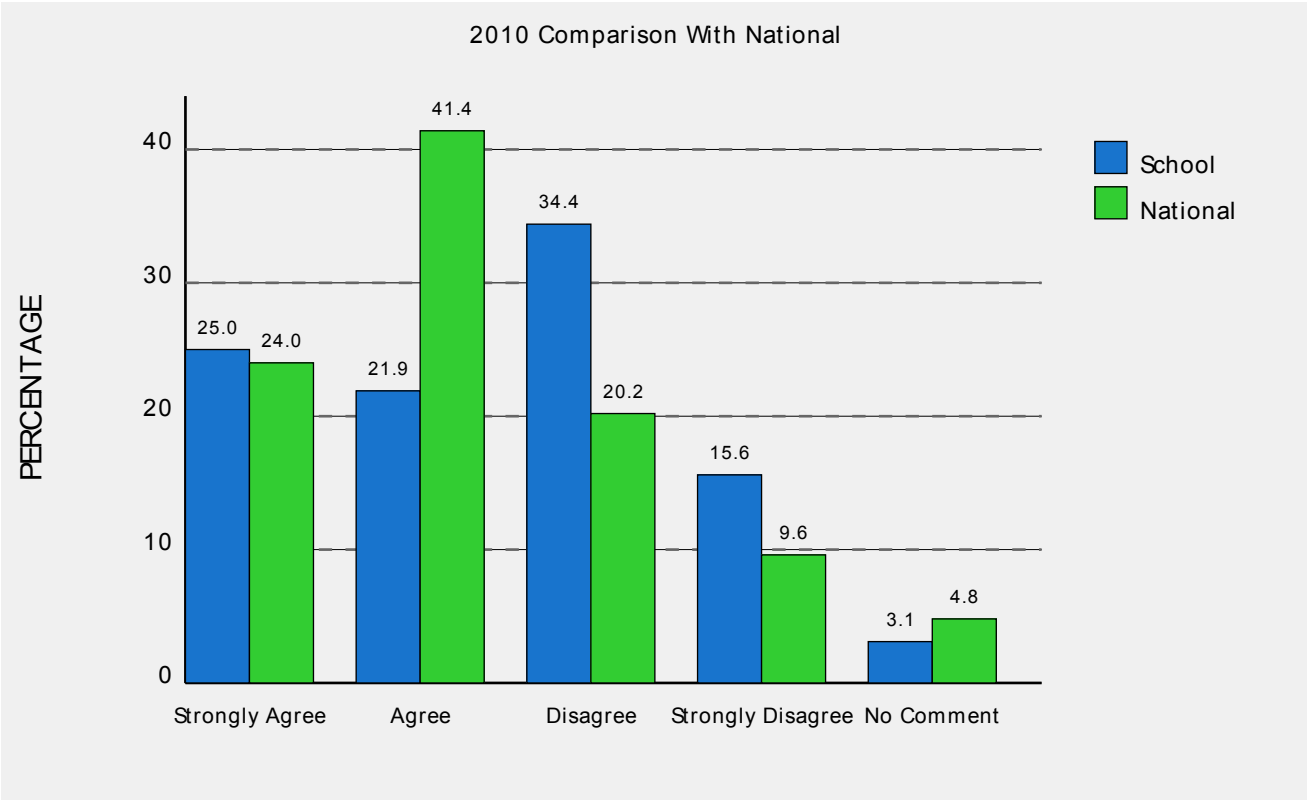
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 6. I am given the opportunity to provide evaluative feedback of the administrators.





Question 6. I am given the opportunity to provide evaluative feedback of the administrators.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	43.8%	14	25.0%	8	6.3%	2	6.3%	2	32	82.1%
2010	25.0%	8	21.9%	7	34.4%	11	15.6%	5	3.1%	1	32	82.1%
National	24.0%	657	41.4%	1133	20.2%	553	9.6%	262	4.8%	131	2736	69.1%

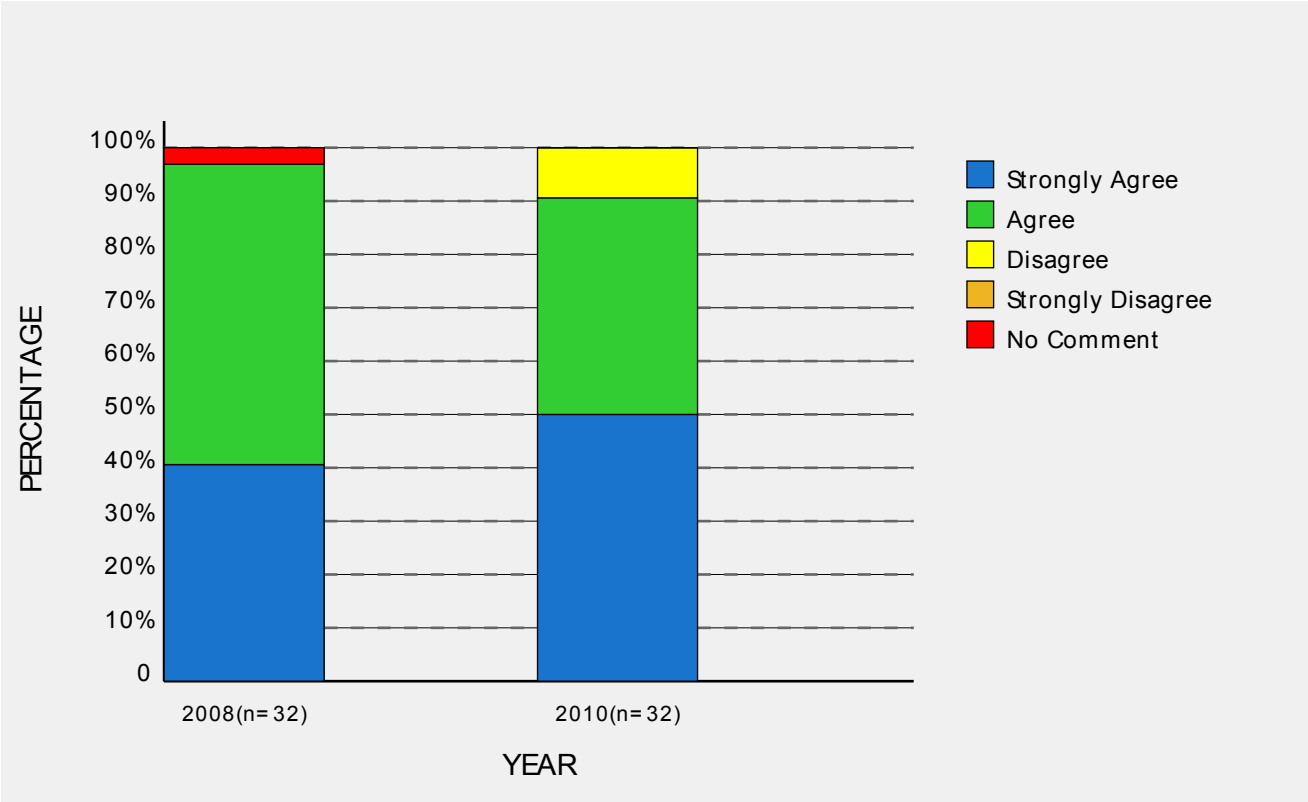
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

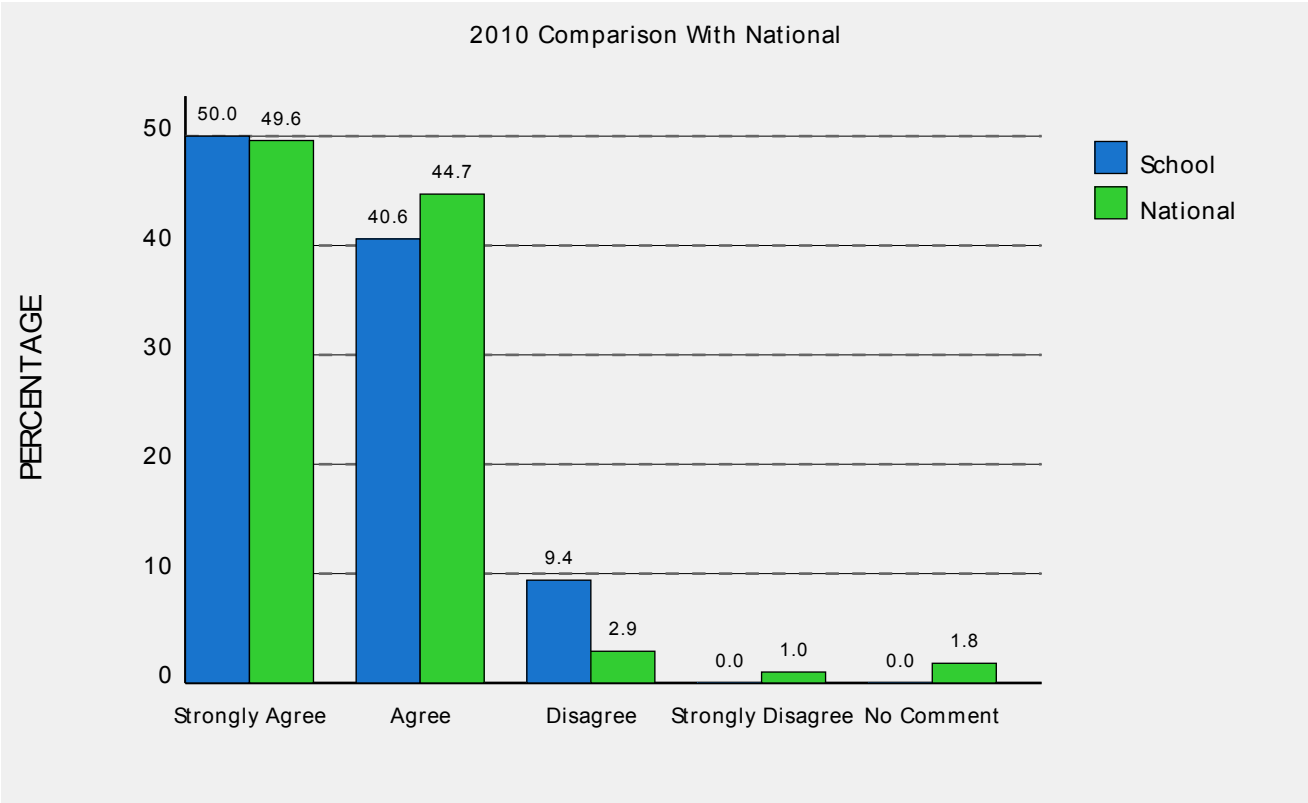
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 16.7% and 6.7% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 7. I am aware that my college/school has policies for dealing with harassment and discrimination.





Question 7. I am aware that my college/school has policies for dealing with harassment and discrimination.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	40.6%	13	56.3%	18	0.0%	0	0.0%	0	3.1%	1	32	82.1%
2010	50.0%	16	40.6%	13	9.4%	3	0.0%	0	0.0%	0	32	82.1%
National	49.6%	1358	44.7%	1224	2.9%	79	1.0%	26	1.8%	49	2736	69.1%

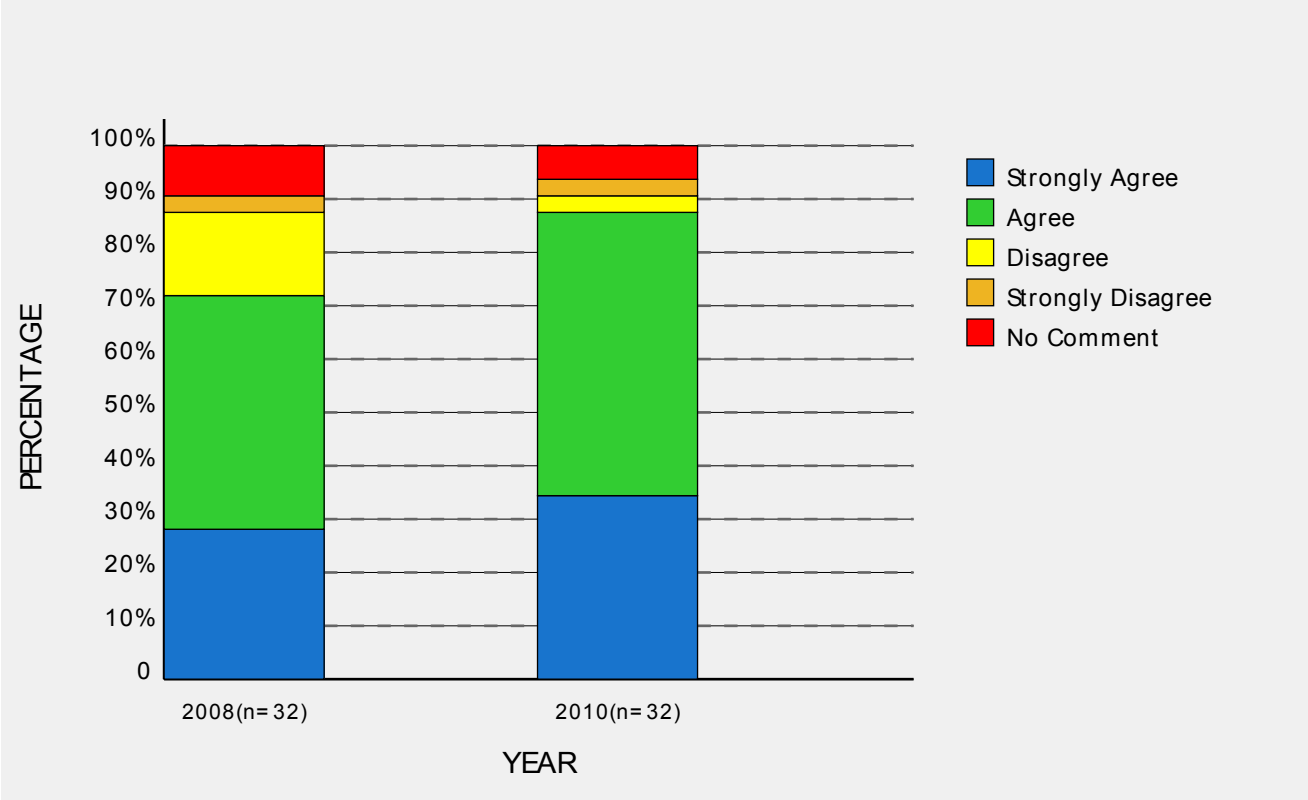
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

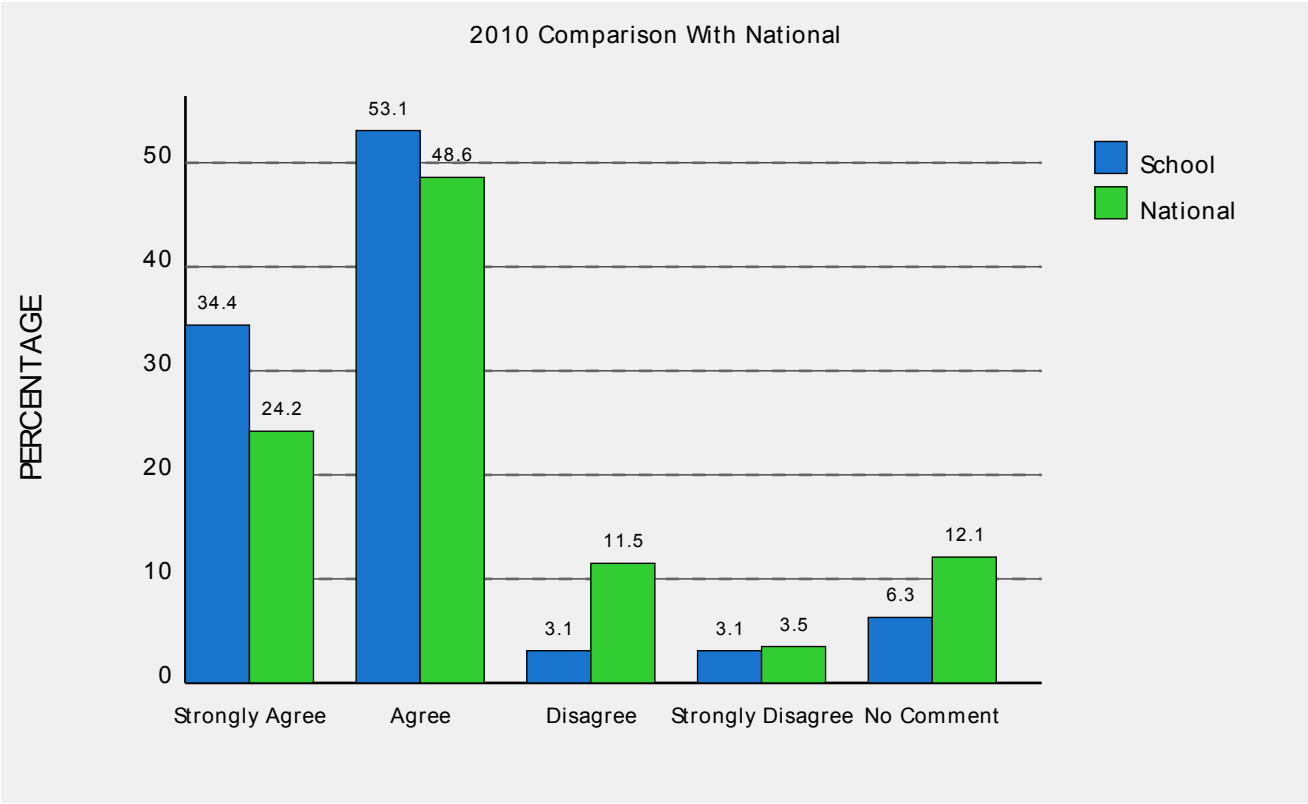
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 8. The committee responsible for assessment is effective.





Question 8. The committee responsible for assessment is effective.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	28.1%	9	43.8%	14	15.6%	5	3.1%	1	9.4%	3	32	82.1%
2010	34.4%	11	53.1%	17	3.1%	1	3.1%	1	6.3%	2	32	82.1%
National	24.2%	663	48.6%	1331	11.5%	315	3.5%	96	12.1%	331	2736	69.1%

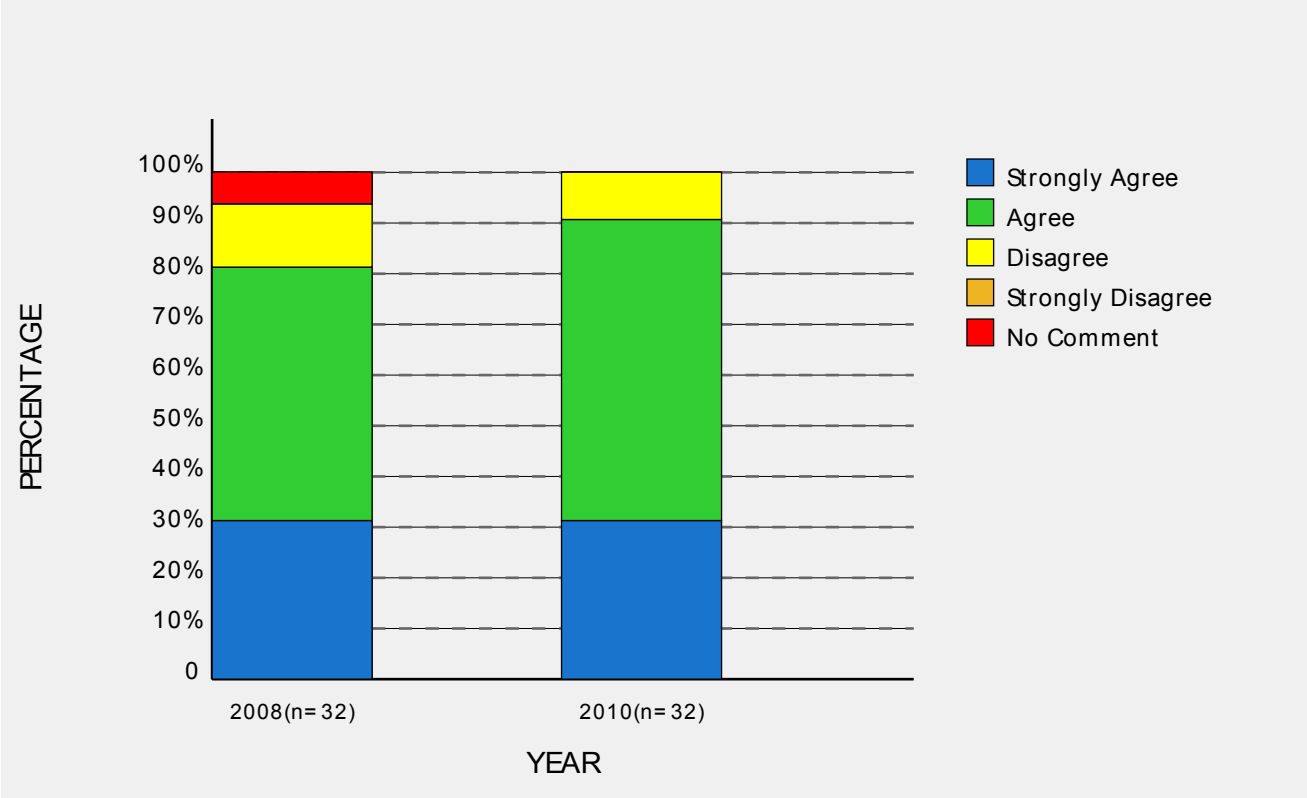
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

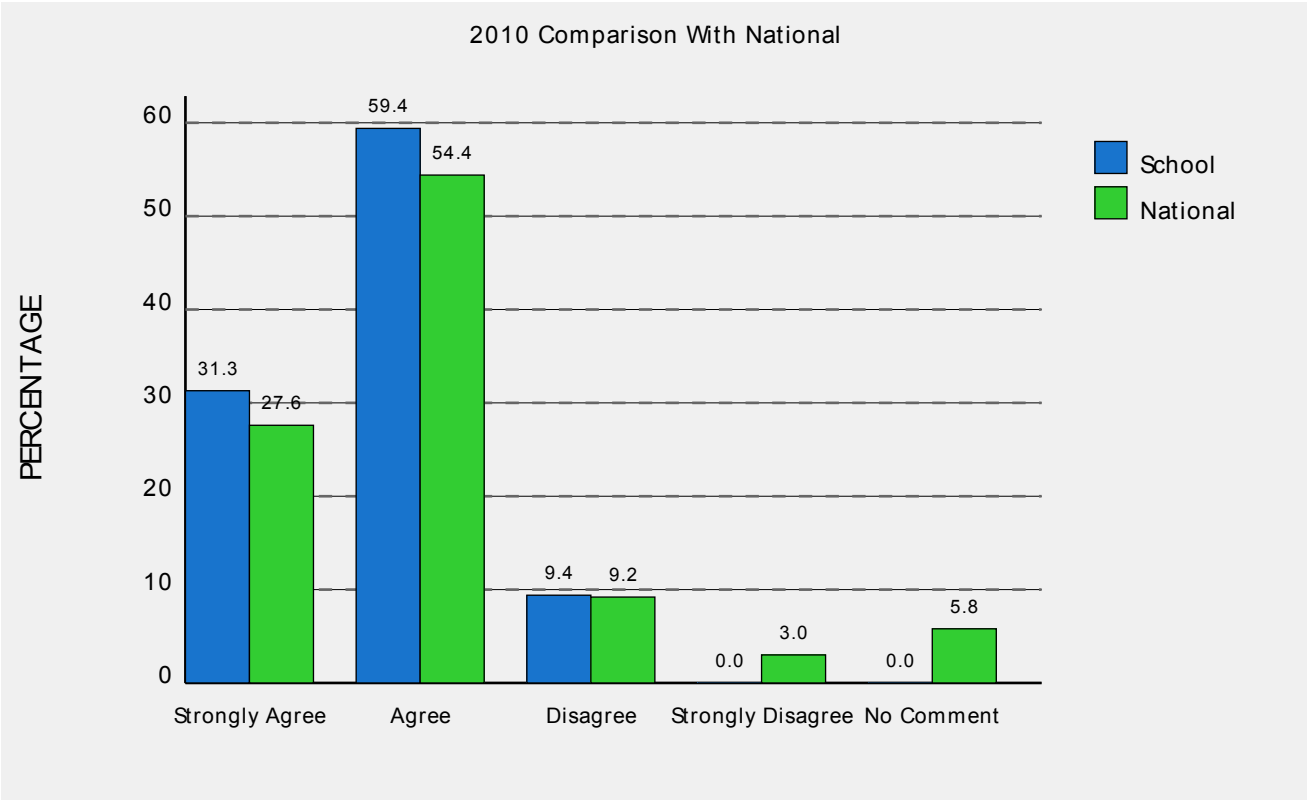
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 9. The committee responsible for the curriculum is effective.





Question 9. The committee responsible for the curriculum is effective.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	31.3%	10	50.0%	16	12.5%	4	0.0%	0	6.3%	2	32	82.1%
2010	31.3%	10	59.4%	19	9.4%	3	0.0%	0	0.0%	0	32	82.1%
National	27.6%	755	54.4%	1488	9.2%	252	3.0%	82	5.8%	159	2736	69.1%

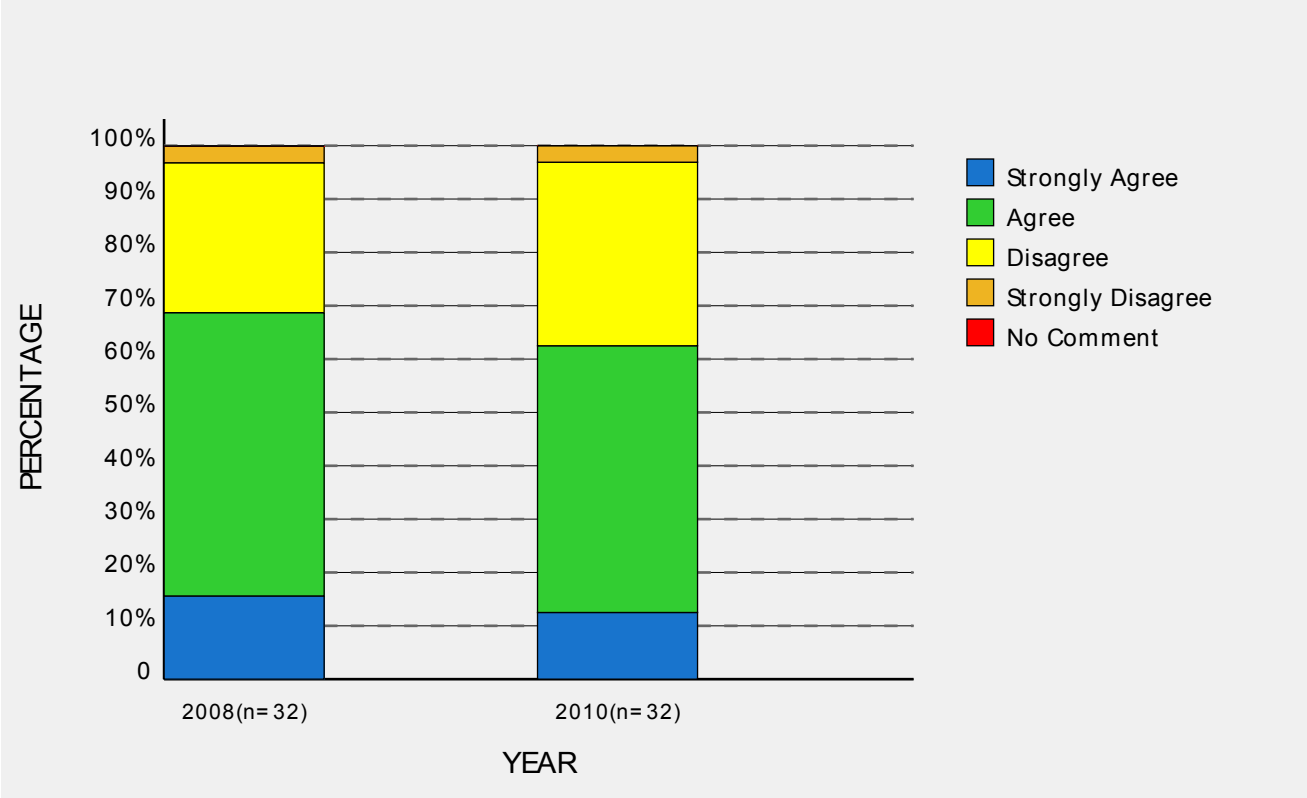
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

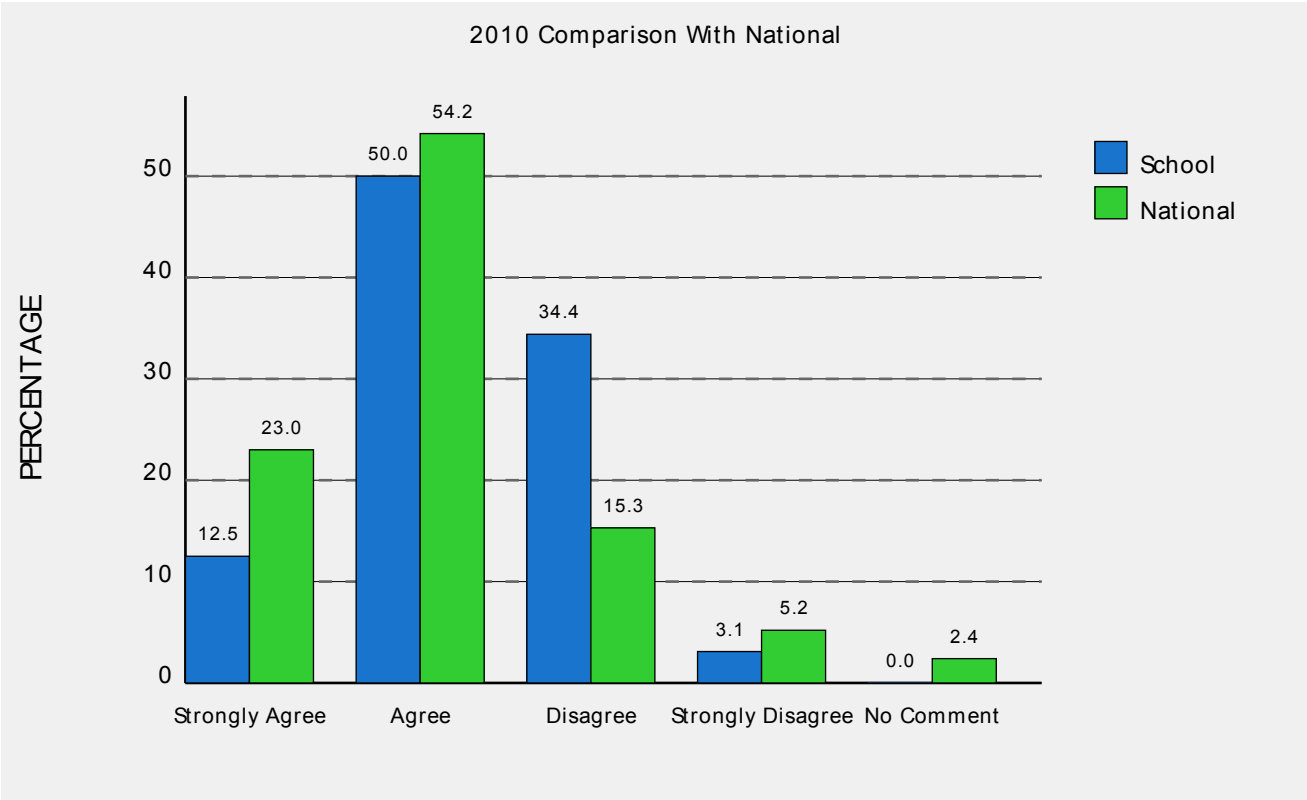
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 10. Faculty meetings function effectively as part of the governance of the college/school.





Question 10. Faculty meetings function effectively as part of the governance of the college/school.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	53.1%	17	28.1%	9	3.1%	1	0.0%	0	32	82.1%
2010	12.5%	4	50.0%	16	34.4%	11	3.1%	1	0.0%	0	32	82.1%
National	23.0%	629	54.2%	1482	15.3%	418	5.2%	141	2.4%	66	2736	69.1%

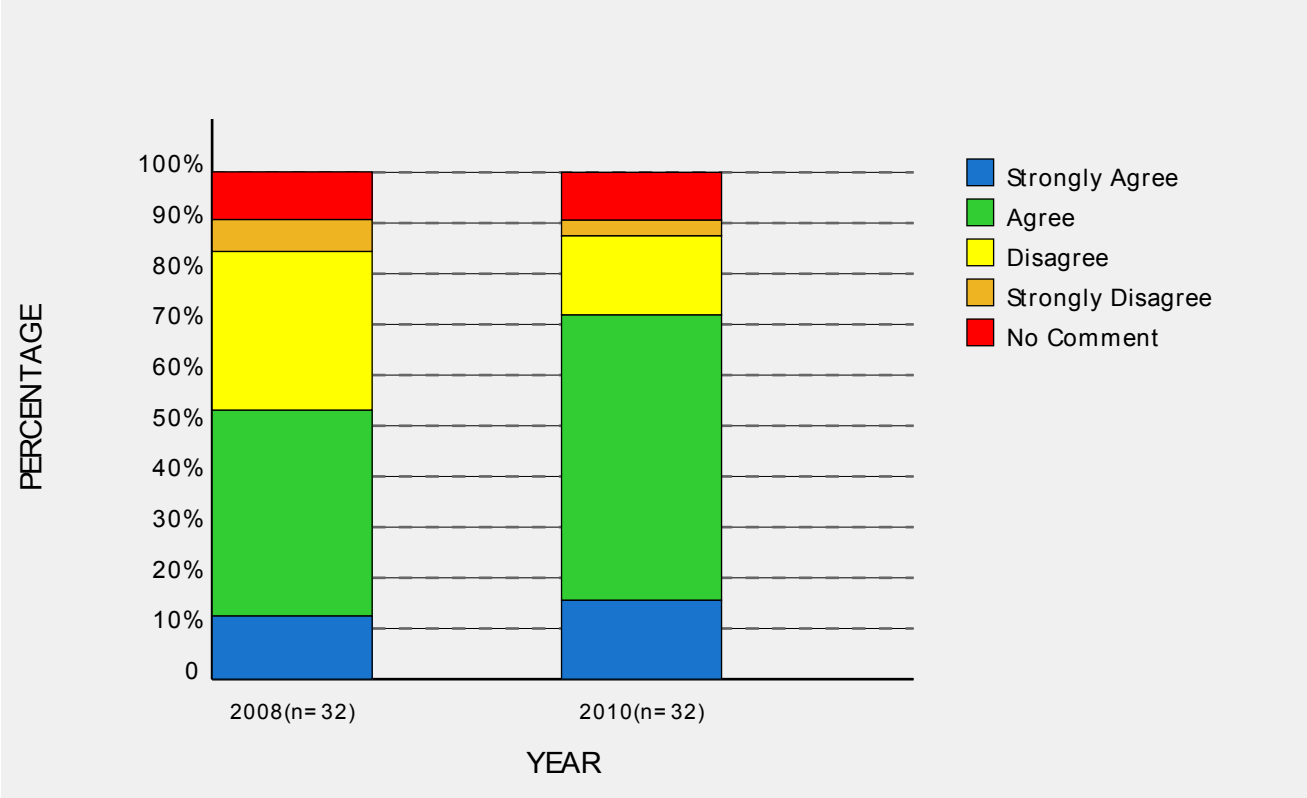
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

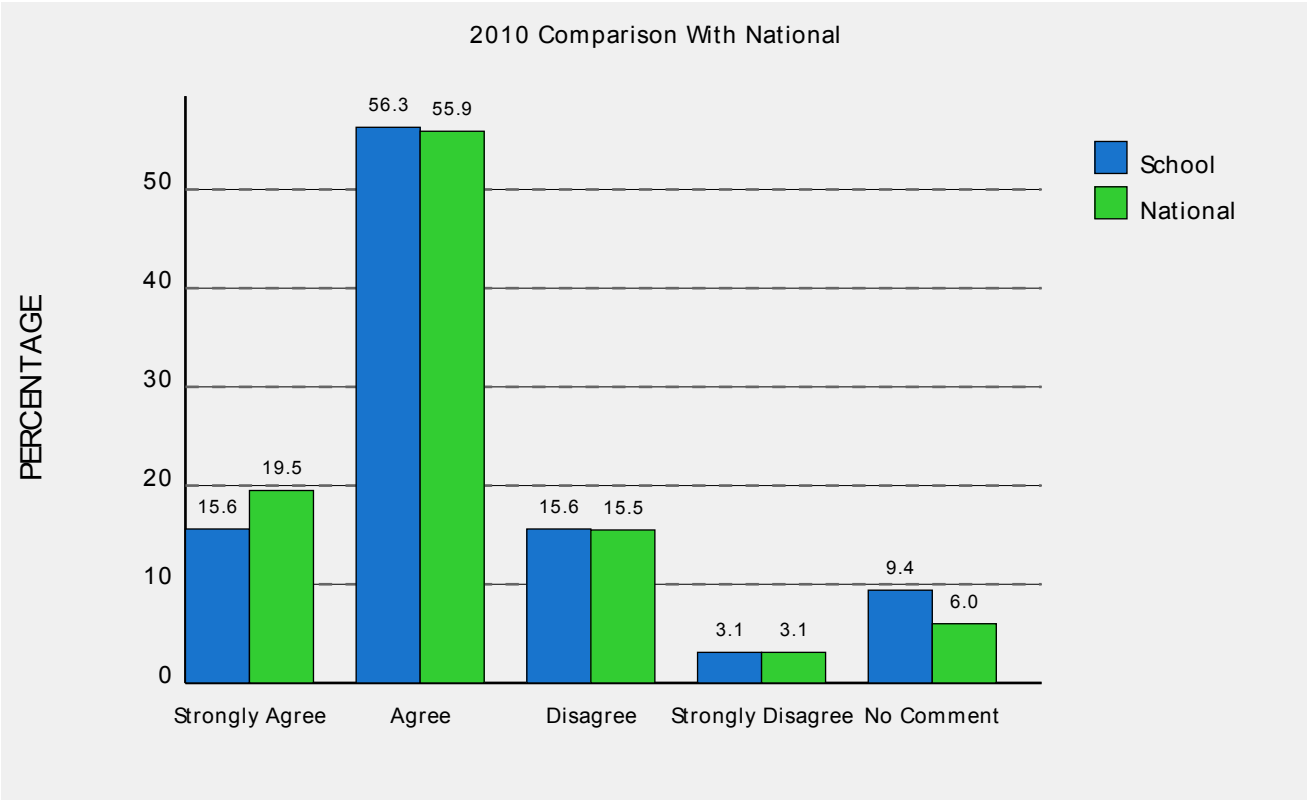
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 11. The college/school uses an effective faculty recruitment process.





Question 11. The college/school uses an effective faculty recruitment process.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	40.6%	13	31.3%	10	6.3%	2	9.4%	3	32	82.1%
2010	15.6%	5	56.3%	18	15.6%	5	3.1%	1	9.4%	3	32	82.1%
National	19.5%	533	55.9%	1530	15.5%	423	3.1%	85	6.0%	165	2736	69.1%

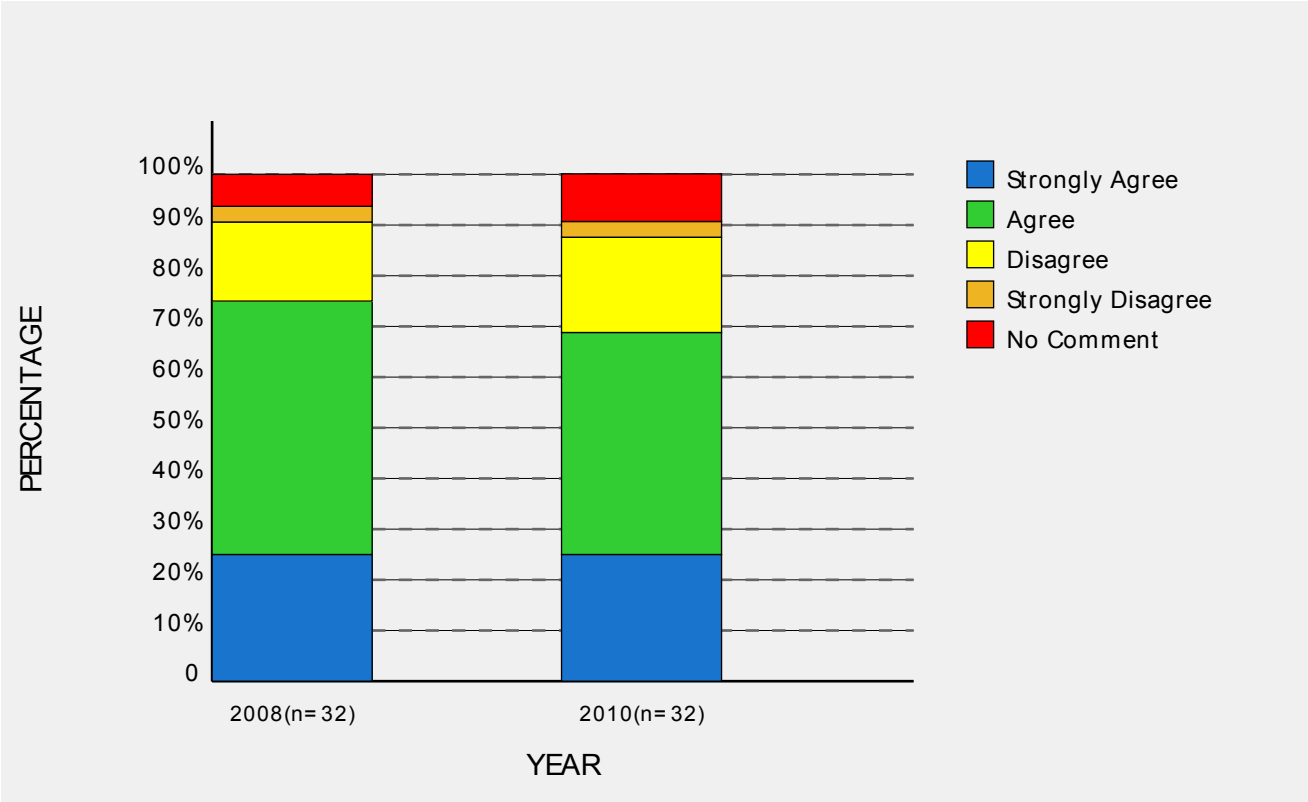
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

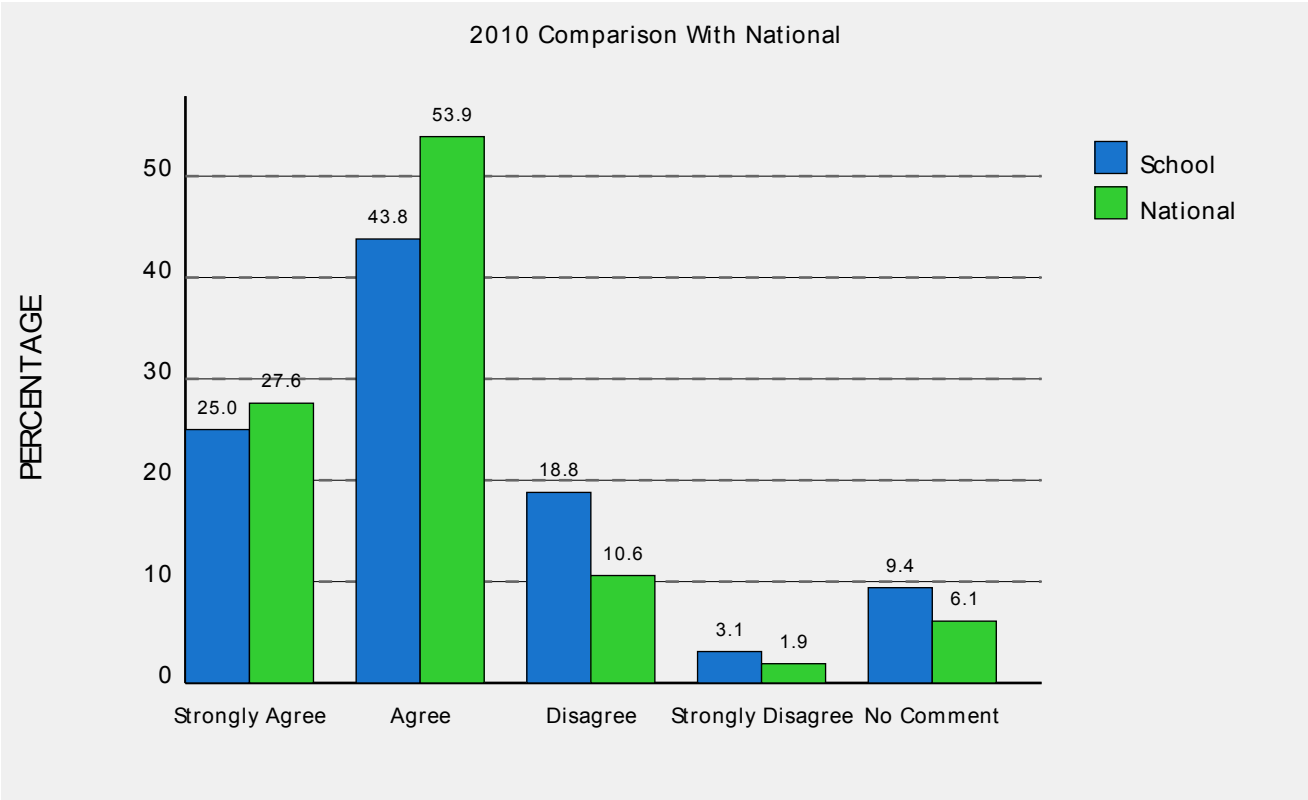
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 10% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 12. I have access to documents that detail policies related to my performance as a faculty member.





Question 12. I have access to documents that detail policies related to my performance as a faculty member.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.0%	8	50.0%	16	15.6%	5	3.1%	1	6.3%	2	32	82.1%
2010	25.0%	8	43.8%	14	18.8%	6	3.1%	1	9.4%	3	32	82.1%
National	27.6%	754	53.9%	1475	10.6%	289	1.9%	52	6.1%	166	2736	69.1%

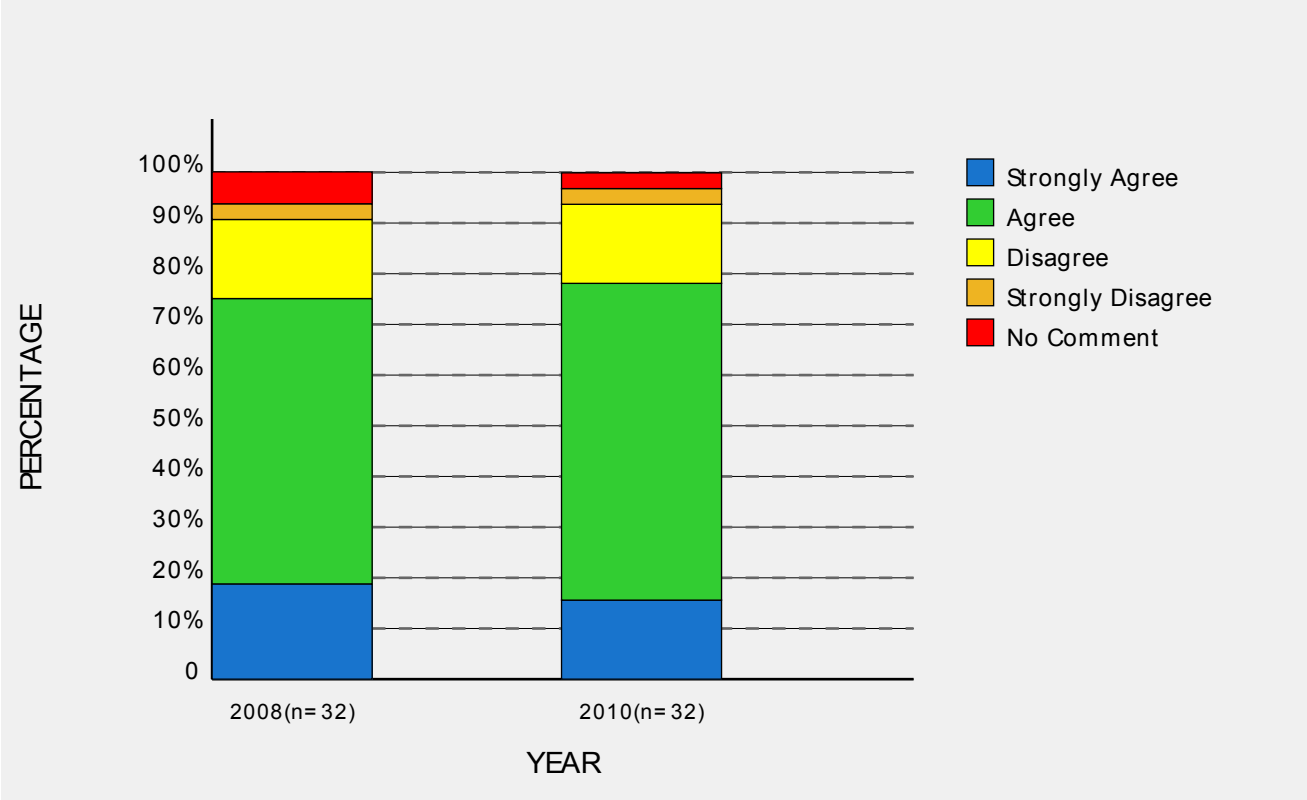
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

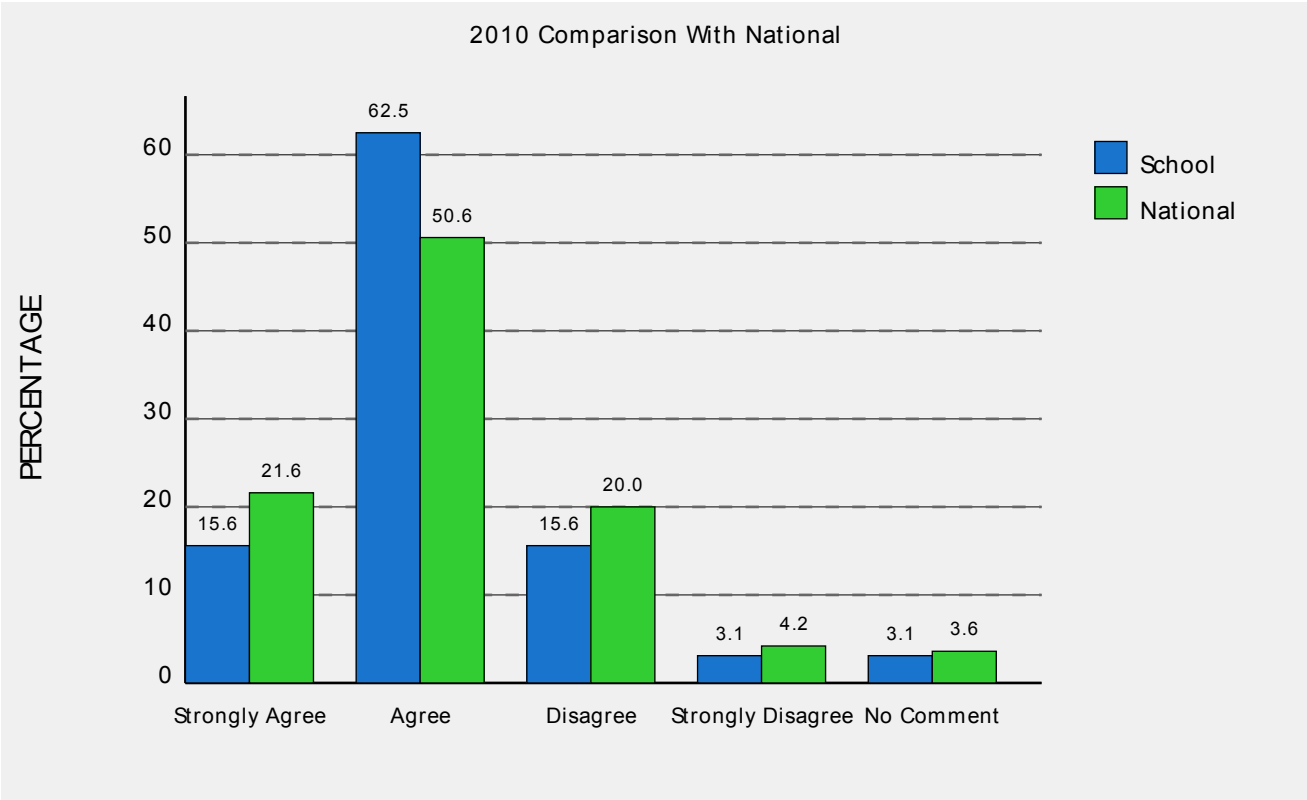
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 13. My performance assessment criteria are explicit and clear.





Question 13. My performance assessment criteria are explicit and clear.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	56.3%	18	15.6%	5	3.1%	1	6.3%	2	32	82.1%
2010	15.6%	5	62.5%	20	15.6%	5	3.1%	1	3.1%	1	32	82.1%
National	21.6%	592	50.6%	1384	20.0%	546	4.2%	115	3.6%	99	2736	69.1%

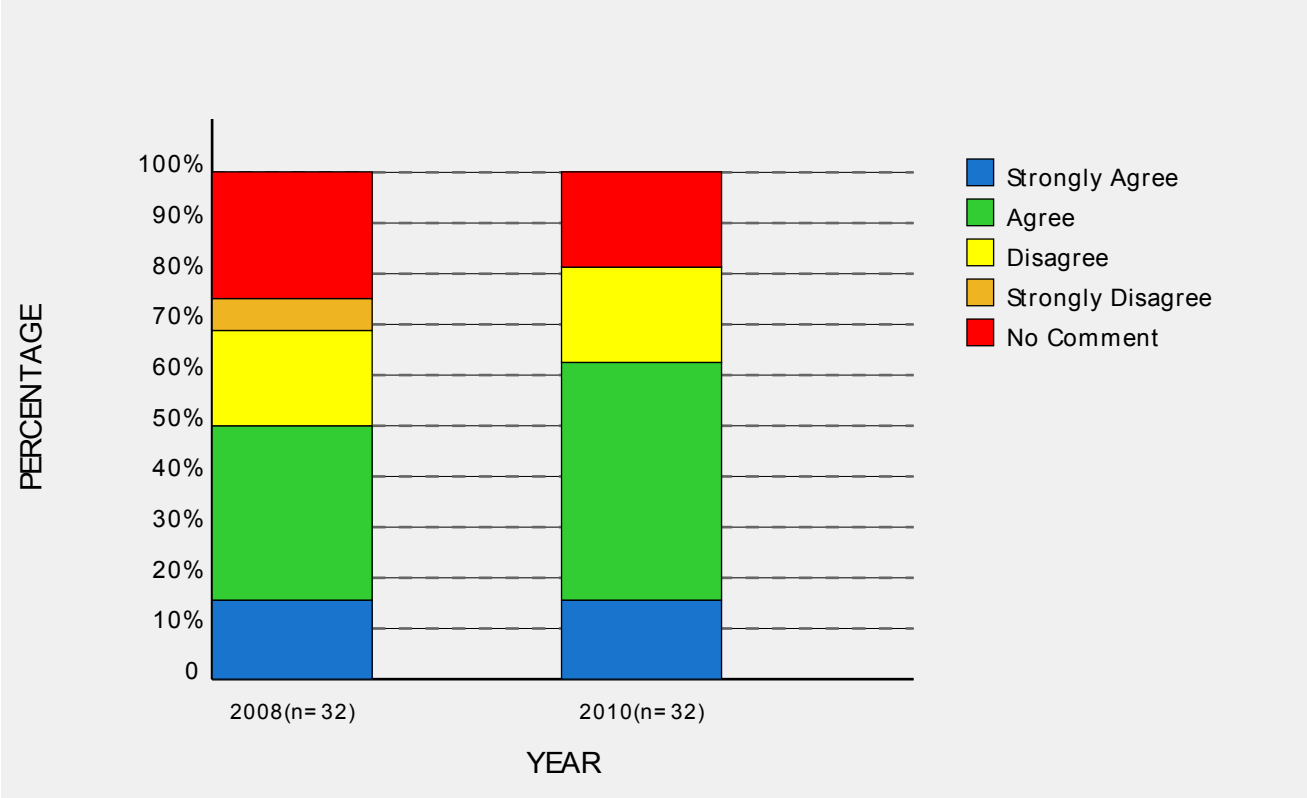
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

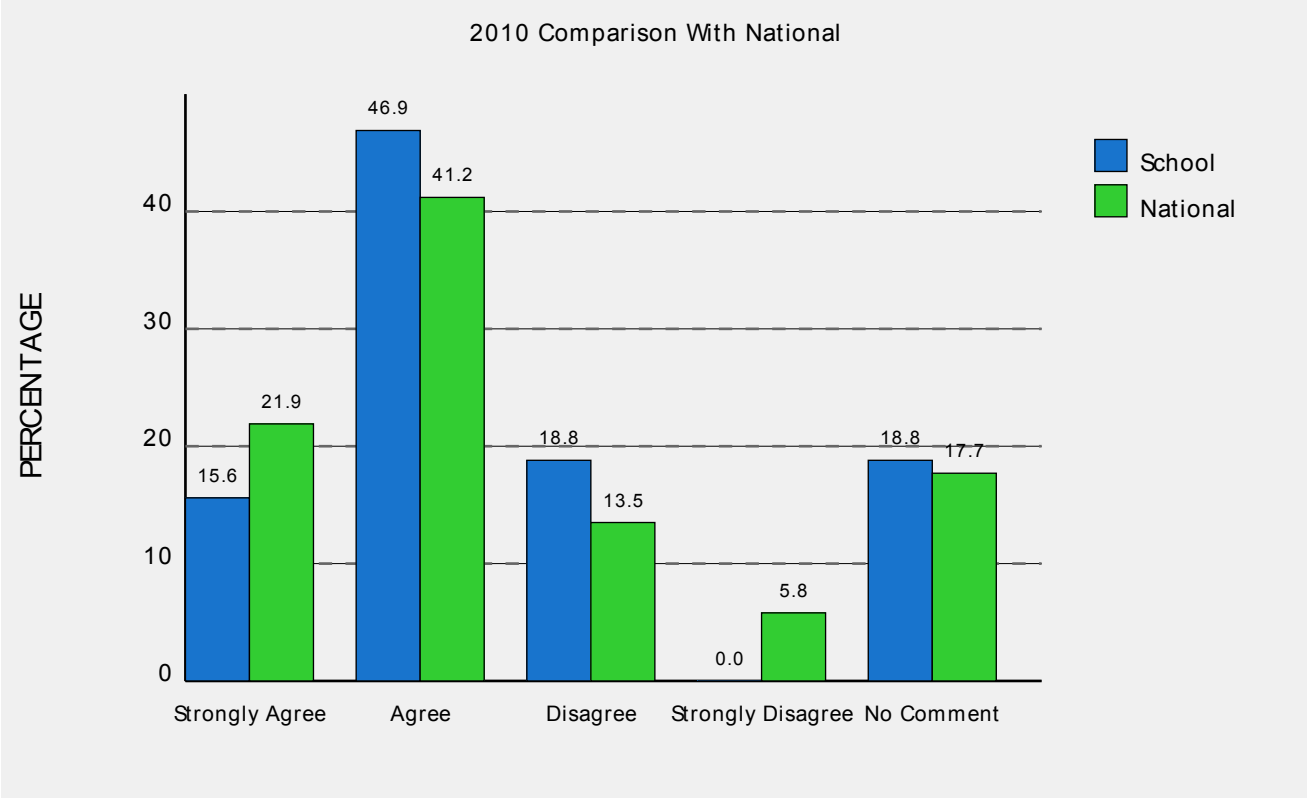
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 19. The college/school consistently applies promotion and/or tenure policies and procedures.





Question 19. The college/school consistently applies promotion and/or tenure policies and procedures.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	34.4%	11	18.8%	6	6.3%	2	25.0%	8	32	82.1%
2010	15.6%	5	46.9%	15	18.8%	6	0.0%	0	18.8%	6	32	82.1%
National	21.9%	598	41.2%	1127	13.5%	369	5.8%	159	17.7%	483	2736	69.1%

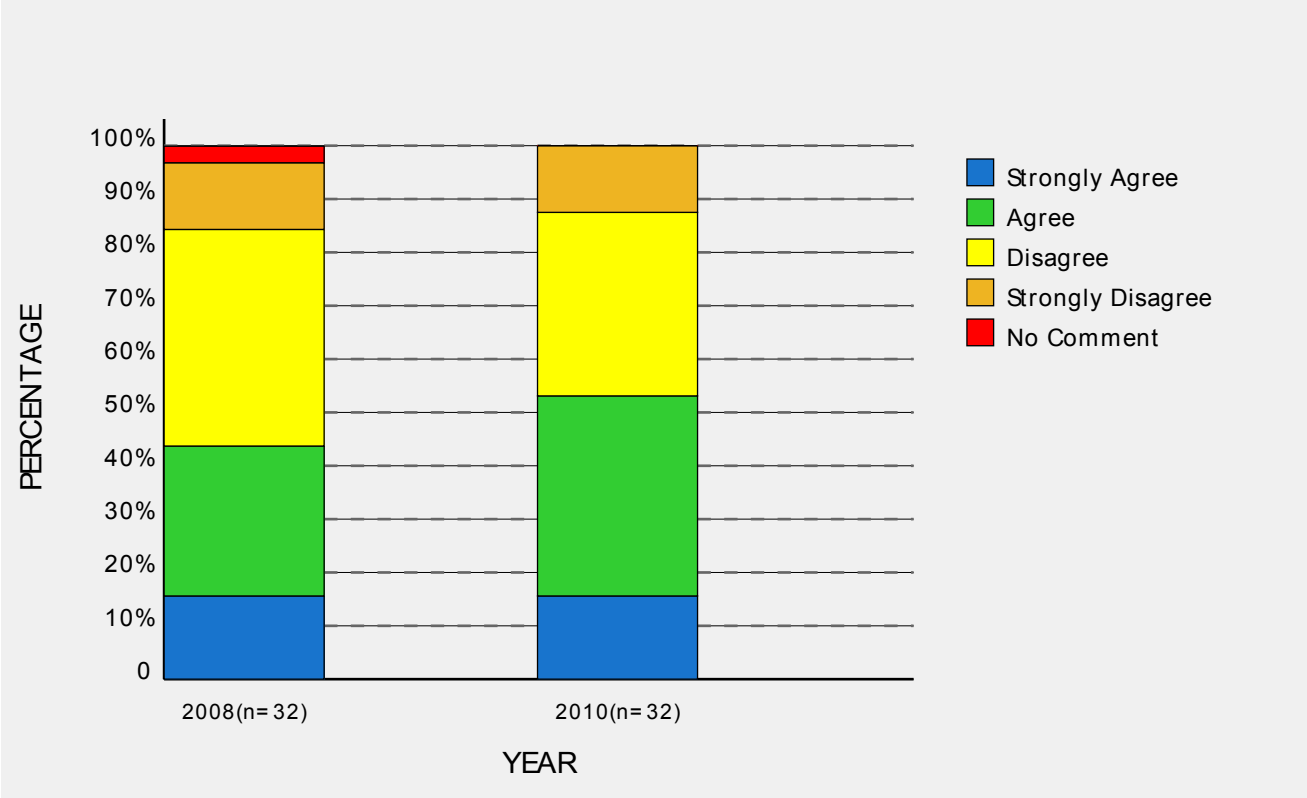
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

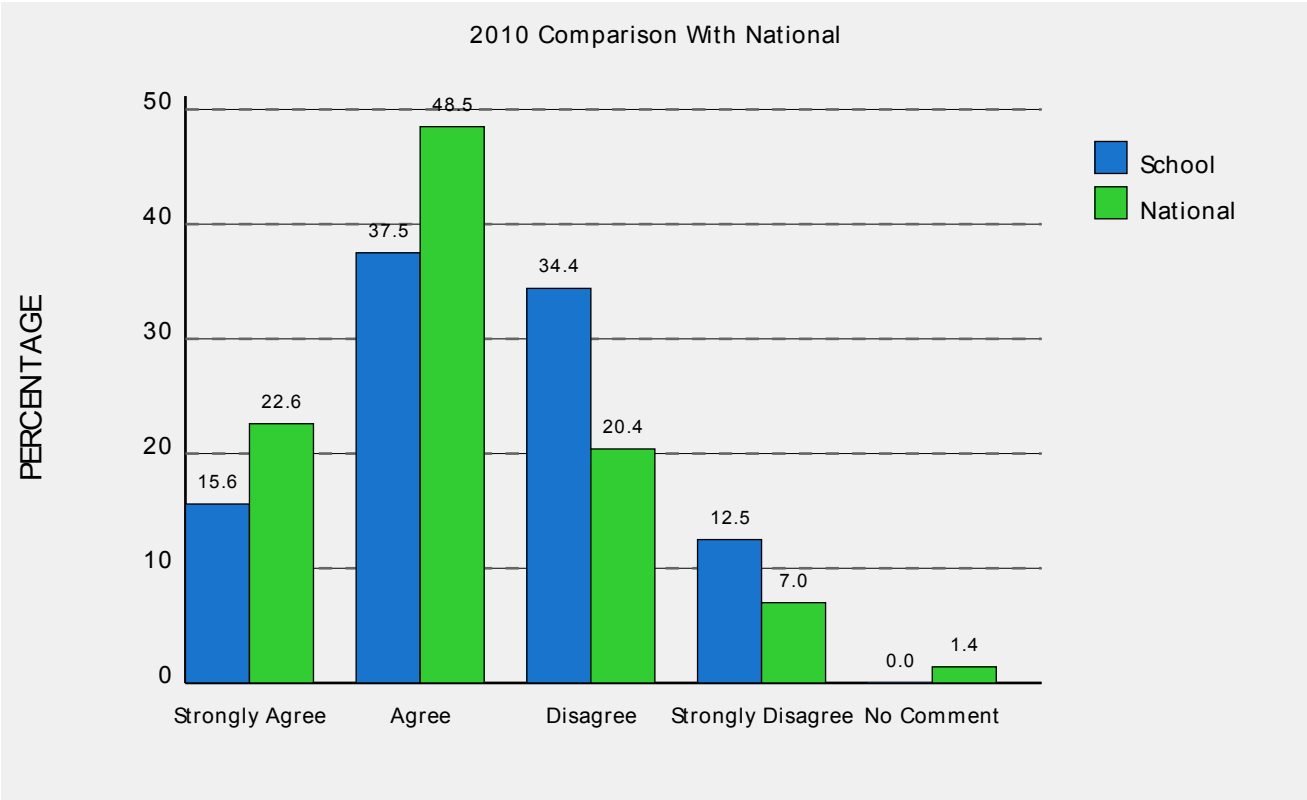
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 20. I receive adequate support staff resources.





Question 20. I receive adequate support staff resources.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	28.1%	9	40.6%	13	12.5%	4	3.1%	1	32	82.1%
2010	15.6%	5	37.5%	12	34.4%	11	12.5%	4	0.0%	0	32	82.1%
National	22.6%	619	48.5%	1328	20.4%	558	7.0%	192	1.4%	39	2736	69.1%

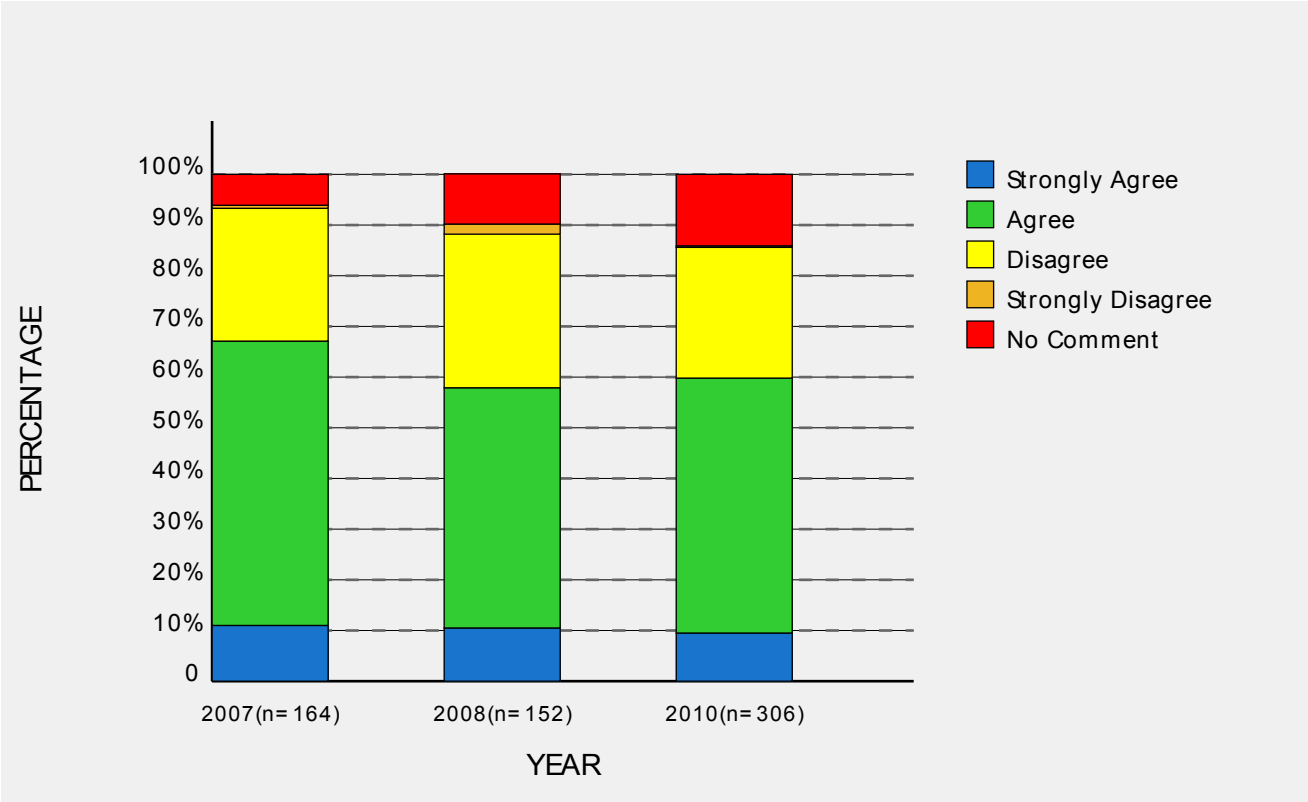
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

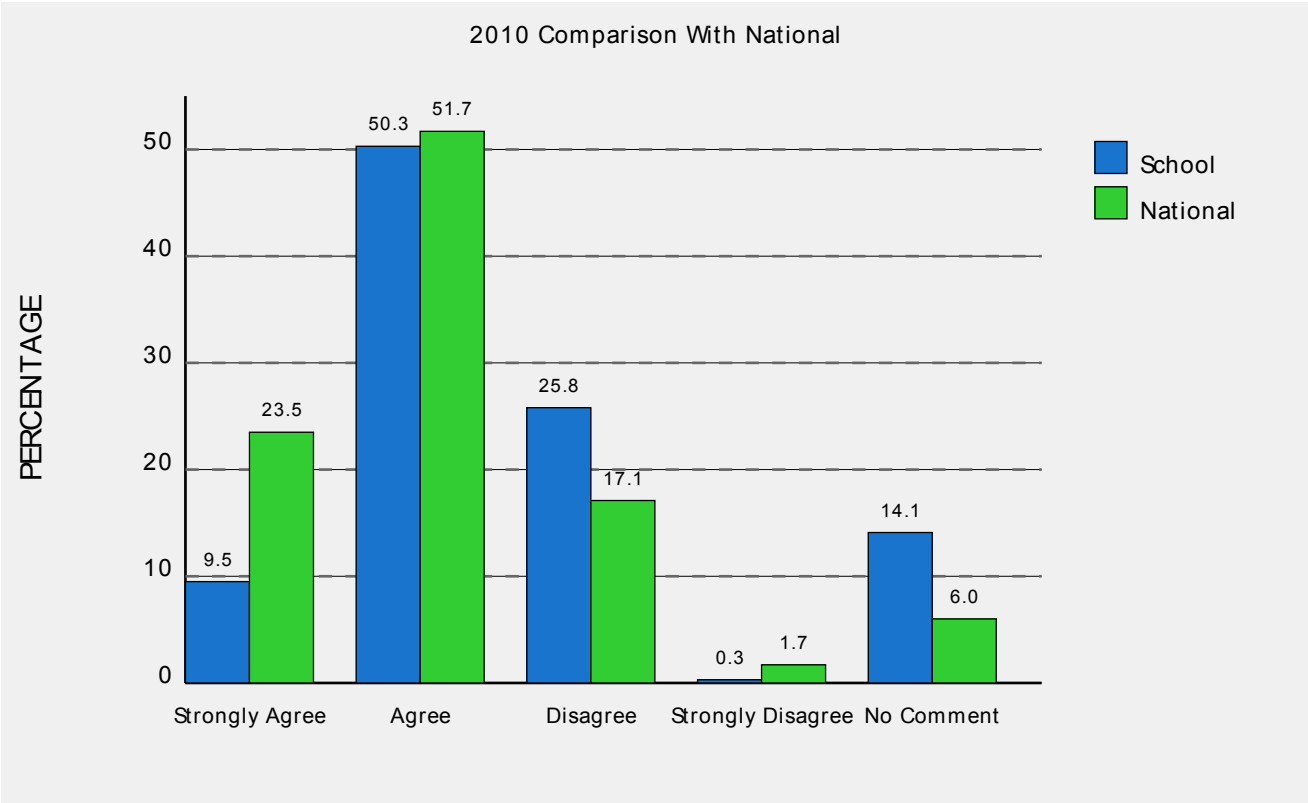
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 23.3% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Preceptor Survey

Question 15. I know how to utilize policies of the college/school that deal with harassment and discrimination.





Question 15. I know how to utilize policies of the college/school that deal with harassment and discrimination.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	11.0%	18	56.1%	92	26.2%	43	0.6%	1	6.1%	10	164	35.0%
2008	10.5%	16	47.4%	72	30.3%	46	2.0%	3	9.9%	15	152	22.1%
2010	9.5%	29	50.3%	154	25.8%	79	0.3%	1	14.1%	43	306	23.8%
National	23.5%	2019	51.7%	4446	17.1%	1466	1.7%	150	6.0%	513	8594	32.8%

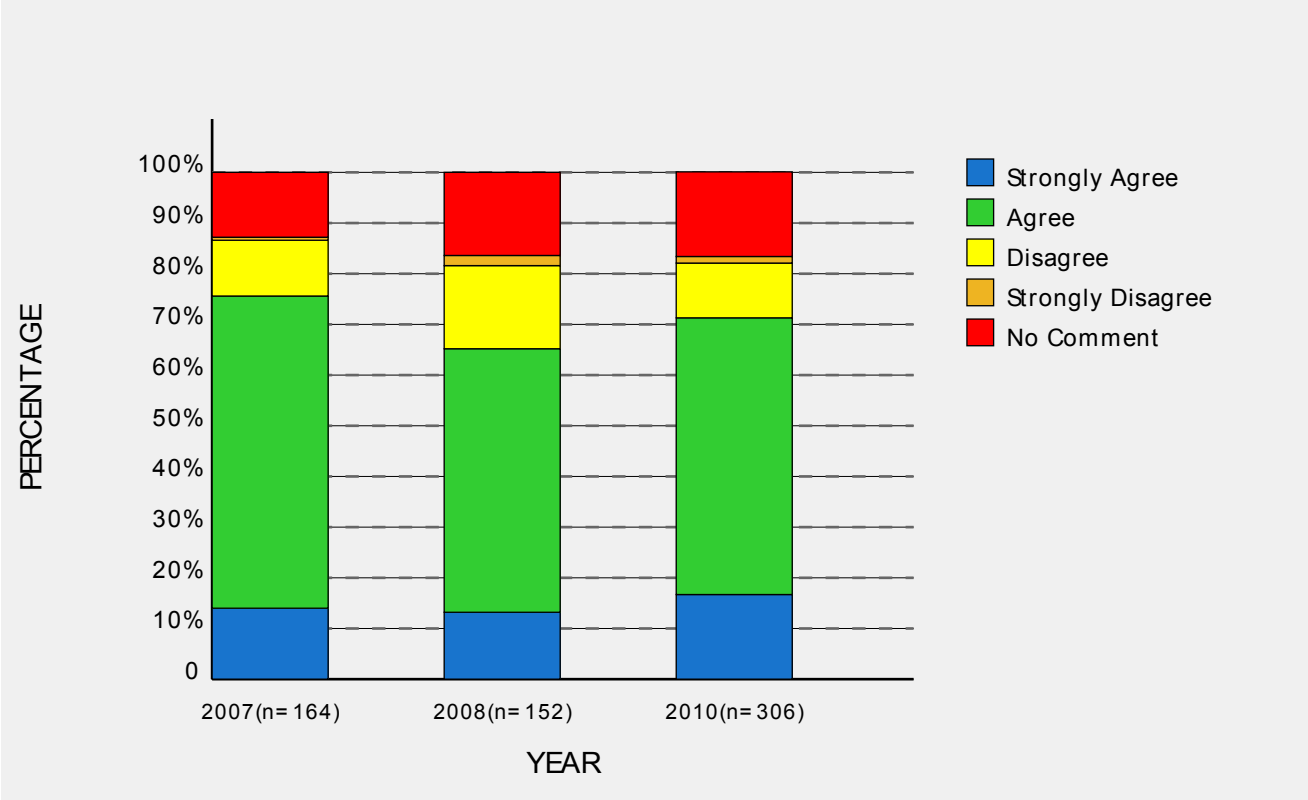
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

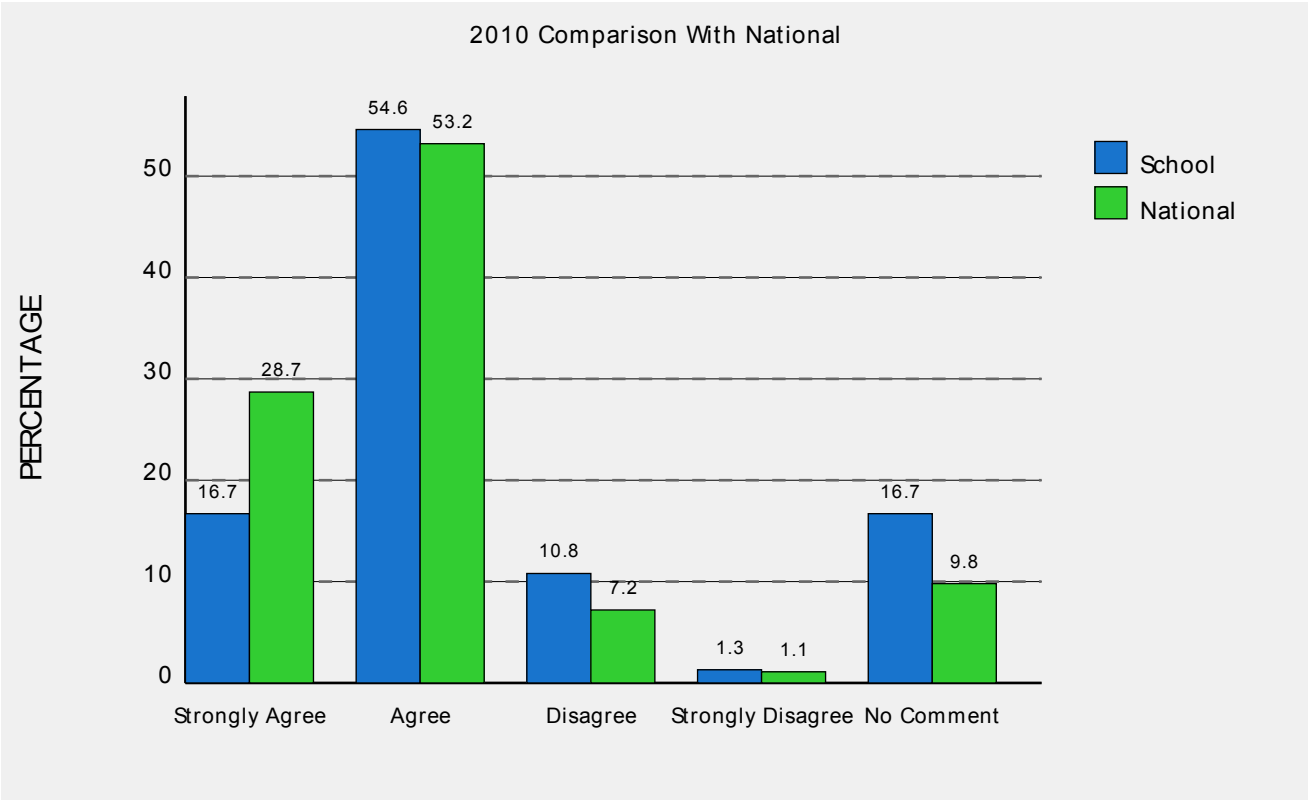
Program comments on this Data View:

See Standard 14 and 28; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 37. I receive needed support from the Office of Experiential Education.





Question 37. I receive needed support from the Office of Experiential Education.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	14.0%	23	61.6%	101	11.0%	18	0.6%	1	12.8%	21	164	35.0%
2008	13.2%	20	52.0%	79	16.4%	25	2.0%	3	16.4%	25	152	22.1%
2010	16.7%	51	54.6%	167	10.8%	33	1.3%	4	16.7%	51	306	23.8%
National	28.7%	2468	53.2%	4574	7.2%	619	1.1%	92	9.8%	841	8594	32.8%

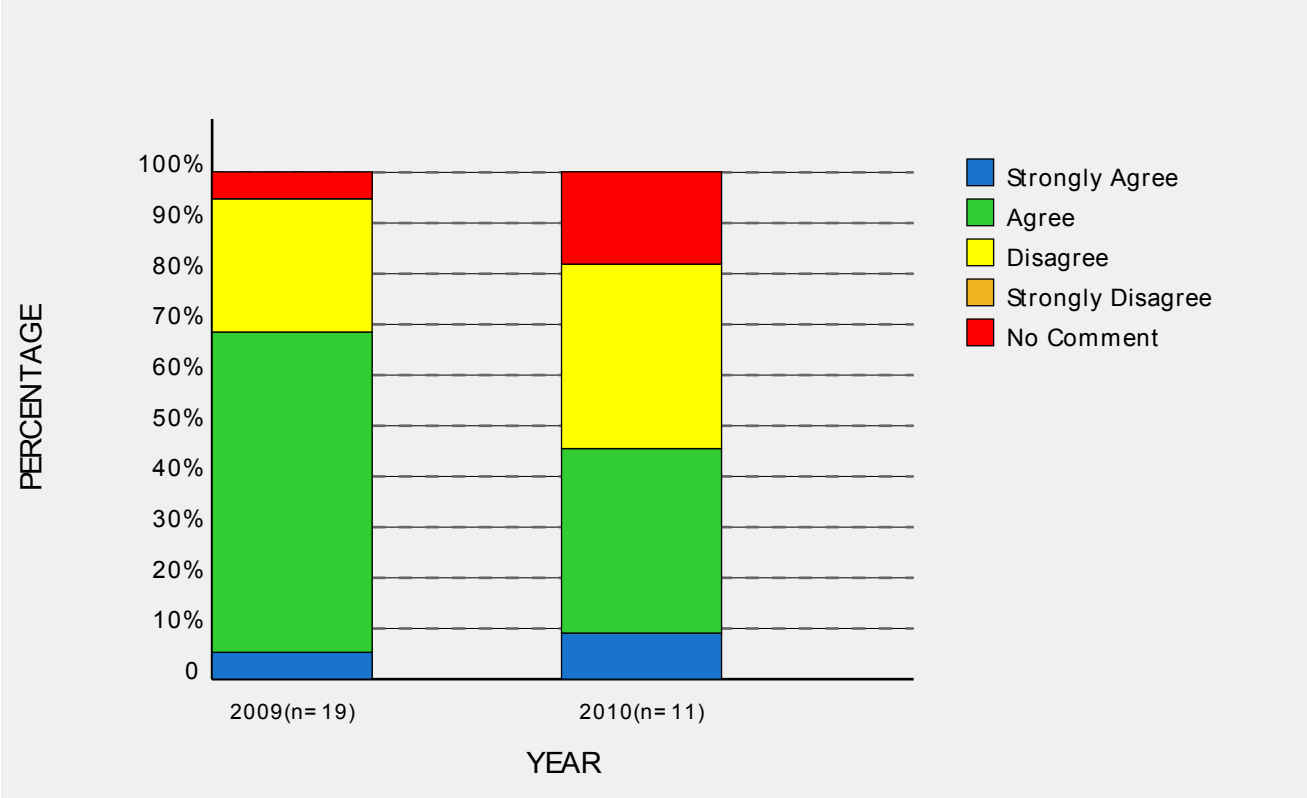
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

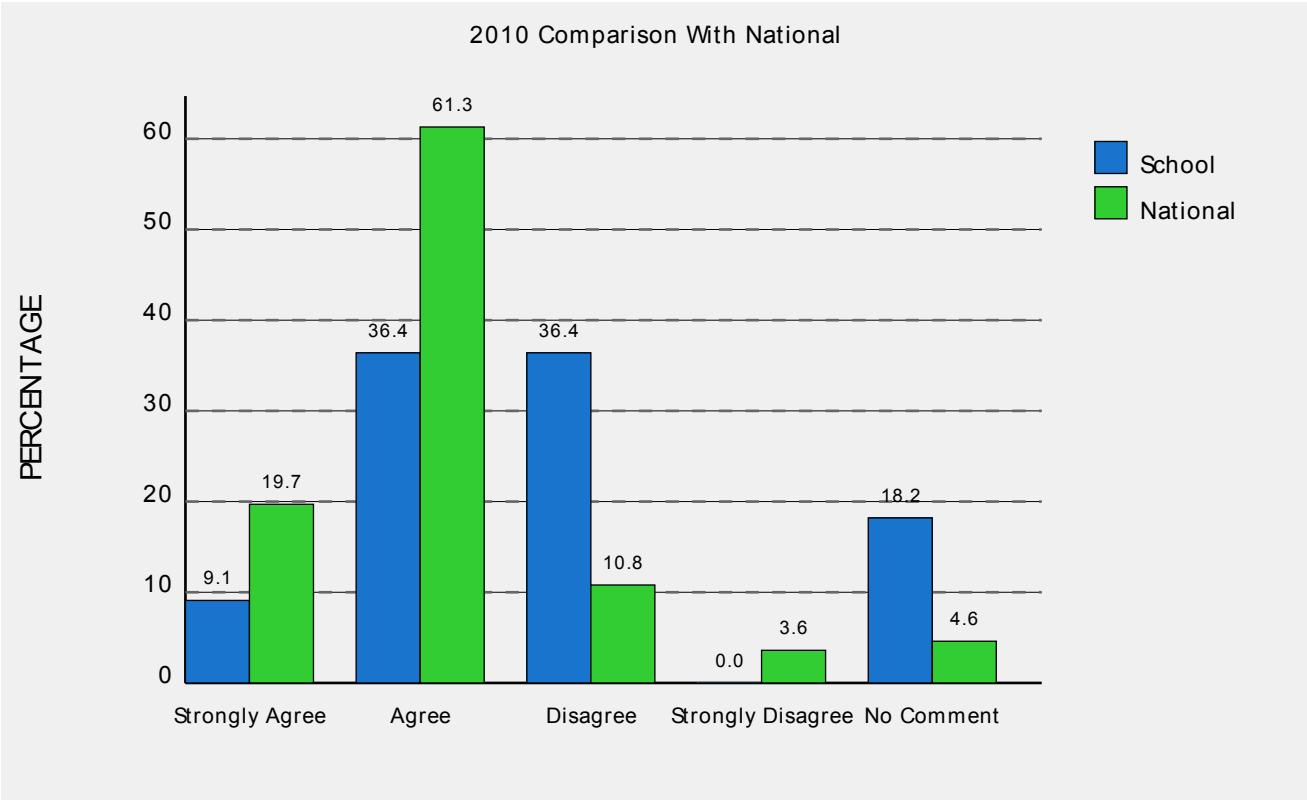
Program comments on this Data View:

See Standard 14 and 28; increased structure and resources for experiential education will help to continue improvement for this concern.

Alumni Survey

Question 14. The college/school communicates effectively with alumni about college/school activities.





Question 14. The college/school communicates effectively with alumni about college/school activities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	5.3%	1	63.2%	12	26.3%	5	0.0%	0	5.3%	1	19	29.7%
2010	9.1%	1	36.4%	4	36.4%	4	0.0%	0	18.2%	2	11	20.8%
National	19.7%	485	61.3%	1511	10.8%	267	3.6%	90	4.6%	113	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Recent hire of an alumna as Director of Alumni Relations and Professional Development is expected to dramatically increase communications with alumni.

Distribution of Full-Time Pharmacy Faculty by Department and Rank

Faculty Rank	Pharm Sci	Pharm Practice	Total
Dean	1	0	1
Associate Dean	0	0	0
Assistant Dean	0	0	0
Professor	2	2	4
Associate Professor	9	5	14
Assistant Professor	2	6	8
Instructor	0	3	3
Lecturer	0	0	0
Librarian	0	0	0
Emeritus	0	0	0
Other	0	1	1
Totals	14	17	31

Program comments on this table:

2. College or School's Self-Assessment

The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.	Satisfactory
The college or school administrative leaders working with the dean have credentials and experience that prepare them for their respective roles.	Satisfactory
The college or school administration has defined lines of authority and responsibility, fosters organizational unit development and collegiality, and allocates resources appropriately.	Satisfactory
The college or school has established mechanisms to foster unity of purpose, effective communication, and collaboration among administrators.	Satisfactory
The college or school's administrative leaders - individually or collectively - are developing and evaluating interprofessional education and practice opportunities	Satisfactory
The college or school has published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.	Satisfactory
If the college or school organizes its faculty into subunits, such as departments or divisions, subunit goals and objectives align with the mission and goals of the college or school.	Satisfactory
The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.	Needs Improvement
Programs are in place to hone leadership and management skills of college or school administrators, including department/division chairs (if applicable).	Satisfactory
Faculty meetings and committees established to address key components of the mission and goals are part of the system of governance of the college or school.	Satisfactory
Where appropriate, faculty committees include staff, students, preceptors, alumni, and pharmacy practitioners.	Satisfactory
Minutes of faculty meetings and committee actions are maintained and communicated to appropriate parties.	Satisfactory
The college or school has policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular.	Satisfactory
Contingency planning includes creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.	Satisfactory
The college or school maintains an effective system of communication with internal and external stakeholders.	Satisfactory
Alternate program pathways are integrated into the college or school's regular administrative structures, policies, and procedures (including planning, oversight, and evaluation), and are supervised by an administrator who is part of the college or school.	
The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained.	Satisfactory

The college or school retains ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangements, partnerships, or consortia for educational or technical services.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of the college or school's organization and administration and the process for ongoing evaluation of the effectiveness of each operational unit
☑ A self-assessment of how well the organizational structure and systems of communication and collaboration are serving the program and supporting the achievement of the mission and goals
☑ How college or school bylaws, policies and procedures are developed and modified
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ How the college or school's administrative leaders are developing and evaluating interprofessional education and practice opportunities
☑ How the credentials and experience of college or school administrative leaders working with the dean have prepared them for their respective roles.
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College administrative team and organizational structure effectively supports the mission, vision and goals of the College. The current lead administrative officers of the College are the Dean, Executive Associate Dean, Associate Dean for Scholarship, and department chairs. Administrative Director titles are also held by individuals who have responsibility for a specific aspect of the mission and goals of the College. A listing of these individuals and selected job descriptions are included in optional documentation.

Gary DeLander serves as Executive Associate Dean and, as chief operating officer, oversees day-to-day operations and serves as the chief academic program officer for the College with primary responsibility for oversight of academic programs and student services. He is a licensed pharmacist, active in pharmacy and academic professional activities, and a Ph.D trained research scientist. Since 1996, he has progressively moved through the positions of Assistant Dean for Academic Affairs, Associate Dean for Academic Affairs, and, now, Executive Associate Dean.

Mark Leid is Associate Dean for Research and responsible for oversight of all research and scholarship activities in the College. He holds a B.S. in Pharmacy and Ph.D in Pharmacology, and has a strong record of peer-reviewed research. He was appointed Assistant Dean for Scholarship in 2003 and promoted to Associate Dean for Research in 2010. He has served on a variety of campus-wide positions, including Chair of the University Research Council. Dr. Leid oversees development of College research initiatives, mentors faculty members in scholarship, and represents the College to the University Research Office.

The Department of Pharmacy Practice is chaired by David Bearden. He assumed this position in September 2009 as an internal interim appointment and was confirmed as permanent chair? winter term?2011. Dr. Bearden is an active investigator in translational aspects of infectious disease research and has been effective in leading the department through a series of targeted hires to expand teaching and research capabilities. The Department of Pharmaceutical Sciences is chaired by Dr. DeLander. Dr. DeLander was an internal appointment when departments were first established in 2000 and has guided the department through efforts to create focused areas of research expertise.

University leaders hold quarterly meetings for department chairs that include opportunities for professional development and discussions of University initiatives. College administrators are also encouraged to take advantage of training opportunities offered through AACP. Review of administrators occurs annually with their supervisors and a more global evaluation is carried out approximately every five years. Overall, surveys suggest faculty members are confident in the abilities of the administrative team and their capacity to work together toward achievement of College goals.

The structure of office and support personnel was reevaluated in the summer of 2009 (See Standard 24). Support structure was altered and position descriptions on both campuses were adjusted. A listing of full time staff reflects a modest growth in the number of personnel and increased levels of responsibility. Faculty surveys suggest continuing concern over the level of support they receive. The College will continue to solicit input from faculty to better indentify staffing deficiencies and solutions as part of the overall strategic planning discussions.

The Executive Committee of the College consists of the Dean, Associate Deans, department chairs, and?Executive Assistant to the Dean?(ex officio). As noted in the College bylaws the Executive Committee, "shall coordinate and cause to be implemented all faculty, student, and staff activities required to fulfill the role and mission of the college." Executive Committee discussions typically focus on confidential personnel issues and early visioning on how best to fulfill College mission and goals.

The College Council is comprised of the Executive Committee as well as the Directors Alumni Relations and Professional Development, Experiential Education, Student Services, Assessment, and one elected faculty member from each academic department. The Council meets bi-monthly and advises the Dean on decisions that impact achievement of strategic directions. Discussions include review of the status of programs, committee reports, and concerns brought forward by faculty representatives. Over the past academic year, the Executive committee and College Council have focused, in part, on enhancement of relationships with practice partners and concurrent expansion of interprofessional education opportunities.

Instructional faculty members are distributed between the two departments. Departmental meetings are scheduled monthly. Issues addressed in the College Council meeting are often brought forward in department meetings and, conversely, issues from department meetings are brought to the attention of the College Council or Executive Committee. College budgeting remains a centralized process and, therefore, departmental strategic discussions focus on

optimizing achievement of College goals through departmental initiatives and hires. Alignment of departmental proposals with College mission and goals is monitored and assessed on an ongoing basis by the College Council and Executive Committee.

The Constitution and bylaws of the College were last updated December 2008, posted January 2009, and approved March 19, 2009. Revisions may be proposed by any member of the faculty. Final consideration and approval of any changes takes place at an all-faculty meeting.

College governance is integrated, supported by standing committees and specific purpose ad hoc committees, as needed. Committees are assembled to assure representation from different departments and campuses and, as appropriate, include staff, students, preceptors, alumni, and practitioners. Student representatives serve on Curriculum, Assessment and Diversity committees and assist with admissions interviews. Practitioners serve on the Admissions committee. All College committees are advisory to the Dean and faculty. Housekeeping items are implemented with concurrence of the Dean; substantive matters require approval by the faculty. Minutes or reports from College committees are maintained and summarized at quarterly all-faculty meetings. All-faculty meetings allow for updates and discussions of budget, committee reports and recommendations, and other relevant topics; as well as providing time for faculty development and social interaction.

Effective communication, internal and external, is a priority in the College. Internally, Dean Zabriskie has an open door policy and encourages transparency on all issues. Consistent communication between campuses continues to require purposeful efforts, but there is an excellent relationship between faculty members on both campuses and the faculty is remarkably collegial. Videoconference technology supports communications and collaborative work among faculty. Communication with students is maintained through an e-newsletter, the College website, and refereed class-specific listserves that student organizations and faculty may utilize. The Student Executive Council, with Drs. DeLander and McGregor as advisors, also serve as important conduits for student communications with faculty and administration.

Surveys suggest that stronger communications with preceptors and alumni would be desirable. The College has taken several steps to address this concern. E*Value, a curricular and experiential management software tool, was implemented in 2009 to facilitate more consistent communication with preceptors. The weekly College e-newsletter was recently changed to a new format allowing more targeted messaging to students, faculty and alumni. The College website also underwent a complete overhaul summer 2011. University Advancement helps assure College events and successes are communicated throughout the region. The position description for the Director of Alumni Relations and Professional Development was recently revised and Paige Clark, RPh, an alumna of the College, was hired to fill this position. Her responsibilities focus on creating maximal visibility of the College and exploring how to translate the successes at the College into professional growth opportunities for alumni and health care professionals.

Safeguards that guarantee operational consistency are addressed through the administrative and committee structure of the College. All members of the Executive committee are empowered to act on behalf of the Dean in their areas of responsibility and Dr. DeLander can

act in the Dean's stead on any issues requiring immediate attention. Student specific curricular concerns are handled on a case-by-case basis through a structured appeals process to the Academic and Professional Standards committee and outlined in the College Academic and Professional Standards.

The College relies on the University for systems maintenance and backup of critical data. Student records and other sensitive documents have central electronic secure file storage, are backed up nightly with six month retention, in addition to two daily snapshots of network files for easy restoration and recovery. Campus wide issues of immediate concern are communicated via an emergency notification network for which all faculty, staff and students can register.

Summary - Faculty governance of the College is driven by a robust and active committee structure. Recent changes in administrative and support structure, adjustments of position descriptions, and targeted hires provide a strong organizational structure to facilitate communications and implement College programs and initiatives.

?

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

8. Qualifications and Responsibilities of the Dean

The dean must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service. The dean must be the chief administrative and academic officer and have direct access to the university president or other university officials delegated with final responsibility for the college or school. The dean must unite and inspire administrators, faculty, staff, preceptors, and students toward achievement of the mission and goals. The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and notices of planning for substantive changes.

1. Documentation and Data

Supporting Documents

1. Synopsis of Curriculum Vitae of the Dean

Appendix	Title	File Name
Appendix 8.1.1	Synopsis of CV of Dean Mark Zabriskie	Zabriskie_TM_abbrev_CV.pdf

2. Desired qualifications and responsibilities of the Dean (from job description or position announcement)

Appendix	Title	File Name
Appendix 8.2.1	Desired Qualifications and Responsibilities of the Dean	Desired_attributes_of_Dean_from_PA.pdf

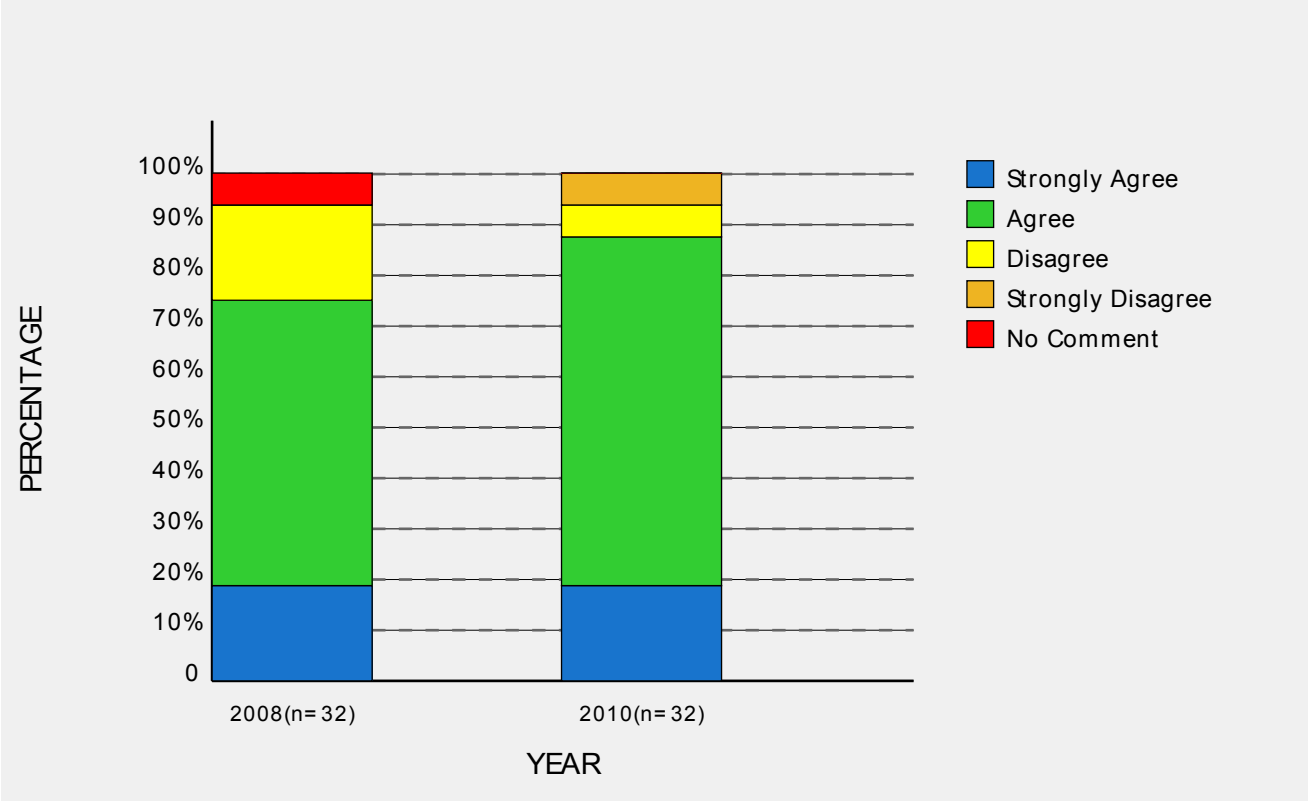
3. Other documentation or data that provides supporting evidence of compliance with the standard

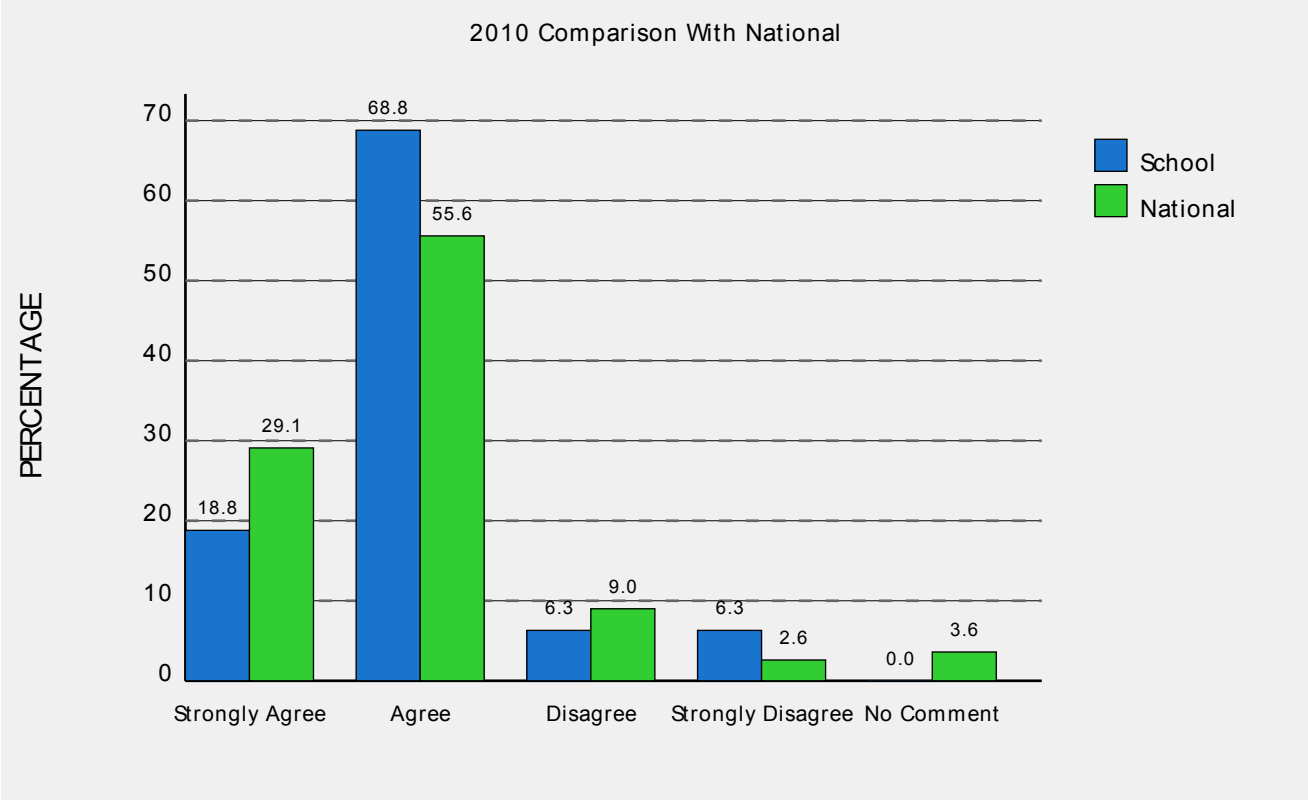
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Faculty Survey

Question 1. The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.




2010 Comparison With National
PERCENTAGE
70
60
50
40
30
20
10
0
68.8
55.6
29.1
18.8
9.0
6.3
6.3
2.6
0.0
3.6
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 1. The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	56.3%	18	18.8%	6	0.0%	0	6.3%	2	32	82.1%
2010	18.8%	6	68.8%	22	6.3%	2	6.3%	2	0.0%	0	32	82.1%
National	29.1%	797	55.6%	1522	9.0%	247	2.6%	71	3.6%	99	2736	69.1%

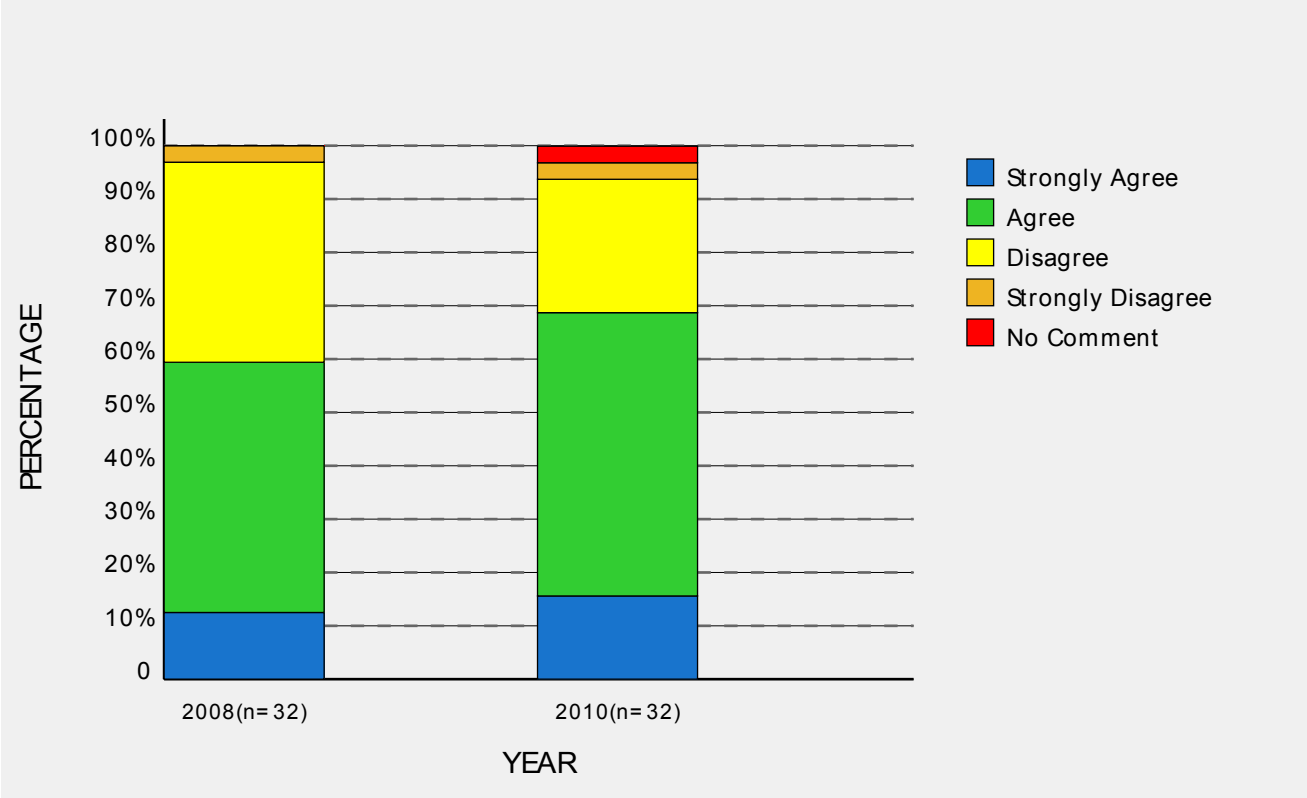
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

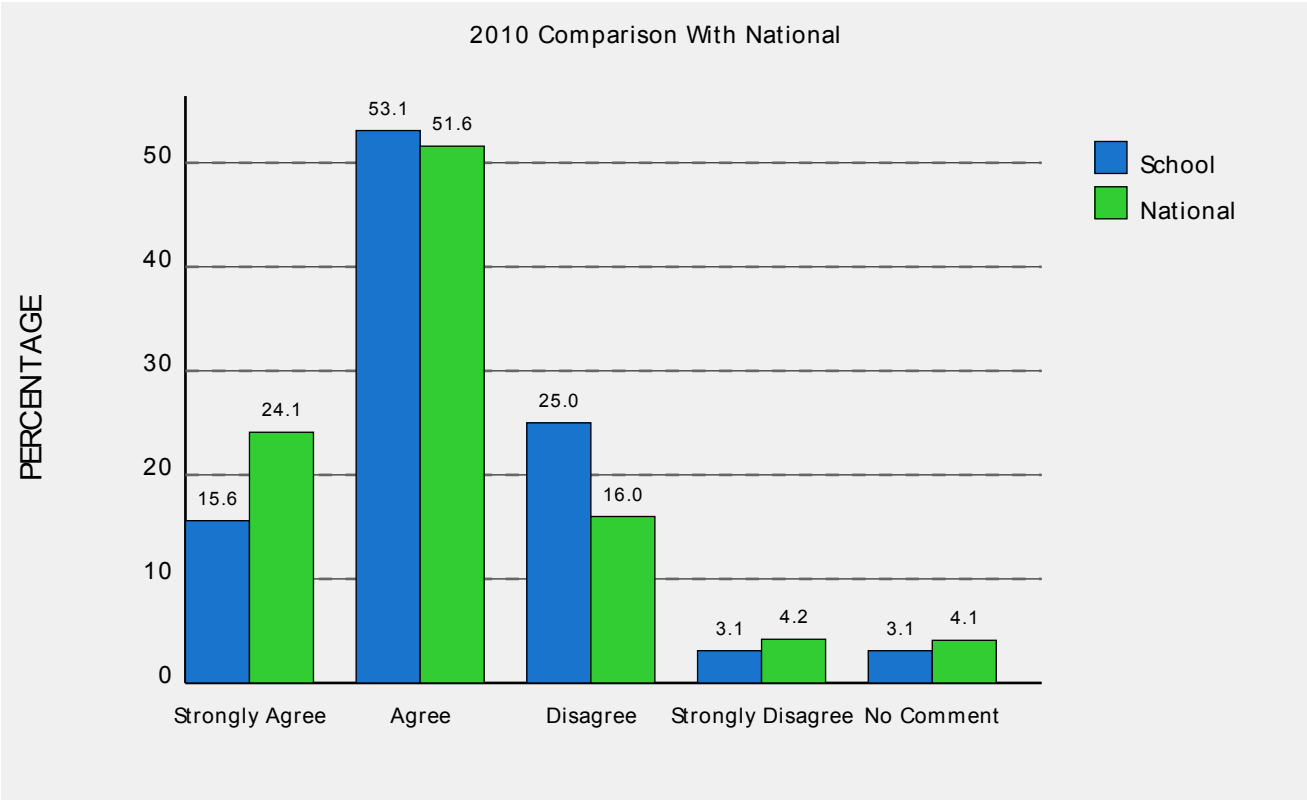
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 2. The college/school's administrators function as a unified team.





Question 2. The college/school's administrators function as a unified team.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	46.9%	15	37.5%	12	3.1%	1	0.0%	0	32	82.1%
2010	15.6%	5	53.1%	17	25.0%	8	3.1%	1	3.1%	1	32	82.1%
National	24.1%	659	51.6%	1412	16.0%	439	4.2%	115	4.1%	111	2736	69.1%

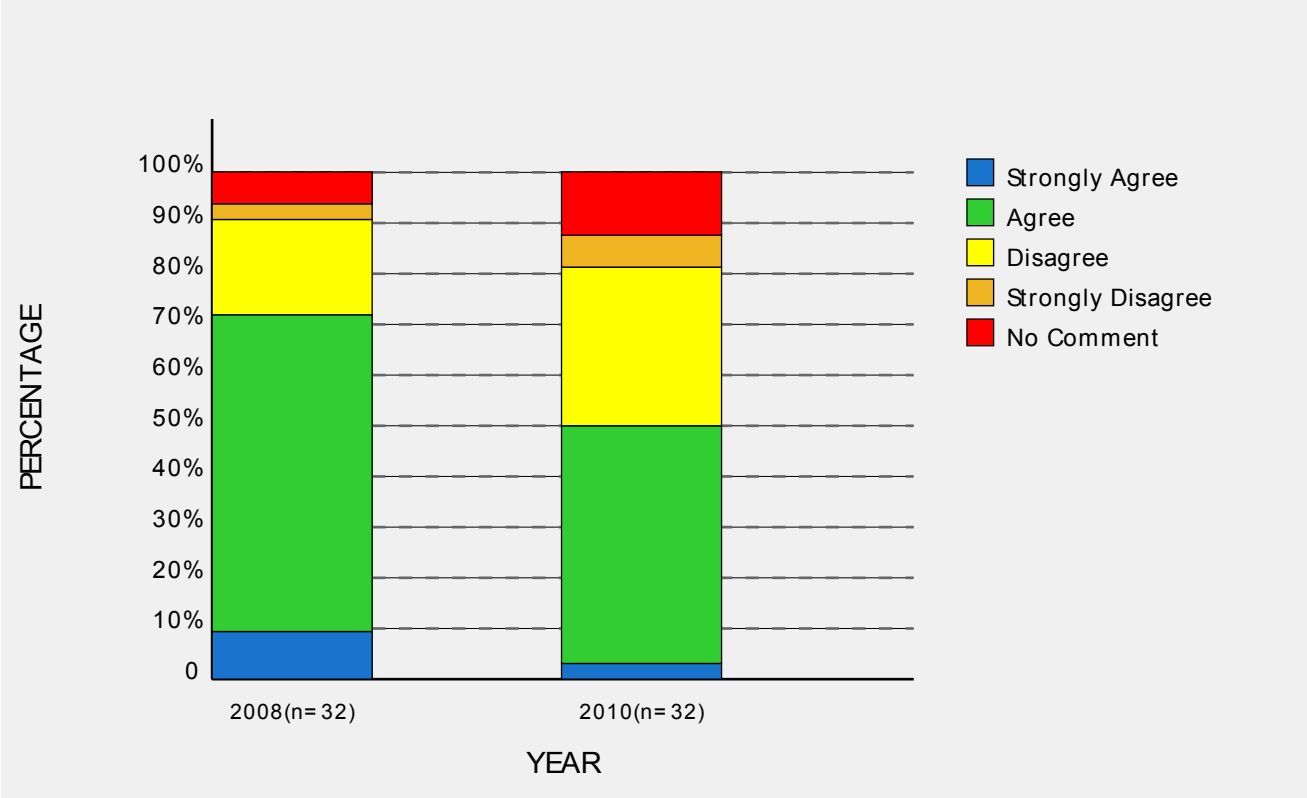
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

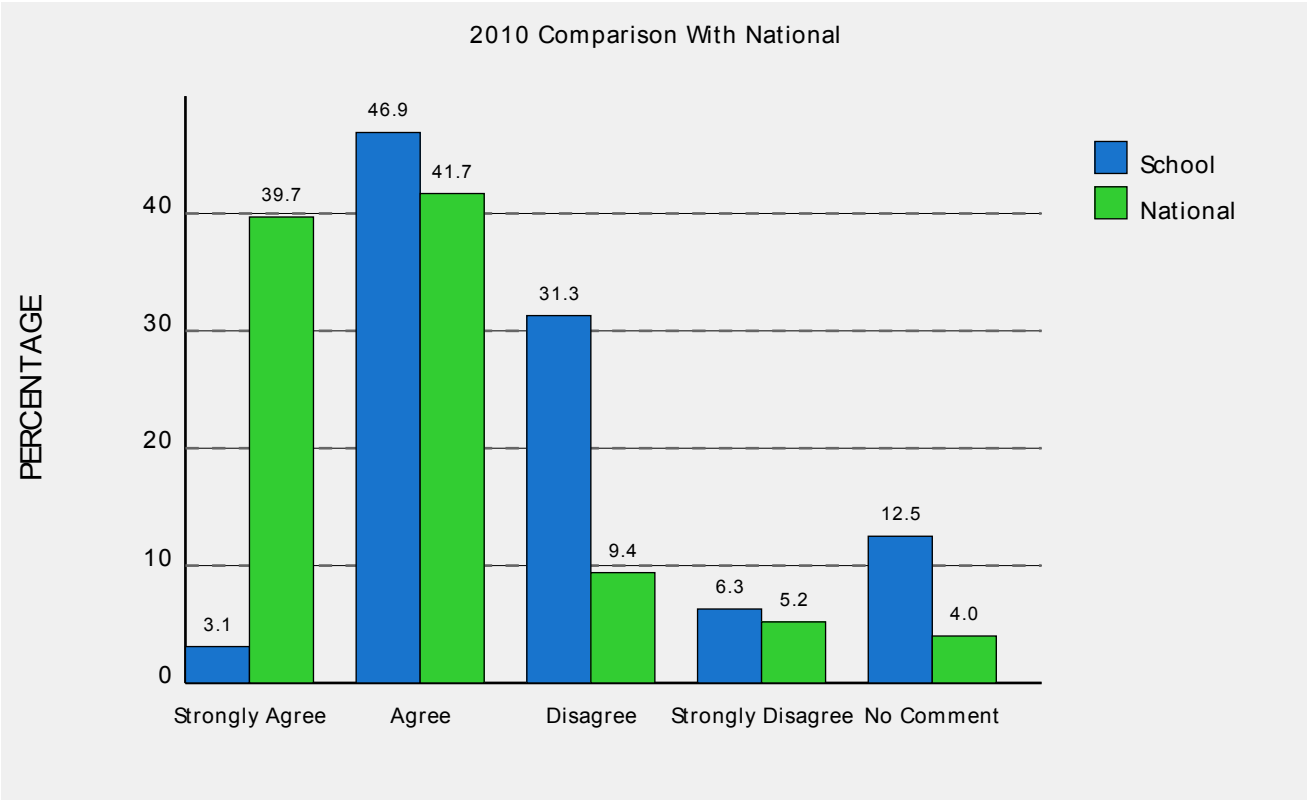
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 5. The Dean is an effective leader of the college/school.





Question 5. The Dean is an effective leader of the college/school.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	62.5%	20	18.8%	6	3.1%	1	6.3%	2	32	82.1%
2010	3.1%	1	46.9%	15	31.3%	10	6.3%	2	12.5%	4	32	82.1%
National	39.7%	1087	41.7%	1140	9.4%	256	5.2%	143	4.0%	110	2736	69.1%

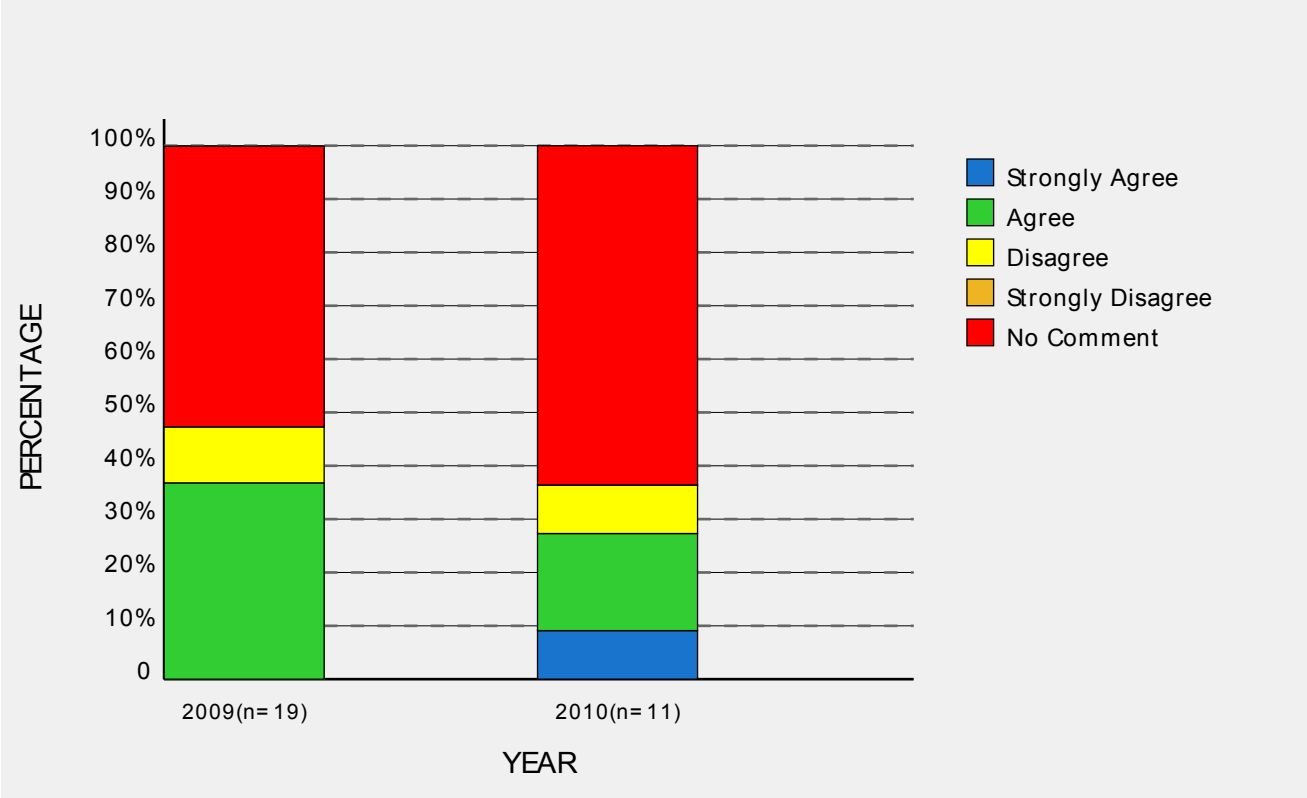
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

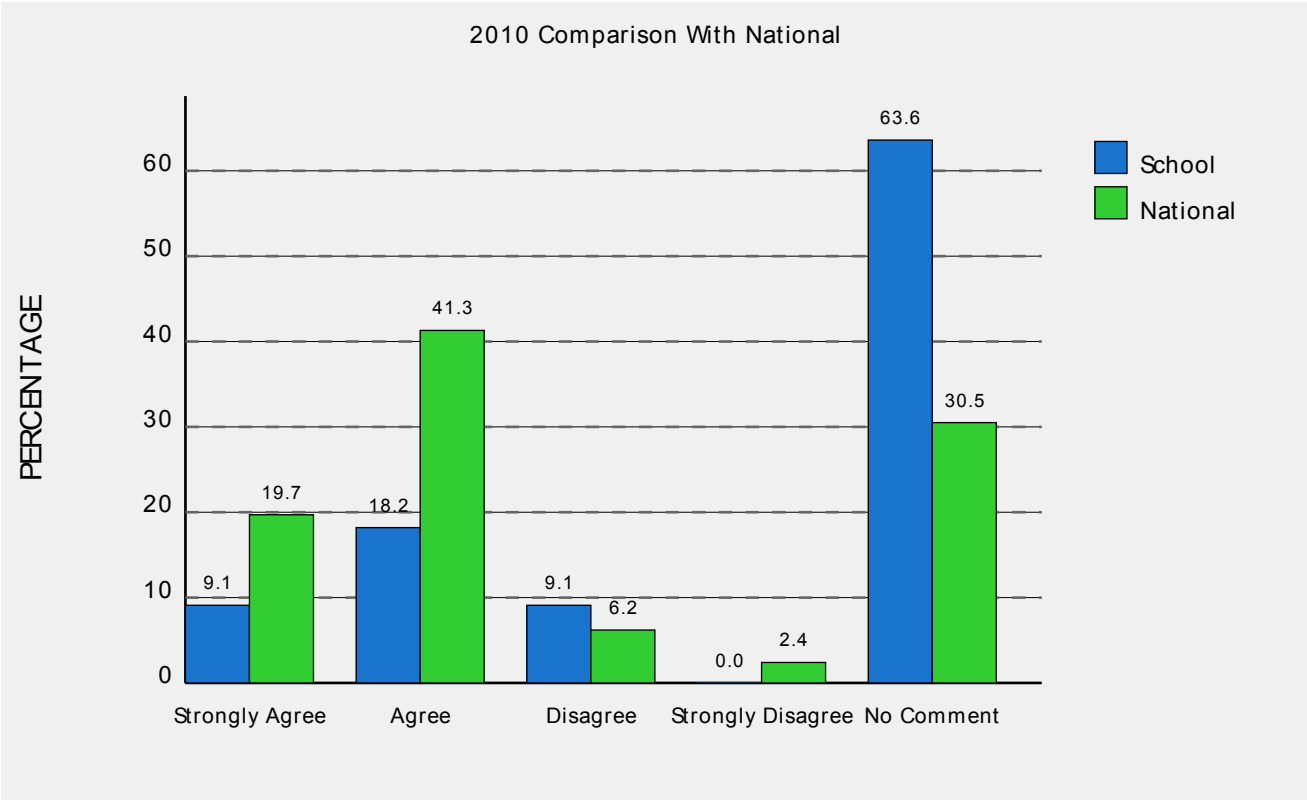
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The administrative structure of the College was readjusted effective fall of 2010, including the appointment of a new Dean. Results from the 2011 Faculty survey show significant improvement in almost all areas pertaining to administration and administrative support. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Alumni Survey

Question 15. The current Dean is providing leadership in pharmacy.





Question 15. The current Dean is providing leadership in pharmacy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	0.0%	0	36.8%	7	10.5%	2	0.0%	0	52.6%	10	19	29.7%
2010	9.1%	1	18.2%	2	9.1%	1	0.0%	0	63.6%	7	11	20.8%
National	19.7%	485	41.3%	1018	6.2%	152	2.4%	60	30.5%	751	2466	19.7%

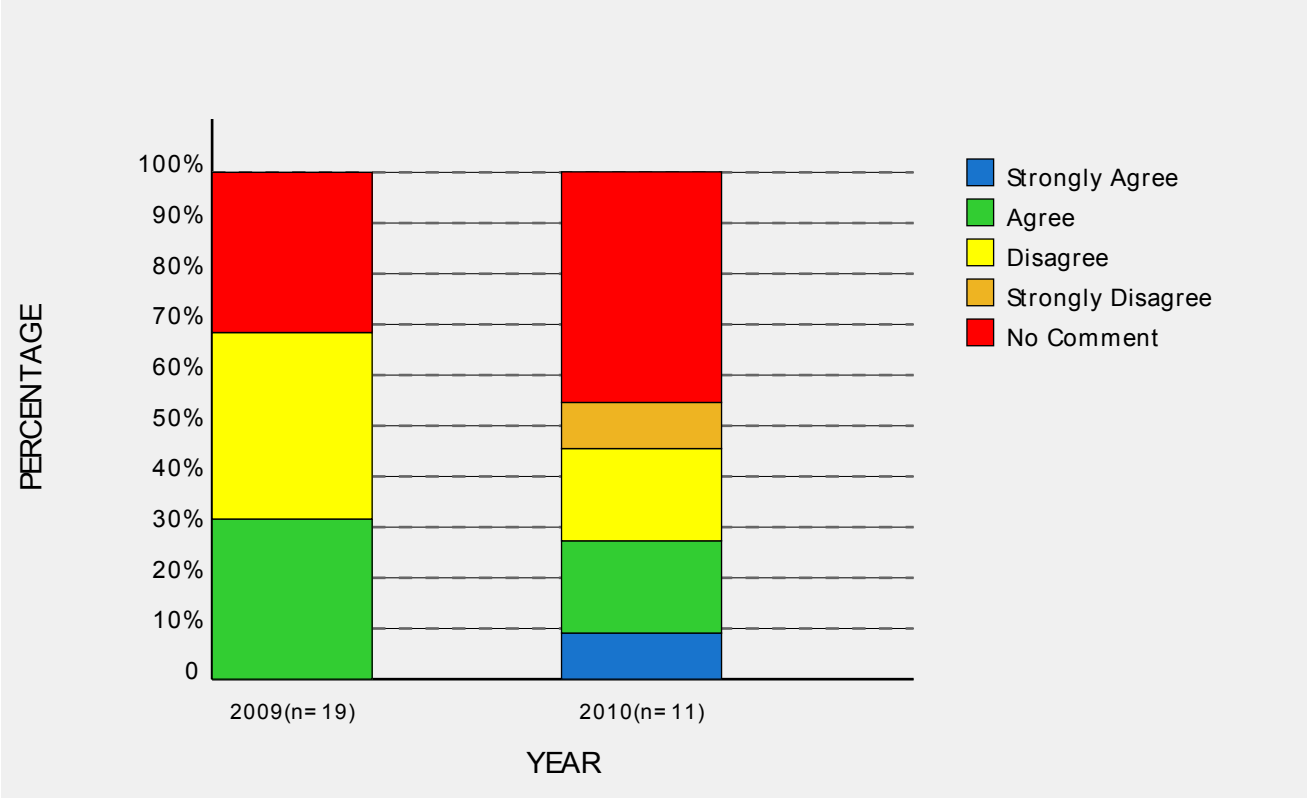
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

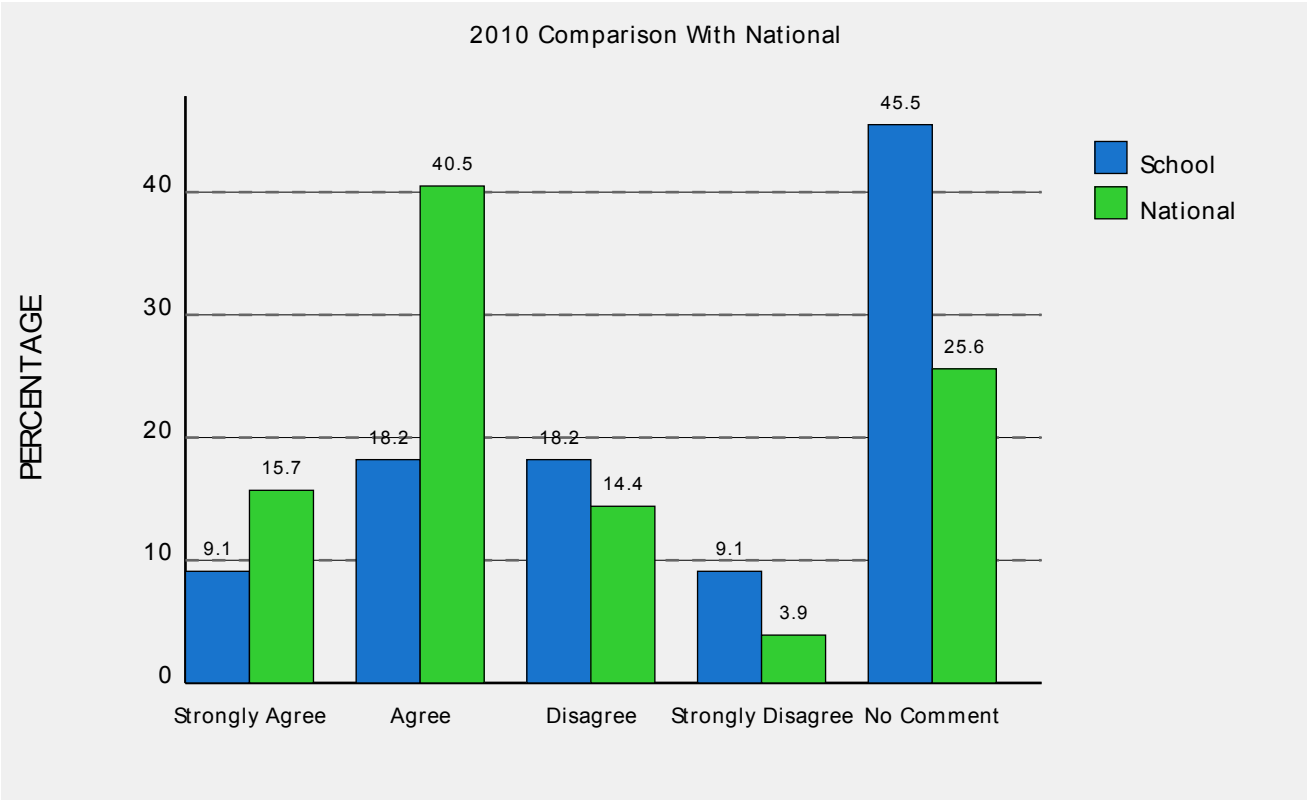
Program comments on this Data View:

The current Dean was not in place when this survey was conducted.

Alumni Survey

Question 16. The current Dean encourages alumni to stay involved.





Question 16. The current Dean encourages alumni to stay involved.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	0.0%	0	31.6%	6	36.8%	7	0.0%	0	31.6%	6	19	29.7%
2010	9.1%	1	18.2%	2	18.2%	2	9.1%	1	45.5%	5	11	20.8%
National	15.7%	386	40.5%	998	14.4%	356	3.9%	95	25.6%	631	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

The current Dean was not in place when this survey was conducted.

2. College or School's Self-Assessment

The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.	Satisfactory
The dean is the chief administrative and academic officer and has direct access to the university president or other university officials delegated with final responsibility for the college or school.	Satisfactory
The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve the mission and goals.	Satisfactory
The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and plans for substantive changes.	Satisfactory
The dean has the assistance and full support of the administrative leaders of the college or school's organizational units and adequate staff support. In instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the office of the dean are made to ensure effective administration of the affairs of the college or school.	Satisfactory
The dean is responsible for compliance with ACPE's accreditation standards, policies, and procedures. In the event that remedial action is required to bring the college or school into compliance, the dean takes the necessary steps to ensure compliance in a timely and efficient manner.	Satisfactory
The qualifications and characteristics of the dean relate well to those called for in the standards, i.e.: • a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems • a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy science and practice, in particular • publications in pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school • appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors • recognition for career accomplishments by pharmacy or other health profession educators, researchers, and practitioners • strong written and interpersonal communication skills • experience with and a commitment to systematic planning, assessment, and continuous programmatic improvement • a thorough understanding of and a commitment to teaching and student learning, including pedagogy • evidence of a commitment to the advancement of research and scholarship • the ability and willingness to provide assertive advocacy on behalf of the college or school to the university administration • the ability and willingness to provide assertive advocacy on behalf of the college or school and the profession of pharmacy in community, state, and national health care initiatives • a record of and willingness to continue active participation in the affairs of pharmacy's professional and scientific societies	Satisfactory

The dean has the authority and accepts ultimate responsibility for ensuring: • development, articulation, and implementation of the mission and goals • acceptance of the mission and goals by the stakeholders • development, implementation, evaluation, and enhancement of the educational, research, service, and pharmacy practice programs • collaborative efforts to develop, implement, evaluate, and enhance interprofessional education, practice, service, and research programs • development and progress of the strategic plan and the evaluation plan, including assessment of outcomes • recruitment, development, remuneration, and retention of competent faculty and staff • initiation, implementation, and management of programs for the recruitment and admission of qualified students • establishment and implementation of standards for academic performance and progression • resource acquisition and mission-based allocation • continuous enhancement of the visibility of the college or school on campus and to external stakeholders • the effective use of resources to meet the needs and mission of the college or school	Satisfactory
The dean has ensured that ACPE has been notified in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ How the dean provides leadership for the college or school and program and how the qualifications and characteristics of the dean support the achievement of the mission and goals
☑ The authority and responsibility of the dean to ensure all expectations of the standard and guidelines are achieved
☑ How the dean interacts with and is supported by the other administrative leaders in the college or school
☑ How the dean is providing leadership to the academy at large, and advancing the pharmacy education enterprise on local, regional, and national levels.
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
Dr. Mark Zabriskie was appointed Dean of the College of Pharmacy September 1, 2010 and is well qualified to provide leadership in a College of Pharmacy, for which professional and graduate education, scholarship and service to the community are central tenets. Dean Zabriskie has direct access to the University President, Provost and Executive Vice President, in addition to all other areas within the University administration. He has developed and continues to maintain strong working relationships with the other Deans in the Division of Health Sciences, a division created in November 2009 as result of University's strategic alignment plan.

Dean Zabriskie comes to the post as a highly respected colleague with more than 20 years of experience in the academic sector. Both his graduate work and entire career as a faculty member have been in Colleges of Pharmacy. He successfully earned tenure and was promoted to full professor while at Oregon State University. He has managed a complex research enterprise resulting in a strong record of extramural funding and over 40 peer-reviewed publications, primarily in the area of natural products and drug discovery. He has represented the University on the Scientific Advisory Board for the Oregon Translational Research and Drug Discovery Institute (OTRADI) and served as a manuscript and grant reviewer for several different programs and committees. His current memberships include the American Chemical Society, American Association for the Advancement of Science, American Society of Pharmacognosy, American Association of Colleges of Pharmacy, and Rho Chi Honor Society.

Dean Zabriskie's length of service in the College of Pharmacy at OSU, coupled with his collaborative research efforts across the University, has provided him with a unique understanding of the mission of a land grant university and the role of the College of Pharmacy within that mission. Similarly, as a senior faculty member in the College, he has participated in and developed a strong perspective for the entirety of the College mission. He has been an active educator in both the professional and graduate programs, in addition to providing

educational presentations for pharmacists. He served on the Academic and Professional Standards committee for the professional program and led the Graduate Studies committee for several years. Before accepting the appointment as Dean, he served as Chair of the Promotion and Tenure committee and successfully shepherded our initial candidate in a clinical track appointment through promotion.

Dean Zabriskie demonstrated leadership and a strong advocacy for the College in negotiating his initial appointment as Dean. The University provided the College a positive budget allocation, approval for selected additions to faculty and staff, and expanded facilities. Since assuming his post, he has been successful in increasing visibility and interactions with colleagues at OHSU, including monitoring the development of new facilities and increased accessibility to OHSU hospitals and clinics. Dean Zabriskie has also been thoughtful in re-structuring positions and responsibilities for the College personnel to ensure effective leadership and management, with a commitment to systematic planning and assessment that will provide a foundation for continuous programmatic improvement. These include restructuring of the role of Executive Associate Dean, the Associate Dean for Research, and the Director of Alumni Relations and Professional Development (see Standard 7). Faculty perceptions, as reflected in the 2011 AACP survey (Q1, 2, 5), suggest that Dean Zabriskie has moved quickly to assume leadership of the College and established an effective, unified leadership team.

Dean Zabriskie has readily embraced a responsibility to enhance the value that alumni and other stakeholders find in the College. He has worked closely with the Development Officer, Director of Alumni Relations and Professional Development, and Director of Experiential Education in pursuing an active schedule that includes frequent interactions outside the University with alumni and stakeholders. He has attended a wide array of local, regional and national professional meetings. He has proven to be an effective communicator who engages alumni in the mission and vision of the College. Dean Zabriskie, with the Executive committee, recently initiated a new strategic planning process, utilizing the breadth of experiences found in our students, faculty, alumni, and stakeholders.

Quality improvement – Dean Zabriskie has adjusted and clarified position descriptions within the Executive committee to reflect revised administrative roles and structure. Faculty perceptions of the support, responsiveness and consistency of leadership provided by the administrative team, under the revised structure, have been very positive.

Summary- Dean Zabriskie is well qualified for the leadership and advocacy required to increase the national prominence of professional and research programs. He has had significant positive impact on the allocation of additional resources for the College as he assumed his position and has effectively assumed leadership of the College.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

9. The Goal of the Curriculum

The college or school's professional degree program curriculum must prepare graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfy the educational requirements for licensure as a pharmacist, and meet the requirements of the university for the degree.

The curriculum must develop in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession. Graduates must be able to identify and implement needed changes in pharmacy practice and health care delivery.

1. Documentation and Data

Supporting Documents

1. List of the professional competencies and outcome expectations for the professional program in pharmacy (SAME DOCUMENT FOR STANDARDS 9 AND 12)

Appendix	Title	File Name
Appendix 9.1.1	Curricular Goals and Competencies	Curricular_Goals_and_Competencies.pdf

2. An overview of the curriculum and degree requirements

Appendix	Title	File Name
Appendix 9.2.1	Degree Requirements for Progression	Stnd_9_Degree_requirementsx.pdf
Appendix 9.2.2	PharmD Curriculum 2011-2012	PharmDCurriculum_2011-2012x.pdf

3. Performance of graduates (passing rates of first-time candidates on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years broken down by campus/branch/pathway (only required for multi-campus and/or multi-pathway programs)

Appendix	Title	File Name
Appendix 9.3.1	No Branch Campuses	Performance_of_Graduates_on_NAPLEX_by_

4. Performance of graduates (passing rate of first-time candidates) on Multistate Pharmacy Jurisprudence Examination# (MPJE®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 9.4.1	MPJE Five Year Report	MPJE_FiveYearReport OSU.pdf

5. Performance of graduates (passing rate of first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 9.5.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

6. Performance of graduates (Competency Area 1 scores for first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 9.6.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

7. Performance of graduates (Competency Area 2 scores for first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 9.7.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

8. Performance of graduates (Competency Area 3 scores for first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 9.8.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

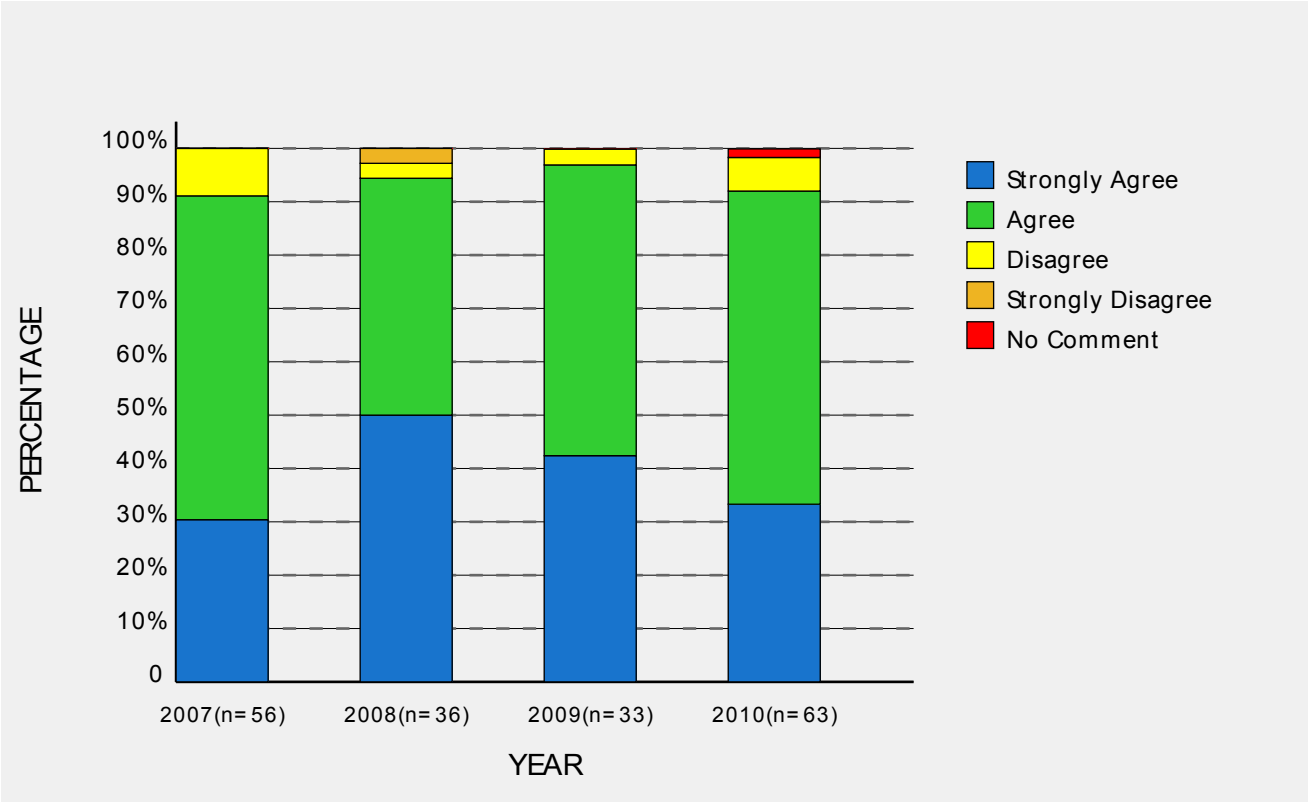
9. Other documentation or data that provides supporting evidence of compliance with the standard

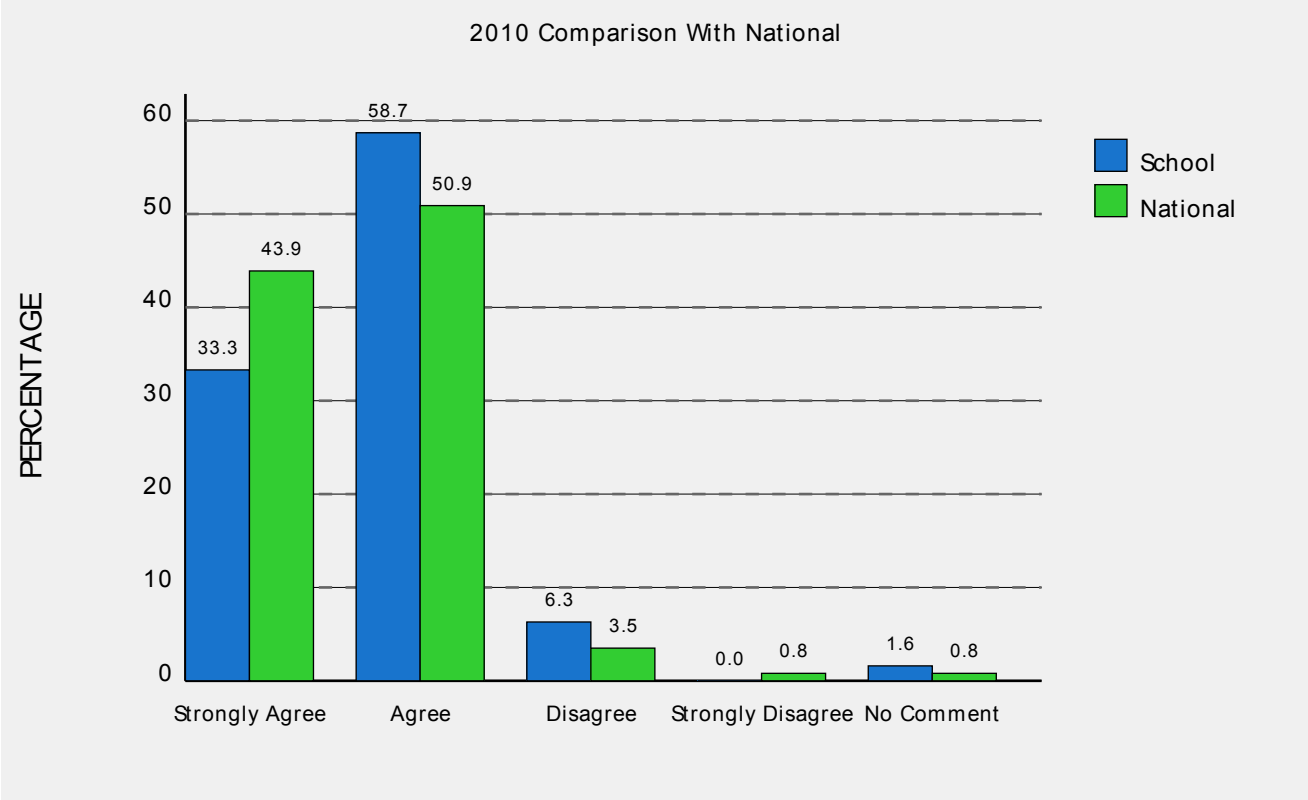
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 36. The program included opportunities to develop professional attitudes, ethics and behaviors.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
58.7
50.9
43.9
33.3
6.3
3.5
0.0
0.8
1.6
0.8
School
National
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment

Question 36. The program included opportunities to develop professional attitudes, ethics and behaviors.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	60.7%	34	8.9%	5	0.0%	0	0.0%	0	56	68.3%
2008	50.0%	18	44.4%	16	2.8%	1	2.8%	1	0.0%	0	36	52.2%
2009	42.4%	14	54.5%	18	3.0%	1	0.0%	0	0.0%	0	33	39.3%
2010	33.3%	21	58.7%	37	6.3%	4	0.0%	0	1.6%	1	63	75.0%
National	43.9%	3372	50.9%	3909	3.5%	269	0.8%	62	0.8%	63	7675	71.2%

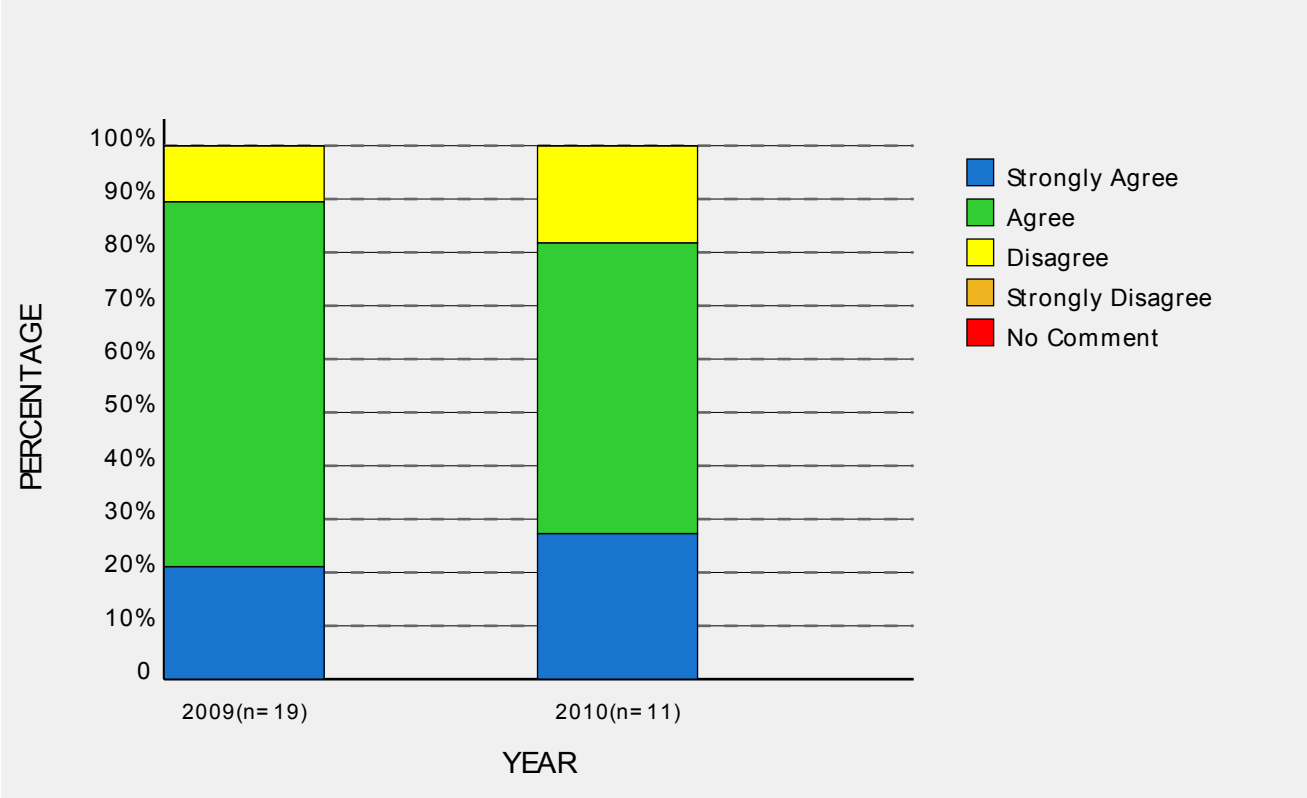
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

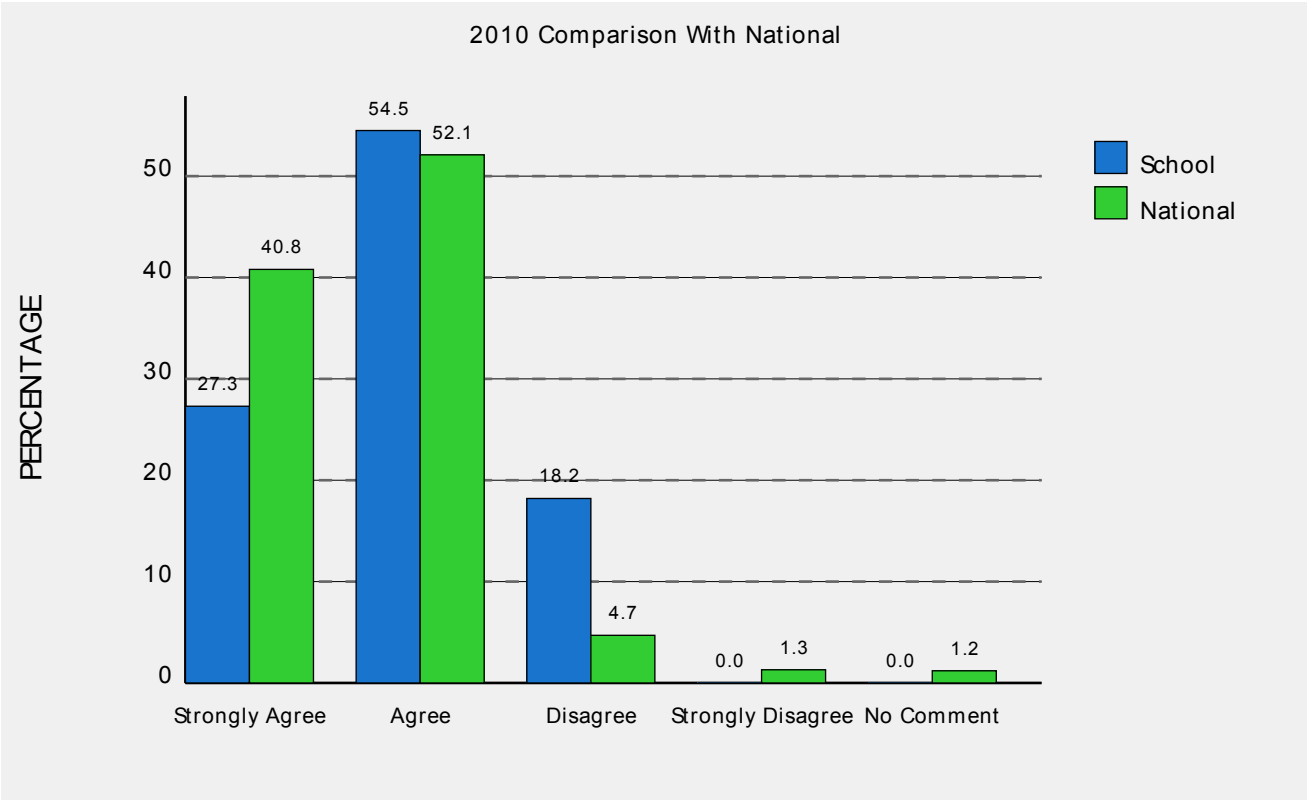
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Alumni Survey

Question 20. When I was a student I knew what the program outcomes were.





Question 20. When I was a student I knew what the program outcomes were.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	68.4%	13	10.5%	2	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	54.5%	6	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	40.8%	1005	52.1%	1284	4.7%	115	1.3%	32	1.2%	30	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

The curriculum prepares graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfies the educational requirements for licensure as a pharmacist, and meets the requirements of the university for the degree.	Satisfactory
The curriculum develops in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession.	Satisfactory
The curriculum fosters the development of students as leaders and agents of change. The curriculum helps students embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery	Satisfactory
In developing knowledge, skills, attitudes, and values in students, the college or school ensures that the curriculum fosters the development of professional judgment and a commitment to uphold ethical standards and abide by practice regulations.	Satisfactory
The college or school ensures that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team.	Satisfactory
Curricular content, instructional processes, course delivery, and experiential education are documented, aligned, and integrated where appropriate.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of the college or school's curricular philosophy
☑ A description of how the curriculum fosters the development of students as leaders and agents of change and helps students to embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
OSU College of Pharmacy encapsulates its curricular philosophy in the *Statement of Vision for Curricular Development* (See required documents – Professional Competencies and Outcomes), developed by the faculty and used by the Curriculum committee and faculty as a whole to guide curricular evolution and continuous quality improvement of content and delivery. Our vision preceded and anticipated an increasing emphasis on the role of pharmacists in assuming responsibility for patient outcomes as an essential part of the interprofessional health care team. It is mirrored by the JCPP Future Vision of Pharmacy Practice 2015, found in Appendix A of the 2011 ACPE Standards and Guidelines.

Specifically, our vision for pharmacy education is:

...to provide leaders in pharmacy who are prepared to assume responsibility for patient medication outcomes. The faculty's responsibility is to integrate a core of knowledge with its appropriate application to patient care. Students will share the responsibility for attaining desired curricular outcomes and will be expected to assume an active role in their education with faculty guidance.

Curricular goals and competencies (see required documents) define knowledge, skills, attitudes, and values required for pharmacists to design, monitor, and optimize medication therapy and wellness across the broad range of pharmacy practice settings. The overall curriculum is comprehensive and provides for both horizontal and vertical integration of knowledge, skills, attitudes, and values. Clear progression standards exist to ensure that each student progresses through the curriculum in a manner that allows them to progressively and rationally expand their abilities and expertise (see required documents: Overview of Curriculum and Degree Requirements). Faculty are able to discuss the goals and philosophy of the curriculum, and are significantly more strongly in agreement than our peer institutions with the statements that: the organization of our curriculum is clear, curricular collaboration is encouraged, and they understand the “fit" of their content into the overall curriculum (Q42-45: Faculty survey).

The curriculum satisfies requirements for licensure as a pharmacist and meets University degree requirements. Further, students excel on the NAPLEX exam, frequently passing the

NAPLEX at a higher rate than the national average, and with higher average scores. When broken down by areas, OSU students compare favorably with the national average in area 1, Assess Pharmacotherapy to Assure Safe and Effective Therapeutic Outcomes. In area 2, Assess Safe and Accurate Preparation and Dispensing of Medications, students were less consistent, but still compared well to peers overall. Area 3, Assess, Recommend and Provide Health Care Information that Promotes Public Health is an area for which the faculty intentionally designed increased strength when the Pharm.D. program was developed and students tended to perform above their peers (see required documentation).

Graduates develop knowledge that meets or exceeds the criteria of good science; professional skills, attitudes and values; and the ability to integrate and apply learning to both the current practice of pharmacy and advancement of the profession. Surveys validate this observation with less than 10% of our preceptors disagreeing with the statements that: the curriculum prepares students to assume responsibility for their own learning, develop and use patient-specific pharmacy care plans, and develop disease management programs (Q23, 25, 26, 27: Preceptor survey).

A strong foundation in the biomedical and pharmaceutical sciences is emphasized to support clinical sciences, comprehensive experiential education, and to prepare graduates to take responsibility for medication outcomes. The large majority of students across all professional years consistently agree with the statement that our curriculum establishes “a comprehensive foundation in the pharmaceutical sciences" (see Standard 3-appendix 3.3.1: Assessment report 2011, page 6). The ability to demonstrate these foundational strengths was critical in negotiations completed in 2010–11 that allow interested Pharm.D. students to co-enroll in graduate level programs. Experiential education has also been significantly revised since the 2005 accreditation visit with a focus on a diversity of experiences and progressive rigor (see Standard 14).

Interplay between Curriculum and Assessment standing committees ensure that curricular content, instructional processes, course delivery, and experiential education are documented, aligned and integrated to clearly define desired curricular outcomes. Alumni have expressed concern regarding their awareness of programmatic outcomes (Q20: Alumni survey). To address this concern, curricular goals and outcomes are currently included in the Student Handbook, and general assessment of curricular goals is addressed in annual student Learning Environment surveys.

Students are expected to self-examine and cultivate professional values and ethics that will allow them to be agents of change. The curriculum fosters development of professional judgment, a commitment to uphold ethical standards, and life-long learning. The P1 professional practice symposium is designed to immediately acquaint pharmacists-in-training to ethical issues, attention to patient safety, cultural competence, patient privacy and professional behavior. Elsewhere in the curriculum, issues of ethics, professionalism and cultural competency are incorporated into student orientation, case studies, pharmacy practice labs, class discussions, elective courses, and close-out practical exams. P3 orientation also further advances student understanding of the expectations for behavior and professionalism specific

to medical centers. Each P4 student is required to complete an experiential rotation at a rural or underserved community site, and professionalism and ethical judgment is formally evaluated as an outcome for each component of experiential learning. Finally, these values are modeled by faculty and preceptors in daily interactions with students, participation in outreach events, IPPE, and APPE.

In addition to curricular emphasis, the College actively supports a robust program of extracurricular professional development opportunities. Multiple opportunities exist for development of professional expertise, leadership skills and exposure to contemporary issues in advancement of the pharmacy profession and pharmacy's role in health care delivery. As described in Standard 23, more than 50 students are engaged in leadership as elected officers or committee chairs in professional organizations. The College is also in final discussions with a key preceptor to develop an elective course for P3 students specifically focused on development of leadership skills. Graduating students overwhelmingly agreed that the program "included opportunities to develop professional attitudes, ethics and behaviors" comparing favorably with the national average (Q36: Student survey). Preceptors verify this assertion with less than 2% disagreeing with the statement that the program prepares students to maintain professional competence, and less than 3% disagreeing with the statement that our students know how to apply state and federal laws and regulations (Q34,35: Preceptor survey). The vast majority of students agree with the statement that the curriculum cultivates "professional ethics and values" (see Standard 3-appendix 3.3.1: Assessment report 2011, page 6).

Notable achievement – The College has maintained a long history of educating professionals with unique strengths in the sciences that provide a foundation for excellence in patient care, management of health systems, and disease prevention. The curricular vision has served as a steady guide for faculty and students alike throughout the concurrent evolution of professional practice and education.

Summary - Curricular vision is well defined. The curriculum is designed to provide a comprehensive educational experience with the depth and breadth required to allow graduates to enter practice in any practice setting. Knowledge, skills, attitudes and values are included in the professional program to ensure that students can integrate knowledge and skills, and work effectively as a key member of an interprofessional team and with a diverse patient population. Varied opportunities to practice application throughout the curriculum, coupled with extracurricular opportunities for outreach and leadership, foster the skills, culture and expectation that students will be change agents within the profession.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

10. Curricular Development, Delivery, and Improvement.

The college or school's faculty must be responsible for the development, organization, delivery, and improvement of the curriculum. The curriculum must define the expected outcomes and be developed, with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments. All curricular pathways must have both required and elective courses and experiences and must effectively facilitate student development and achievement of the professional competencies.

The curriculum for the professional portion of the degree program must be a minimum of four academic years or the equivalent number of hours or credits. The curriculum must include didactic course work to provide the desired scientific foundation, introductory pharmacy practice experiences (not less than 5% of the curricular length) and advanced pharmacy practice experiences (not less than 25% of the curricular length).

1. Documentation and Data

Supporting Documents

1. A list of the members of the Curriculum Committee (or equivalent) with details of their position/affiliation to the college or school

Appendix	Title	File Name
Appendix 10.1.1	Curriculum Committee Members	Curriculum_Comm_Membershipx.pdf

2. A list of the charges or assignments and major accomplishments of the Curriculum Committee in the last academic year

Appendix	Title	File Name
Appendix 10.2.1	Curriculum Committee Charge/ Accomplishments	Curriculum_Comm_Chargex.pdf

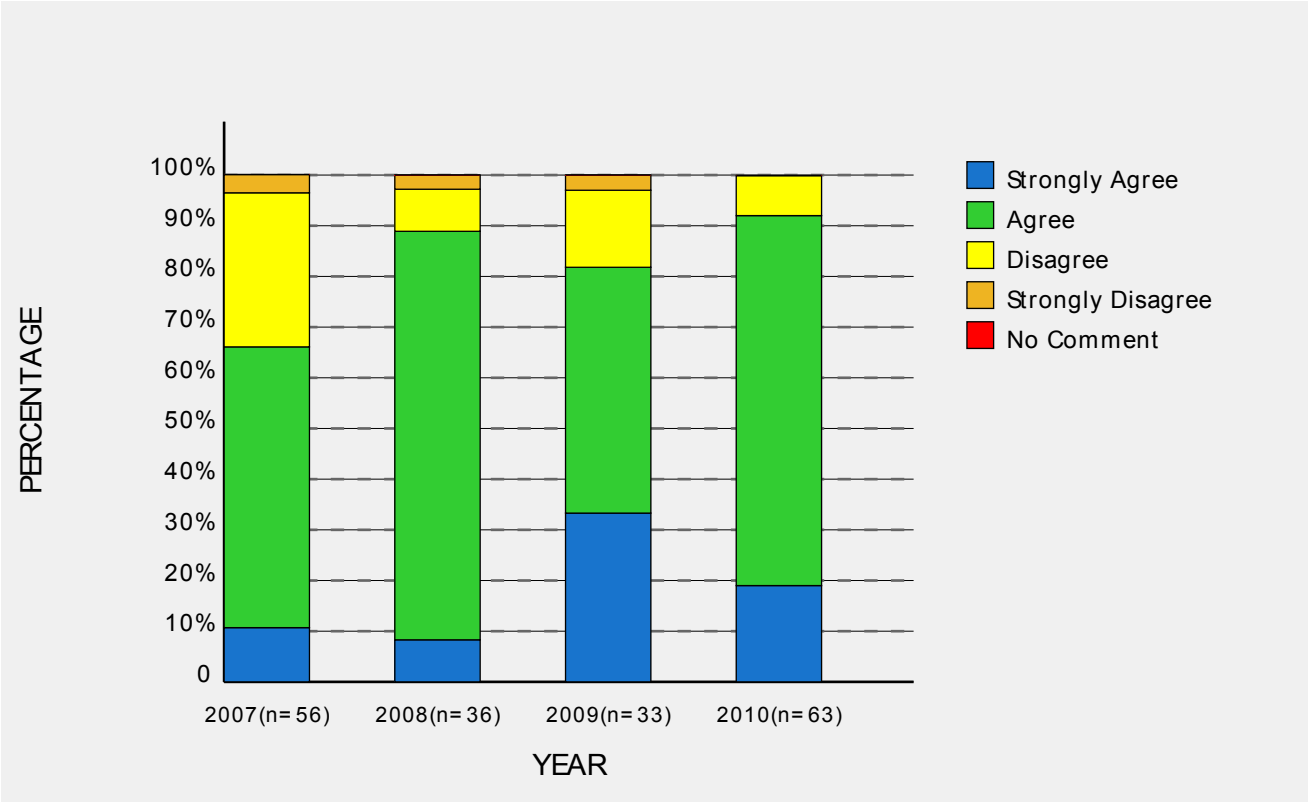
3. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include a curricular overview, the college or school's curricular map, and data that link teaching-and-learning methods with curricular outcomes.

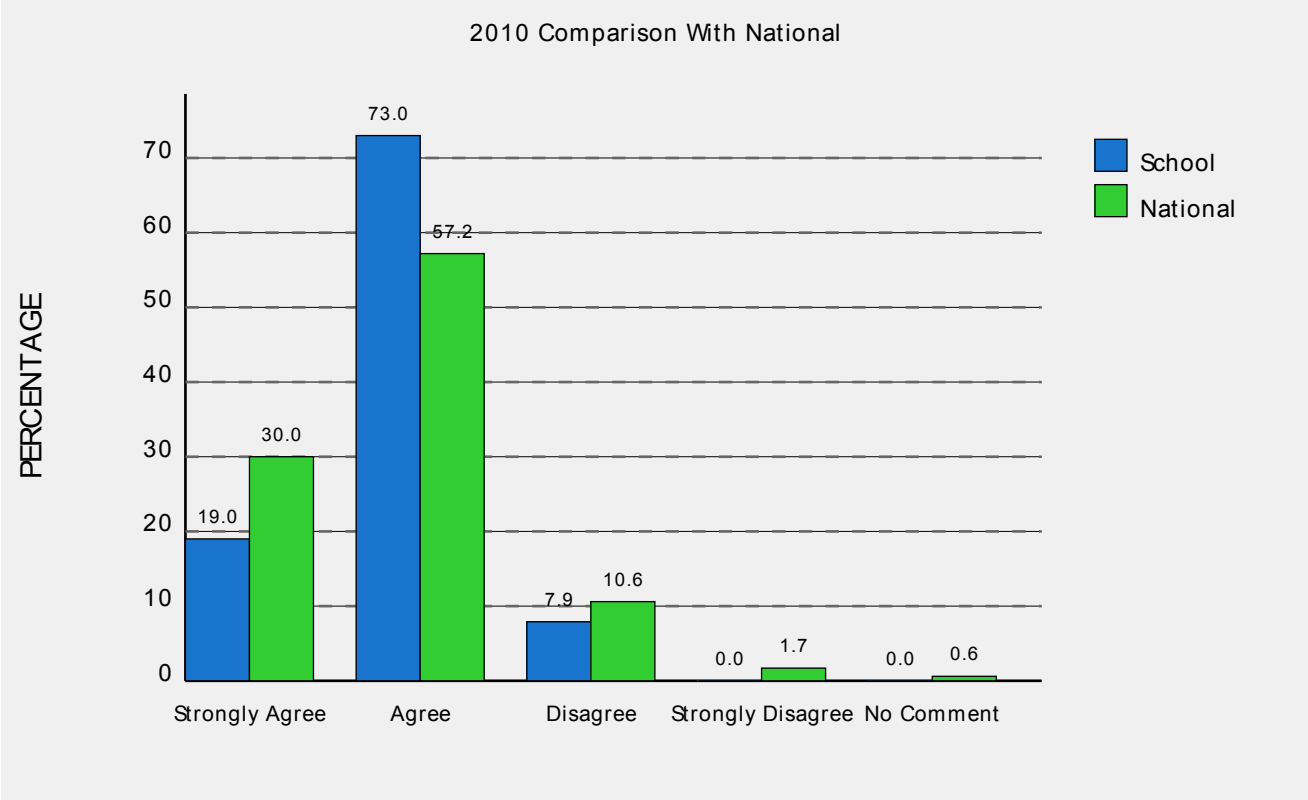
Appendix	Title	File Name
Appendix 10.3.1	Distance Lecture Assessment	Distance_Lecture_follow_to_2010_IR_Action_I
Appendix 10.3.2	Five Year History of Curricular Evolution	Curricular_History_-_5_yrx.pdf
Appendix 10.3.3	Approved Elective List	Approved_PharmD_Electives_August_2011x.p

Data Views and Standardized Tables

Graduating Student Survey

Question 30. The sequence of courses was appropriate to build my knowledge and skills.




2010 Comparison With National
PERCENTAGE
0
10
20
30
40
50
60
70
19.0
30.0
73.0
57.2
7.9
10.6
0.0
1.7
0.0
0.6
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 30. The sequence of courses was appropriate to build my knowledge and skills.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	10.7%	6	55.4%	31	30.4%	17	3.6%	2	0.0%	0	56	68.3%
2008	8.3%	3	80.6%	29	8.3%	3	2.8%	1	0.0%	0	36	52.2%
2009	33.3%	11	48.5%	16	15.2%	5	3.0%	1	0.0%	0	33	39.3%
2010	19.0%	12	73.0%	46	7.9%	5	0.0%	0	0.0%	0	63	75.0%
National	30.0%	2302	57.2%	4390	10.6%	811	1.7%	129	0.6%	43	7675	71.2%

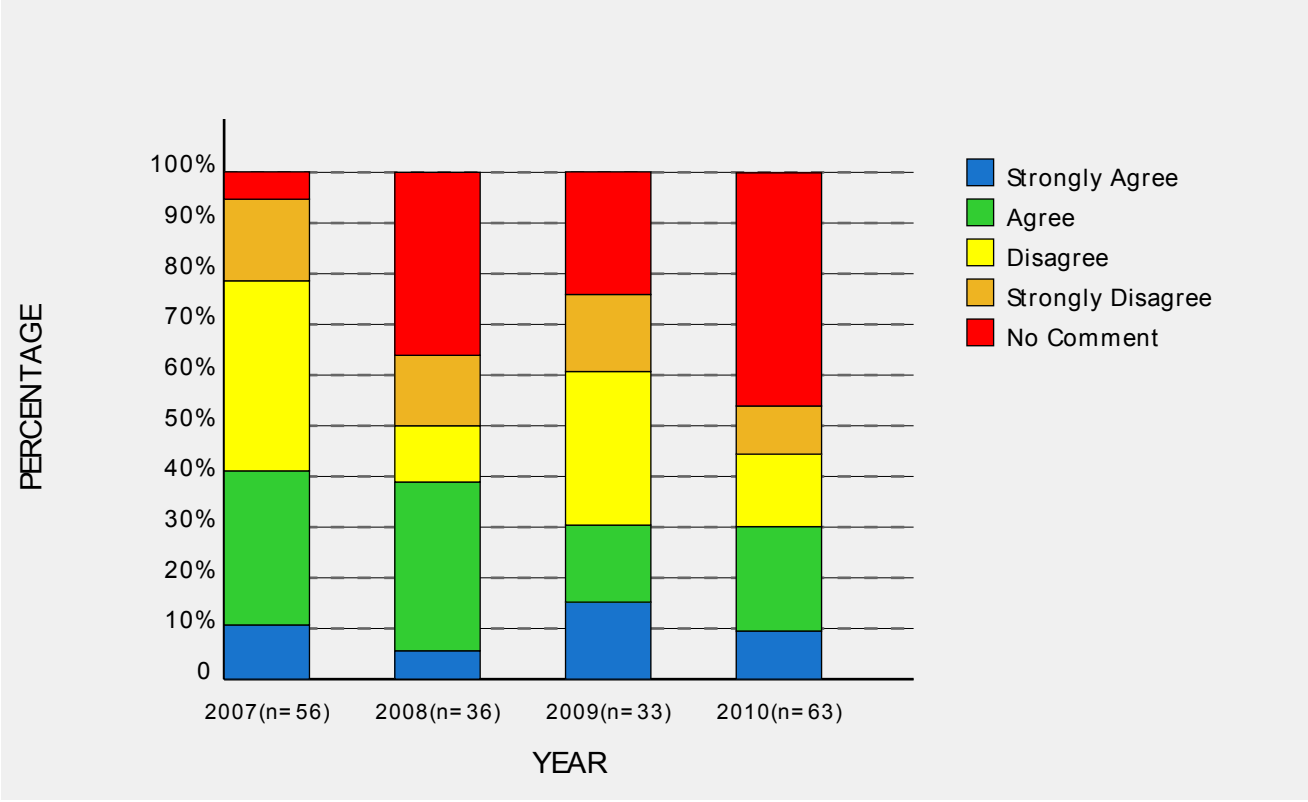
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

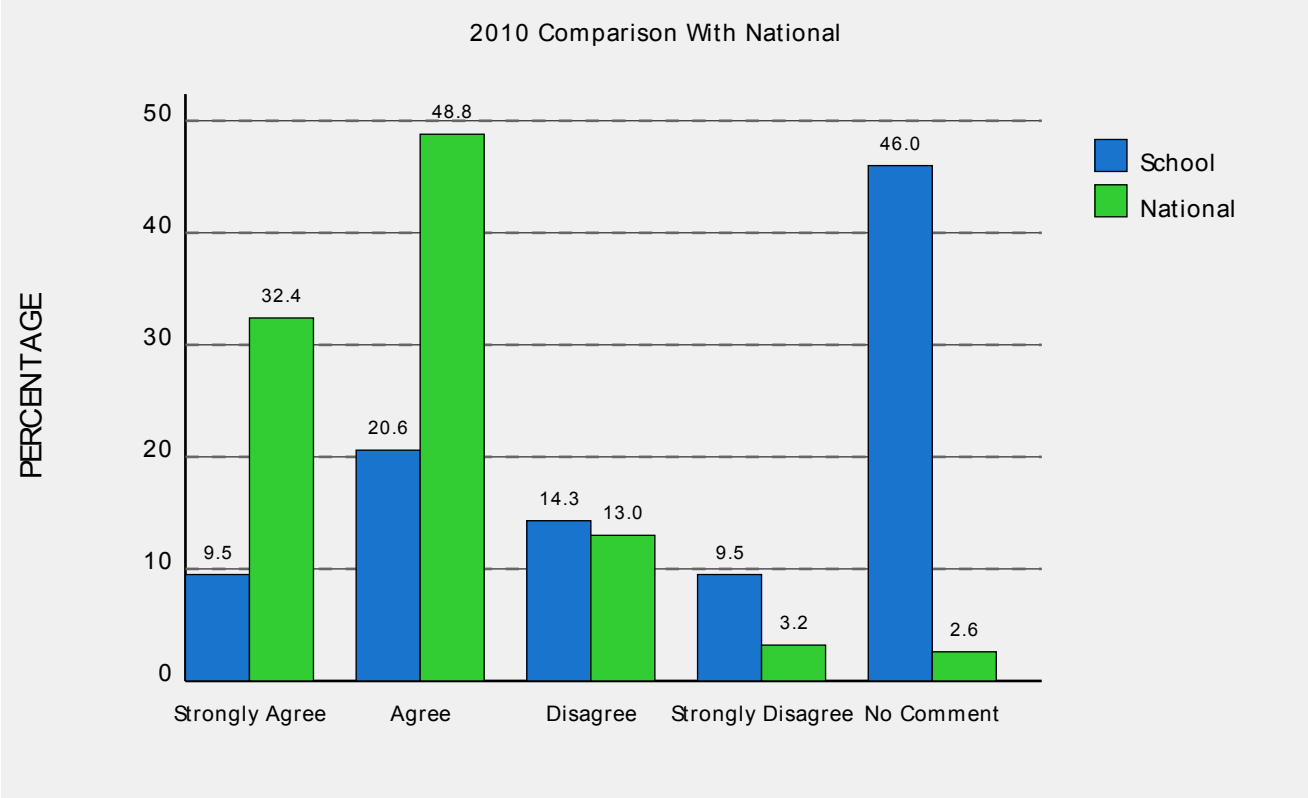
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 9.2% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 34. Pharmacy-related elective courses met my needs as a Pharm.D. student.





Question 34. Pharmacy-related elective courses met my needs as a Pharm.D. student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	10.7%	6	30.4%	17	37.5%	21	16.1%	9	5.4%	3	56	68.3%
2008	5.6%	2	33.3%	12	11.1%	4	13.9%	5	36.1%	13	36	52.2%
2009	15.2%	5	15.2%	5	30.3%	10	15.2%	5	24.2%	8	33	39.3%
2010	9.5%	6	20.6%	13	14.3%	9	9.5%	6	46.0%	29	63	75.0%
National	32.4%	2485	48.8%	3743	13.0%	1001	3.2%	249	2.6%	197	7675	71.2%

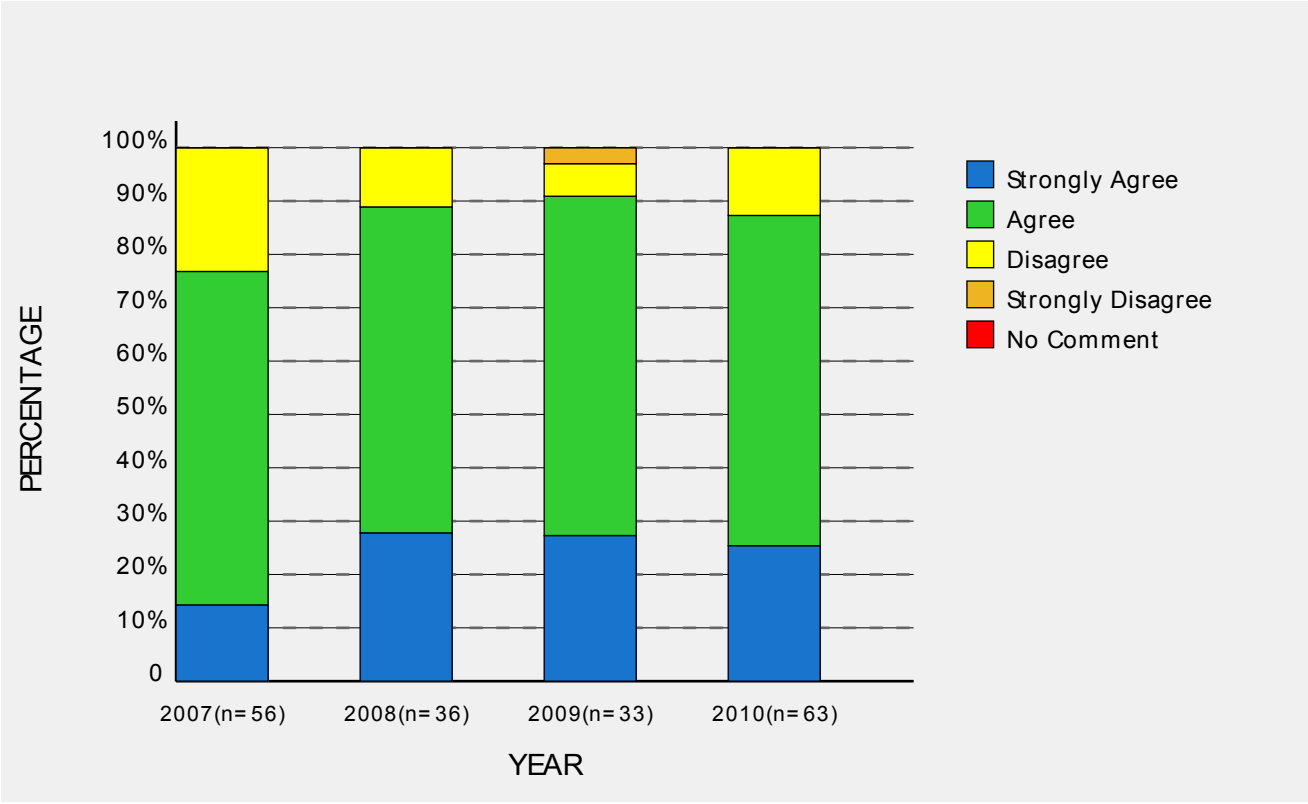
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

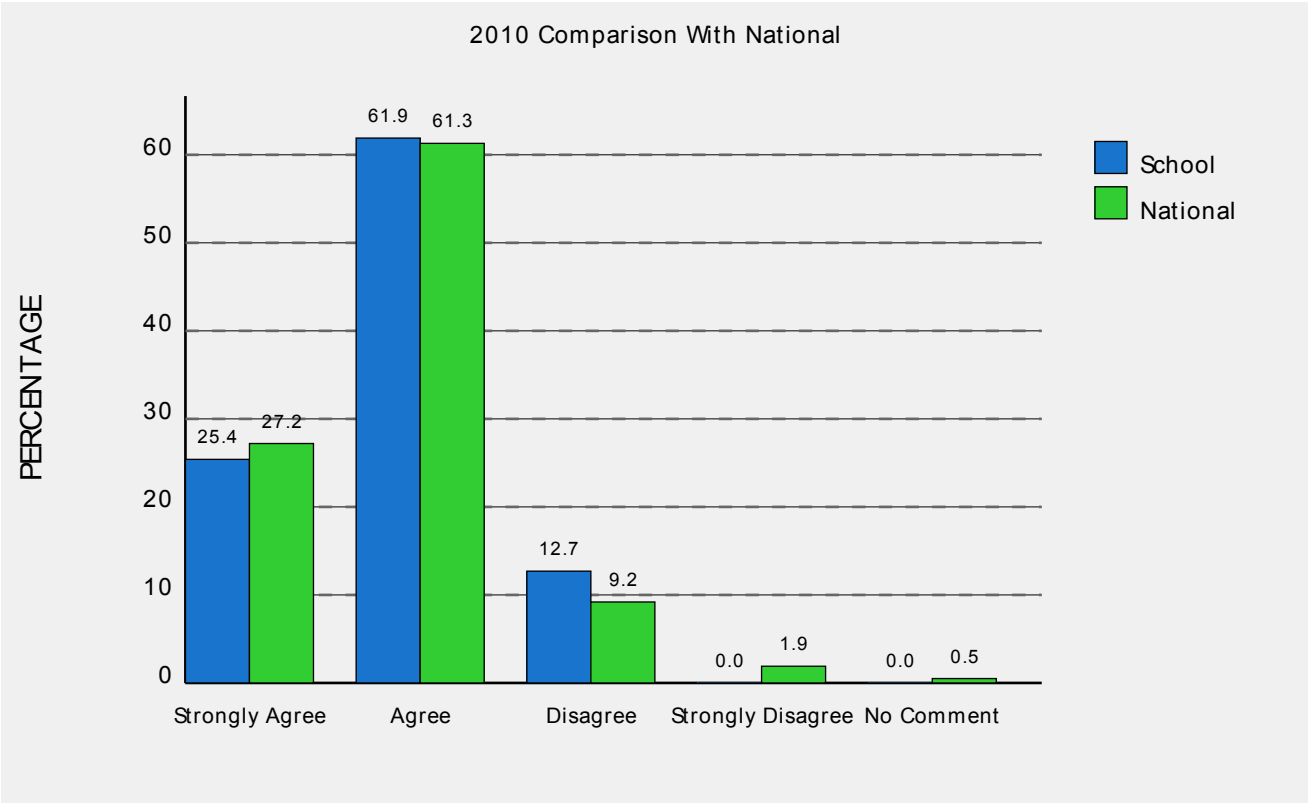
Program comments on this Data View:

Please note the first class to graduate with an elective requirement throughout their program will be the 2012 graduating class.

Graduating Student Survey

Question 35. Course loads were reasonable.





Question 35. Course loads were reasonable.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	14.3%	8	62.5%	35	23.2%	13	0.0%	0	0.0%	0	56	68.3%
2008	27.8%	10	61.1%	22	11.1%	4	0.0%	0	0.0%	0	36	52.2%
2009	27.3%	9	63.6%	21	6.1%	2	3.0%	1	0.0%	0	33	39.3%
2010	25.4%	16	61.9%	39	12.7%	8	0.0%	0	0.0%	0	63	75.0%
National	27.2%	2087	61.3%	4702	9.2%	706	1.9%	142	0.5%	38	7675	71.2%

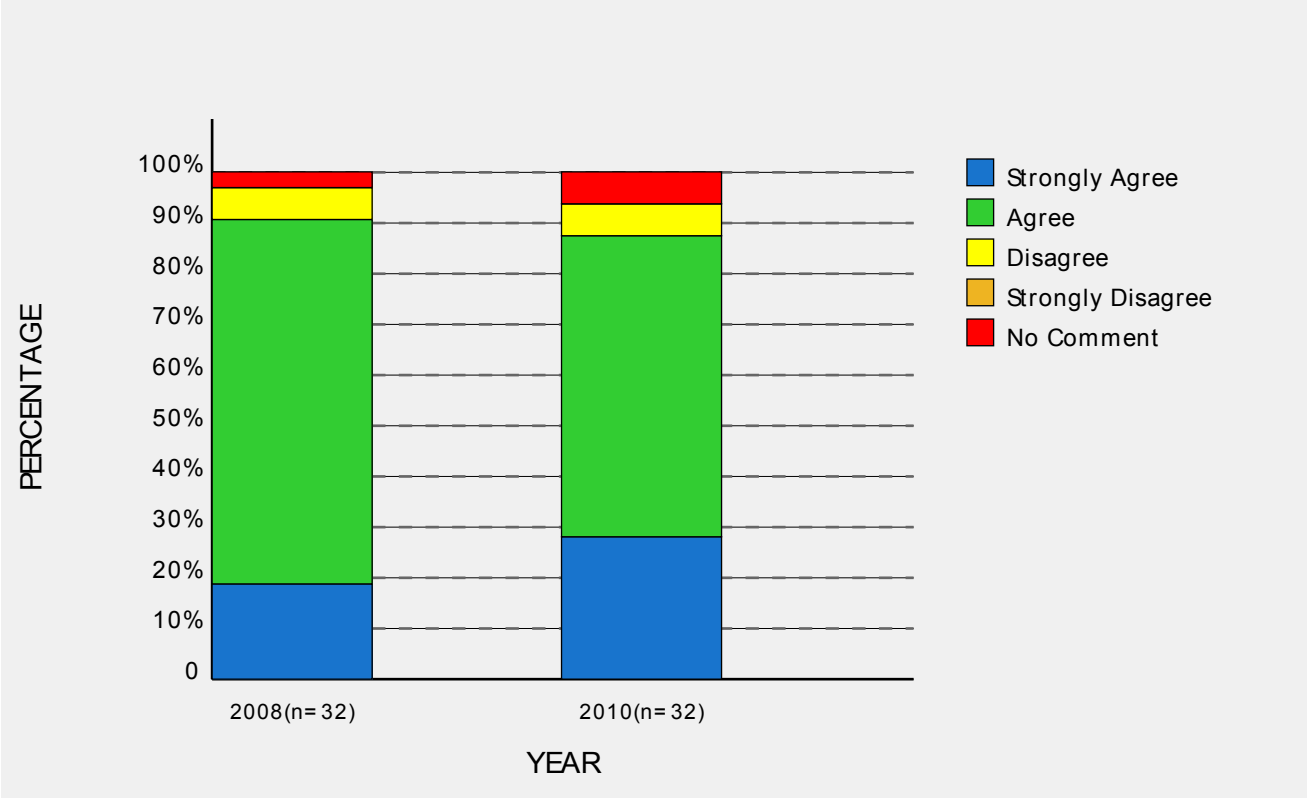
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

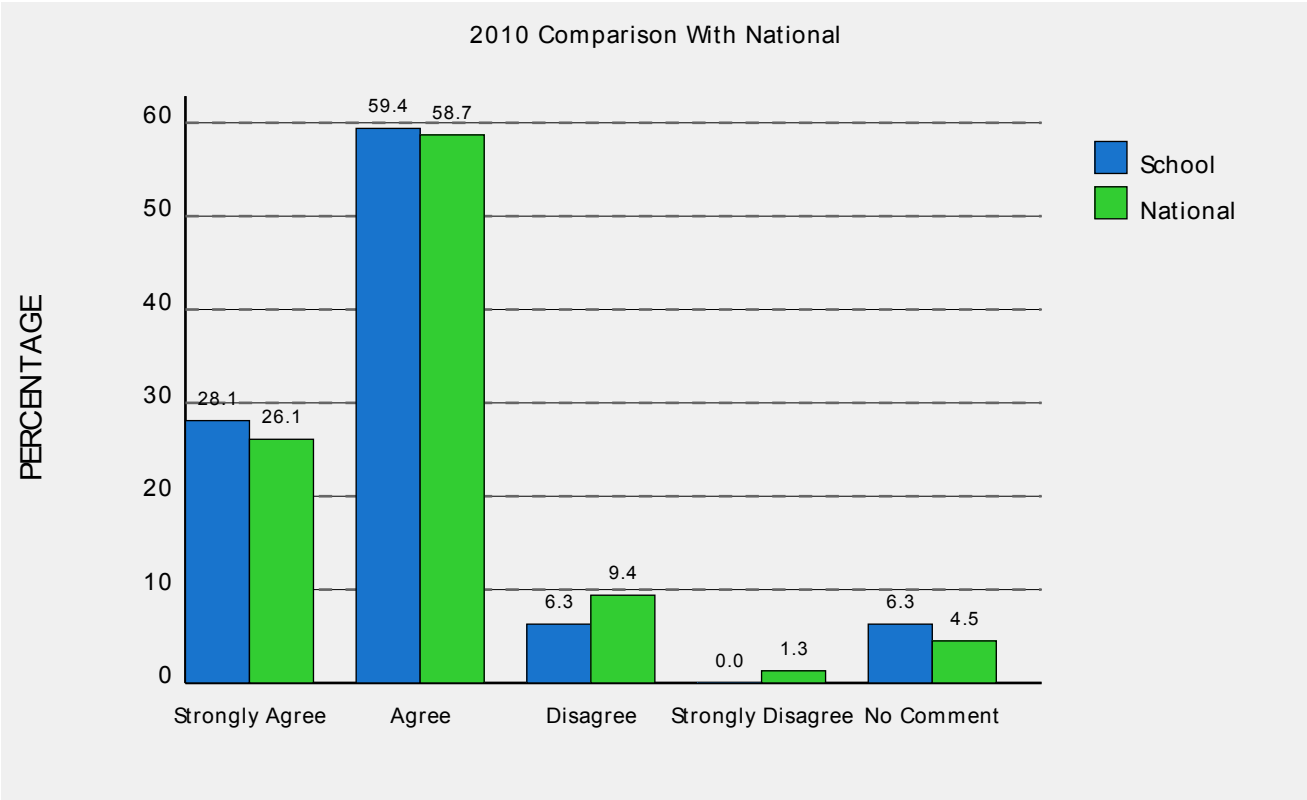
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 40. The curriculum is consistent with the collective vision of the faculty and administration.





Question 40. The curriculum is consistent with the collective vision of the faculty and administration.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	71.9%	23	6.3%	2	0.0%	0	3.1%	1	32	82.1%
2010	28.1%	9	59.4%	19	6.3%	2	0.0%	0	6.3%	2	32	82.1%
National	26.1%	715	58.7%	1605	9.4%	258	1.3%	36	4.5%	122	2736	69.1%

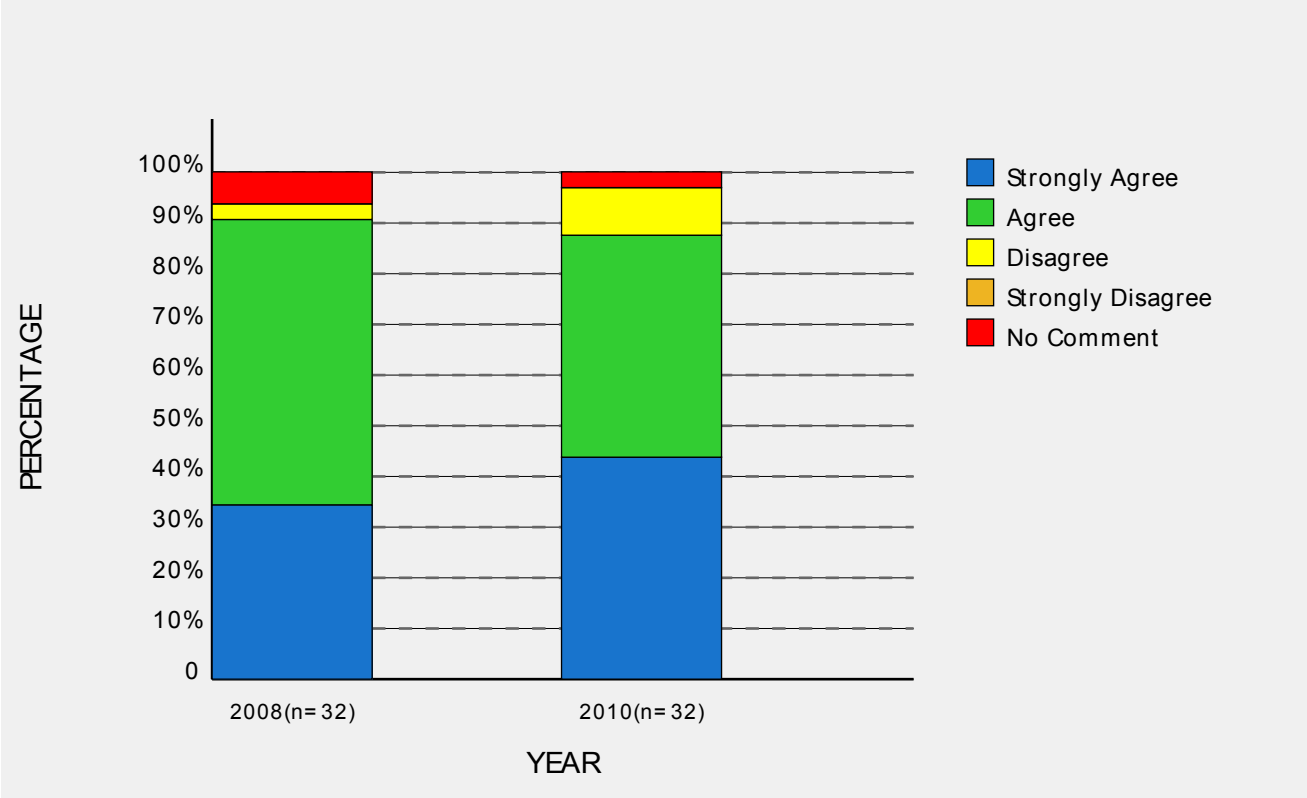
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

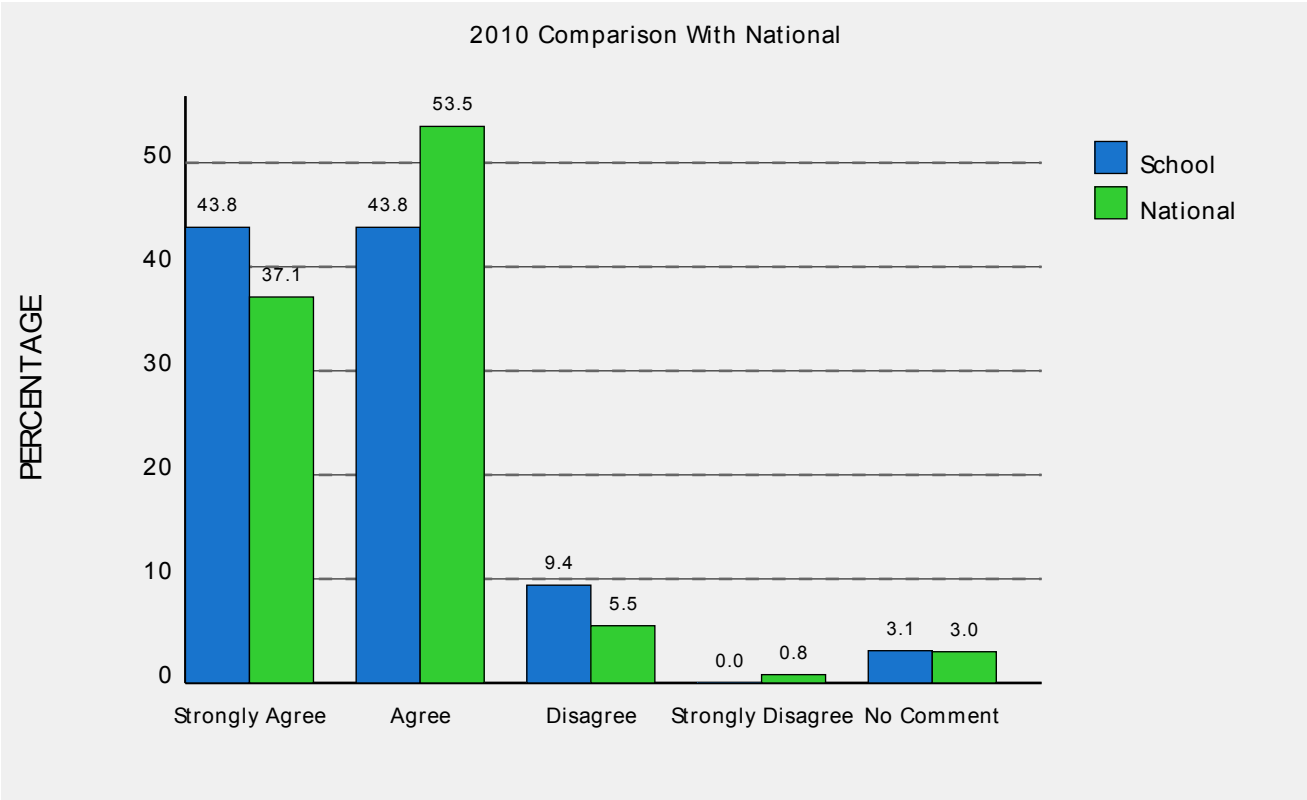
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 41. Faculty are consulted in curricular matters.





Question 41. Faculty are consulted in curricular matters.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	34.4%	11	56.3%	18	3.1%	1	0.0%	0	6.3%	2	32	82.1%
2010	43.8%	14	43.8%	14	9.4%	3	0.0%	0	3.1%	1	32	82.1%
National	37.1%	1016	53.5%	1465	5.5%	150	0.8%	23	3.0%	82	2736	69.1%

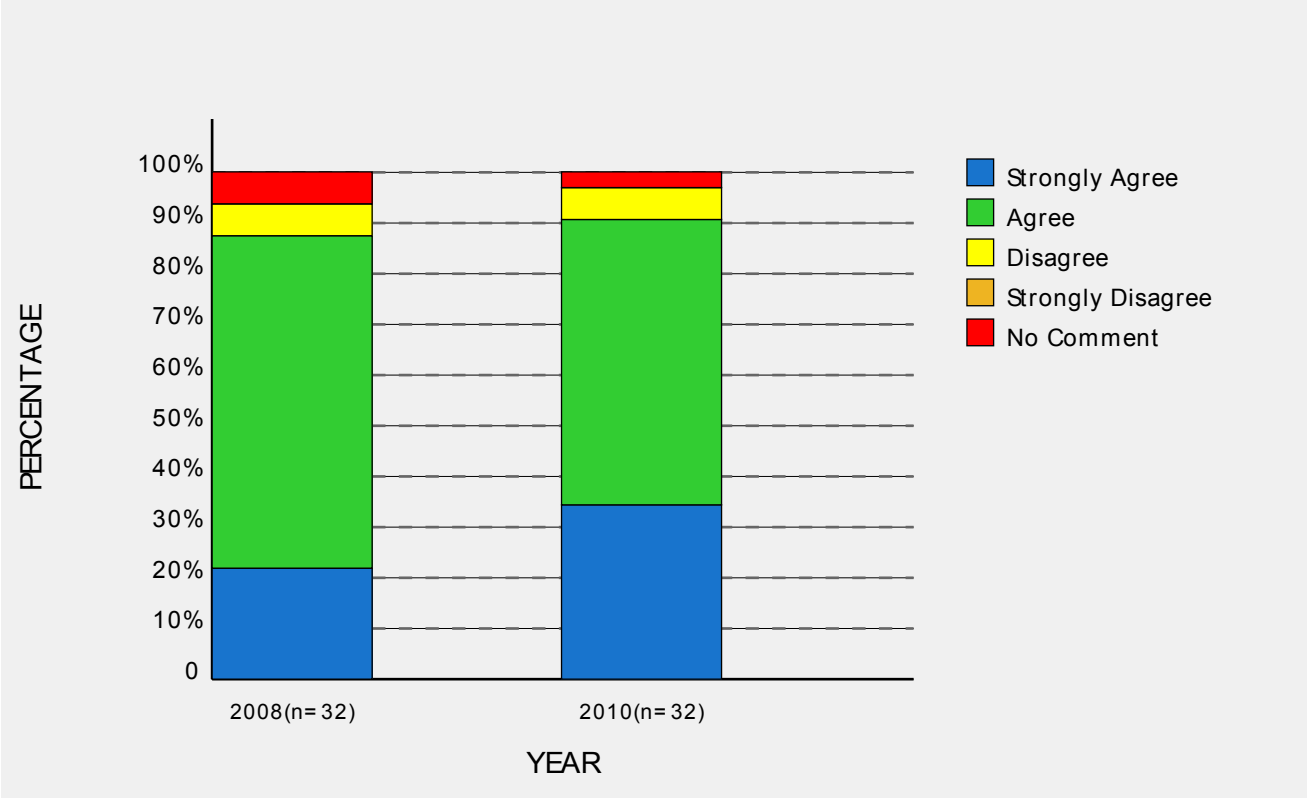
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

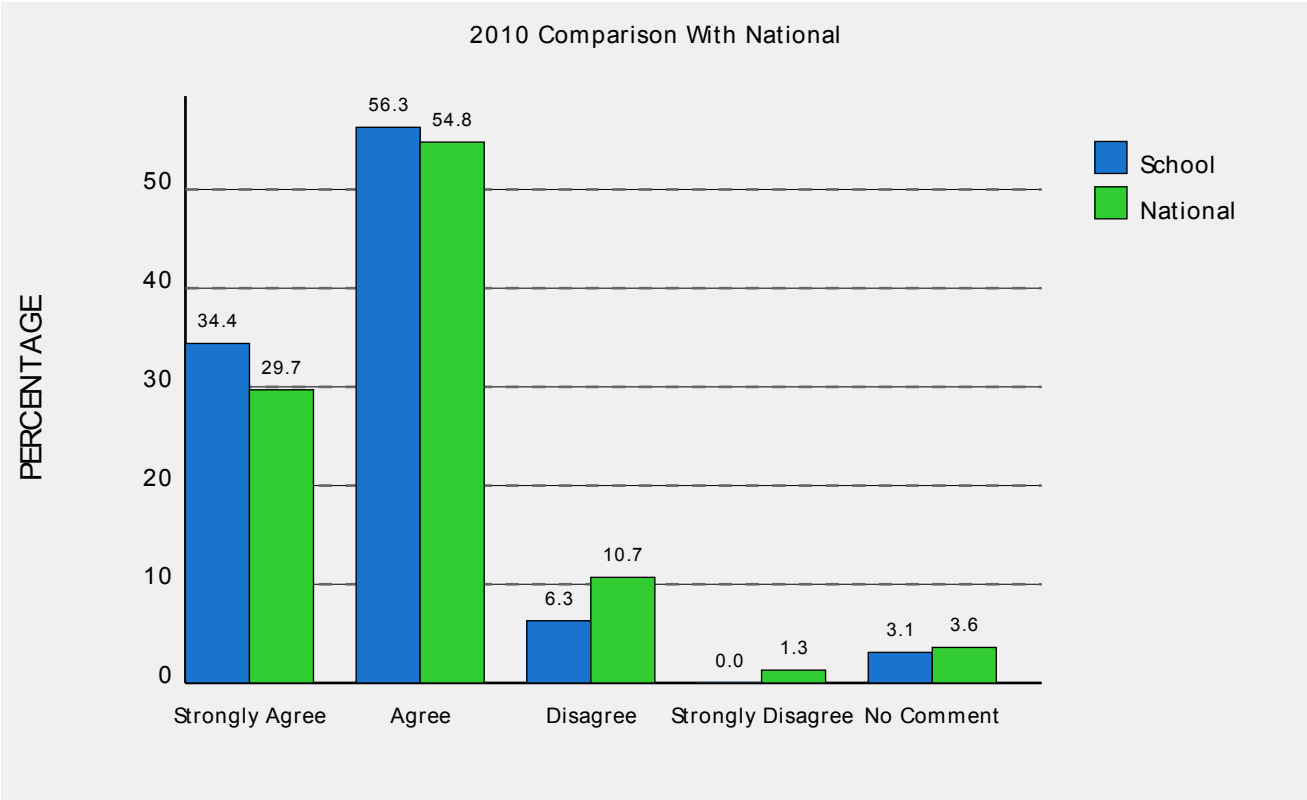
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 42. The organization and structure of the curriculum is clear.





Question 42. The organization and structure of the curriculum is clear.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	65.6%	21	6.3%	2	0.0%	0	6.3%	2	32	82.1%
2010	34.4%	11	56.3%	18	6.3%	2	0.0%	0	3.1%	1	32	82.1%
National	29.7%	812	54.8%	1498	10.7%	292	1.3%	35	3.6%	99	2736	69.1%

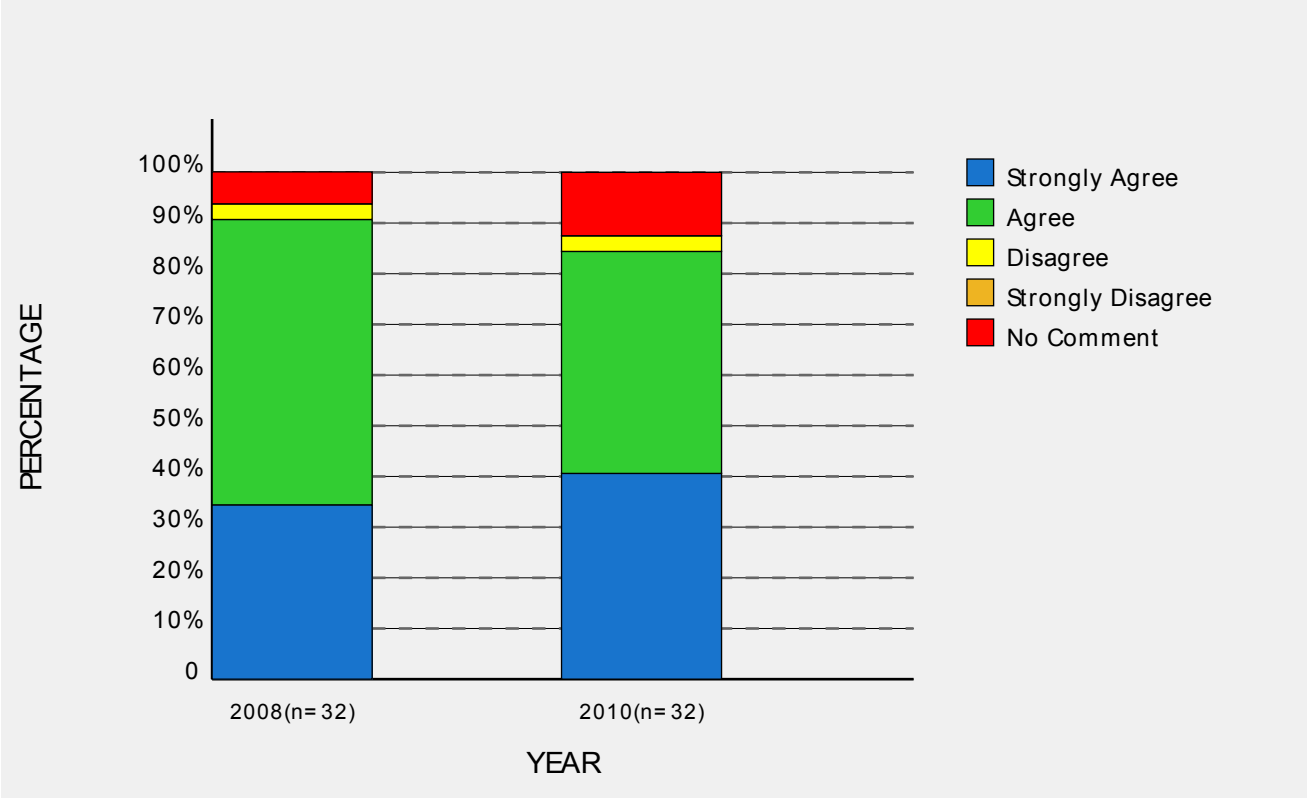
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

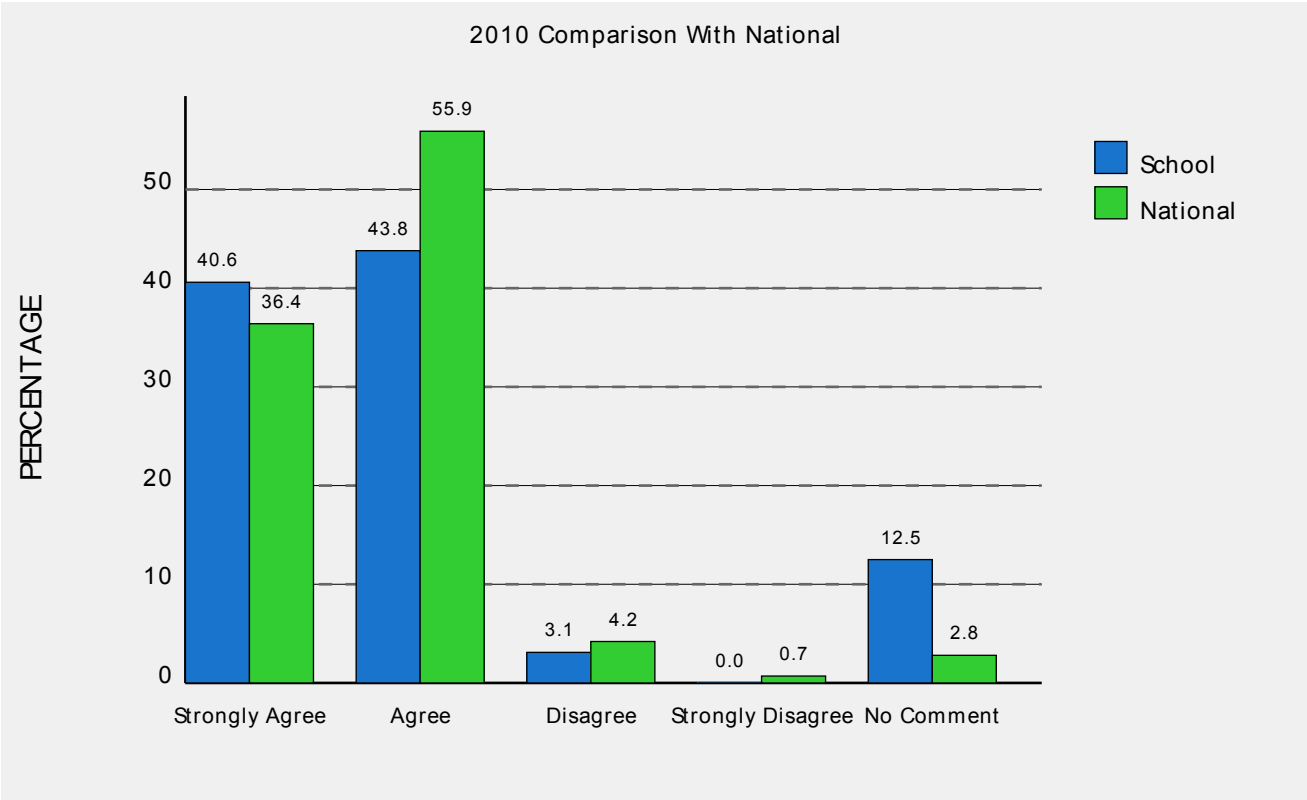
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 43. I understand how my instructional content fits into the curriculum.





Question 43. I understand how my instructional content fits into the curriculum.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	34.4%	11	56.3%	18	3.1%	1	0.0%	0	6.3%	2	32	82.1%
2010	40.6%	13	43.8%	14	3.1%	1	0.0%	0	12.5%	4	32	82.1%
National	36.4%	995	55.9%	1530	4.2%	114	0.7%	20	2.8%	77	2736	69.1%

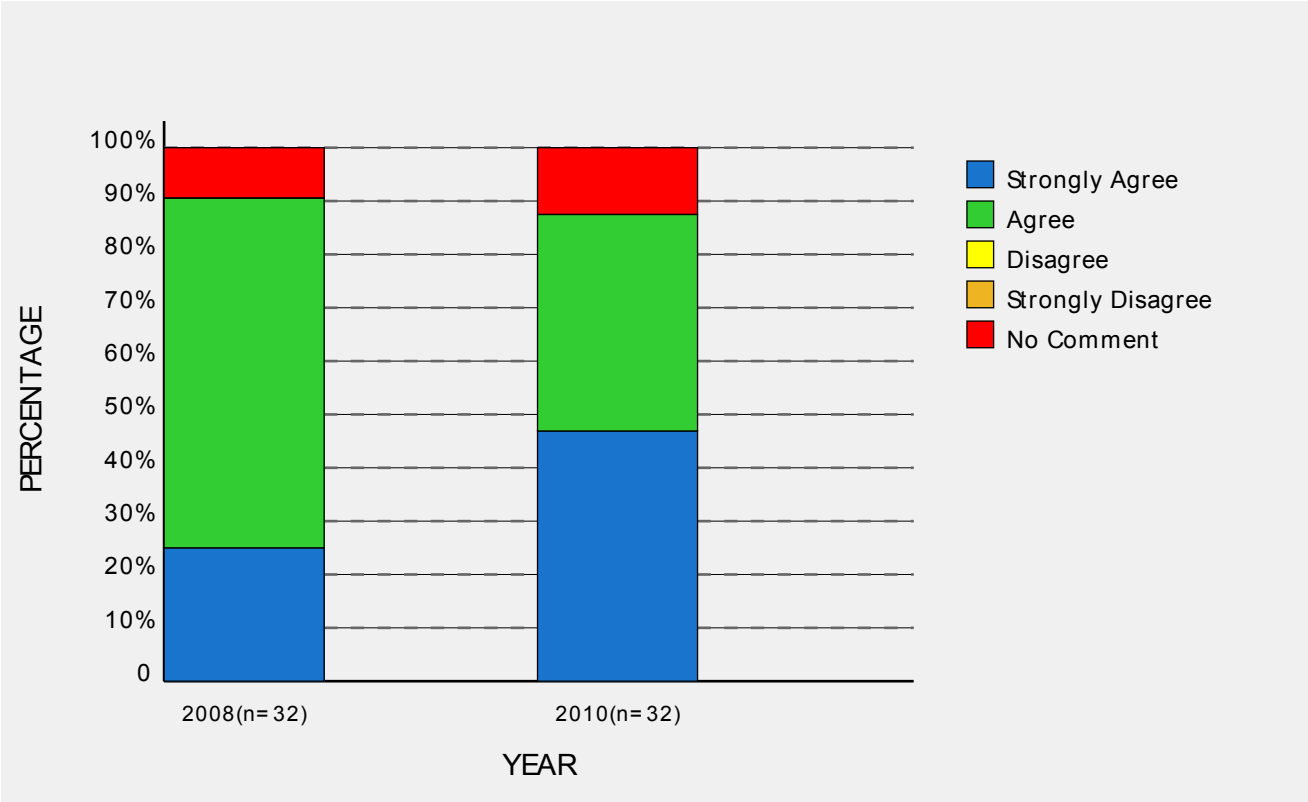
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

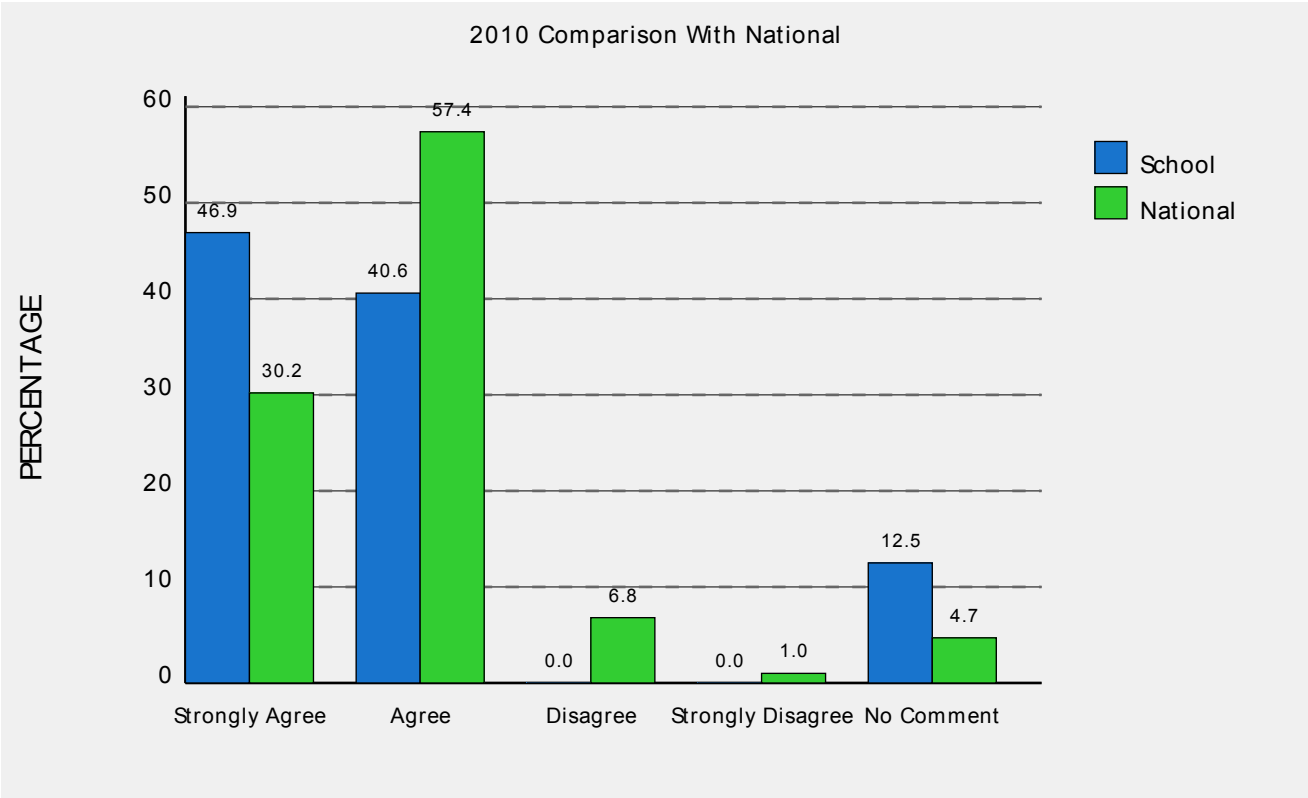
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 44. The curriculum is taught at a depth that supports understanding of central concepts and principles.





Question 44. The curriculum is taught at a depth that supports understanding of central concepts and principles.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.0%	8	65.6%	21	0.0%	0	0.0%	0	9.4%	3	32	82.1%
2010	46.9%	15	40.6%	13	0.0%	0	0.0%	0	12.5%	4	32	82.1%
National	30.2%	825	57.4%	1570	6.8%	186	1.0%	26	4.7%	129	2736	69.1%

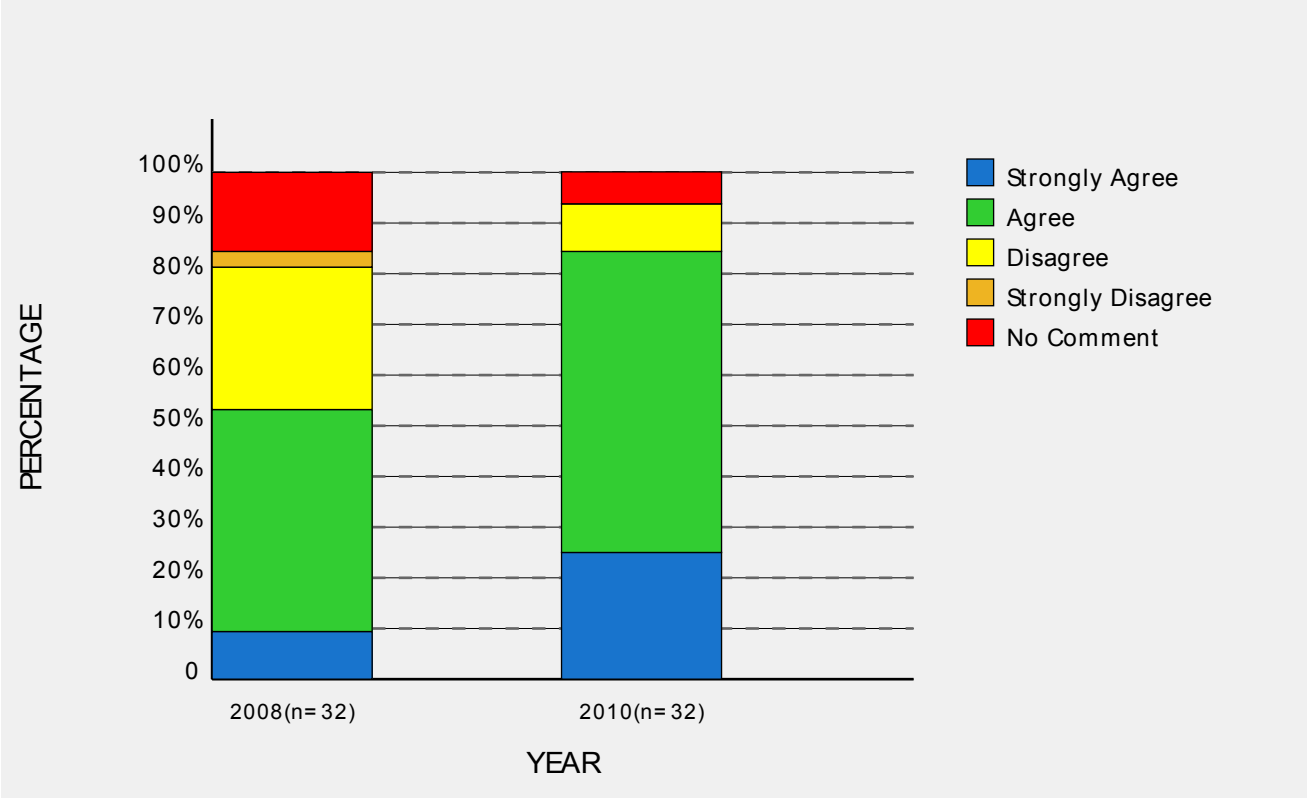
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

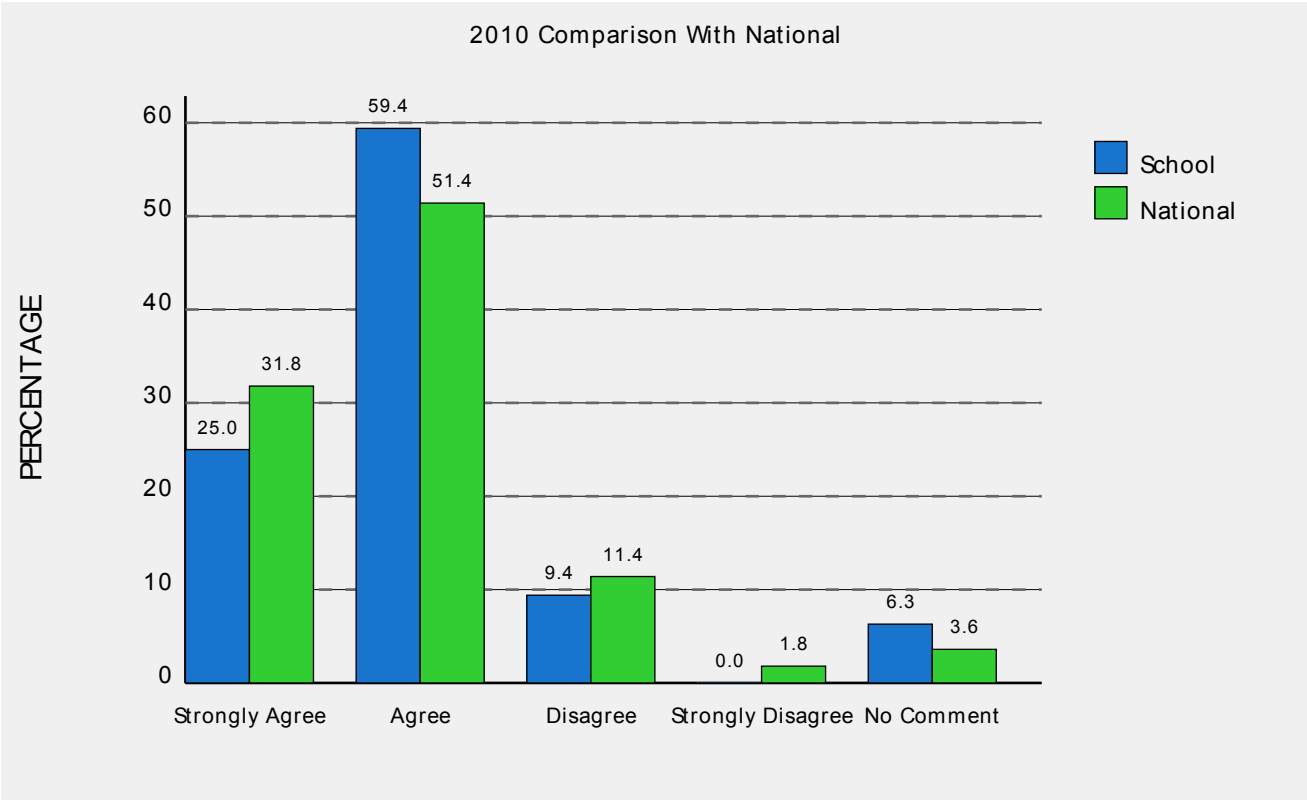
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 45. Curricular collaboration among disciplines is encouraged at my college/school.





Question 45. Curricular collaboration among disciplines is encouraged at my college/school.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	43.8%	14	28.1%	9	3.1%	1	15.6%	5	32	82.1%
2010	25.0%	8	59.4%	19	9.4%	3	0.0%	0	6.3%	2	32	82.1%
National	31.8%	871	51.4%	1407	11.4%	311	1.8%	48	3.6%	99	2736	69.1%

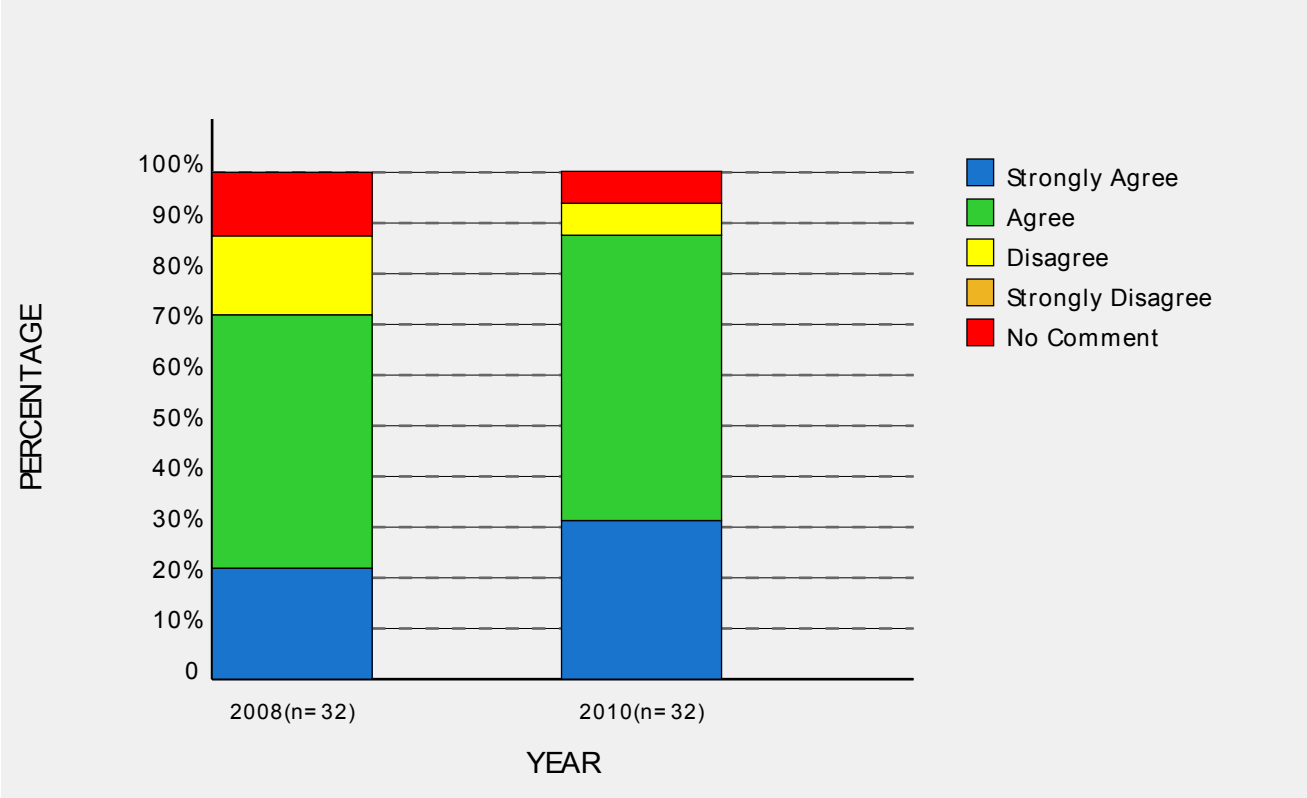
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

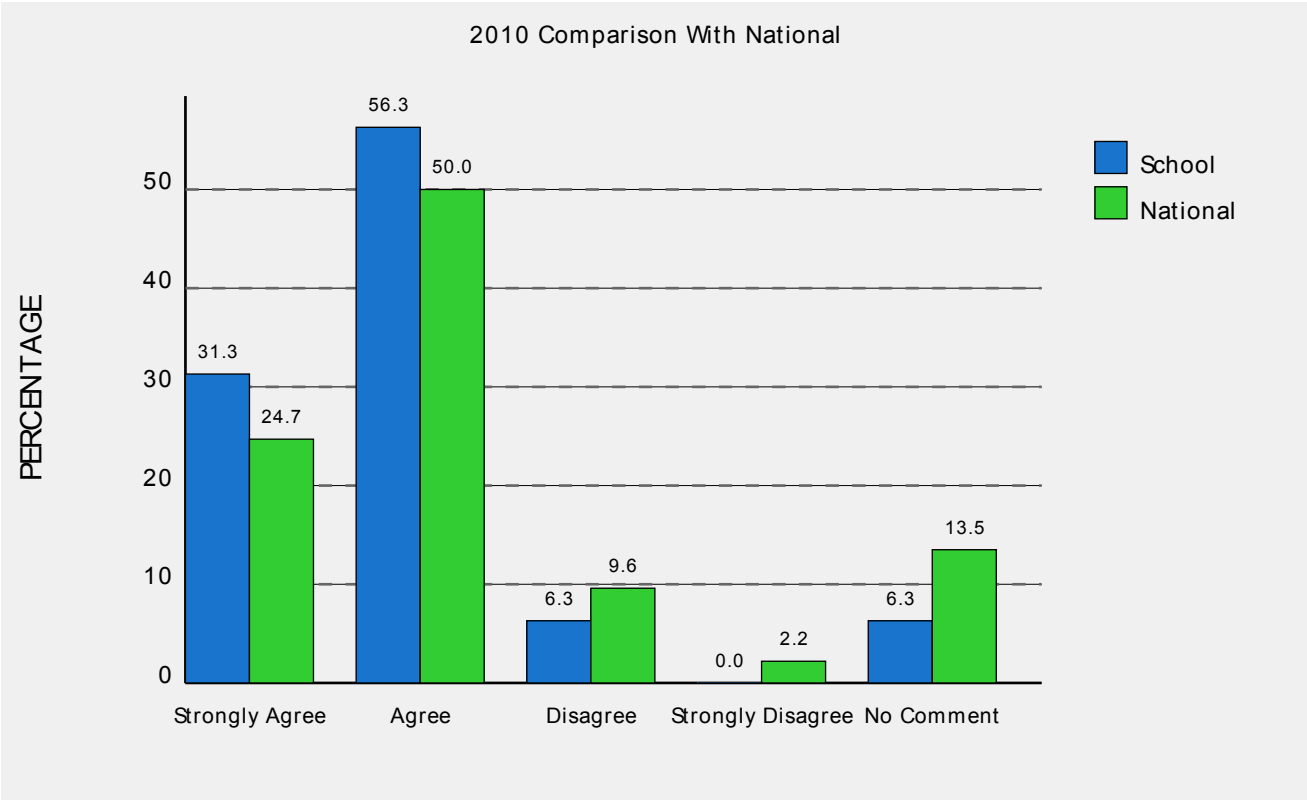
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 46. The college/school uses programmatic assessment data to improve the curriculum.





Question 46. The college/school uses programmatic assessment data to improve the curriculum.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	50.0%	16	15.6%	5	0.0%	0	12.5%	4	32	82.1%
2010	31.3%	10	56.3%	18	6.3%	2	0.0%	0	6.3%	2	32	82.1%
National	24.7%	675	50.0%	1368	9.6%	264	2.2%	60	13.5%	369	2736	69.1%

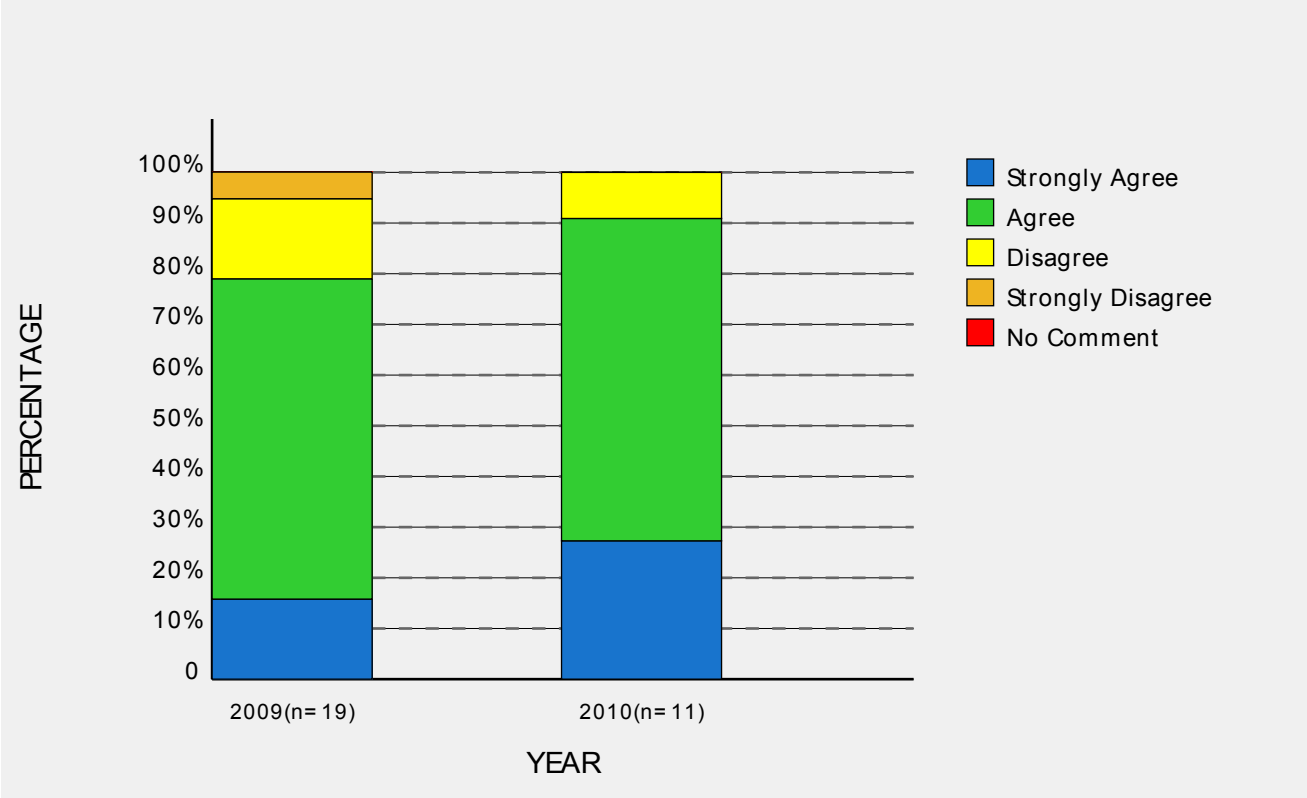
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

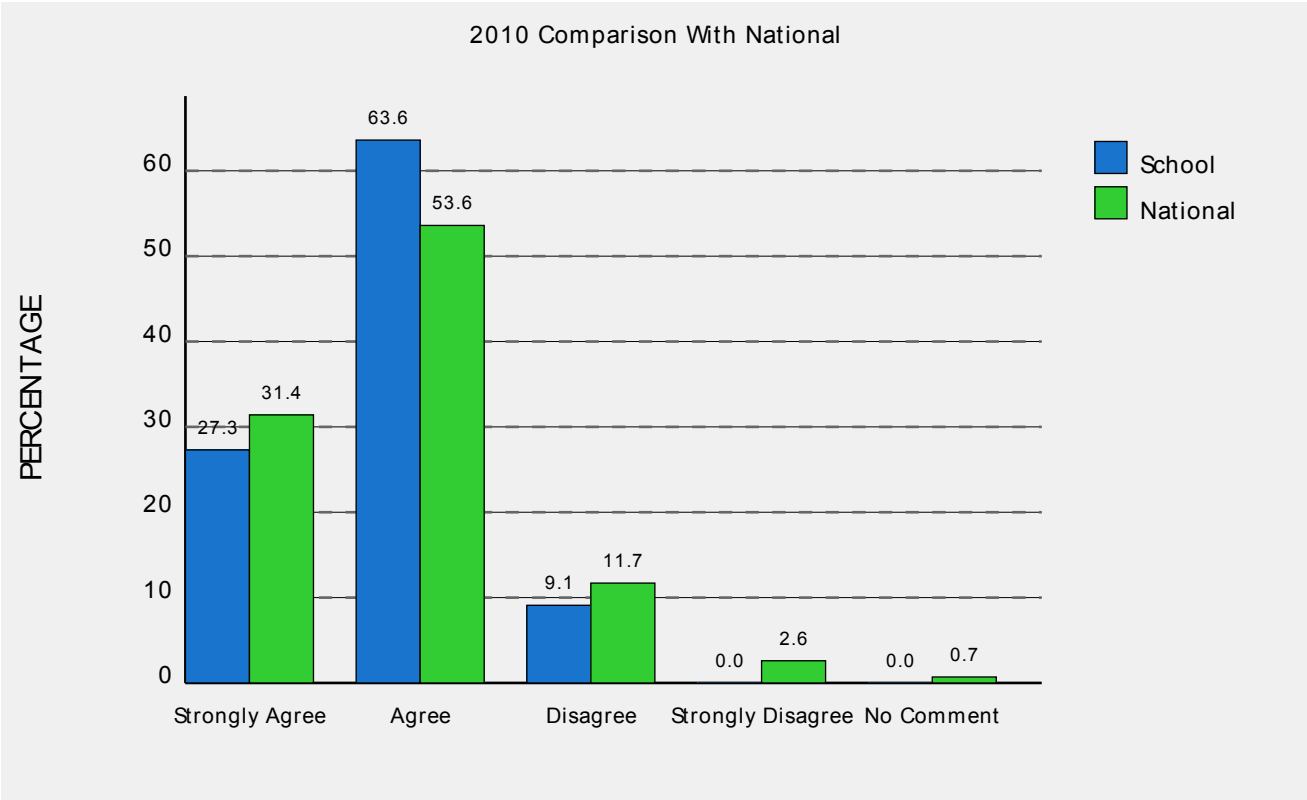
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Alumni Survey

Question 22. When I was a student the curriculum was properly sequenced.





Question 22. When I was a student the curriculum was properly sequenced.

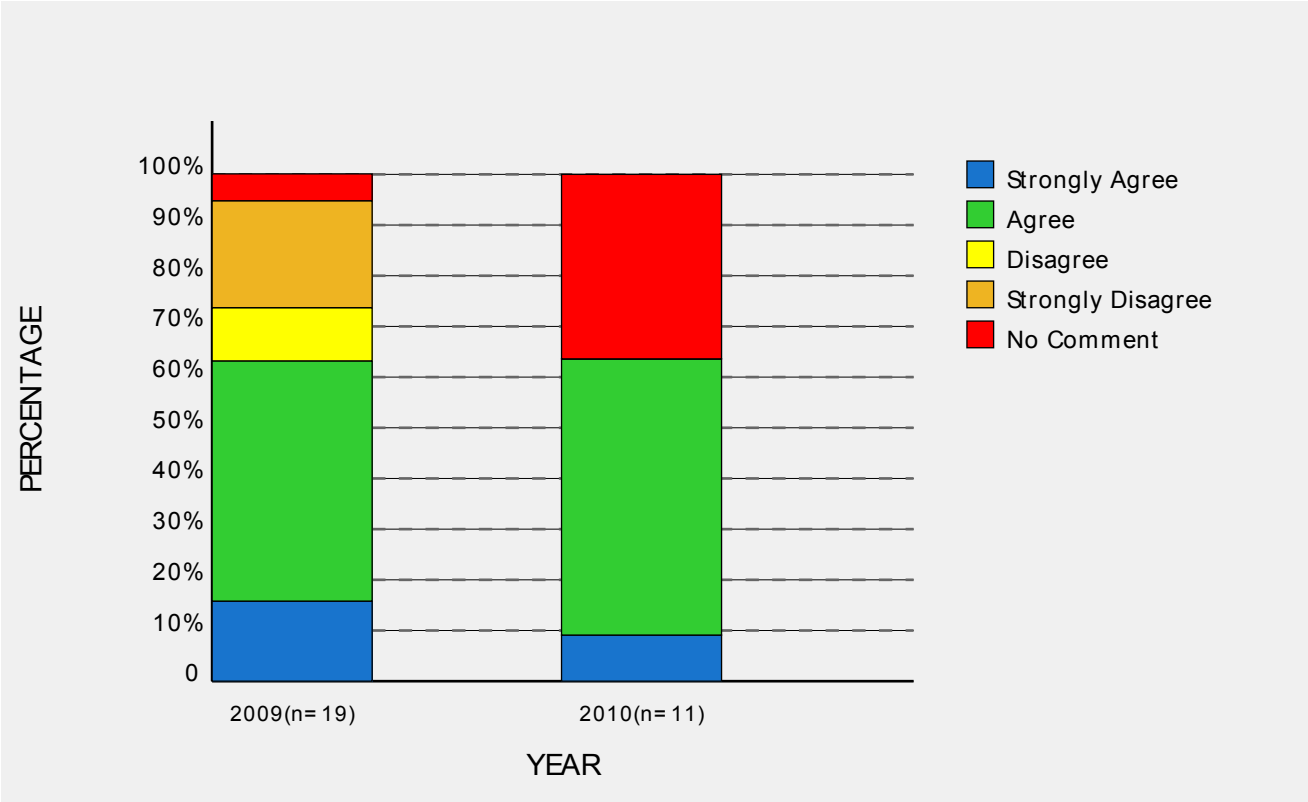
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	15.8%	3	63.2%	12	15.8%	3	5.3%	1	0.0%	0	19	29.7%
2010	27.3%	3	63.6%	7	9.1%	1	0.0%	0	0.0%	0	11	20.8%
National	31.4%	774	53.6%	1322	11.7%	288	2.6%	64	0.7%	18	2466	19.7%

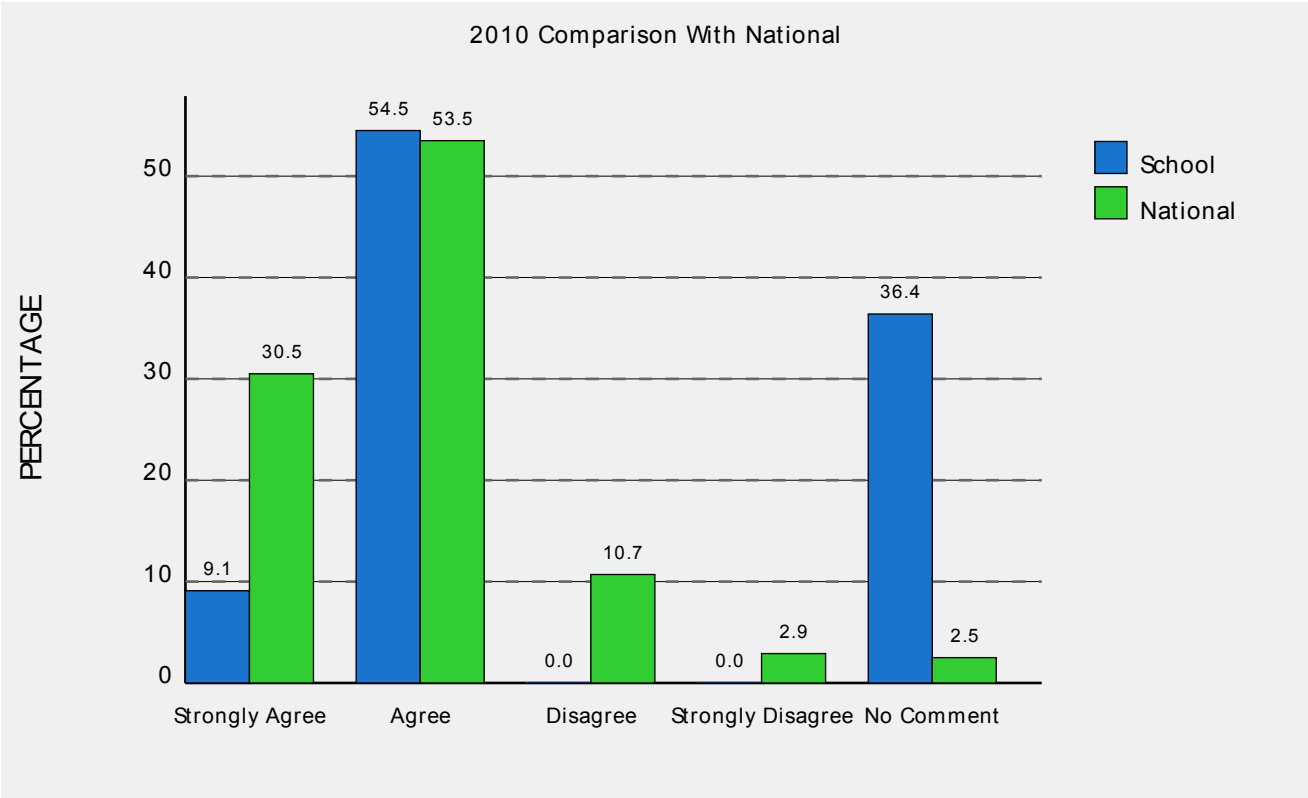
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 27. When I was a student pharmacy related elective courses met my needs as a Pharm.D. student.





Question 27. When I was a student pharmacy related elective courses met my needs as a Pharm.D. student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	15.8%	3	47.4%	9	10.5%	2	21.1%	4	5.3%	1	19	29.7%
2010	9.1%	1	54.5%	6	0.0%	0	0.0%	0	36.4%	4	11	20.8%
National	30.5%	751	53.5%	1320	10.7%	263	2.9%	71	2.5%	61	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Please note the first class to graduate with an elective requirement throughout their program will be the 2012 graduating class.

2. College or School's Self-Assessment

The college or school's faculty is responsible for the development, organization, delivery, and improvement of the curriculum.	Satisfactory
The curriculum defines the expected outcomes and is developed with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments.	Satisfactory
All curricular pathways have both required and elective courses and experiences and effectively facilitate student development and achievement of the professional competencies.	Satisfactory
The curriculum for the professional portion of the degree program is a minimum of four academic years or the equivalent number of hours or credits.	Satisfactory
Introductory pharmacy practice experiences are not less than 5% (300 hours) of the curricular length.	Satisfactory
The advanced pharmacy practice experiences are not less than 25% (1440 hours) of the curricular length.	Satisfactory
On behalf of the faculty, the Curriculum Committee (or equivalent) manages curricular development, evaluation, and improvement to ensure that the curriculum is consistent with the collective vision of the faculty and administration.	Satisfactory
Learning outcomes for curricular courses and pharmacy practice experiences are mapped to the desired competencies and gaps and inappropriate redundancies identified inform curricular revision.	Satisfactory
Curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies. The curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.	Satisfactory
The Curriculum Committee (or equivalent) is constituted to provide balanced representation from all departments, divisions, and/or disciplines within the college or school.	Satisfactory
Faculty members are aware of the content, competencies, and learning outcomes for each other's courses and use that information to optimize these elements within their own courses.	Satisfactory
The curriculum complies with university policies and procedures and the accreditation standards.	Satisfactory
Student representation and feedback are integral parts of curricular development and improvement.	Satisfactory
The Curriculum Committee (or equivalent) has adequate resources to serve as the central body for the management of orderly and systematic reviews of curricular structure, content, process, and outcomes, based on assessment data.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of the curricular structure, including a description of the elective courses and experiences available to students
☑ How both the didactic and experiential components comply with Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length
☑ Any nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)
☑ Data that link teaching-and-learning methods with curricular outcomes
☑ How the results of curricular assessments are used to improve the curriculum
☑ How the components and contents of the curriculum are linked to the expected competencies and outcomes through curricular mapping and other techniques and how gaps in competency development or inappropriate redundancies identified inform curricular revision
☑ How the curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies and how the curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The professional curriculum leading to a Pharm.D. degree is completed in four years and is jointly conferred by Oregon State University and the Oregon Health & Science University. The curriculum is designed to prepare a highly qualified generalist practitioner prepared to excel in patient care and advocate for the profession within an interprofessional healthcare team. It is purposefully designed to build on a strong foundation in the pharmaceutical sciences as the student progressively integrates concepts into the clinical sciences and utilizes multiple opportunities to apply knowledge, skills and attitudes in increasingly complex practice settings. Faculty members are increasingly seeking opportunities to enhance their courses and the curriculum by including opportunities for interprofessional interactions and perspectives, where appropriate. Curricular goals, outcomes, and structure are consistent with the College’s mission and vision and are developed in accordance with University policies and procedures. Since establishing the entry level Pharm. D. in 1998, the curriculum has undergone numerous changes to assure graduates meet or exceed competencies in all areas of CAPE and ACPE outcomes. The faculty and the Curriculum committee are active in the implementation of changes to optimize content and delivery (see optional documentation: Five Year History of Curricular Evolution). Surveys consistently indicate that students and preceptors believe that graduates are well prepared to succeed in the profession.

The professional curriculum is preceded by approximately three years of college-level prepharmacy course work. The prepharmacy curriculum requires that students complete majors' level course work in foundational sciences, while allowing adequate time and opportunity for students to explore interests in the liberal arts or other areas of focus. Student preparation prior to enrolling in the College of Pharmacy is designed to assure a strong scientific background; a breadth of perspective; and an informed, purposeful decision to pursue a degree in pharmacy. Over the past three years, 75 – 80% of entering first year professional students have completed a baccalaureate degree. Students who have not earned a baccalaureate degree prior to admission must meet the requirements for a degree prior to beginning the third year of the professional program.

The didactic portion of the curriculum extends over the first three years of the professional program. Foundational courses are concentrated in the first two years to provide a solid base for clinical decision making and evaluation of new therapies. Courses in pharmaceutical sciences are balanced by pharmacy practice labs in the first and second professional years which focus on patient counseling, nonprescription products, natural product/alternative medicines, introduction to prescription medications, and patient assessment skills. A more comprehensive understanding of healthcare delivery, expectations of health professionals and the role of pharmacists are developed throughout the curriculum and most obvious in discussions around law and ethics, healthcare systems, and introductory experiential opportunities.

Located on the OHSU campus, the third year of the program is led by clinical and research faculty focused on the delivery of advanced and specialized patient care, patient specific and population-based, in a major medical center. Therapeutics, Advanced Pharmacokinetics, Drug Policy, and the third year Pharmacy Practice courses integrate and build upon knowledge and perspectives developed in the previous two years. Introductory practice experiences are extended into the third professional year and increase in complexity and diversity. A small group of students (10–15) are allowed to view didactic lectures from the Corvallis campus, traveling to Portland only for small group meetings and laboratories. The viability of this opportunity is assessed annually. Minor changes have been made based on student feedback; but, to date, student outcomes have been comparable to those of students that relocate to Portland (The ACPE Board, in the IR Action letter of 2/8/10, asked that an evaluation of this distance technology be included in the next comprehensive visit; see optional documentation).

Since first implementing the Pharm.D. curriculum, the faculty and the Curriculum committee have been intentional in assuring that progression of both content and rigor are carefully developed throughout the curriculum. Currently, many students comment anecdotally that the third professional year 'is where it all comes together'. Surveys suggest students and alumni find curricular organization, sequencing and course loads are appropriate (Q30,34,35: Student surveys; Q22: Alumni surveys).

Electives are required throughout the four year program and have been progressively integrated into the curriculum over the past three years. Students must take a minimum of two elective credits in each year of the didactic program. Curricular scheduling concentrates elective opportunities into spring term, but many students also take electives in summer, fall, and

winter terms. Initial development of electives followed surveys of students to determine areas that they believed would be of interest and advance their capabilities. College faculty responded admirably to requests that they develop professional electives within their personal expertise, many of which mirrored areas of student interest. The Curriculum committee and Student Services office have also identified a diverse set of preapproved courses across the University that are accepted for elective credits. (see optional documentation for list of approved electives) Students may petition the Academic and Professional Standards committee for approval of additional coursework, specific to their interests, as electives. Additional elective coursework continues to be developed on both the Corvallis and Portland campuses. The Assessment committee intends to solicit feedback about didactic elective offerings and selection through the 2011 Learning Environment Surveys. Introductory Pharmacy Practice experiences (IPPE) have always allowed for some flexibility in specific experiences and the Advanced Pharmacy Practice experiences (APPE) include one patient care 'selective' rotation and two additional elective rotations. Integration of a diversity of electives throughout the curriculum was completed in the 2010-11 academic year. The Curriculum committee has begun to turn its focus to how the College can assist students in selecting electives that will most effectively support each student's specific educational plan.

The experiential program is robust and extends throughout the curriculum. IPPE in the first three professional years consists of 322 hours, exclusive of any simulations. APPE, in the fourth professional year, consists of seven, six-week experiences totaling 1680 hours. Students are required to complete APPE rotations in Internal Medicine, Ambulatory Care, Advanced Community Practice, Hospital/Health System Pharmacy, and a Patient Care Elective. One of the APPE rotations for each student must be at a rural site or be focused on meeting the needs of underserved populations.

The College has worked closely with the Oregon Board of Pharmacy to allow students to be licensed as an intern upon enrollment in the Pharm.D. program. The first year license, however, is limited to academic-based experiences; students may not use their license for employment until they have successfully completed the first professional year. The College has also worked with the Board of Pharmacy to define experiential requirements required for licensure. The Board of Pharmacy has chosen to allow the College to track and verify a minimum of 1440 experiential hours required for a student to sit for the licensing examination. The College is currently able to verify 1800 preceptor supervised intern hours.

The professional curriculum is developed, implemented, and assessed by the faculty of the College. The Curriculum committee is charged with the responsibility to develop, implement and evaluate the professional curriculum to assure that it meets the vision of the faculty and prepares students to meet competencies required for graduation and perspectives that will facilitate life long learning. Membership of the curriculum committee includes balanced representation from disciplines and departments (see required documentation: Curriculum committee membership and Curriculum committee charge). Student representatives from each professional class are voting members of the committee. While the committee is charged to oversee the professional curriculum, significant changes to the curriculum are considered by the faculty as a whole. Less substantive changes are often considered utilizing email conversations,

but in the absence of clear consensus or for substantive changes curricular proposals are considered at ‘all faculty’ meetings.

Faculty members believe they are consulted adequately regarding the curriculum, that it is organized appropriately and that it achieves their collective vision (Q40-46: Faculty survey). They are active in communicating with each other to determine how they can best build upon previous knowledge and skills, coordinate teaching of complementary material, and prepare students for subsequent, more advanced or integrated coursework. They are aware of content, competencies and learning outcomes for each other’s courses, especially within team-taught courses and within course sequences. Review of curricular mapping and discussions between instructors has been most helpful in eliminating inappropriate redundancies. In addition to these ongoing efforts, following attendance at the 2009 AACP Curricular Institute, the College refined its approach to curricular mapping and is engaged in extensive revisions to support more rigorous gap analysis and outcomes assessment. Course syllabi for all courses have been revised for consistency and to more clearly articulate course objectives relative to CAPE outcomes and ACPE standards as detailed in appendices B and C. Course specific learning objectives are integrated into course evaluations to measure students’ perceptions of achievement. The Assessment committee, in redesigning course evaluations, introduced a scale (introduced – reinforced - mastered) for student perceptions of their achievement of course objectives. This should be helpful in documenting the degree to which rigor and complexity are developed vertically through the curriculum. Curricular mapping to appendices B and C have been completed, but additional refinements are being pursued to more effectively link course specific objectives to curricular outcomes.

Proposed improvements to the professional curriculum originate from a variety of sources. Committee members are expected to monitor changing accreditation standards and bring forward new perspectives specific to their discipline or gained through other discussions at regional or national forums; individual faculty, students or alumni communicate suggestions or concerns; and the Assessment committee provides analysis of pertinent data from surveys, at least annually. The Curriculum committee provides a formal response to the Assessment committee indicating actions taken with respect the Assessment committee report.

Curricular outcomes and methods for teaching and learning are examined by the Assessment and Curriculum committees in a number of ways. Aggregate results of the curricular surveys are used by the curriculum committee to identify instructional or curricular needs. AACP preceptor surveys provide aggregate data on preceptors’ perceptions of our students’ abilities in many of the curriculum outcomes. In general, our students perform at or above the level of students in peer schools based on preceptor survey data. NAPLEX scores provide evidence of achievement of curricular outcomes, mirroring preceptor surveys in the fact that our school average score is above the national average.

A number of changes have been initiated as the result of feedback from various sources to the Curriculum committee. Examples of substantive changes in the past several years include:

- Complete revision of the IPPE program

- Integration of electives throughout the curriculum

- Expansion of the Foundations sequence in order to move foundational concepts into the first year and ease transition from professional year one to two.

- Addition of greater genomics focus into the Foundations sequence

- Creation of an Introduction to Therapeutics course to bring therapeutics earlier in the curriculum and ease transition from professional year two to three

Quality improvement- The College has worked with the State Board of Pharmacy to: 1) allow the College to assume responsibility for assuring that students have completed required experiences that will allow them to sit for licensing examinations. 2) institute a provisional intern license that allows students to serve as interns in the first professional year, within an academic program.

Summary - The professional curriculum is designed to assure that students have the knowledge and skills necessary to begin pharmacy practice as highly-qualified generalists upon graduation. Assessment tools and curricular mapping support a curriculum that meets or exceeds accreditation requirements for structure, content, and experiential education. The Curriculum committee is comprised appropriately, including student representation, has the resources and authority to implement and maintain an effective program, and is responsive to assessment.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

11. Teaching and Learning Methods

The college or school, throughout the curriculum and in all program pathways, must use and integrate teaching and learning methods that have been shown through curricular assessments to produce graduates who become competent pharmacists by ensuring the achievement of the stated outcomes, fostering the development and maturation of critical thinking and problem-solving skills, meeting the diverse learning needs of students, and enabling students to transition from dependent to active, self-directed, lifelong learners.

1. Documentation and Data

Supporting Documents

1. Examples of instructional tools, such as portfolios, used by students to assist them in assuming responsibility for their own learning and for measuring their achievement

Appendix	Title	File Name
No files uploaded		

2. Examples of instructional methods employed by faculty to stimulate higher order thinking and problem-solving skills in learners

Appendix	Title	File Name
No files uploaded		

3. Examples of instructional methods employed by faculty to address/accommodate the various learning styles of students

Appendix	Title	File Name
No files uploaded		

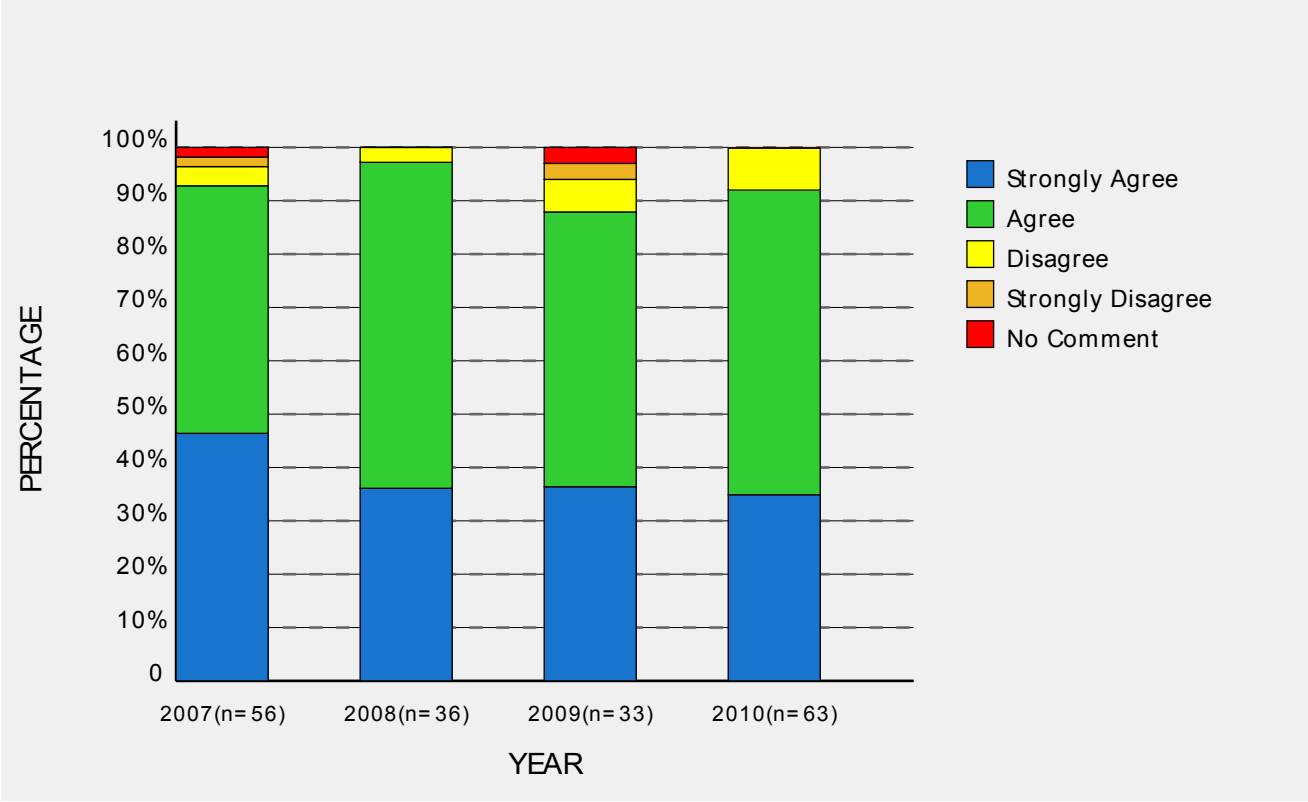
4. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include data that link teaching-and-learning methods with curricular outcomes and extracts from minutes of meetings of the curriculum and/or assessment committees.

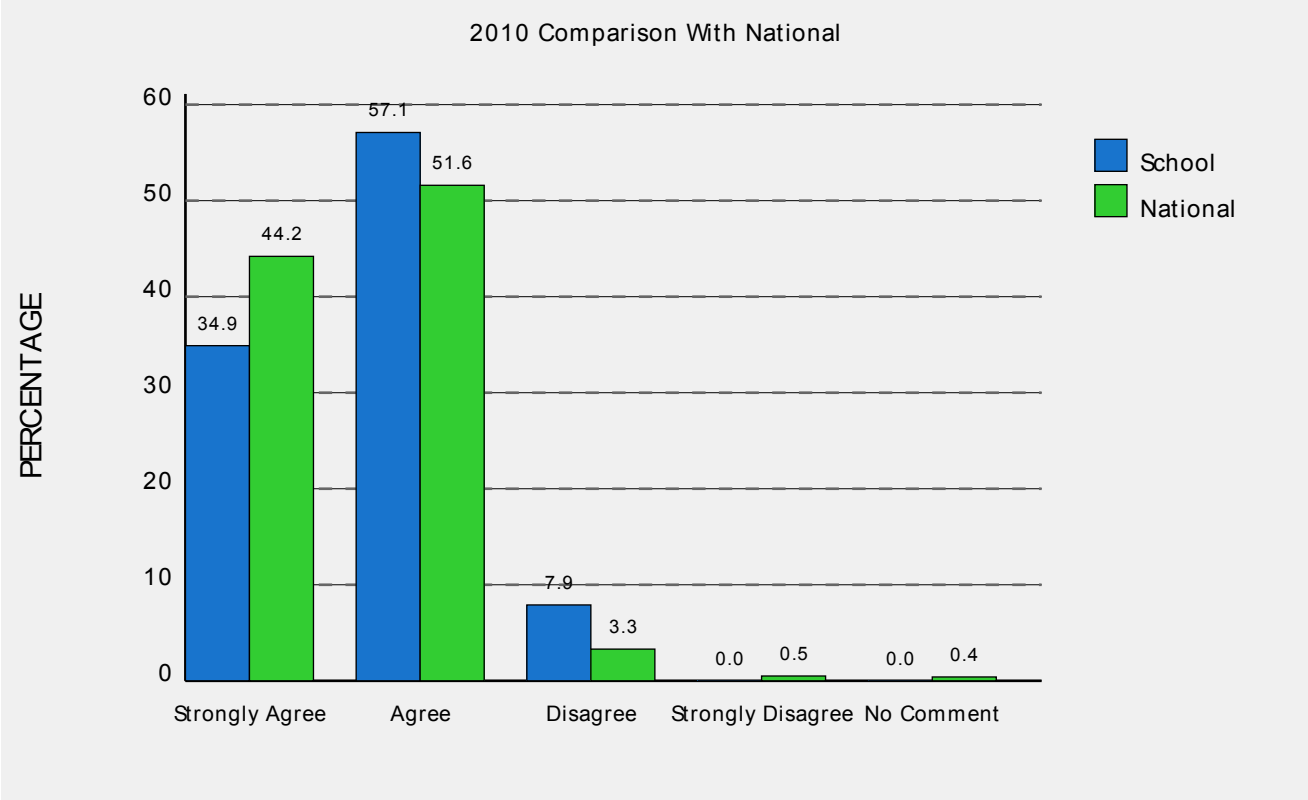
Appendix	Title	File Name
Appendix 11.4.1	IPPE Student Portfolio Summary	OSU_IPPE_Portfolio_Summaryx.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 28. The Pharm.D. Program prepared me to reflect critically on personal skills and actions and make plans to improve when necessary.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
34.9
44.2
57.1
51.6
7.9
3.3
0.0
0.5
0.0
0.4
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 28. The Pharm.D. Program prepared me to reflect critically on personal skills and actions and make plans to improve when necessary.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	46.4%	26	46.4%	26	3.6%	2	1.8%	1	1.8%	1	56	68.3%
2008	36.1%	13	61.1%	22	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	51.5%	17	6.1%	2	3.0%	1	3.0%	1	33	39.3%
2010	34.9%	22	57.1%	36	7.9%	5	0.0%	0	0.0%	0	63	75.0%
National	44.2%	3390	51.6%	3961	3.3%	250	0.5%	40	0.4%	34	7675	71.2%

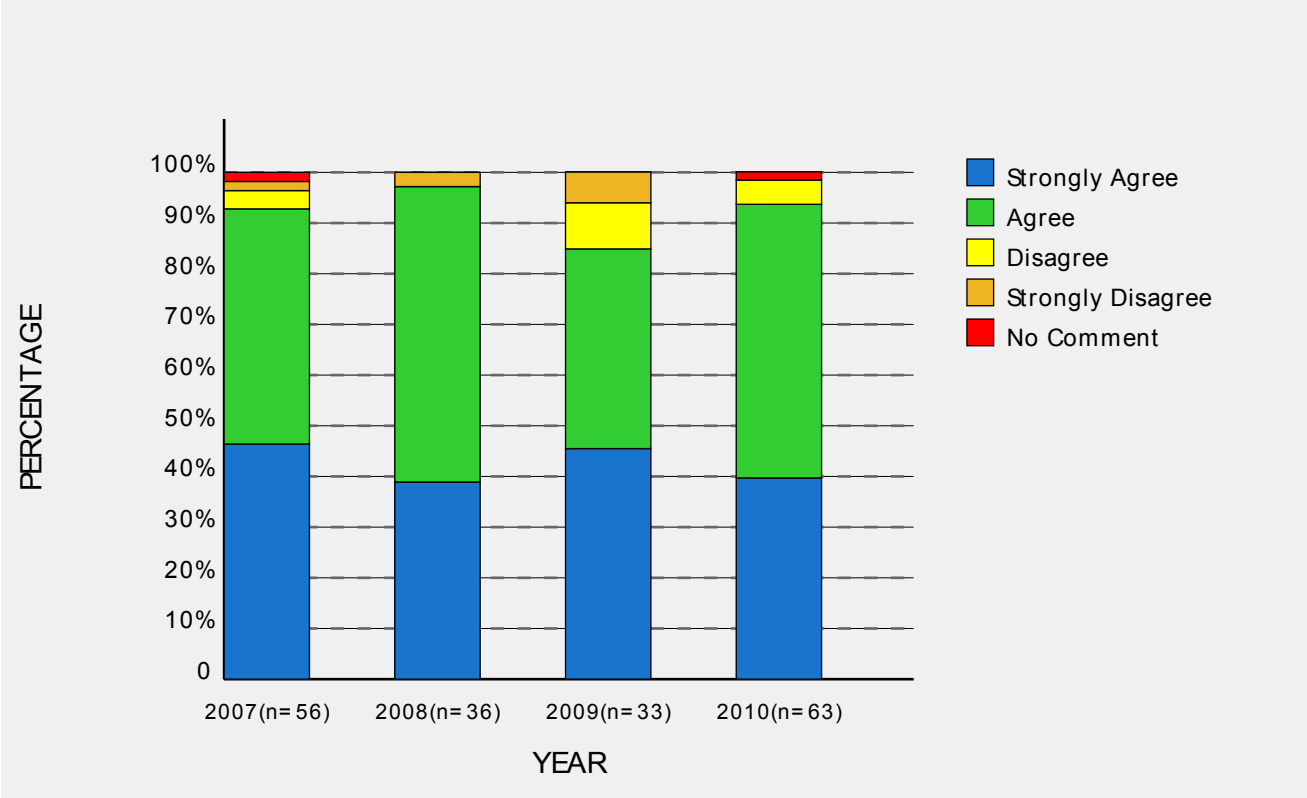
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

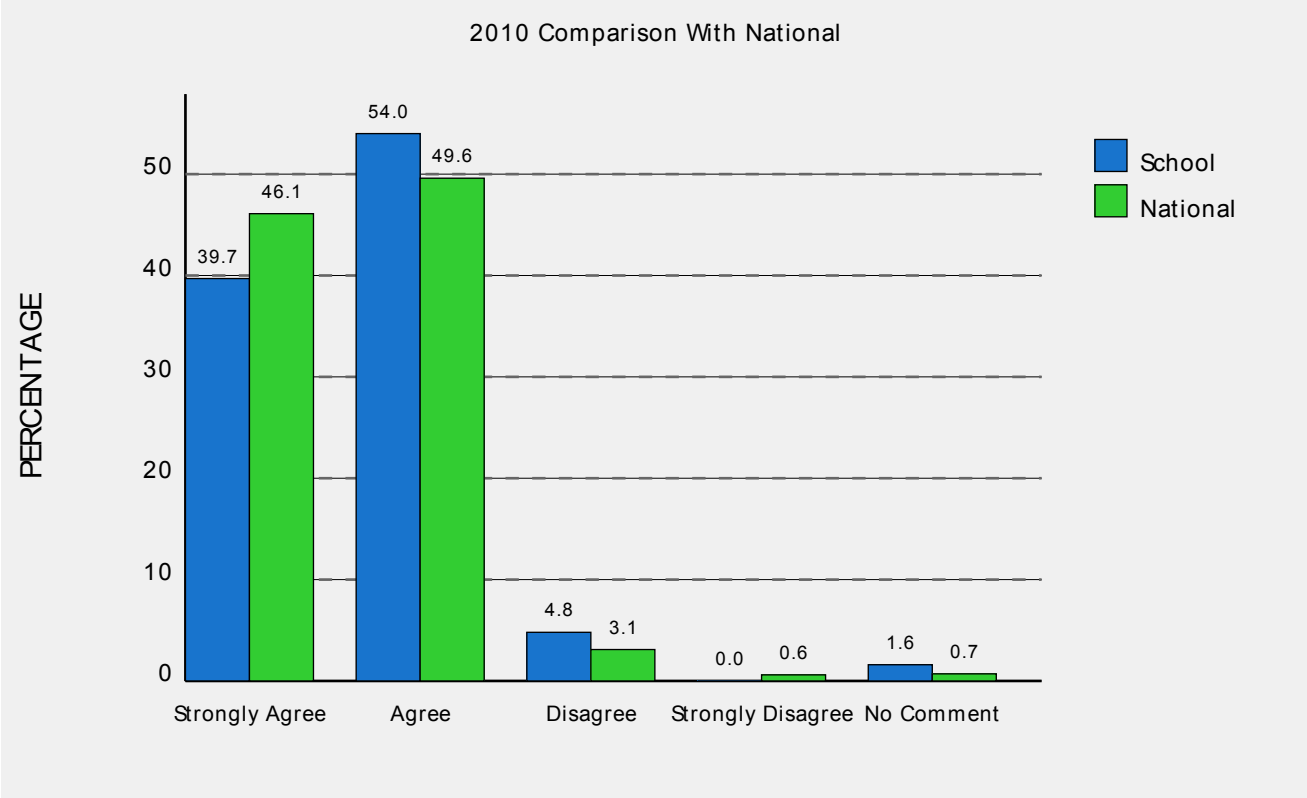
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 29. The Pharm.D. Program prepared me to accept and respond to constructive feedback.





Question 29. The Pharm.D. Program prepared me to accept and respond to constructive feedback.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	46.4%	26	46.4%	26	3.6%	2	1.8%	1	1.8%	1	56	68.3%
2008	38.9%	14	58.3%	21	0.0%	0	2.8%	1	0.0%	0	36	52.2%
2009	45.5%	15	39.4%	13	9.1%	3	6.1%	2	0.0%	0	33	39.3%
2010	39.7%	25	54.0%	34	4.8%	3	0.0%	0	1.6%	1	63	75.0%
National	46.1%	3540	49.6%	3805	3.1%	235	0.6%	43	0.7%	52	7675	71.2%

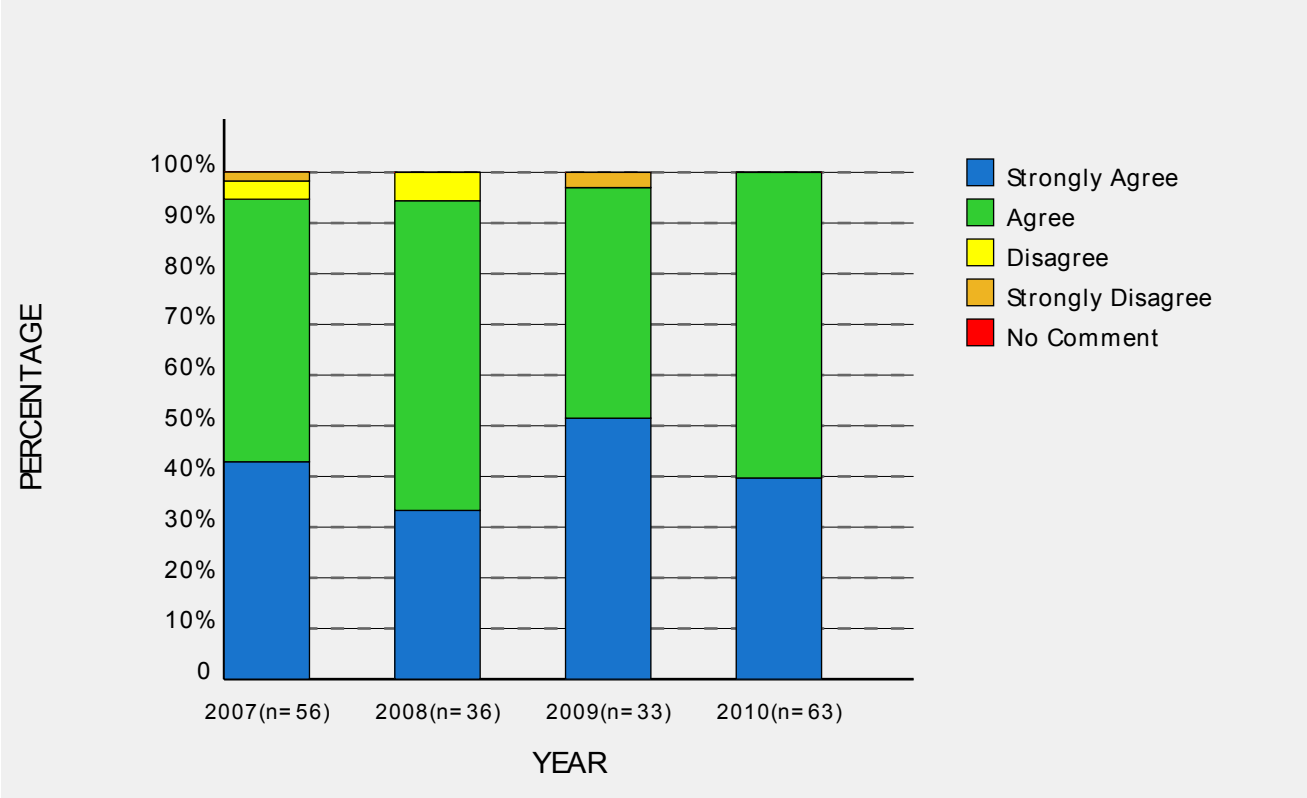
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

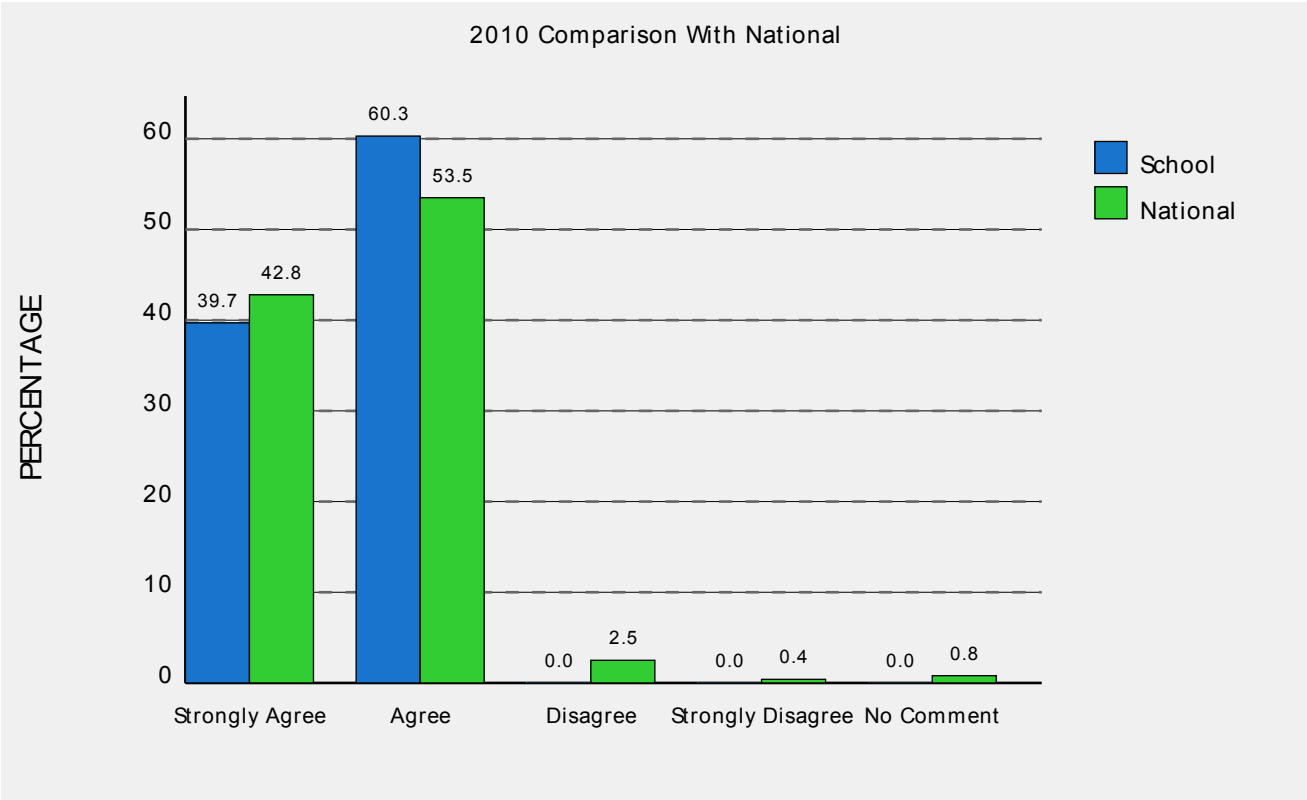
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 31. I developed the skills needed to prepare me for continued learning after graduation.





Question 31. I developed the skills needed to prepare me for continued learning after graduation.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	42.9%	24	51.8%	29	3.6%	2	1.8%	1	0.0%	0	56	68.3%
2008	33.3%	12	61.1%	22	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	51.5%	17	45.5%	15	0.0%	0	3.0%	1	0.0%	0	33	39.3%
2010	39.7%	25	60.3%	38	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	42.8%	3286	53.5%	4104	2.5%	193	0.4%	32	0.8%	60	7675	71.2%

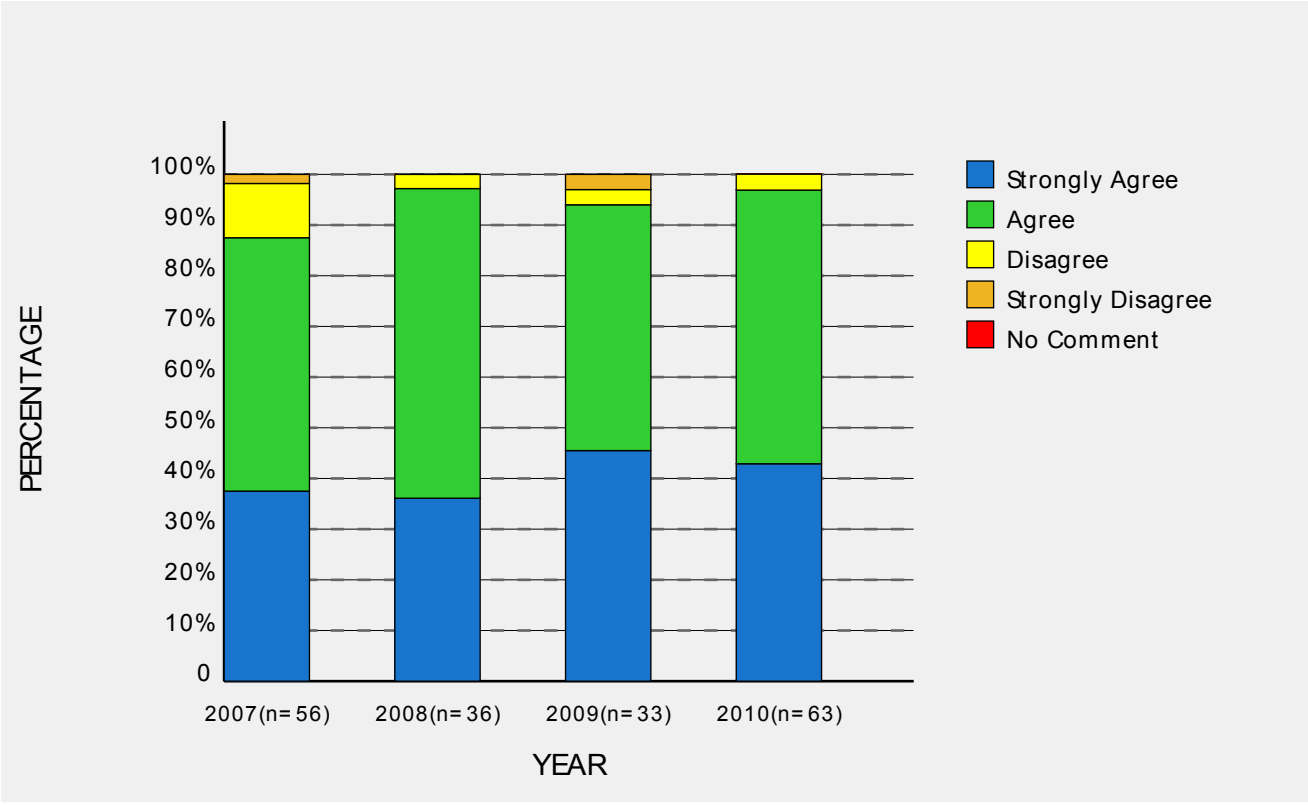
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

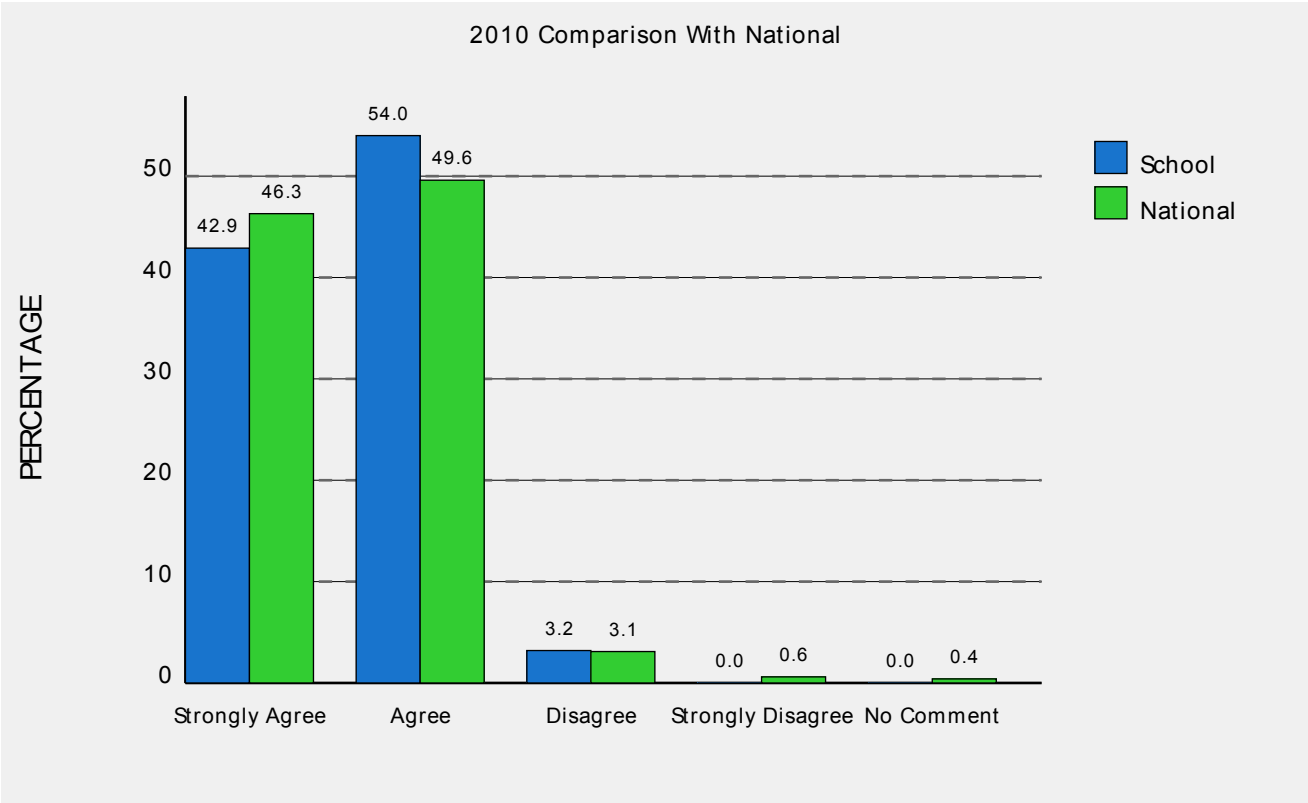
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 32. I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).





Question 32. I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	37.5%	21	50.0%	28	10.7%	6	1.8%	1	0.0%	0	56	68.3%
2008	36.1%	13	61.1%	22	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	45.5%	15	48.5%	16	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	42.9%	27	54.0%	34	3.2%	2	0.0%	0	0.0%	0	63	75.0%
National	46.3%	3557	49.6%	3806	3.1%	241	0.6%	44	0.4%	27	7675	71.2%

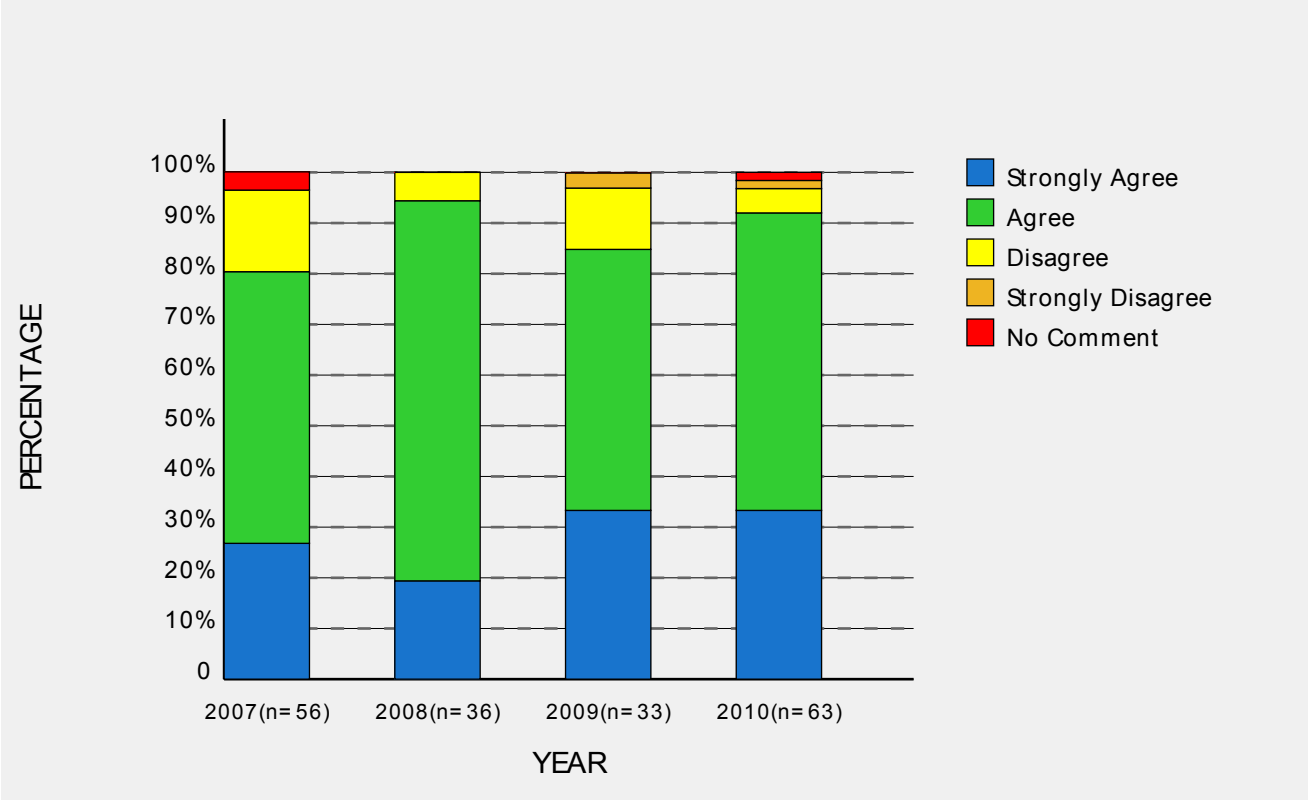
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

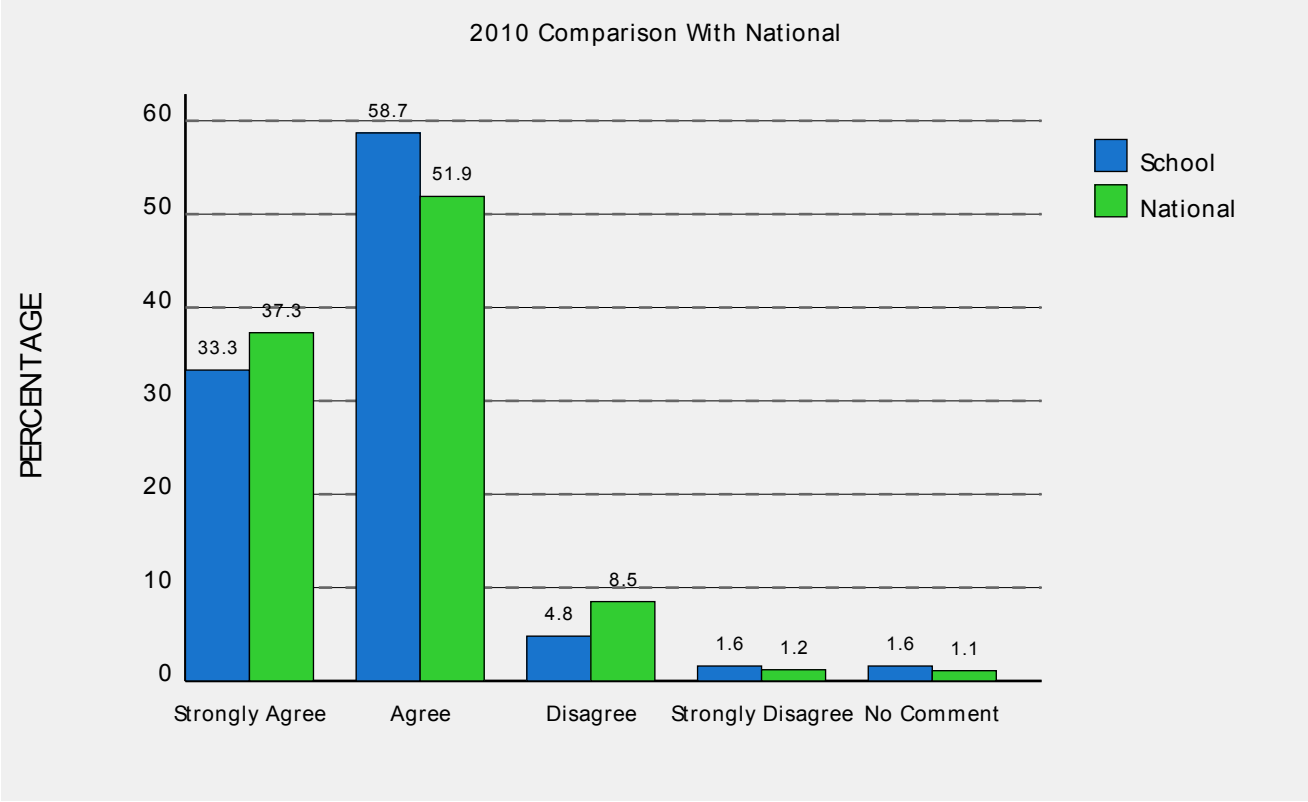
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 33. I was encouraged to ask questions in class.





Question 33. I was encouraged to ask questions in class.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	26.8%	15	53.6%	30	16.1%	9	0.0%	0	3.6%	2	56	68.3%
2008	19.4%	7	75.0%	27	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	51.5%	17	12.1%	4	3.0%	1	0.0%	0	33	39.3%
2010	33.3%	21	58.7%	37	4.8%	3	1.6%	1	1.6%	1	63	75.0%
National	37.3%	2863	51.9%	3983	8.5%	651	1.2%	92	1.1%	86	7675	71.2%

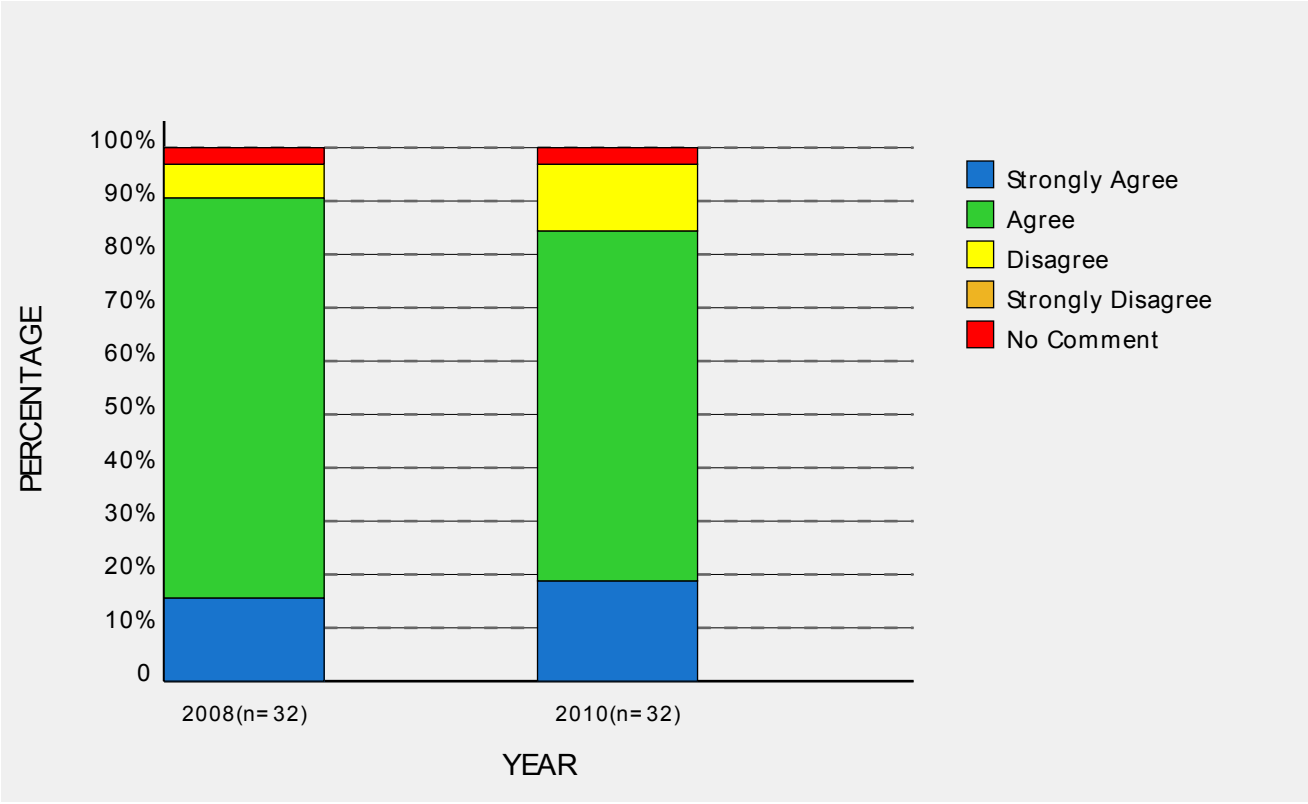
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

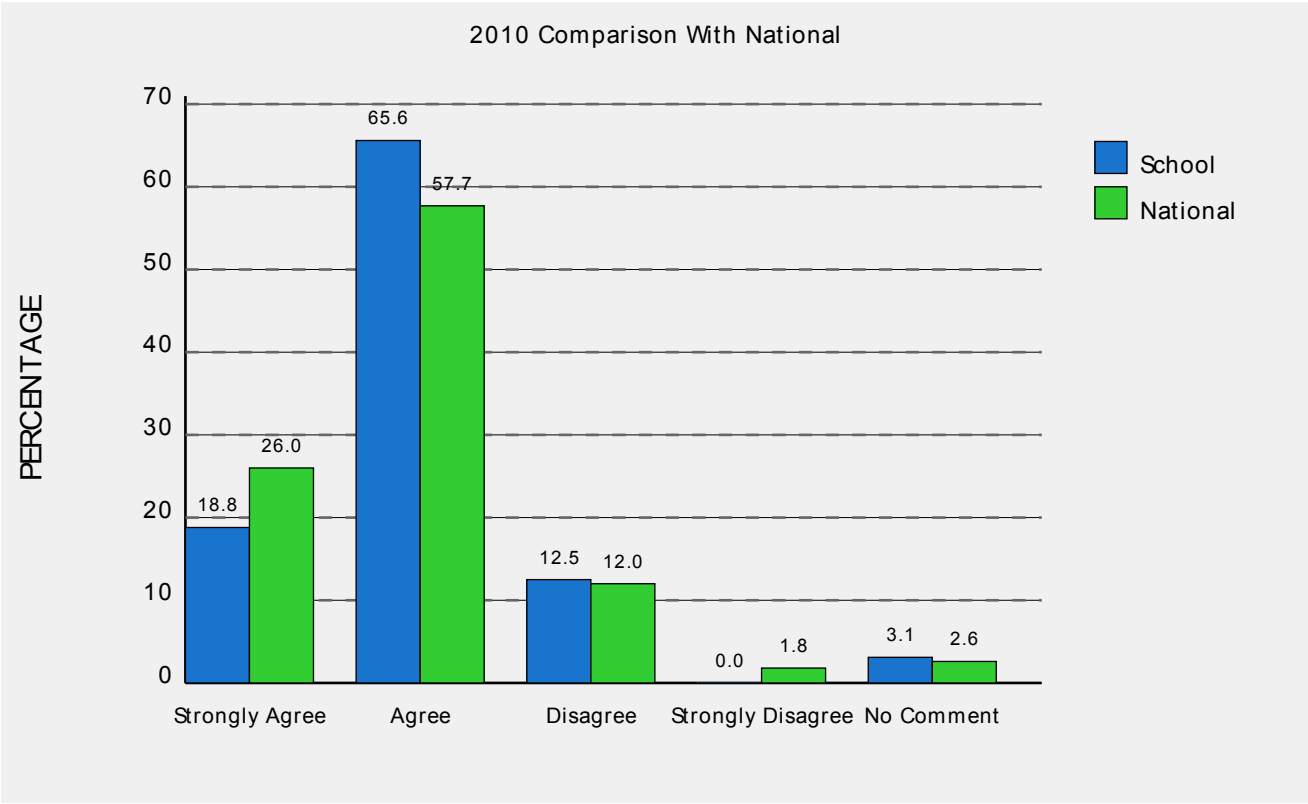
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 7.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 38. Overall, faculty encourage students to assume responsibility for their own learning.





Question 38. Overall, faculty encourage students to assume responsibility for their own learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	75.0%	24	6.3%	2	0.0%	0	3.1%	1	32	82.1%
2010	18.8%	6	65.6%	21	12.5%	4	0.0%	0	3.1%	1	32	82.1%
National	26.0%	711	57.7%	1578	12.0%	327	1.8%	49	2.6%	71	2736	69.1%

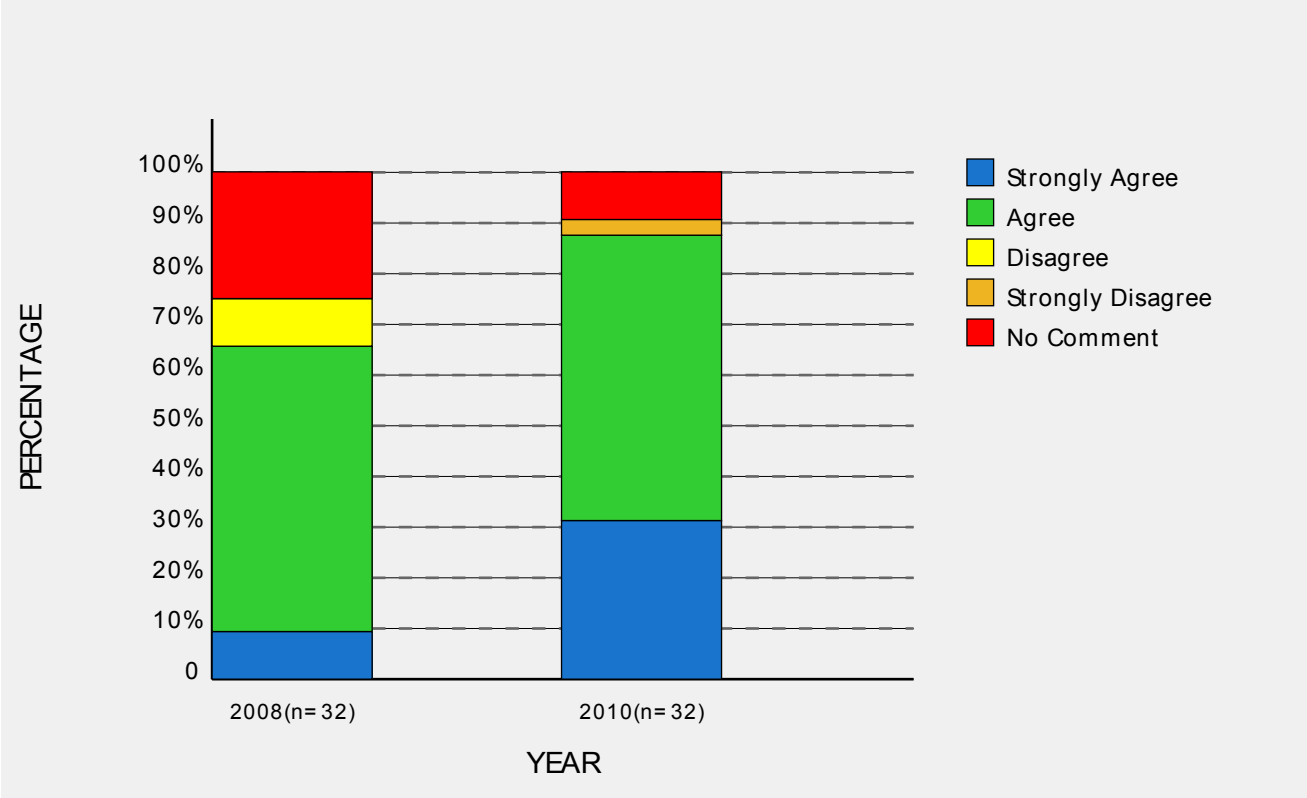
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

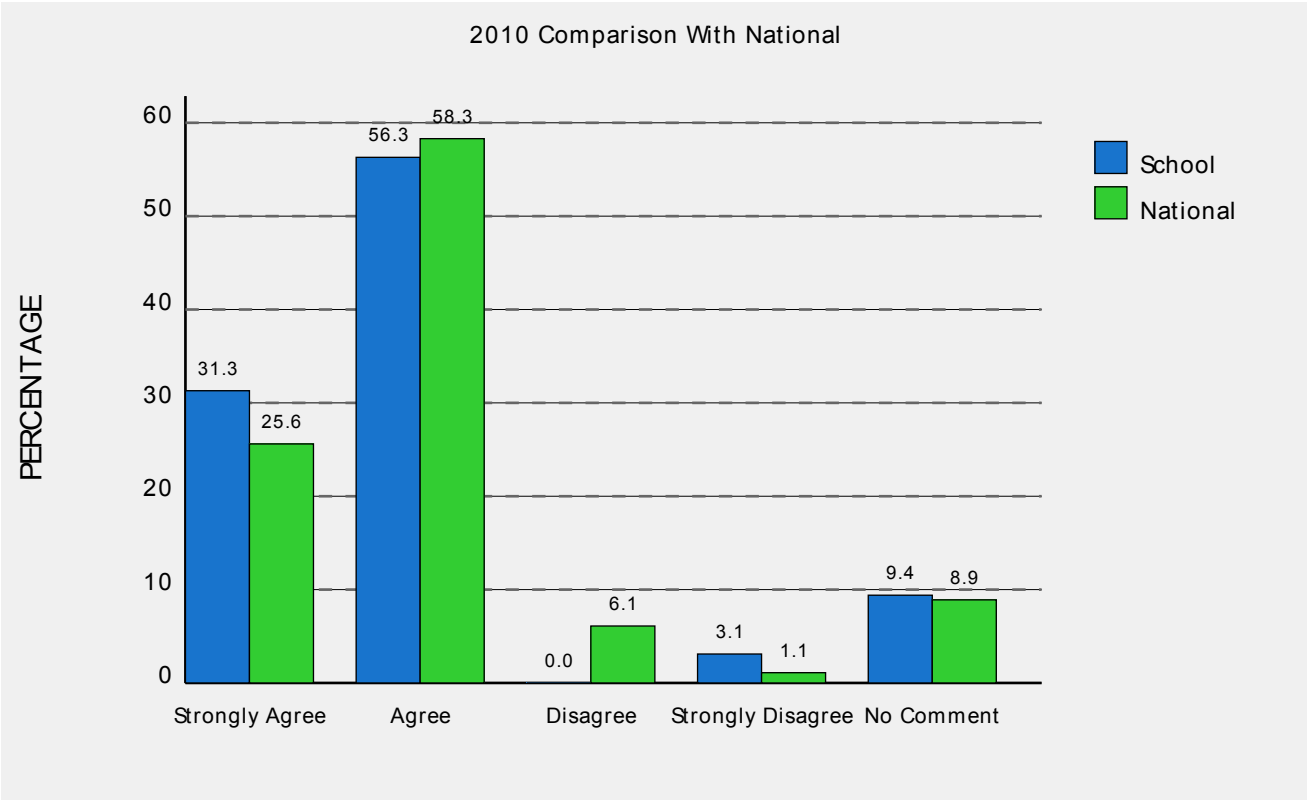
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 39. Laboratories and other non-classroom environments are conducive to learning.





Question 39. Laboratories and other non-classroom environments are conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	56.3%	18	9.4%	3	0.0%	0	25.0%	8	32	82.1%
2010	31.3%	10	56.3%	18	0.0%	0	3.1%	1	9.4%	3	32	82.1%
National	25.6%	701	58.3%	1595	6.1%	168	1.1%	29	8.9%	243	2736	69.1%

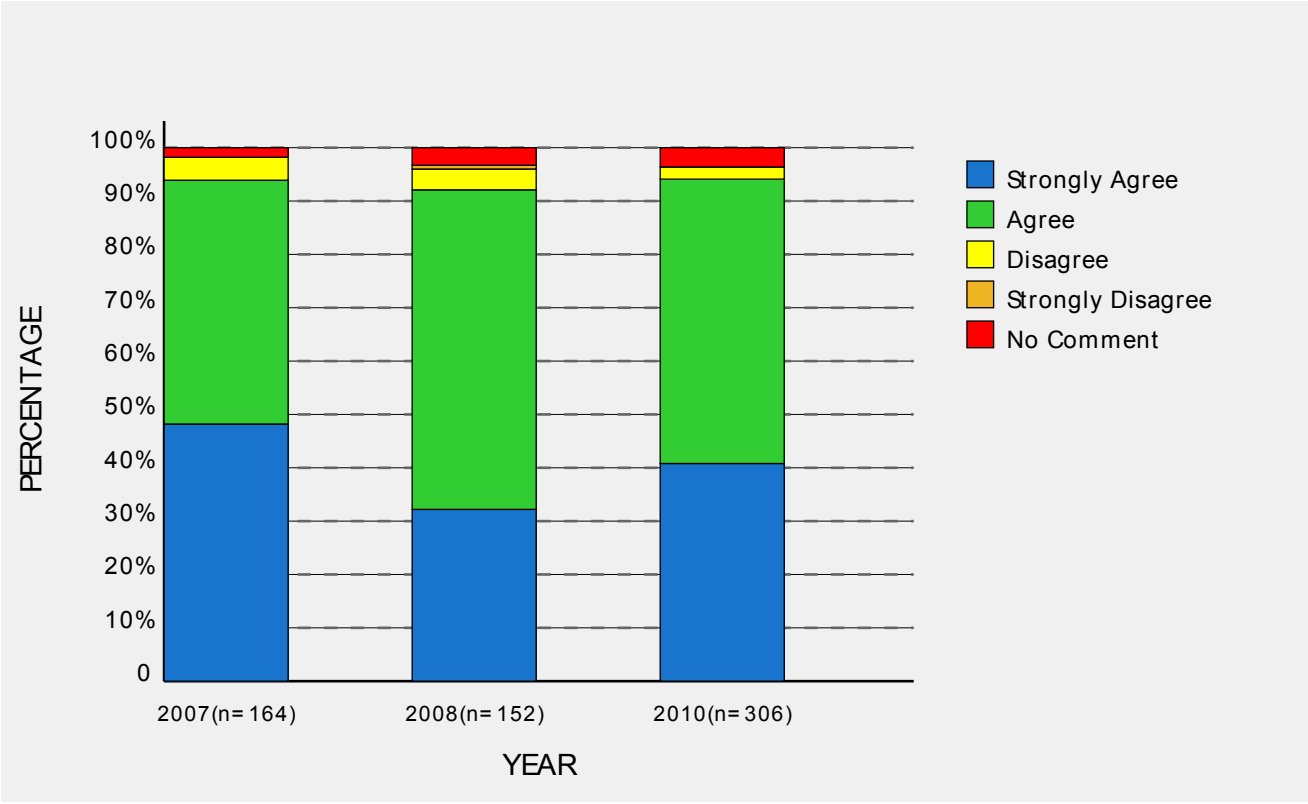
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

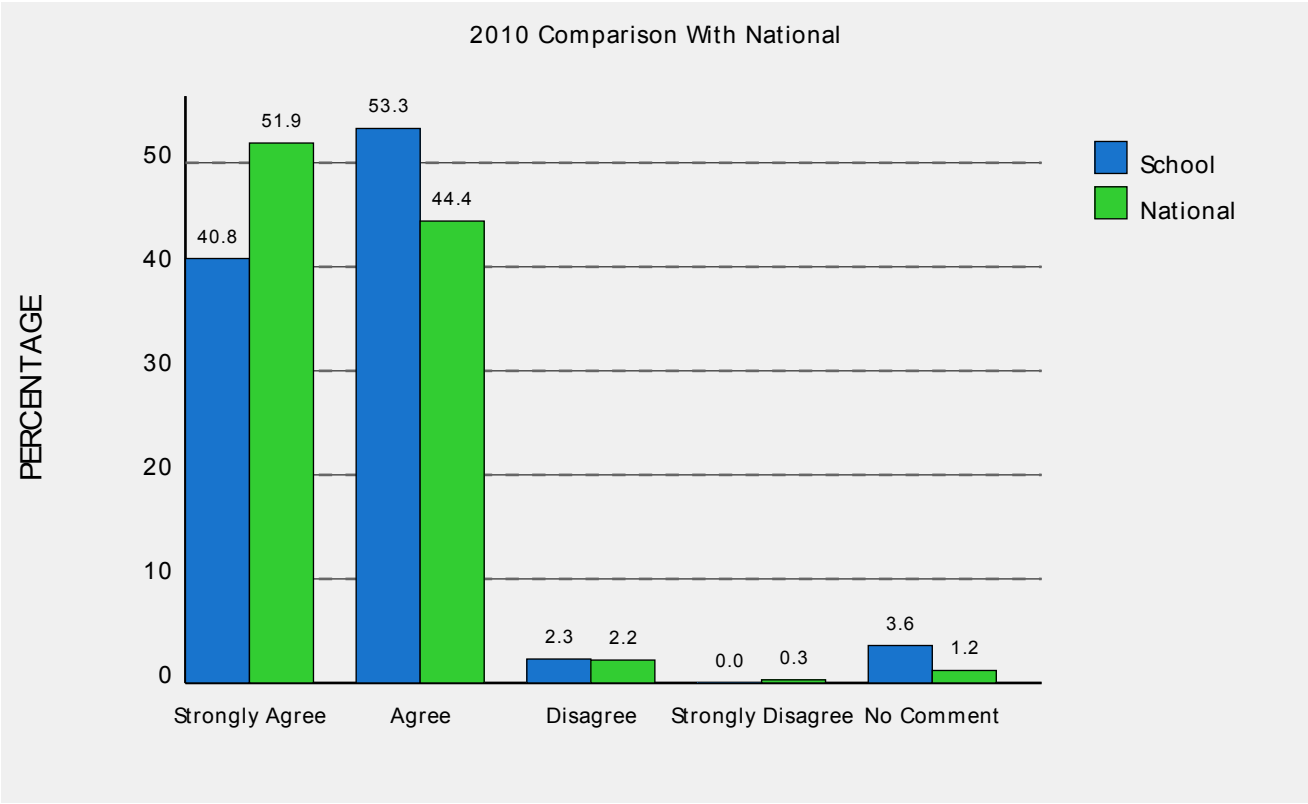
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Preceptor Survey

Question 23. Students at my site are encouraged to assume responsibility for their own learning.





Question 23. Students at my site are encouraged to assume responsibility for their own learning.

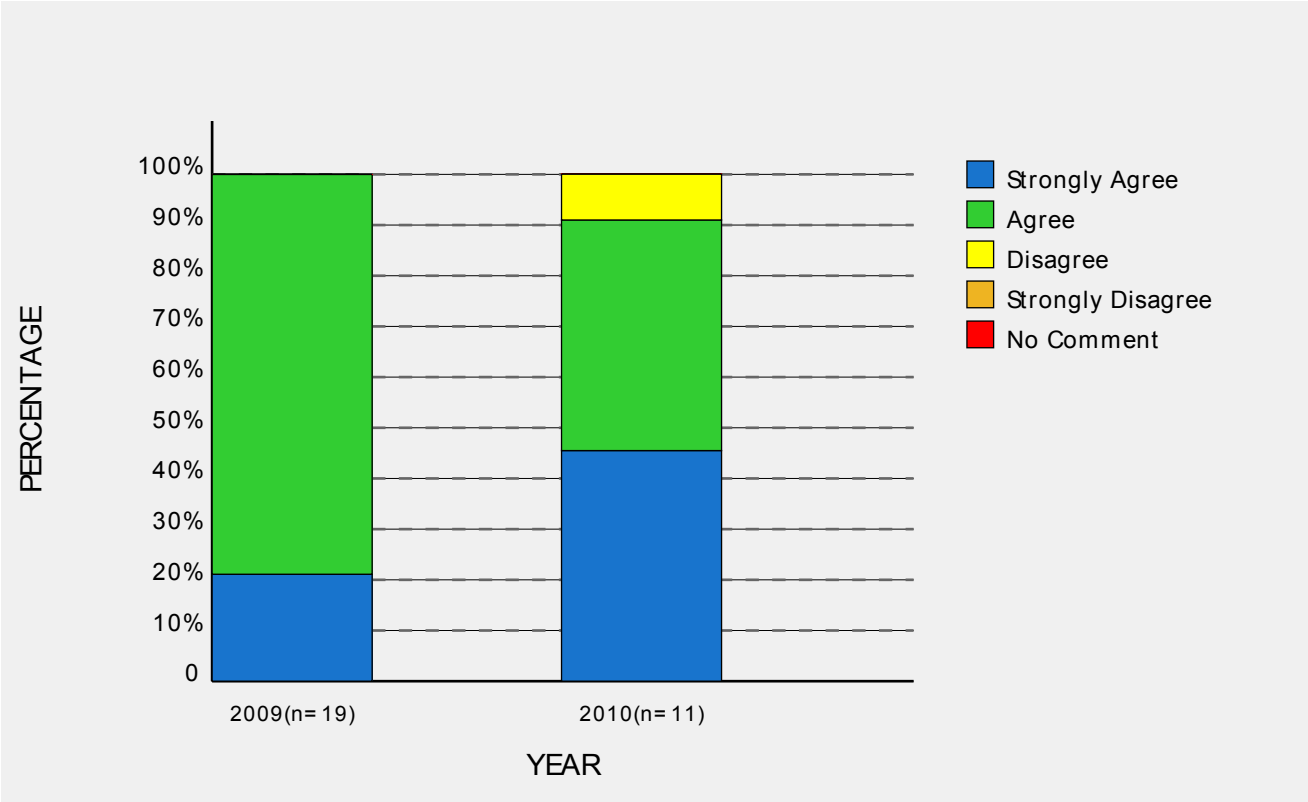
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	48.2%	79	45.7%	75	4.3%	7	0.0%	0	1.8%	3	164	35.0%
2008	32.2%	49	59.9%	91	3.9%	6	0.7%	1	3.3%	5	152	22.1%
2010	40.8%	125	53.3%	163	2.3%	7	0.0%	0	3.6%	11	306	23.8%
National	51.9%	4458	44.4%	3818	2.2%	192	0.3%	24	1.2%	102	8594	32.8%

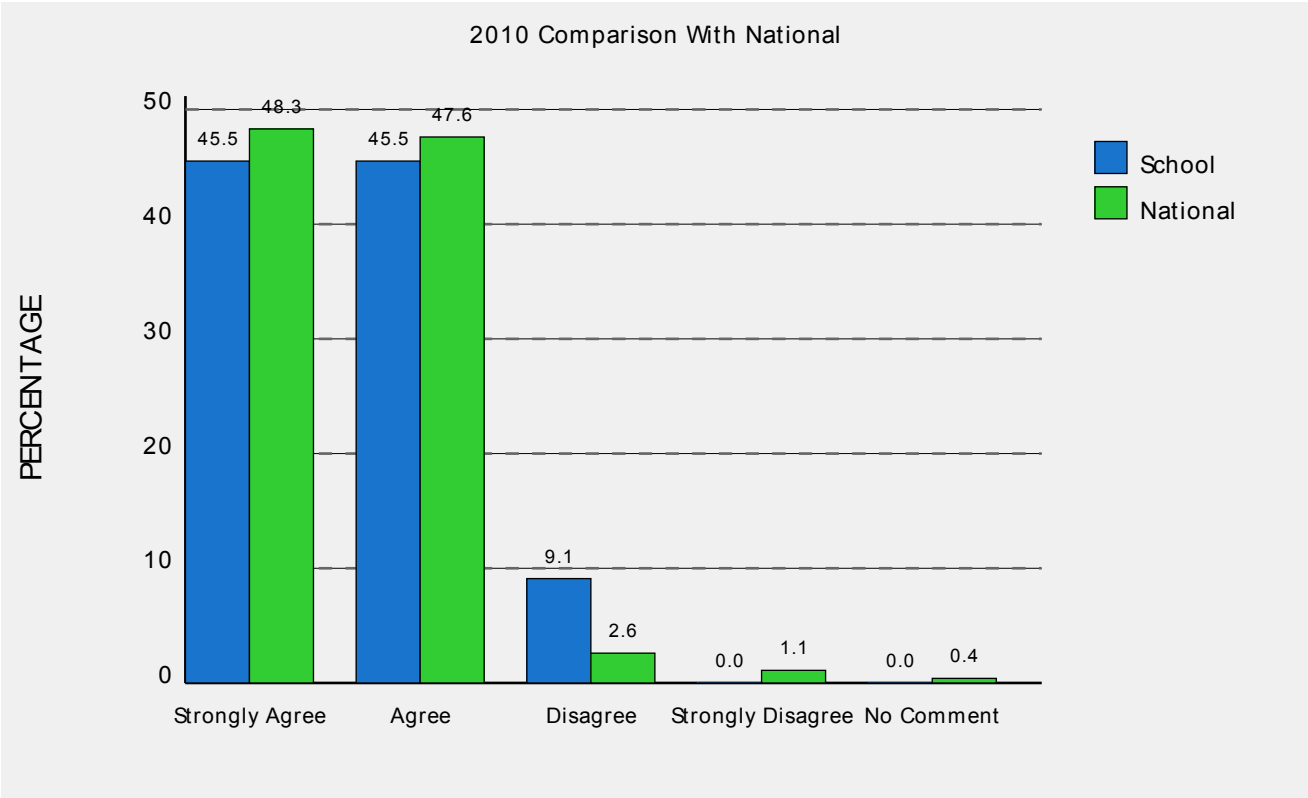
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 21. When I was a student the curriculum provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning).





Question 21. When I was a student the curriculum provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning).

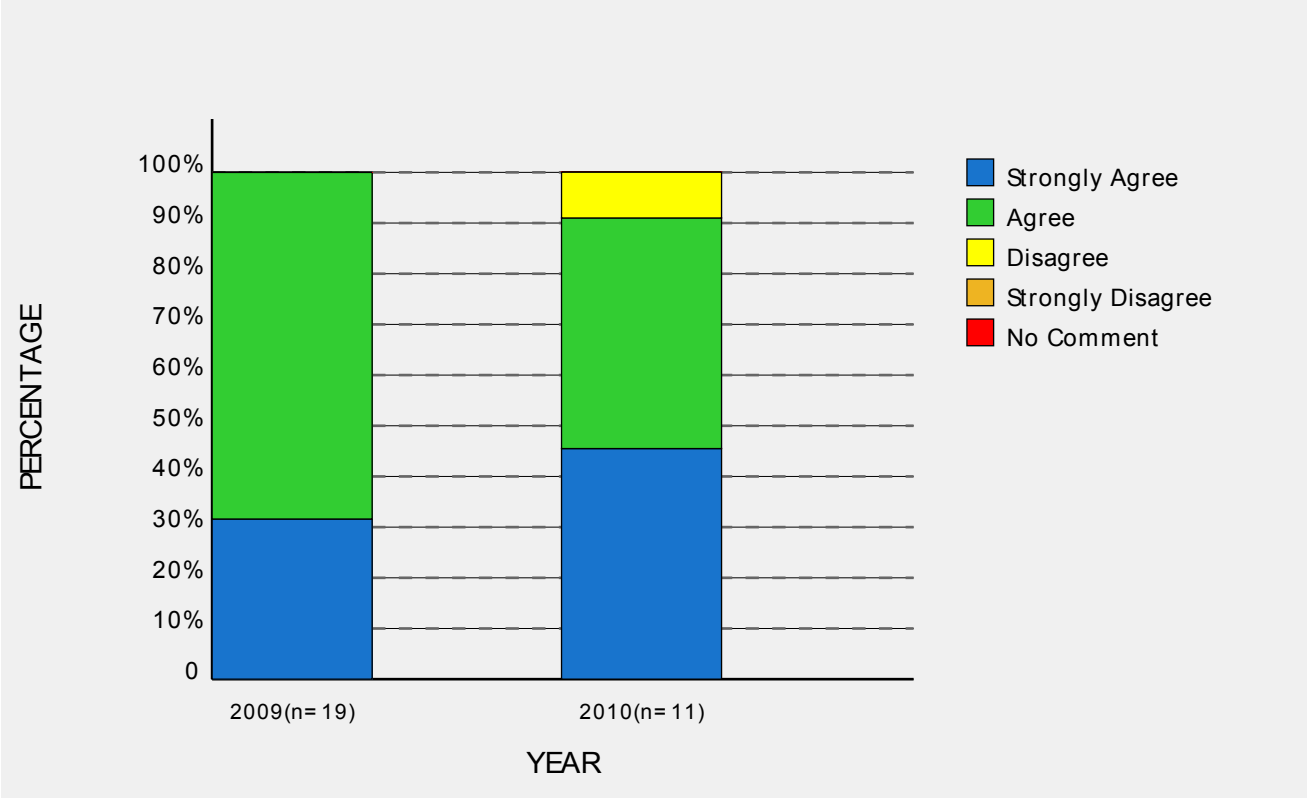
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	78.9%	15	0.0%	0	0.0%	0	0.0%	0	19	29.7%
2010	45.5%	5	45.5%	5	9.1%	1	0.0%	0	0.0%	0	11	20.8%
National	48.3%	1190	47.6%	1173	2.6%	65	1.1%	27	0.4%	11	2466	19.7%

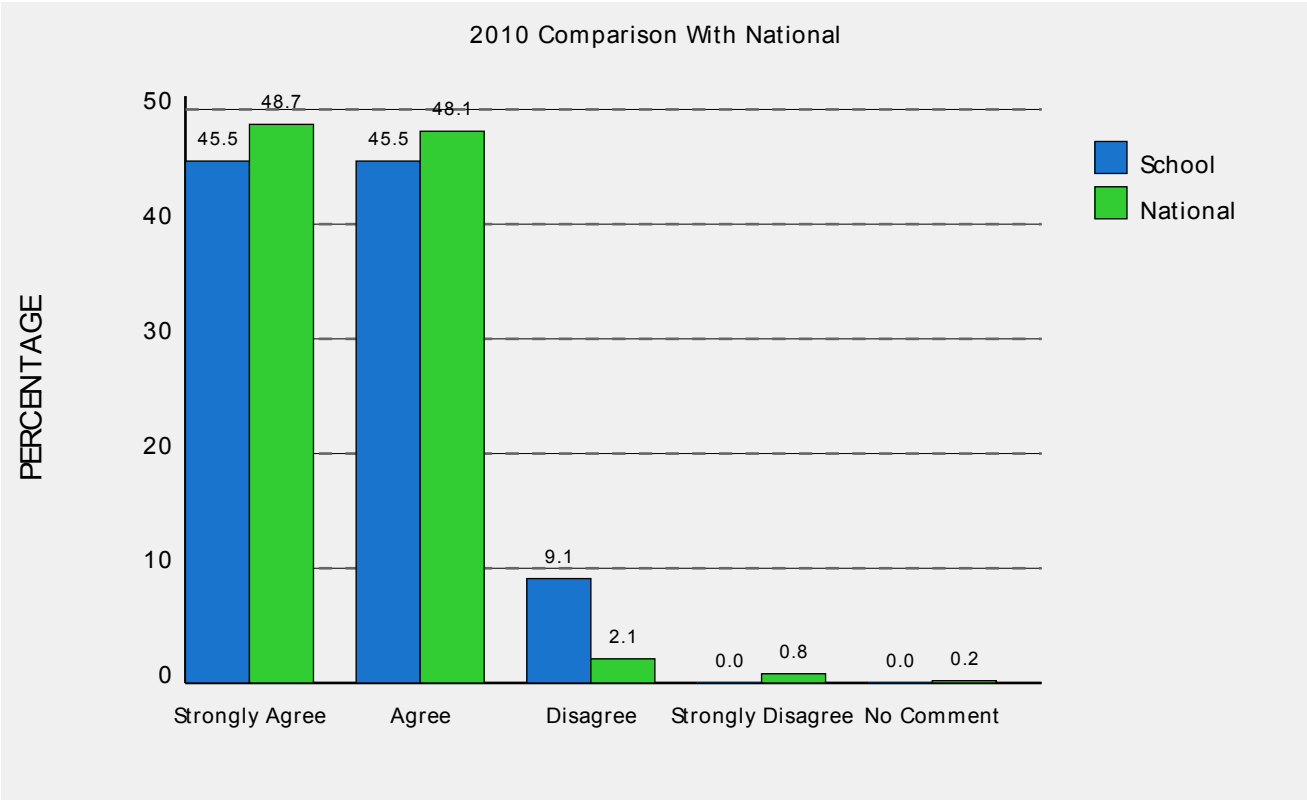
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 23. When I was a student I was encouraged to assume responsibility for my own learning.





Question 23. When I was a student I was encouraged to assume responsibility for my own learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	31.6%	6	68.4%	13	0.0%	0	0.0%	0	0.0%	0	19	29.7%
2010	45.5%	5	45.5%	5	9.1%	1	0.0%	0	0.0%	0	11	20.8%
National	48.7%	1202	48.1%	1186	2.1%	53	0.8%	20	0.2%	5	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

The program, throughout the curriculum and in all pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to meet the diverse learning needs of students and produce the desired professional competencies and outcomes, including the development and maturation of critical thinking, problem-solving, and self-directed, lifelong learning skills.	Satisfactory
Faculty members use a variety of teaching and learning techniques (e.g., active learning, case studies, etc.) that have been thoughtfully selected, designed, and/or tailored to help students achieve the learning outcomes articulated for their courses.	Satisfactory
The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.	Satisfactory
The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study.	Satisfactory
Teaching and learning methods used assure that learning experiences, opportunities, and outcomes are comparable for all pathways, branches or campuses.	

3. College or School's Comments on the Standard

Focused Questions
☑ A description of teaching and learning methods and strategies employed in the delivery of the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable), and how those methods are expected to advance meaningful learning in the courses in which they are employed.
☑ Efforts of the college or school to address the diverse learning needs of students
☑ The formative and summative assessments used to evaluate teaching and learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
Faculty at Oregon State University College of Pharmacy demonstrate a strong commitment to using teaching and learning methods proven to achieve scholastic outcomes, foster critical thinking and problem solving skills, meet a diversity of learning approaches, and assist in the transition from student to self-directed life-long learner. These qualities are paramount in the development of competent and independent pharmacists. Surveys of students, faculty, alumni, and preceptors demonstrate this commitment.

The professional curriculum utilizes a diversity of teaching and learning approaches across the curriculum. Active teaching strategies are innate to experiential learning, but are also found in a variety of didactic courses. Inclusion of alternative instructional methods and active learning is encouraged, but faculty members determine when it is appropriate to achieve educational goals for their specific courses. Faculty members are similarly encouraged to utilize alternative assessment strategies, as appropriate to the learning needs. As described in Standard 26, the College works to provide faculty members a number of opportunities to discuss strategies and interact with education specialists as they prepare for teaching responsibilities. Additional support for faculty development in pedagogy is provided through the College, University and sponsored attendance at national meetings. Overall, regardless of how the question is asked, graduating students consistently agree, including in the most recent 2011 survey, the professional program provides opportunities for active learning, critical thinking and prepares them for lifelong learning (Q28, 29, 31-33: Graduating Student survey). Faculty, preceptor and alumni surveys reveal similar perceptions (see required data views).

Within required didactic courses, it is not surprising that the most consistent examples of active learning are found in Pharmacy Practice. The courses of the Pharmacy Practice sequence are found in every term of the first three professional years. Class sizes are smaller, ranging from 20 - 25 students, and each utilizes student-centered learning. Key components in the first professional year include small group discussions related to appropriate selection of OTC products, the use of competency-based assessment for learning foundational calculations

sequences, videotaping and self assessment of patient counseling, and presentations that summarize the value of natural products utilizing evidence-based research. The year culminates with a student requirement to develop an alternative medicine poster as a small group activity. Through the poster, students are expected to evaluate specific alternative medicines in terms of history, biochemistry, pharmacokinetics and dynamics, clinical effects, and costs. The final deliverable is a poster that is presented in a community forum where other healthcare professionals can interact with students and learn about the medicine.

Pharmacy practice courses in the second professional year are characterized by a teach, pair, share model. Focused on patient assessment, instructors demonstrate a wide variety of physical assessments utilizing students, patients and simulation manikins. Students are then encouraged to work with each other to perfect techniques and share them back out to the course instructors. A significant component of course evaluation is based upon the ability of the student to conduct a comprehensive patient assessment, including demonstration of physical assessment technique, in a summative term ending exam with a `model' patient. The third professional year builds upon instruction in the second year, but focuses more closely on the evaluation of patient specific parameters and case studies. Again, oral examinations are key assessment tools at the end of each term. The Assessment committee has also been very helpful in enhancing this course by developing and administering an evaluation of specific course activities by third year students for the course instructor, at the instructors request. It is perhaps not coincidental that this instructor was also recognized by OHSU for excellence in teaching.

Although diversity in learning strategies is most obvious in the Pharmacy Practice sequence, it is not limited to these courses. The first professional year Information Science course was developed initially as a writing intensive course and continues to include a variety of short and extended writing assignments as a key element of exploring how to fully utilize resources. Health Care Systems courses use a debate format in which students work in small groups to systematically argue the relative merits of the U.S. healthcare system. These methods contribute to a unique learning process in at least two different avenues. First, it breaks students into smaller more interactive groups. Secondly, the debate format requires students to be prepared to advocate for their particular stance on an issue, but also be open to understand and appreciate dissenting views. This aspect of the debate format is particularly effective in promoting a comprehensive understanding of the topic.

The second professional year Management course builds upon the advocacy developed in the Health Care Systems debates to utilize a case based-format to explore solutions for real world problems faced by pharmacy managers. An adaptation of clinical SOAP notes provides students with structure to recognize, understand and propose solutions in the workplace. A more traditional format is used for the primary course sequence in the second professional year, Pharmacology/Medicinal Chemistry. This course, however, is purposefully designed as a hybrid to assure that concepts in the two disciplines are coordinated as drug classes are addressed. This course has also been a leader in competency-based assessment methods. The course is constructed in a manner that students are required to demonstrate a base level of competency for each examination. Students that fail to demonstrate competency are required to complete

a challenge exam. Faculty members believe that this format provides some assurance that students have demonstrated proficiency in all areas of content, as opposed to being strong in some and weak in others.

Some faculty in the Pharmacology/Medicinal Chemistry sequence and selected other courses also have chosen to involve students in writing multiple-choice exam questions. Questions proposed for inclusion by students are collated and distributed back to the students for discussion during a review session. Reception from students for this activity has been very positive. This exercise allows students to not only understand the correct answer, but also to develop convincing incorrect answers. Being able to articulate viable, but incorrect answers to questions has facilitated more complete understanding of concepts.

Faculty members in the third professional year have led efforts within the College to utilize audience feedback technology, 'clickers'. The Advanced Pharmacokinetics course has successfully utilized this technology for several years and more recently the use of clickers has been introduced into the Drug Literature Evaluation course in the second professional year. Instructors in Advanced Pharmacokinetics also break the course into weekly recitations to allow for a more 'hands on' approach to understanding software available to facilitate pharmacokinetic analysis. The third professional year is highlighted by a capstone course in Drug Policy. This course provides optimal development of critical thinking skills, in that it requires integration of all information learned to that point to support population-based therapeutic decisions. The projects completed within this course also require team building, team work, and growth in both factual and persuasive communication skills.

The College does have a small distance-learning component in the curriculum. A subset of students is offered the option to receive lectures for selected classes through synchronous lecture delivery on the Corvallis campus. The students must still travel to the Portland campus for some courses and for Pharmacy Practice activities, but it does lessen the travel requirements for students that might be disadvantaged by daily travel to the Portland campus (parent children in school, own property in Corvallis, have jobs in the mid-valley). It is possible, albeit sometimes cumbersome, for students to interact in real time during lectures. All surveys to date have indicated that students who take advantage of this option perform equally well on examinations and appreciate the opportunity.

The integration of electives into the didactic portion of the curriculum has significantly expanded the diversity of teaching and assessment. Elective courses typically have capped enrollment to maintain smaller class sizes and faculty members are encouraged to teach topics for which they have a personal passion, in a manner that they feel is most appropriate. The result has been increased utilization of small group work, courses that allow for a more longitudinal exploration of a topic or research problem, guest lecturers with highly specialized skill sets, student-directed exploration of literature, outreach activities, capstone writing projects or presentations for assessment, and an expanded number of students engaged in a faculty-sponsored scholarship.

The fourth professional year consists of seven, six-week advanced pharmacy practice experiences that, by their nature provide ample opportunities for development of critical thinking skills and work patterns that will support life long learning. Required, and many elective

rotations, include requirements for expansion of both small group and large group presentation skills. The Director of Experiential Programs and the IPPE Director are active mentors for preceptors.

APPE expectations for initiative, independence, personal responsibility, and critical inquiry are natural extensions of skills and attitudes developed during IPPE. Student portfolios have become a regular component of IPPE record keeping (see optional documentation) and with the implementation of E*Value software we are working to expand the scope of student portfolios as a tool to encourage self-reflective, life-long learning. The portfolio system serves as central repository for students to store and summarize reflections on courses taken, biographical information, professional activities, clerkship evaluations, and curriculum vitae. The College has not yet fully taken advantage of student portfolios, but Jeff Ruder, recently hired as a Portland-based advisor, has significant experience with student portfolio development. Faculty and preceptors agree overwhelmingly that students are expected and given the opportunity to be responsible for their learning (see required data sets). Mr. Ruder's expertise should be very helpful as the College moves forward.

Blackboard was implemented at the OSU campus in 1999 and is a valuable technologic tool for faculty interested in expanding their pedagogical tools. Nearly all faculty members use some part of the capabilities found within Blackboard to support their classes. Instructional workshops are available on an ongoing basis within the University. Faculty use ranges from simply posting notes for student access to the creation of discussion boards for specific topics and the posting of self reflective blogs during the learning process.

Finally, it is important to recognize the role that students play in pushing faculty to explore and accept alternative learning models. Each professional class in the College has a 'tech officer' and over the past five years students have developed a comprehensive Wiki site. Initially resisted by faculty, many faculty members have come to embrace this resource for students. Although not refereed by faculty, students have progressively enhanced lecture notes and other resources in support of classes in the College. The site was originally developed simply as a place to share notes and announce co-curricular activities, and continues to serve that purpose. The significance of its use has evolved, however, to include: supporting students that may have difficulty affording textbooks, providing model test questions, creating discussion points to be raised in class with faculty, and, in some instances, providing a foundation from which faculty can expand their presentations to a new level of rigor. Student surveys suggest the Wiki site has become the most valued instructional technology in the program.

Notable schievement - Students have undertaken extraordinary efforts to support and enhance instruction through development of a comprehensive Wiki site. The site has become a self-evolving and improving resource that supports the success of classmates and helps to elevate opportunities for critical discussions of key topic areas.

Summary - College faculty members use a broad diversity of innovative teaching, learning and assessment approaches in the delivery of the curriculum. Development of alternative styles of delivery or assessment are encouraged and supported, but driven by faculty as they determine how learning and critical thinking skills can be best achieved in their specific course. Students,

alumni, faculty and preceptors agree that students are encouraged to accept responsibility for their learning and assure skills inherent to life long learning are developed.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

12. Professional Competencies and Outcome Expectations

Professional pharmacist competencies that must be achieved by graduates through the professional degree program curriculum are the ability to:

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.
2. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and timesensitive medication distribution; and to improve therapeutic outcomes of medication use.
3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

These professional competencies must be used to guide the development of stated student learning outcome expectations for the curriculum. To anticipate future professional competencies, outcome statements must incorporate the development of the skills necessary to become self-directed lifelong learners.

1. Documentation and Data

Supporting Documents

1. List of the professional competencies and outcome expectations for the professional program in pharmacy (SAME DOCUMENT FOR STANDARDS 9 AND 12)

Appendix	Title	File Name
Appendix 12.1.1	Curricular Goals and Competencies	Curricular_Goals_and_Competencies.pdf

2. A map/cross-walk of the curriculum (didactic and experiential) to the professional competencies and outcome expectations of the program

Appendix	Title	File Name
Appendix 12.2.1	Appendix B map to courses	Appendix_B_MAPtoCourses.xlsx
Appendix 12.2.2	Course Objectives map to competencies	Course_Objectives_Map_8_3__11.xlsx
Appendix 12.2.3	Appendix C Map to Courses	OSU_Appendix_C_map1.xlsx

3. Examples of didactic and experiential course syllabi, including stated outcomes related to desired competencies

Appendix	Title	File Name
Appendix 12.3.1	PHAR 720 Pharmacy Practice I Syllabus	PHAR720Syllaus_F2010.pdf
Appendix 12.3.2	PHAR 752 Pharmacology and Medicinal Chemistry I Syllabus	PHAR752_Syllabus_2010x.pdf
Appendix 12.3.3	PHAR 780 APPE Community Syllabus	780_Syllabus_2011-12.pdf

4. All course syllabi (didactic and experiential)

Appendix	Title	File Name
No files uploaded		

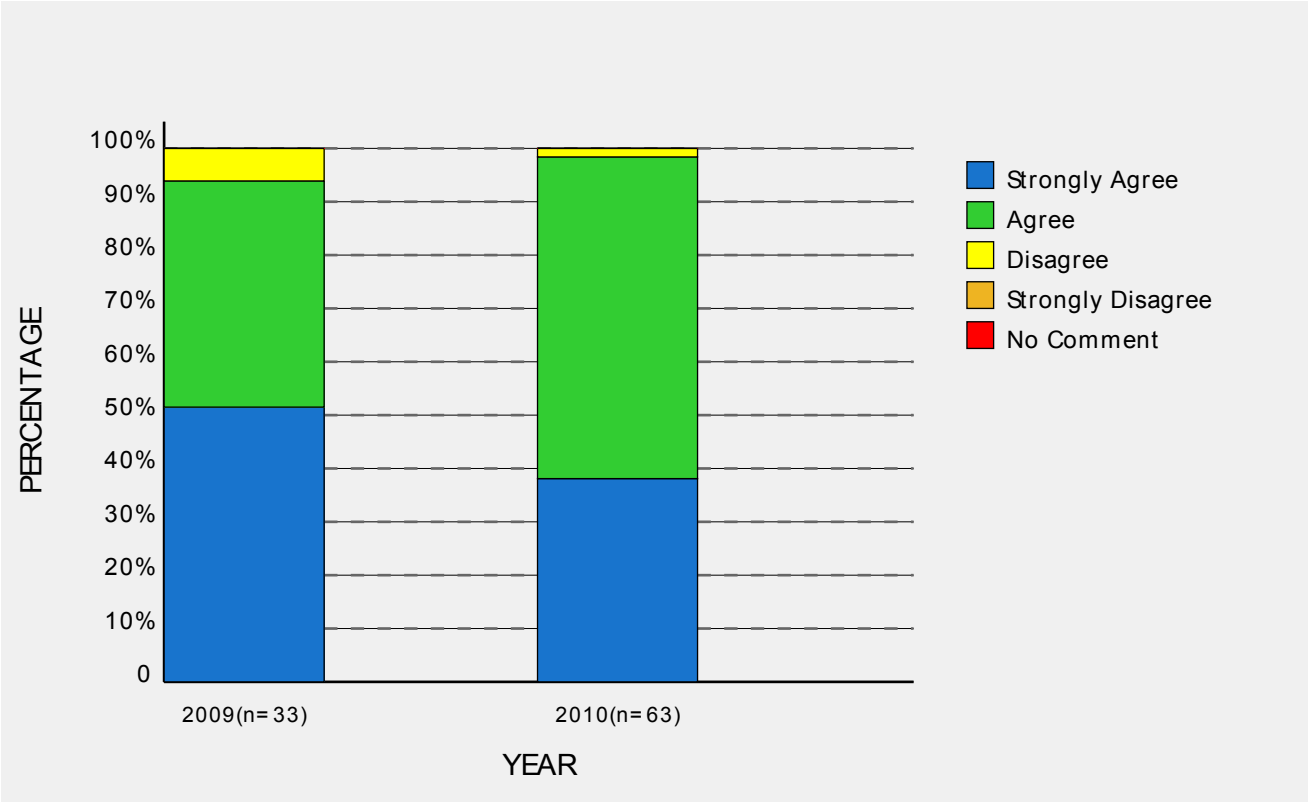
5. Other documentation or data that provides supporting evidence of compliance with the standard

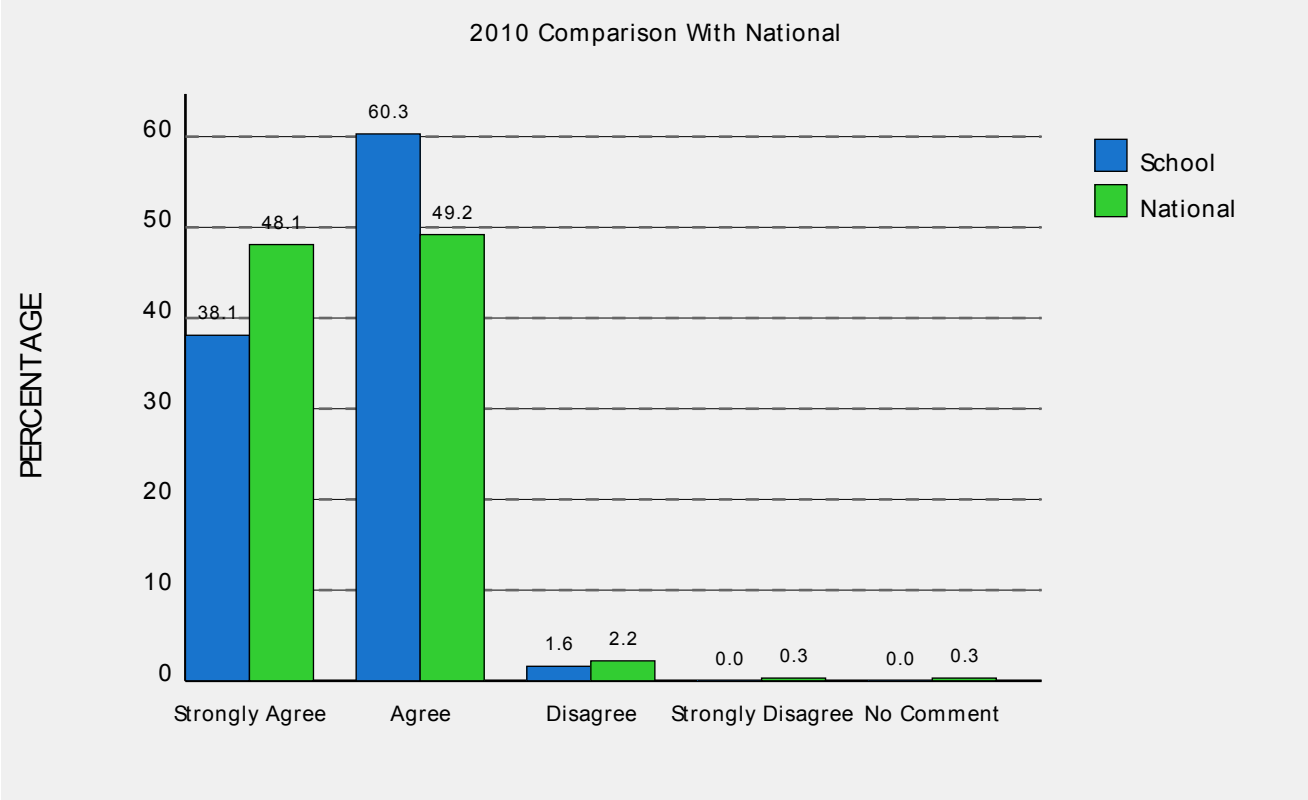
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 10. The Pharm.D. Program prepared me to communicate with health care providers.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
38.1
48.1
60.3
49.2
1.6
2.2
0.0
0.3
0.0
0.3
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 10. The Pharm.D. Program prepared me to communicate with health care providers.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	51.5%	17	42.4%	14	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	38.1%	24	60.3%	38	1.6%	1	0.0%	0	0.0%	0	63	75.0%
National	48.1%	3689	49.2%	3773	2.2%	169	0.3%	23	0.3%	21	7675	71.2%

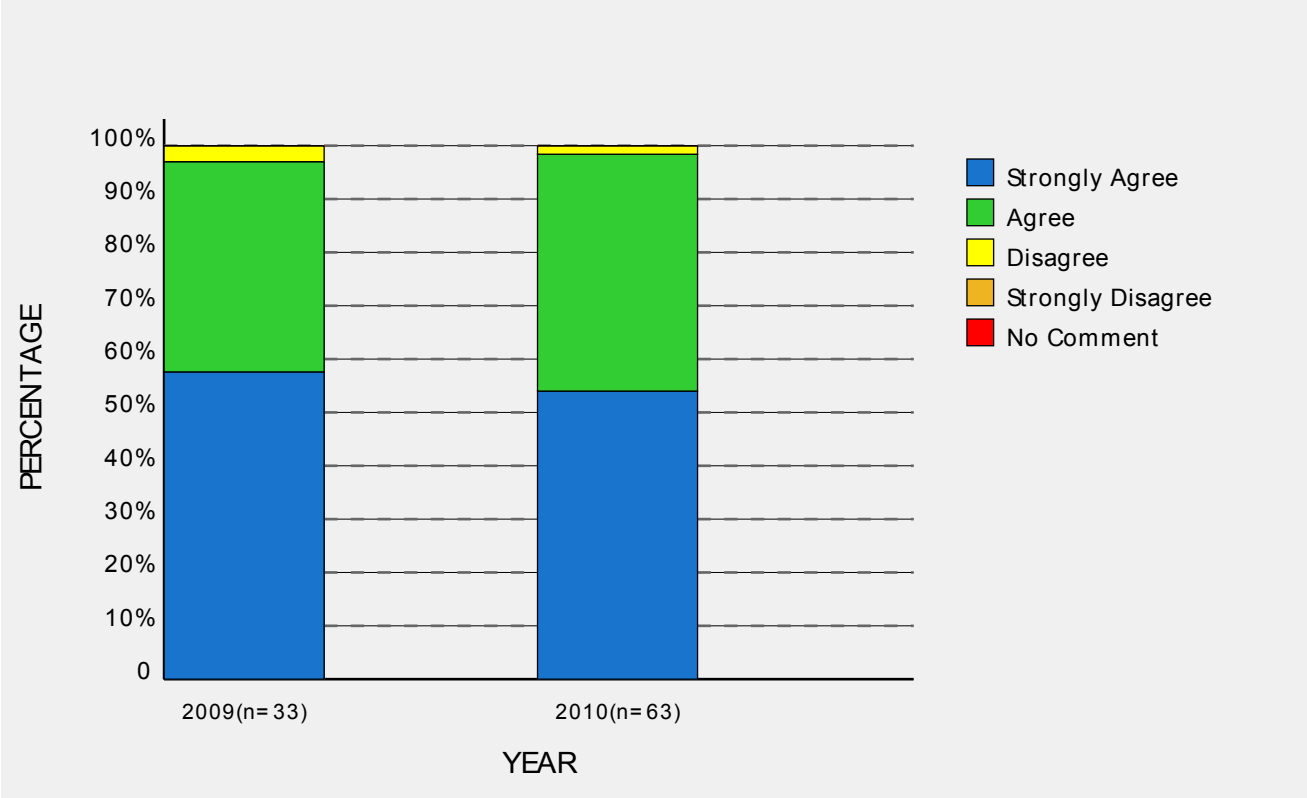
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

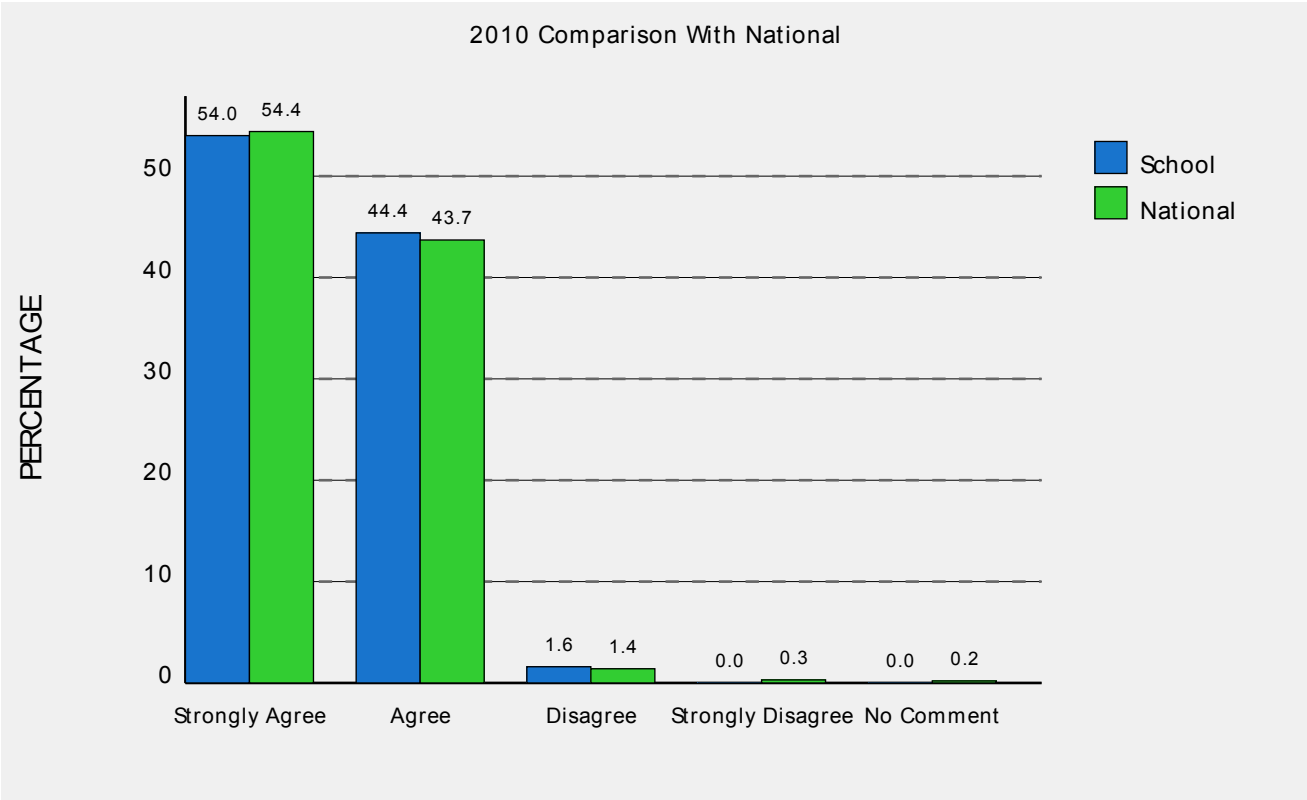
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 11. The Pharm.D. Program prepared me to communicate with patients and caregivers.





Question 11. The Pharm.D. Program prepared me to communicate with patients and caregivers.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	57.6%	19	39.4%	13	3.0%	1	0.0%	0	0.0%	0	33	39.3%
2010	54.0%	34	44.4%	28	1.6%	1	0.0%	0	0.0%	0	63	75.0%
National	54.4%	4178	43.7%	3353	1.4%	108	0.3%	20	0.2%	16	7675	71.2%

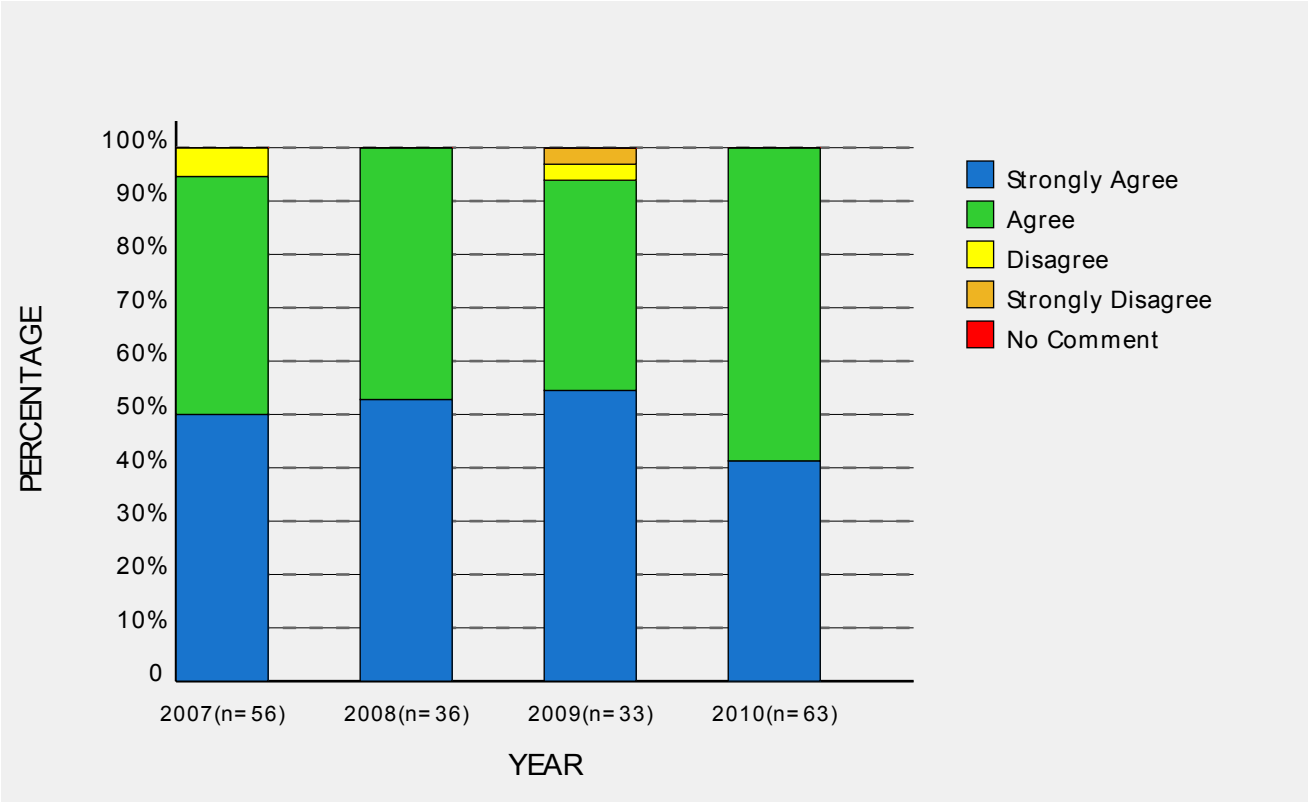
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

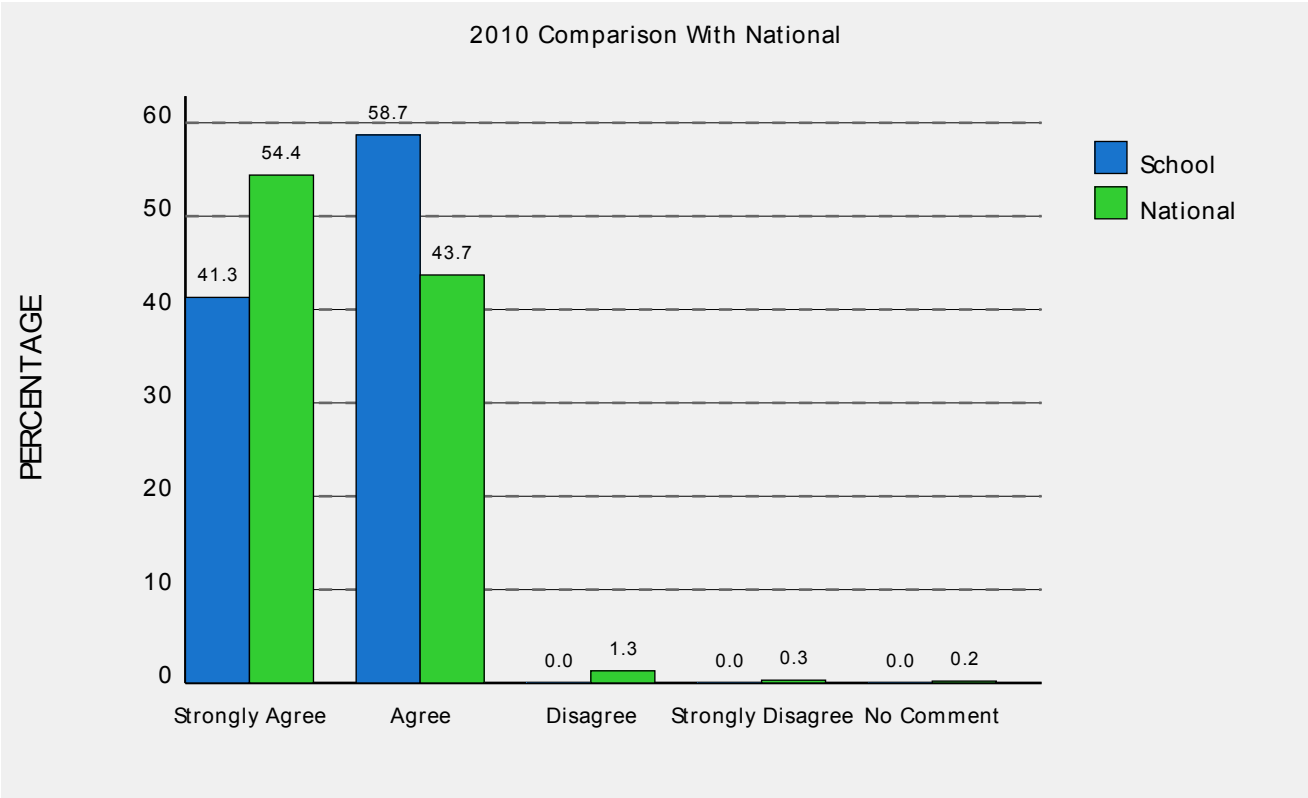
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 0% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 12. The Pharm.D. Program prepared me to gather and use specific information (e.g., patient histories, medical records) to identify patient medication-related problems.





Question 12. The Pharm.D. Program prepared me to gather and use specific information (e.g., patient histories, medical records) to identify patient medication-related problems.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	50.0%	28	44.6%	25	5.4%	3	0.0%	0	0.0%	0	56	68.3%
2008	52.8%	19	47.2%	17	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	54.5%	18	39.4%	13	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	41.3%	26	58.7%	37	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	54.4%	4178	43.7%	3357	1.3%	100	0.3%	23	0.2%	17	7675	71.2%

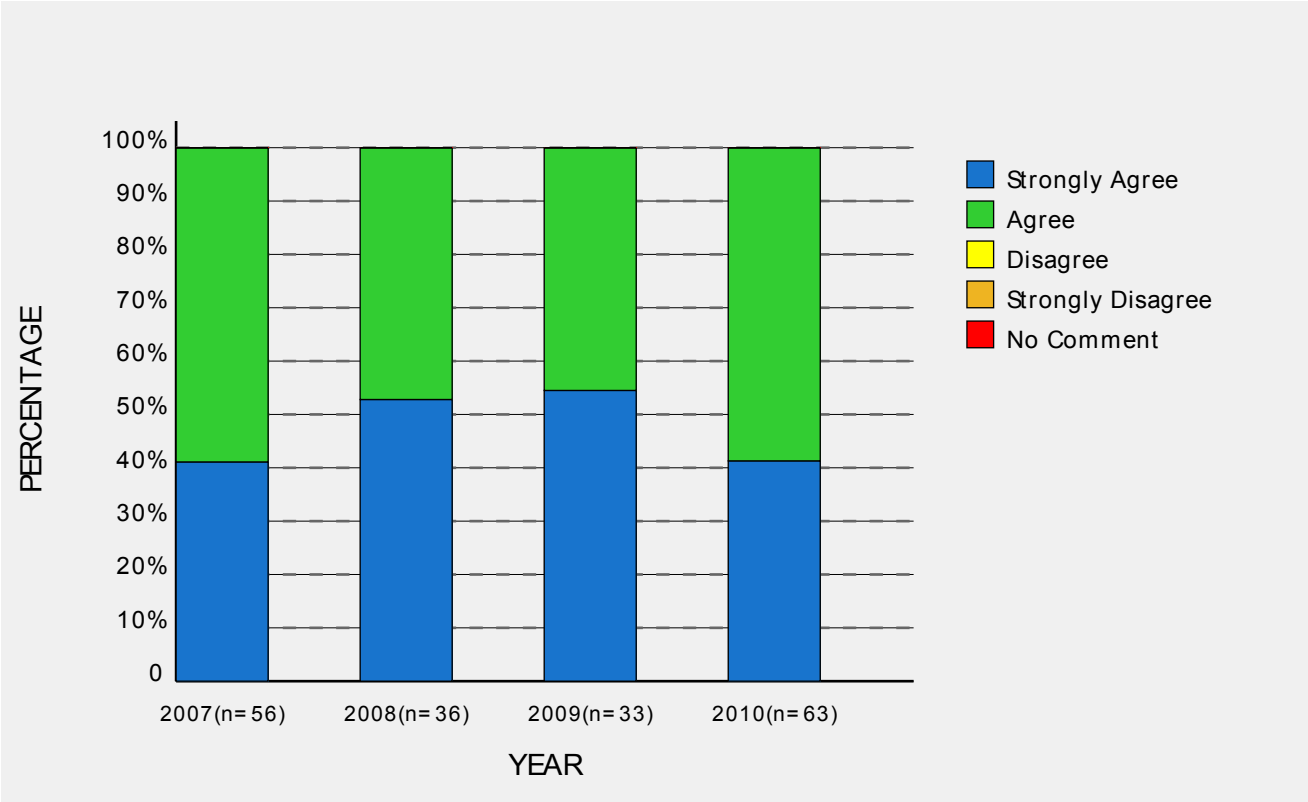
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

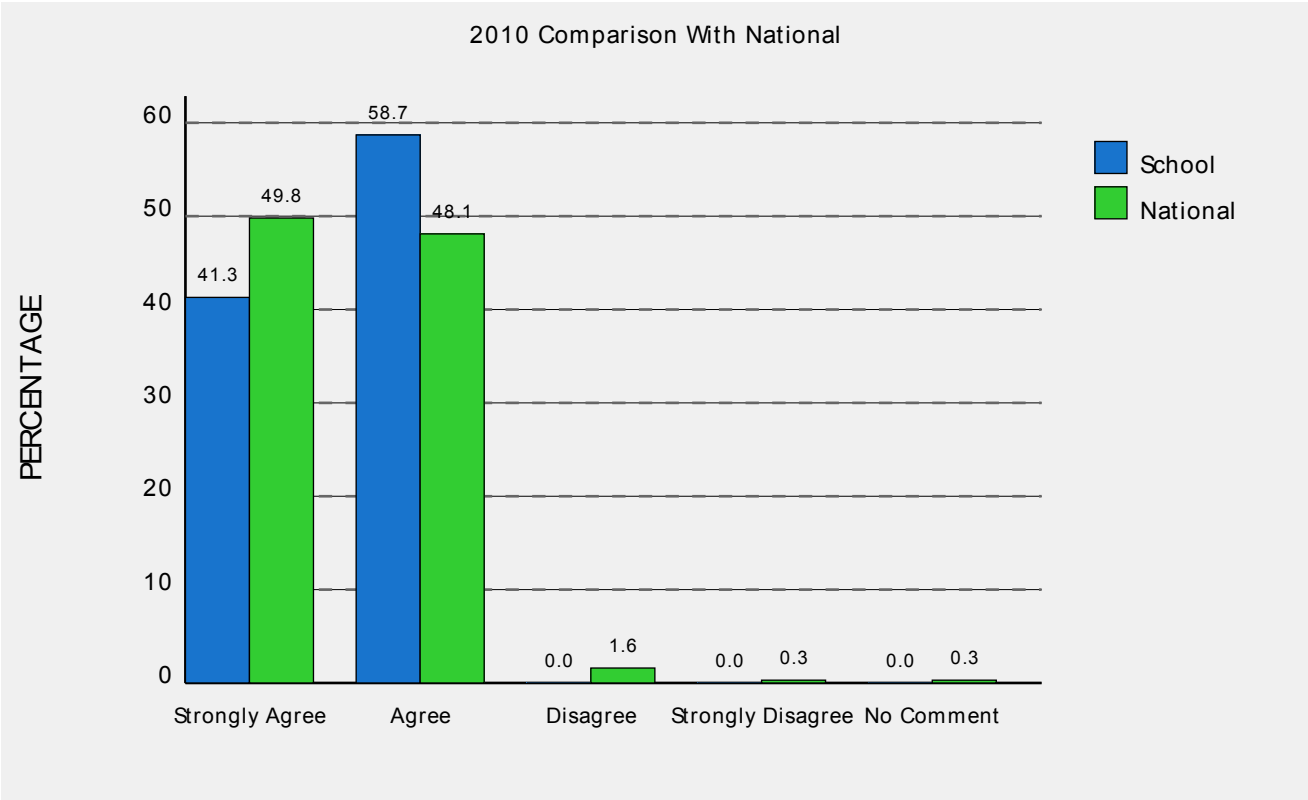
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 13. The Pharm.D. Program prepared me to develop a patient care plan to manage each medication-related problem.





Question 13. The Pharm.D. Program prepared me to develop a patient care plan to manage each medication-related problem.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	41.1%	23	58.9%	33	0.0%	0	0.0%	0	0.0%	0	56	68.3%
2008	52.8%	19	47.2%	17	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	54.5%	18	45.5%	15	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	41.3%	26	58.7%	37	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	49.8%	3824	48.1%	3690	1.6%	121	0.3%	20	0.3%	20	7675	71.2%

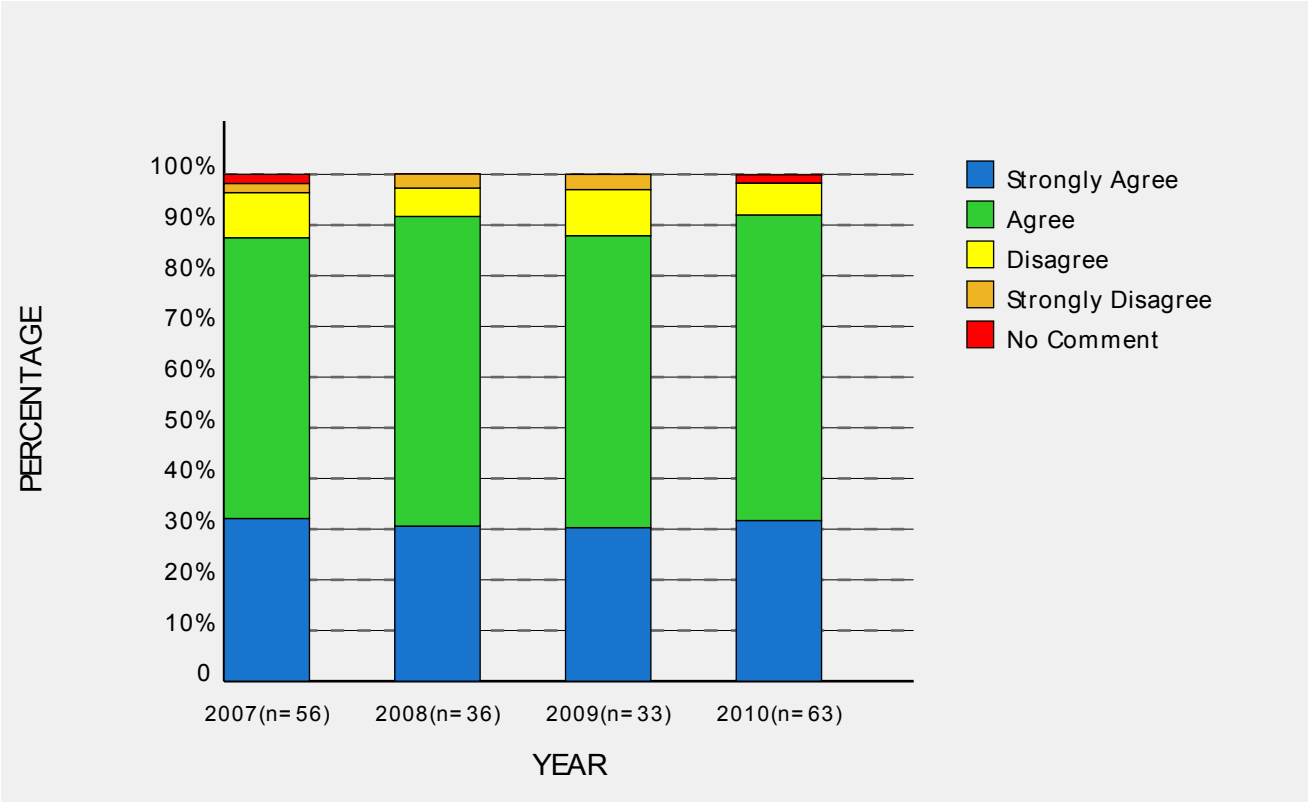
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

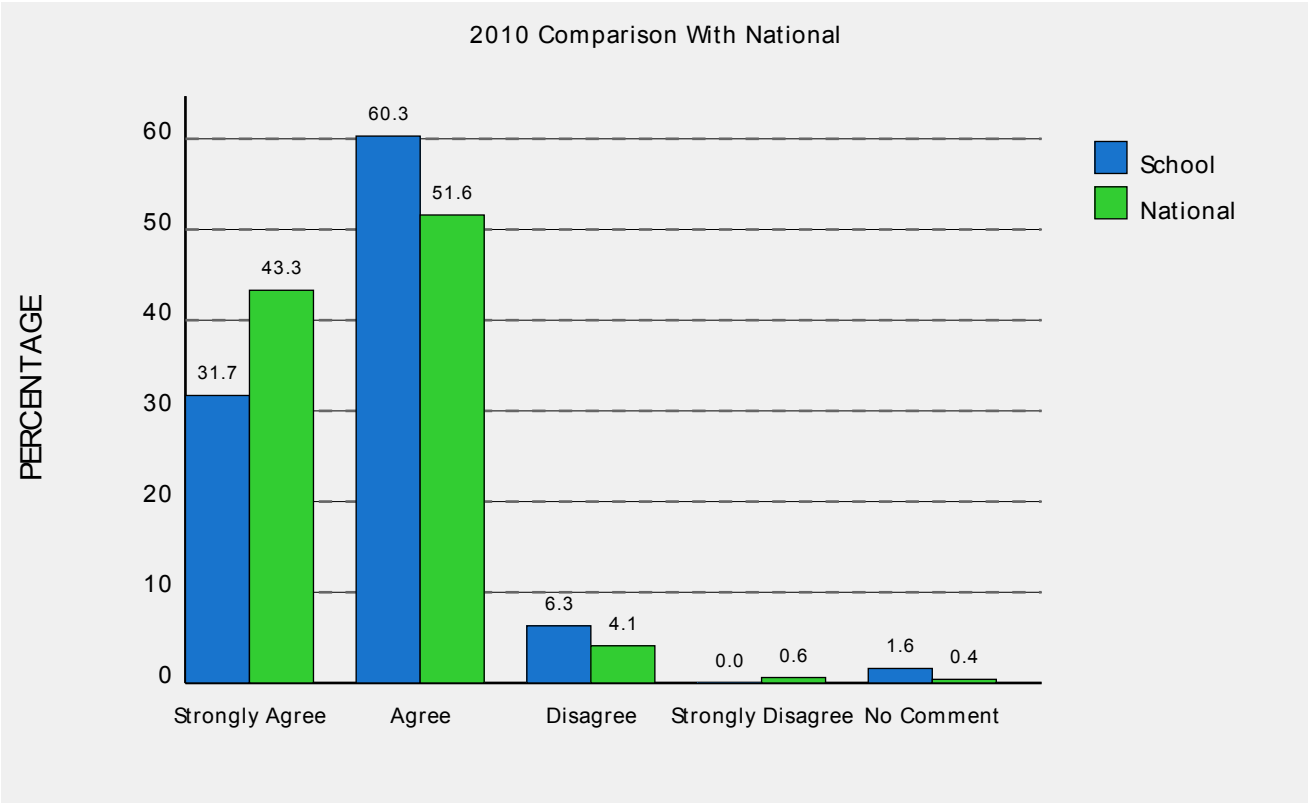
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 14. The Pharm.D. Program prepared me to work with the health care team to implement the patient care plan.





Question 14. The Pharm.D. Program prepared me to work with the health care team to implement the patient care plan.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	32.1%	18	55.4%	31	8.9%	5	1.8%	1	1.8%	1	56	68.3%
2008	30.6%	11	61.1%	22	5.6%	2	2.8%	1	0.0%	0	36	52.2%
2009	30.3%	10	57.6%	19	9.1%	3	3.0%	1	0.0%	0	33	39.3%
2010	31.7%	20	60.3%	38	6.3%	4	0.0%	0	1.6%	1	63	75.0%
National	43.3%	3321	51.6%	3960	4.1%	318	0.6%	45	0.4%	31	7675	71.2%

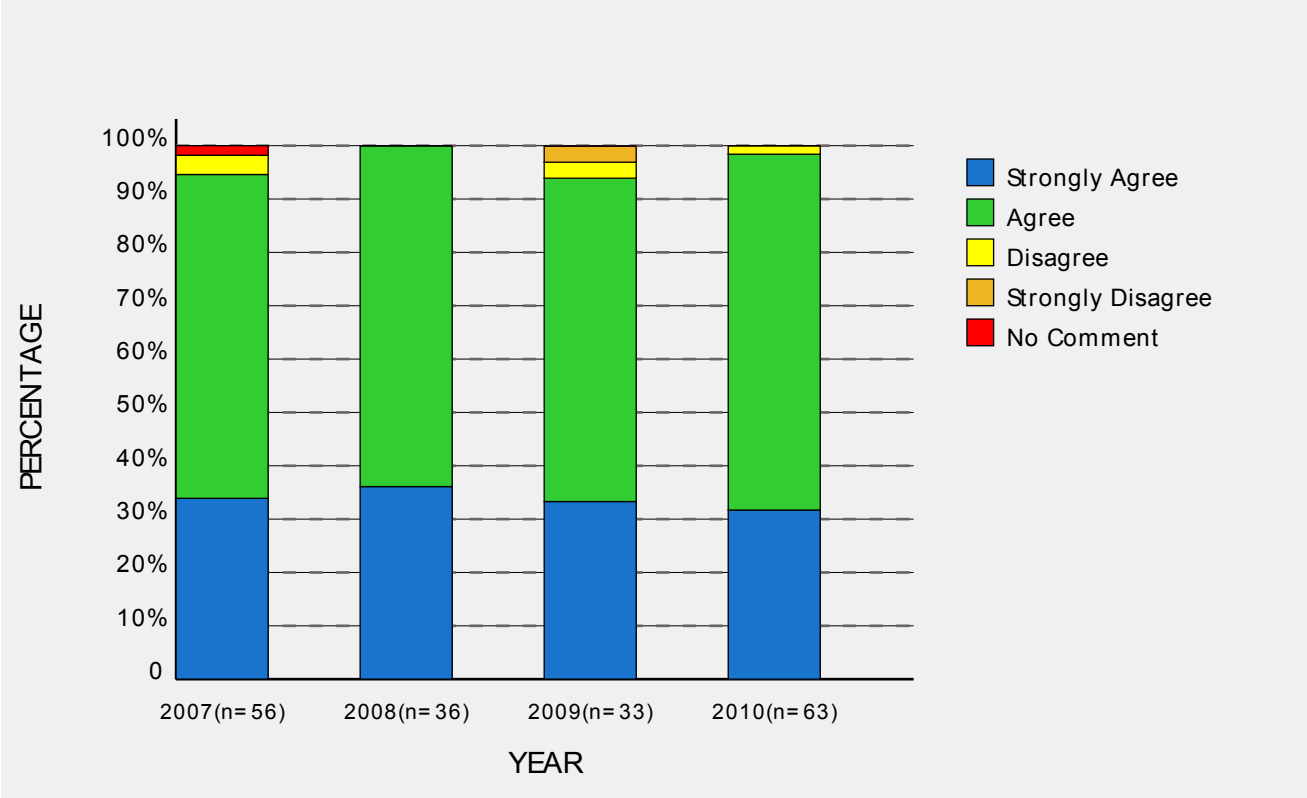
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

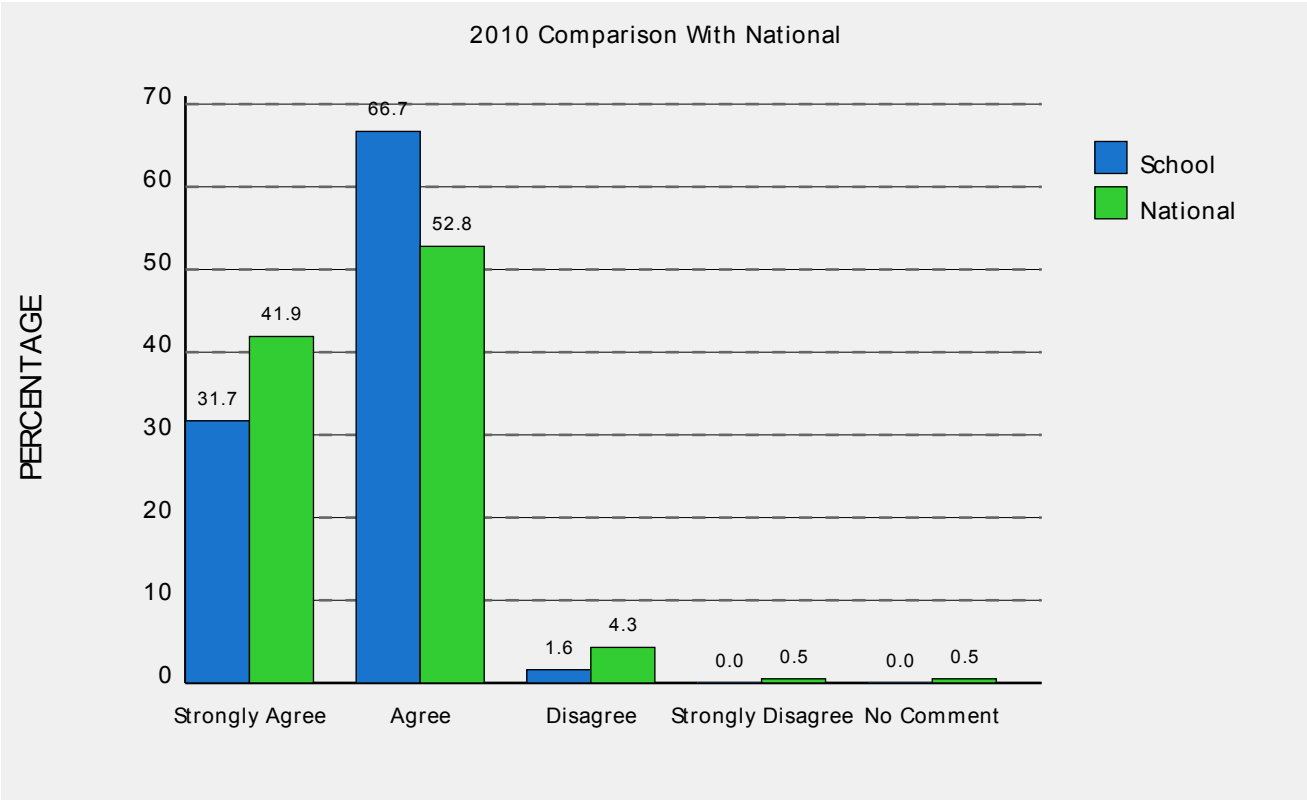
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 6.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 15. The Pharm.D. Program prepared me to document pharmaceutical care activities.





Question 15. The Pharm.D. Program prepared me to document pharmaceutical care activities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	33.9%	19	60.7%	34	3.6%	2	0.0%	0	1.8%	1	56	68.3%
2008	36.1%	13	63.9%	23	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	60.6%	20	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	31.7%	20	66.7%	42	1.6%	1	0.0%	0	0.0%	0	63	75.0%
National	41.9%	3214	52.8%	4051	4.3%	328	0.5%	41	0.5%	41	7675	71.2%

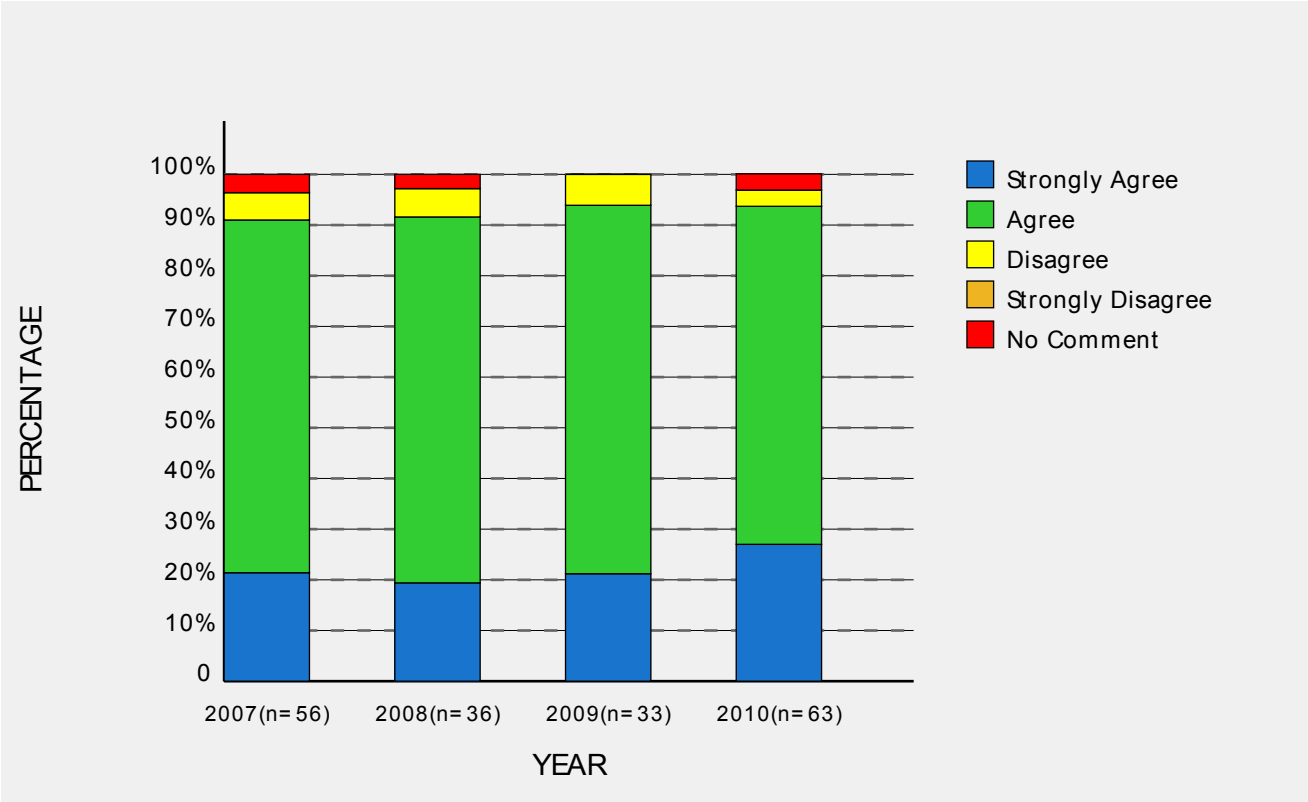
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

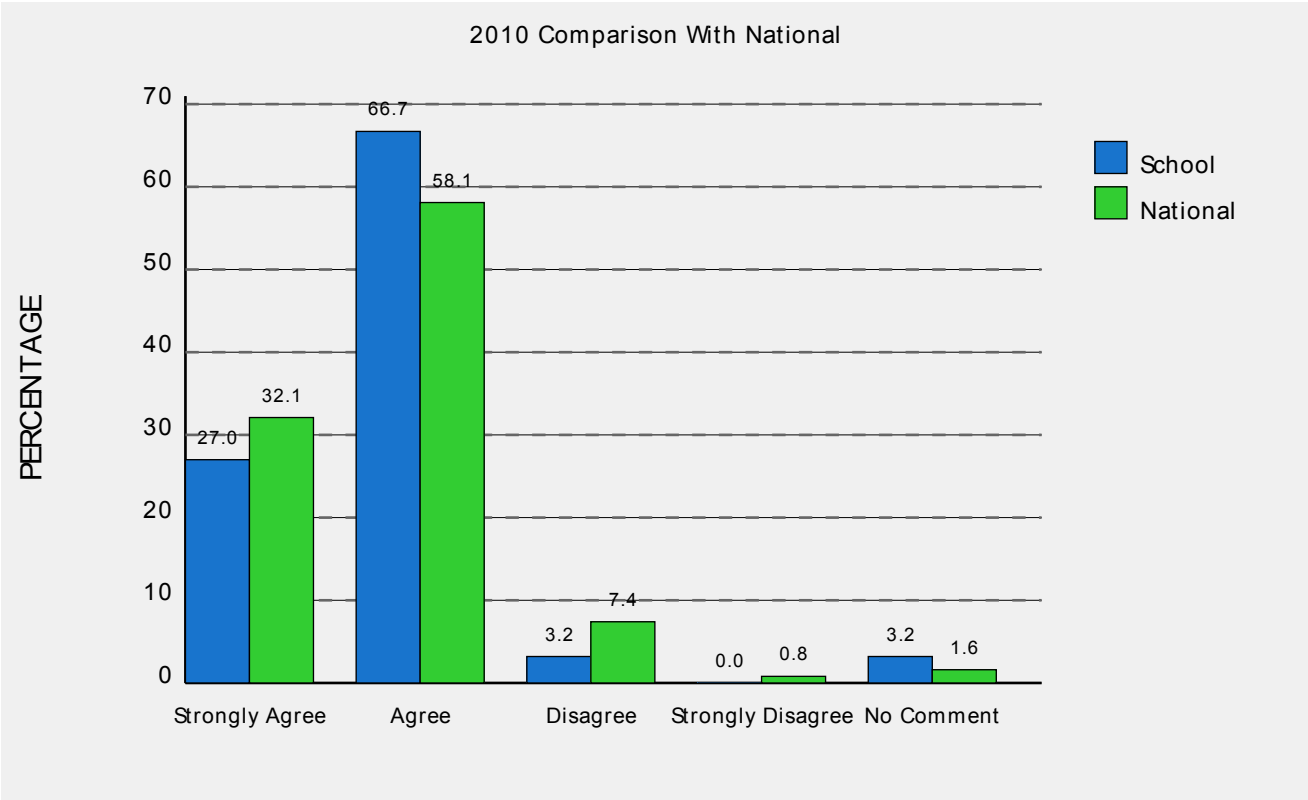
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 16. The Pharm.D. Program prepared me to interpret epidemiologic data relevant to specific diseases and their management.





Question 16. The Pharm.D. Program prepared me to interpret epidemiologic data relevant to specific diseases and their management.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	21.4%	12	69.6%	39	5.4%	3	0.0%	0	3.6%	2	56	68.3%
2008	19.4%	7	72.2%	26	5.6%	2	0.0%	0	2.8%	1	36	52.2%
2009	21.2%	7	72.7%	24	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	27.0%	17	66.7%	42	3.2%	2	0.0%	0	3.2%	2	63	75.0%
National	32.1%	2461	58.1%	4457	7.4%	568	0.8%	64	1.6%	125	7675	71.2%

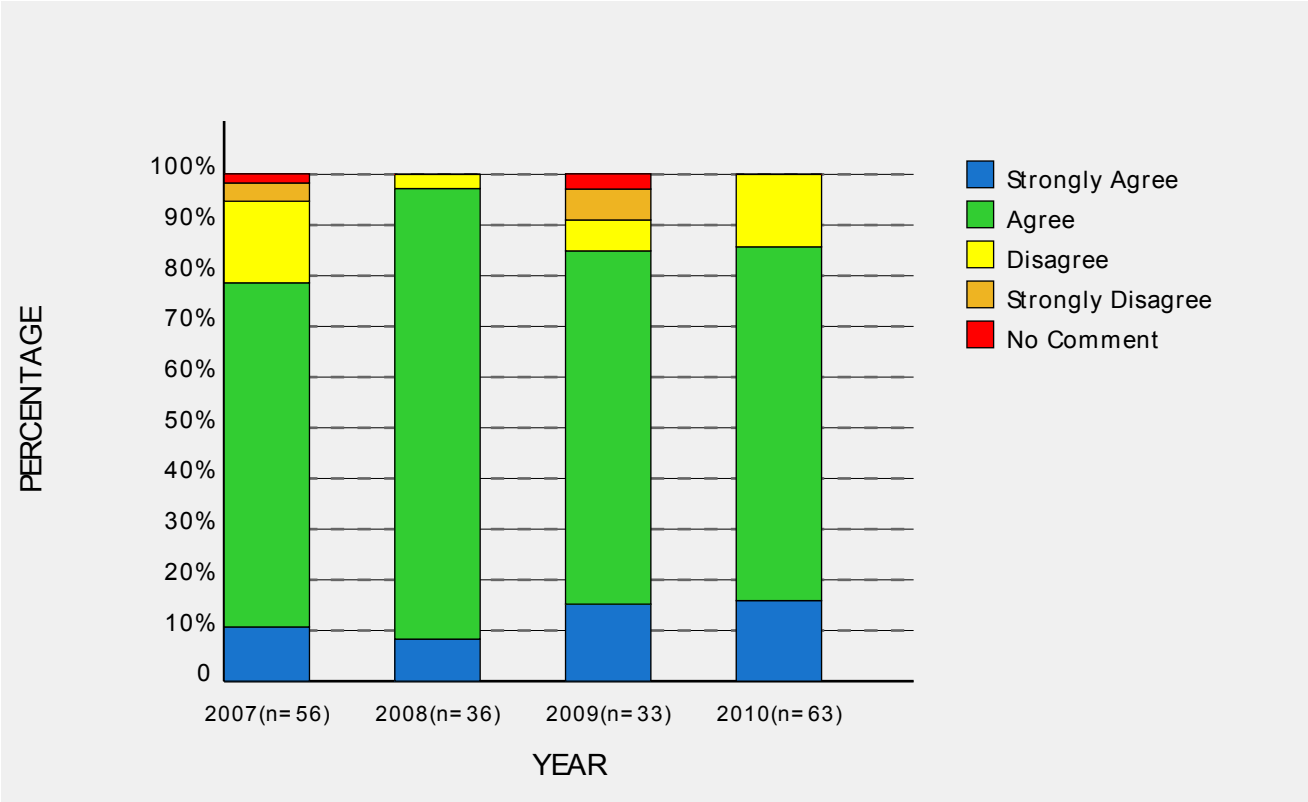
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

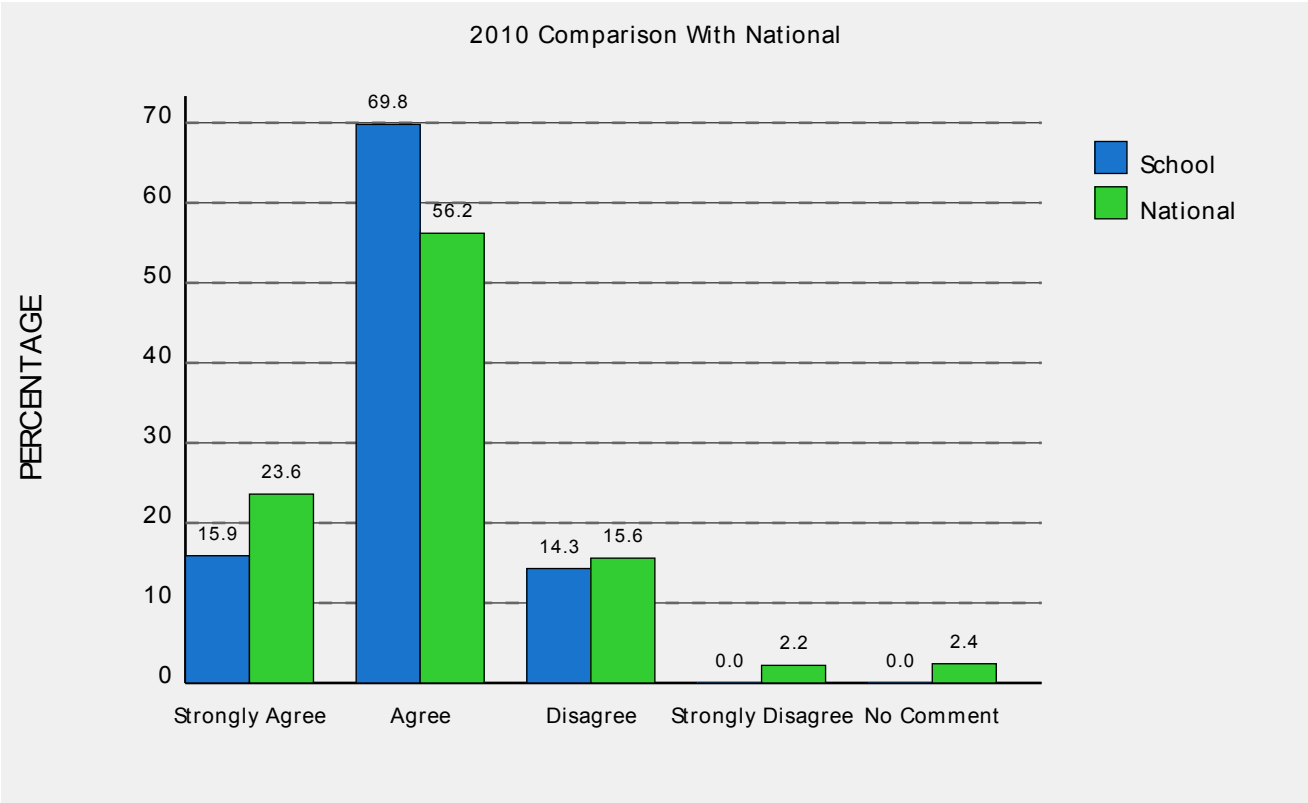
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 7.9% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 17. The Pharm.D. Program prepared me to interpret economic data relevant to treatment of disease.





Question 17. The Pharm.D. Program prepared me to interpret economic data relevant to treatment of disease.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	10.7%	6	67.9%	38	16.1%	9	3.6%	2	1.8%	1	56	68.3%
2008	8.3%	3	88.9%	32	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	15.2%	5	69.7%	23	6.1%	2	6.1%	2	3.0%	1	33	39.3%
2010	15.9%	10	69.8%	44	14.3%	9	0.0%	0	0.0%	0	63	75.0%
National	23.6%	1809	56.2%	4316	15.6%	1197	2.2%	171	2.4%	182	7675	71.2%

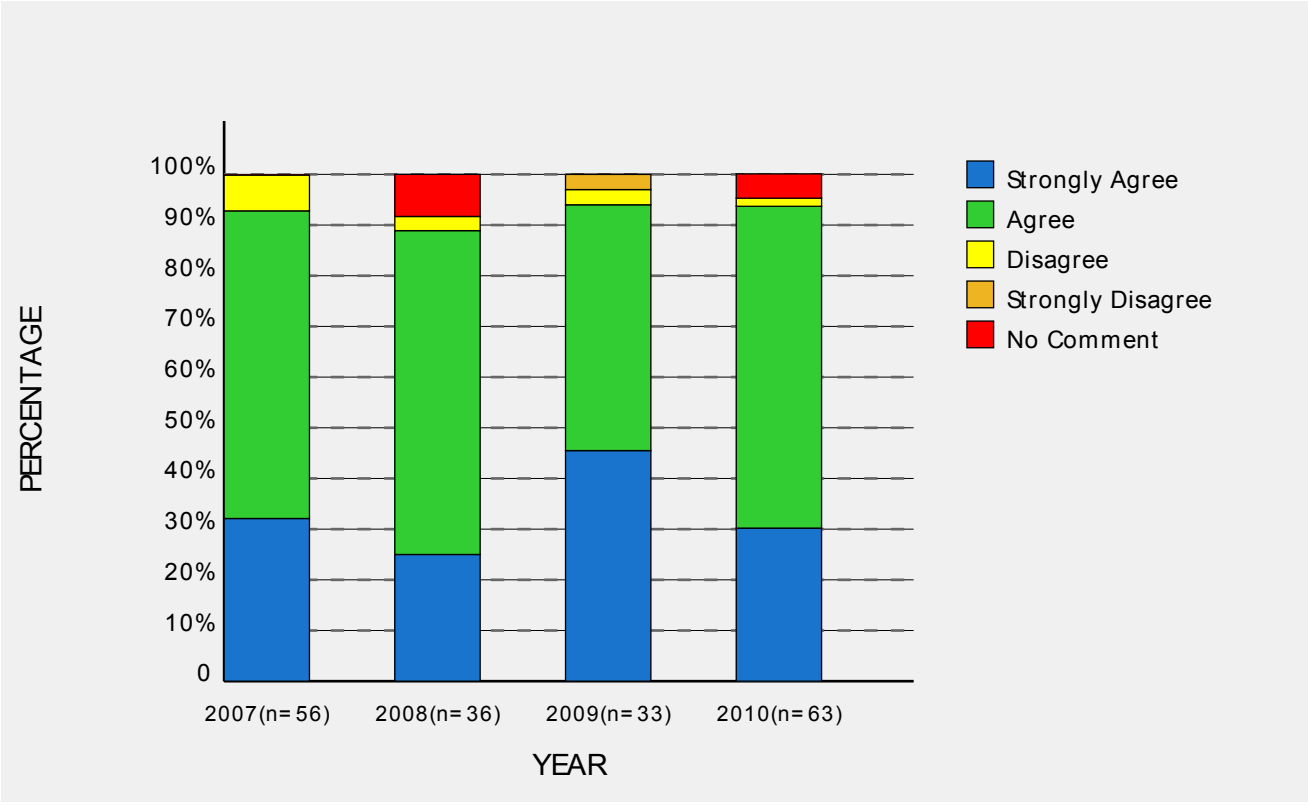
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

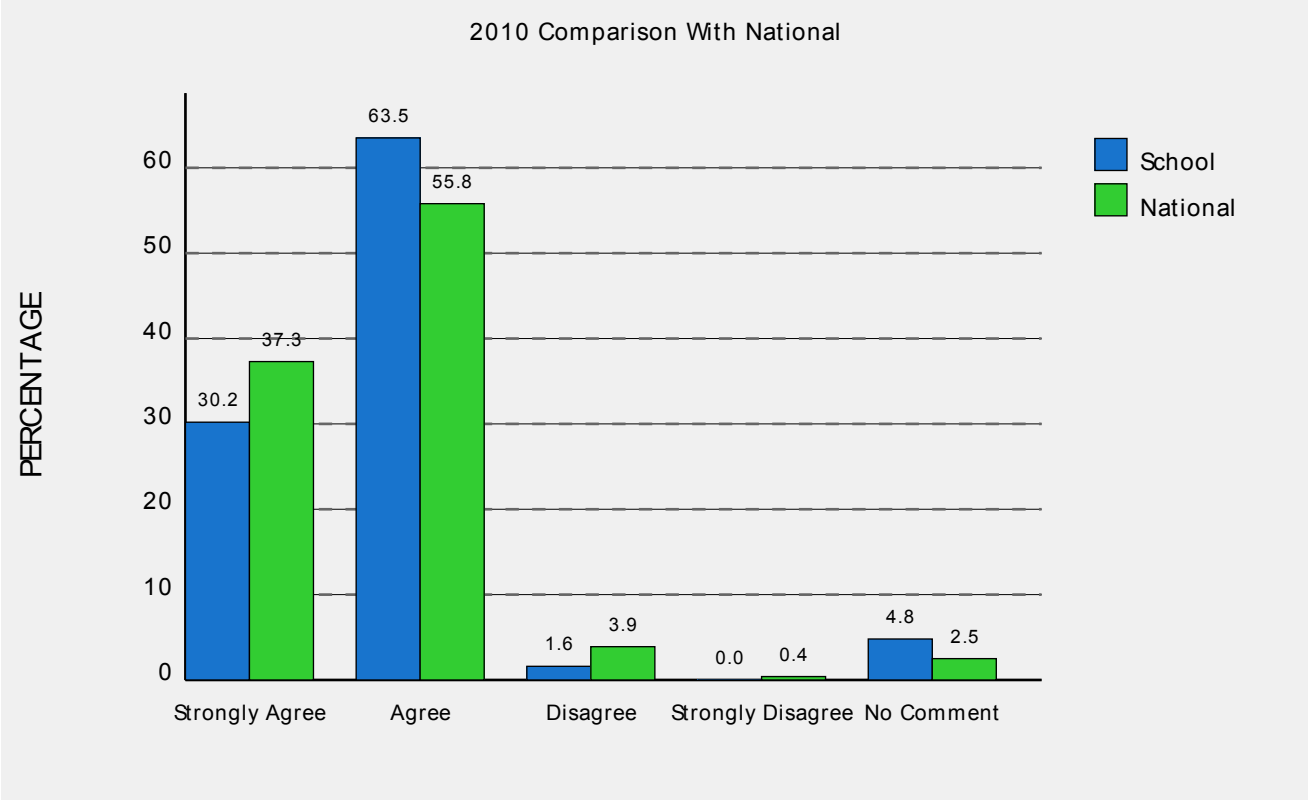
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 13.2% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 18. The Pharm.D. Program prepared me to manage the system of medication use to affect patients.





Question 18. The Pharm.D. Program prepared me to manage the system of medication use to affect patients.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	32.1%	18	60.7%	34	7.1%	4	0.0%	0	0.0%	0	56	68.3%
2008	25.0%	9	63.9%	23	2.8%	1	0.0%	0	8.3%	3	36	52.2%
2009	45.5%	15	48.5%	16	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	30.2%	19	63.5%	40	1.6%	1	0.0%	0	4.8%	3	63	75.0%
National	37.3%	2865	55.8%	4283	3.9%	298	0.4%	34	2.5%	195	7675	71.2%

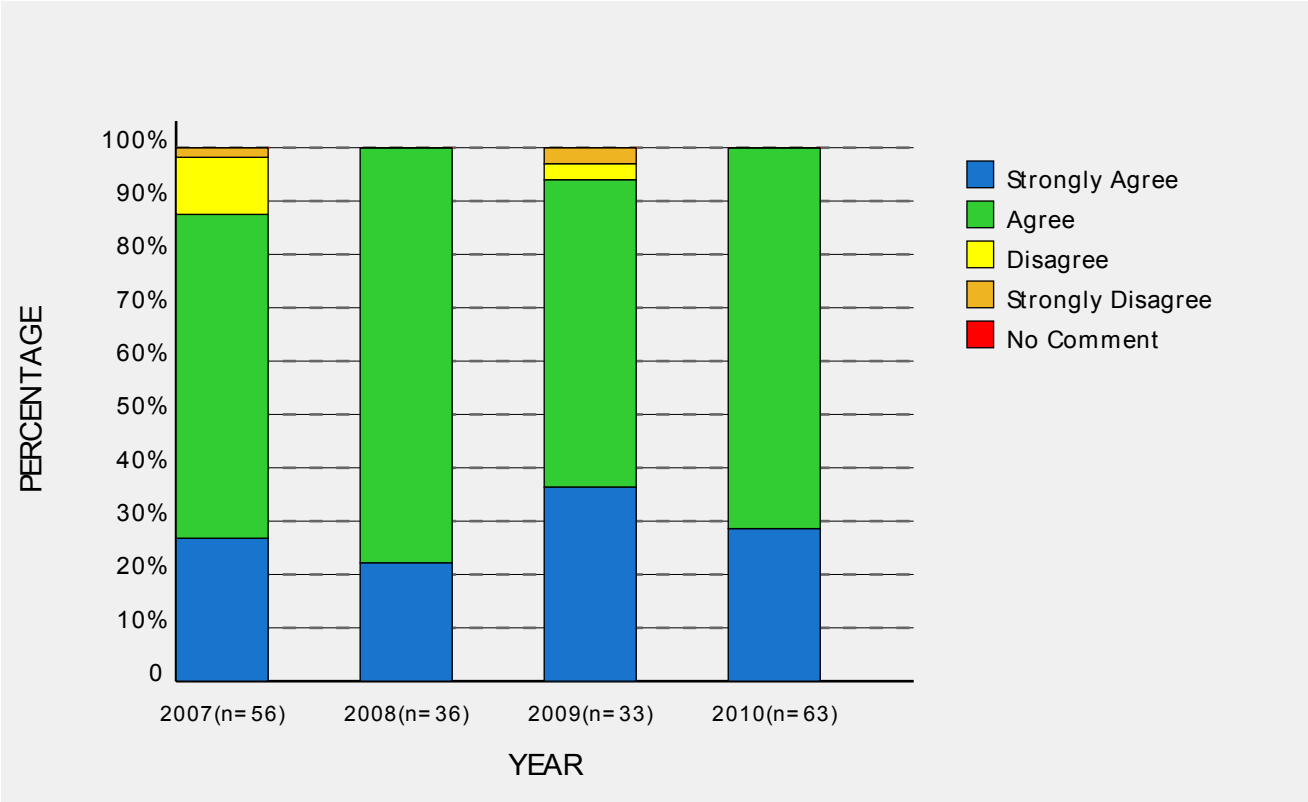
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

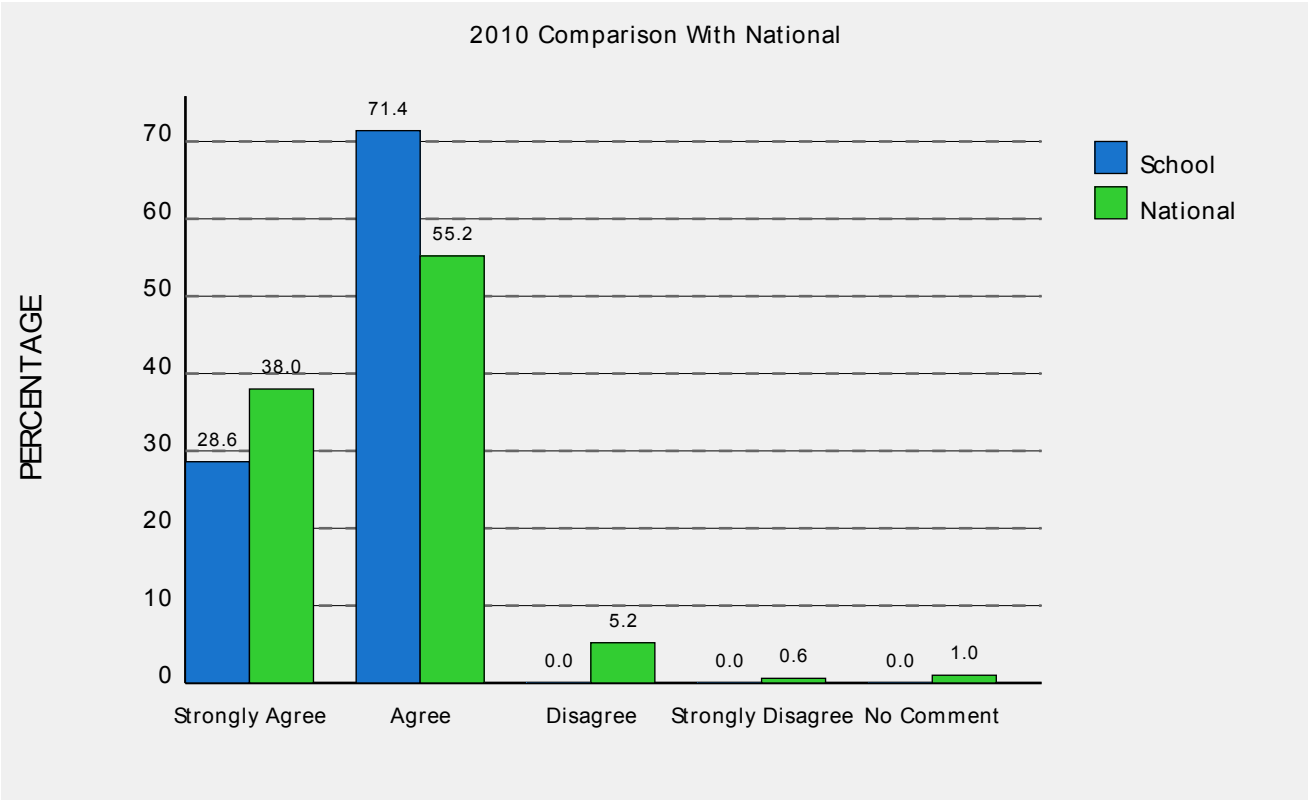
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 19. The Pharm.D. Program prepared me to identify and use risk reduction strategies to minimize medication errors.





Question 19. The Pharm.D. Program prepared me to identify and use risk reduction strategies to minimize medication errors.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	26.8%	15	60.7%	34	10.7%	6	1.8%	1	0.0%	0	56	68.3%
2008	22.2%	8	77.8%	28	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	57.6%	19	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	28.6%	18	71.4%	45	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	38.0%	2914	55.2%	4236	5.2%	402	0.6%	49	1.0%	74	7675	71.2%

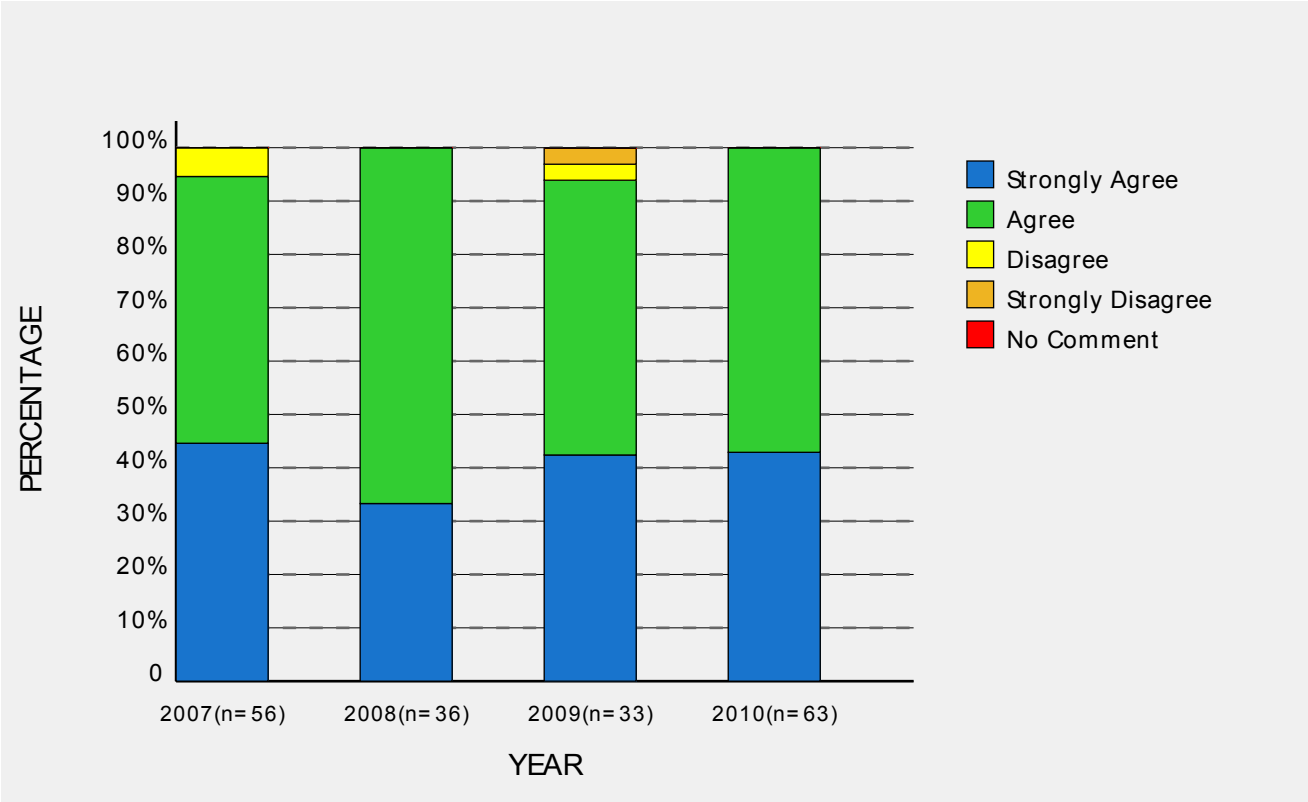
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

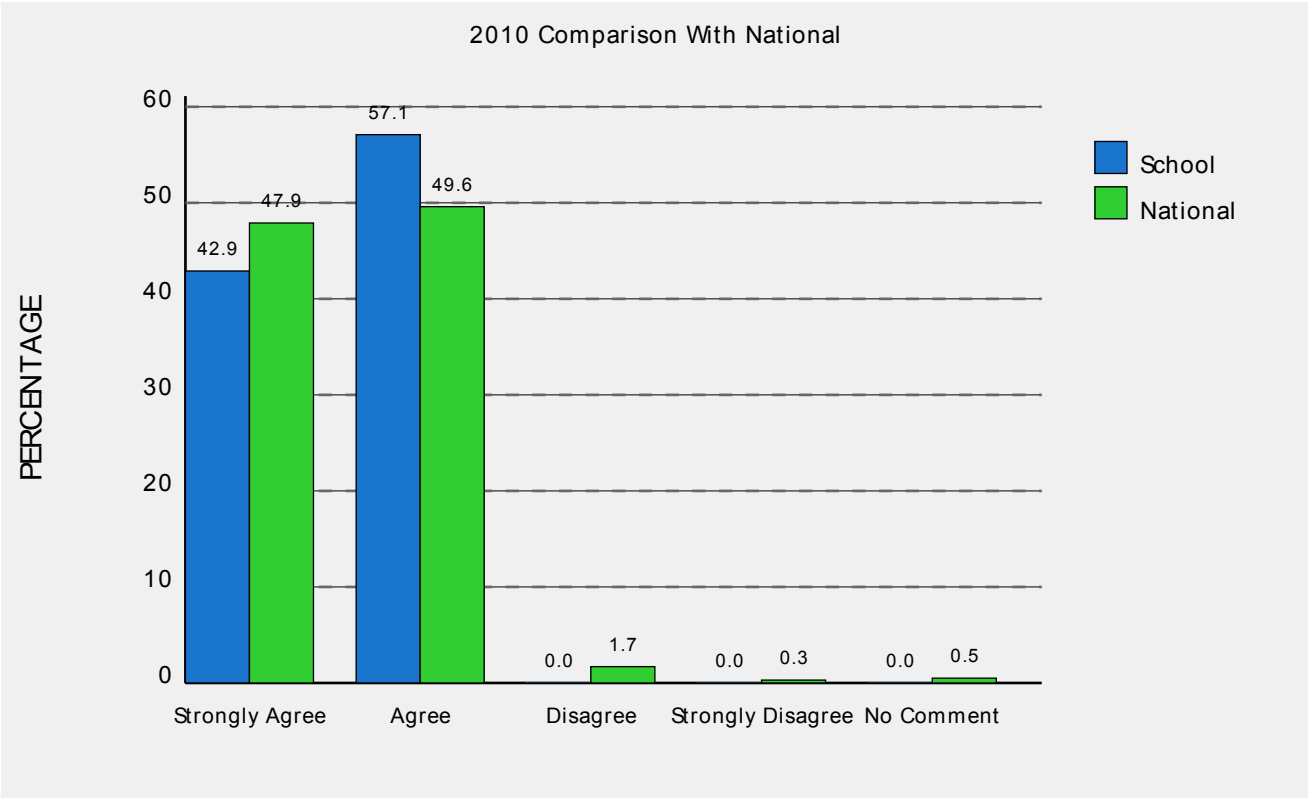
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 20. The Pharm.D. Program prepared me to provide patient care in accordance with legal, ethical, social, economic, and professional guidelines.





Question 20. The Pharm.D. Program prepared me to provide patient care in accordance with legal, ethical, social, economic, and professional guidelines.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	44.6%	25	50.0%	28	5.4%	3	0.0%	0	0.0%	0	56	68.3%
2008	33.3%	12	66.7%	24	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	42.4%	14	51.5%	17	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	42.9%	27	57.1%	36	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	47.9%	3677	49.6%	3809	1.7%	127	0.3%	24	0.5%	38	7675	71.2%

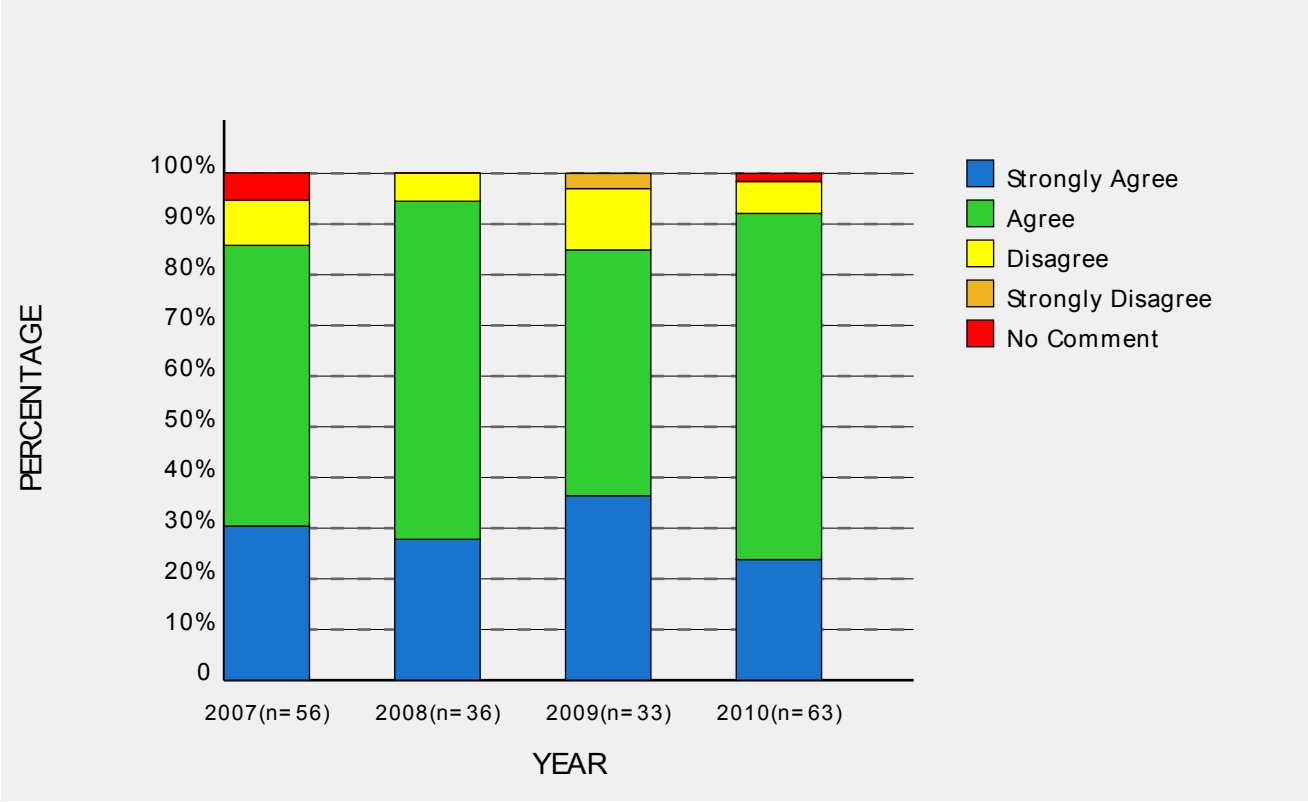
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

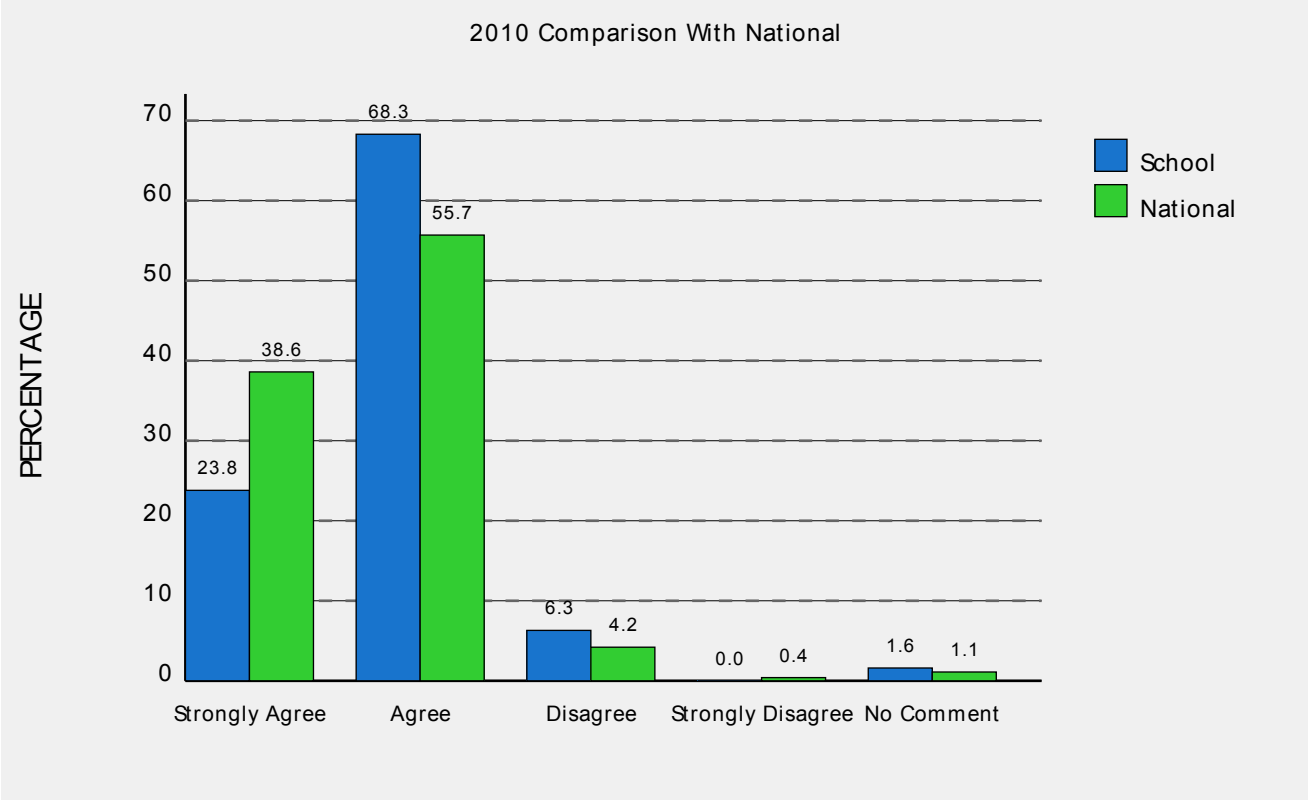
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 0% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 21. The Pharm.D. Program prepared me to work with other stakeholders (e.g., patients and other health professionals) to engender a team approach to assure appropriate use of health care resources in providing patient care.




2010 Comparison With National
PERCENTAGE
70
60
50
40
30
20
10
0
68.3
55.7
38.6
23.8
6.3
4.2
0.0
0.4
1.6
1.1
School
National
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment

Question 21. The Pharm.D. Program prepared me to work with other stakeholders (e.g., patients and other health professionals) to engender a team approach to assure appropriate use of health care resources in providing patient care.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	55.4%	31	8.9%	5	0.0%	0	5.4%	3	56	68.3%
2008	27.8%	10	66.7%	24	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	48.5%	16	12.1%	4	3.0%	1	0.0%	0	33	39.3%
2010	23.8%	15	68.3%	43	6.3%	4	0.0%	0	1.6%	1	63	75.0%
National	38.6%	2961	55.7%	4274	4.2%	323	0.4%	30	1.1%	87	7675	71.2%

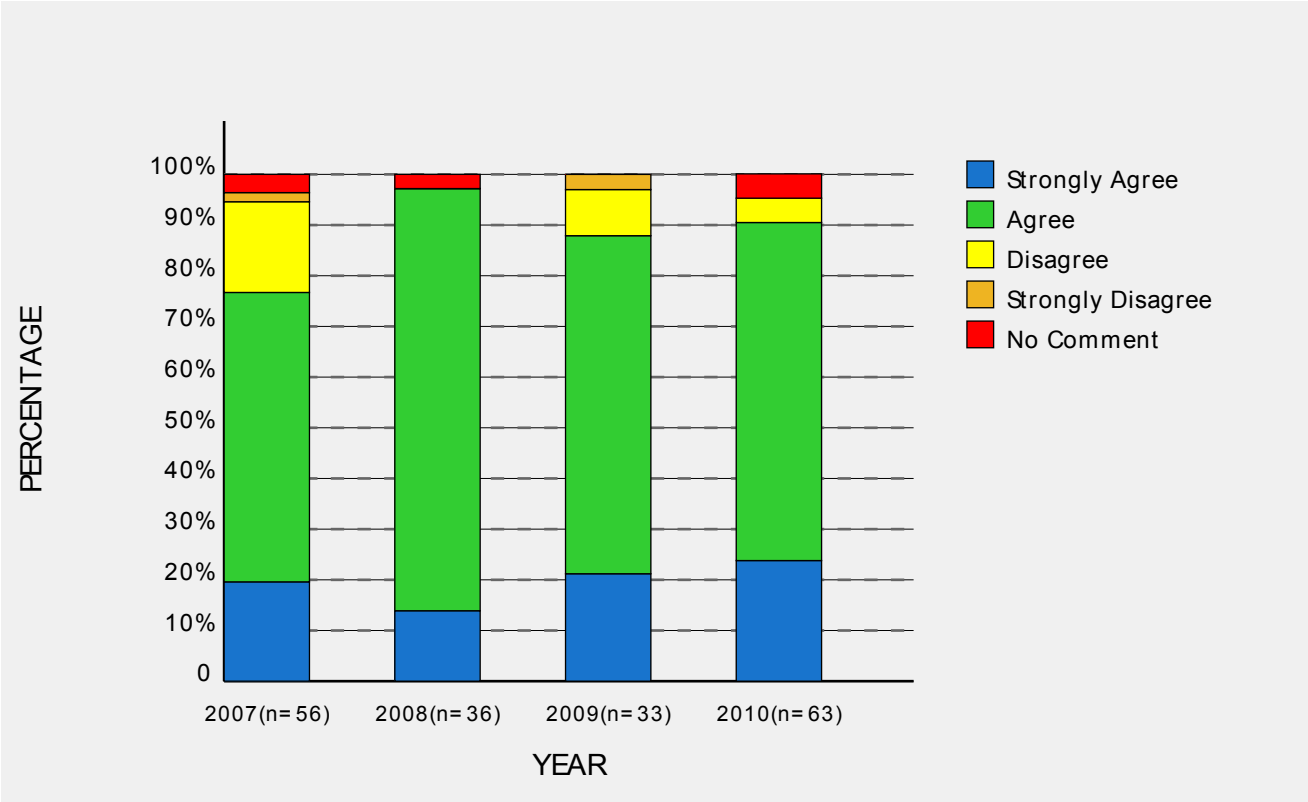
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

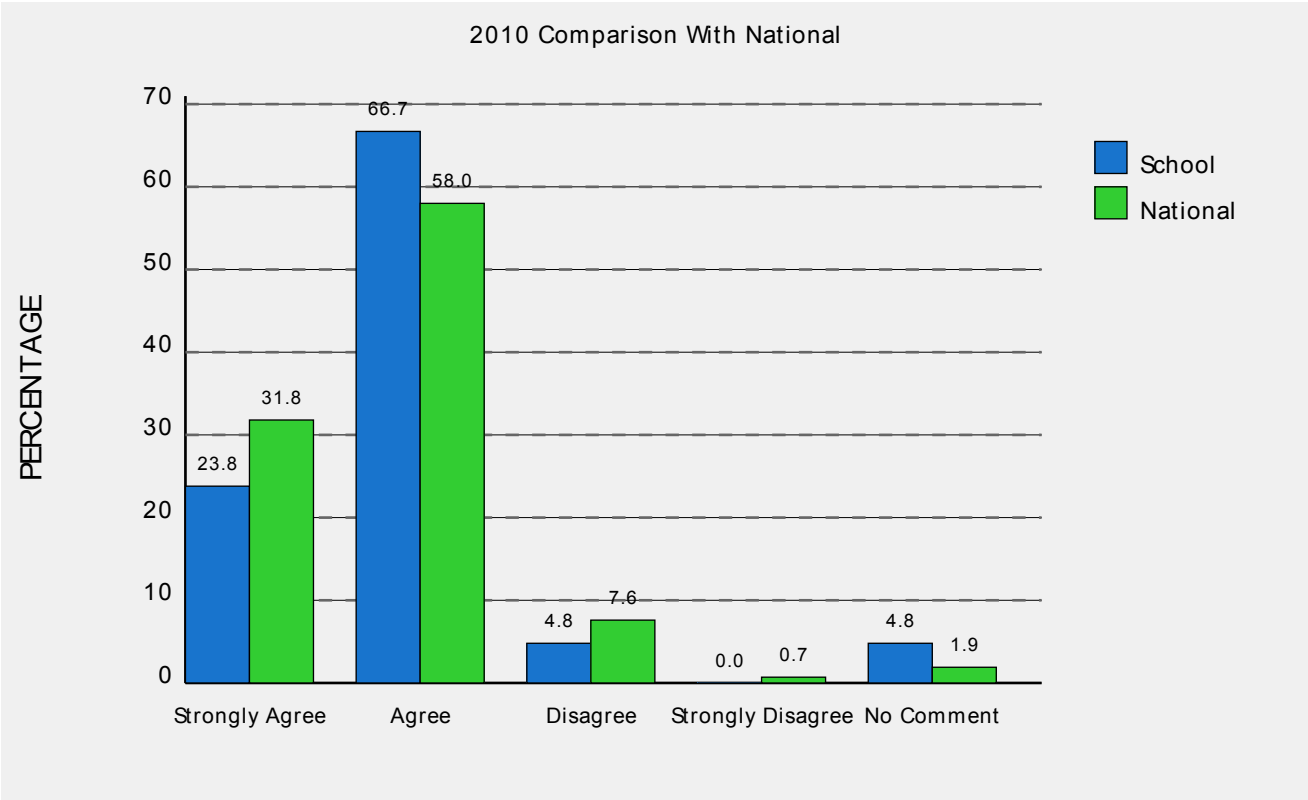
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 22. The Pharm.D. Program prepared me to interpret and apply drug use policy and health policy.





Question 22. The Pharm.D. Program prepared me to interpret and apply drug use policy and health policy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	19.6%	11	57.1%	32	17.9%	10	1.8%	1	3.6%	2	56	68.3%
2008	13.9%	5	83.3%	30	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	21.2%	7	66.7%	22	9.1%	3	3.0%	1	0.0%	0	33	39.3%
2010	23.8%	15	66.7%	42	4.8%	3	0.0%	0	4.8%	3	63	75.0%
National	31.8%	2440	58.0%	4450	7.6%	585	0.7%	52	1.9%	148	7675	71.2%

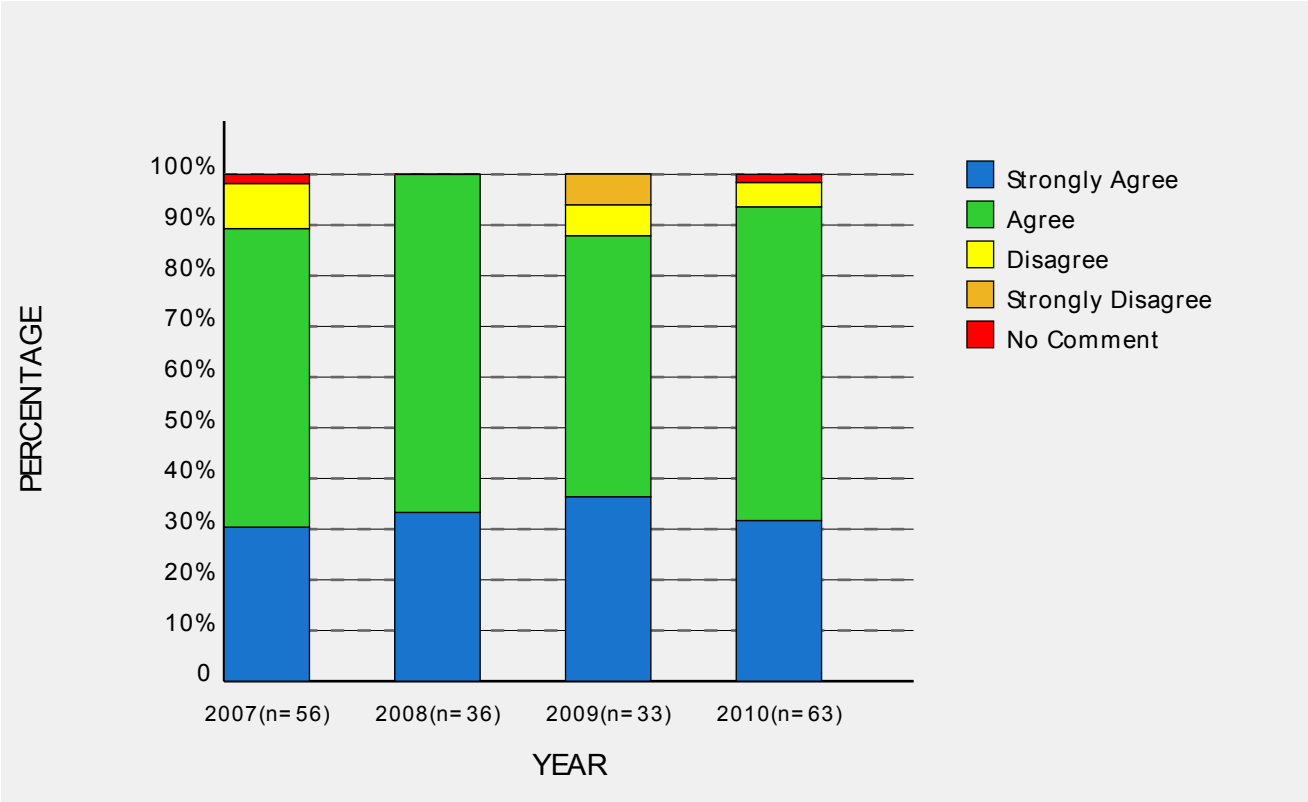
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

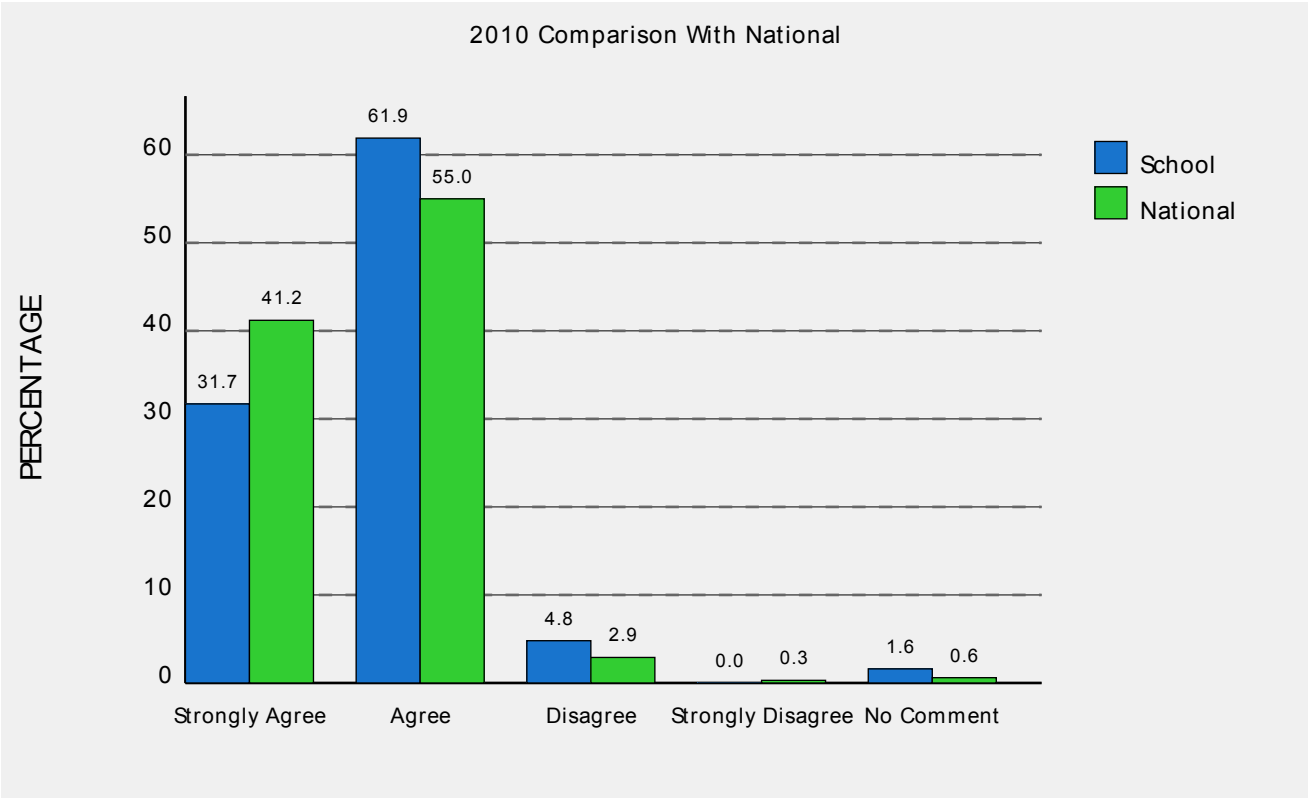
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 23. The Pharm.D. Program prepared me to work with other stakeholders (e.g., patients and other health professionals) to identify and resolve problems related to medication use.





Question 23. The Pharm.D. Program prepared me to work with other stakeholders (e.g., patients and other health professionals) to identify and resolve problems related to medication use.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	58.9%	33	8.9%	5	0.0%	0	1.8%	1	56	68.3%
2008	33.3%	12	66.7%	24	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	51.5%	17	6.1%	2	6.1%	2	0.0%	0	33	39.3%
2010	31.7%	20	61.9%	39	4.8%	3	0.0%	0	1.6%	1	63	75.0%
National	41.2%	3163	55.0%	4224	2.9%	221	0.3%	21	0.6%	46	7675	71.2%

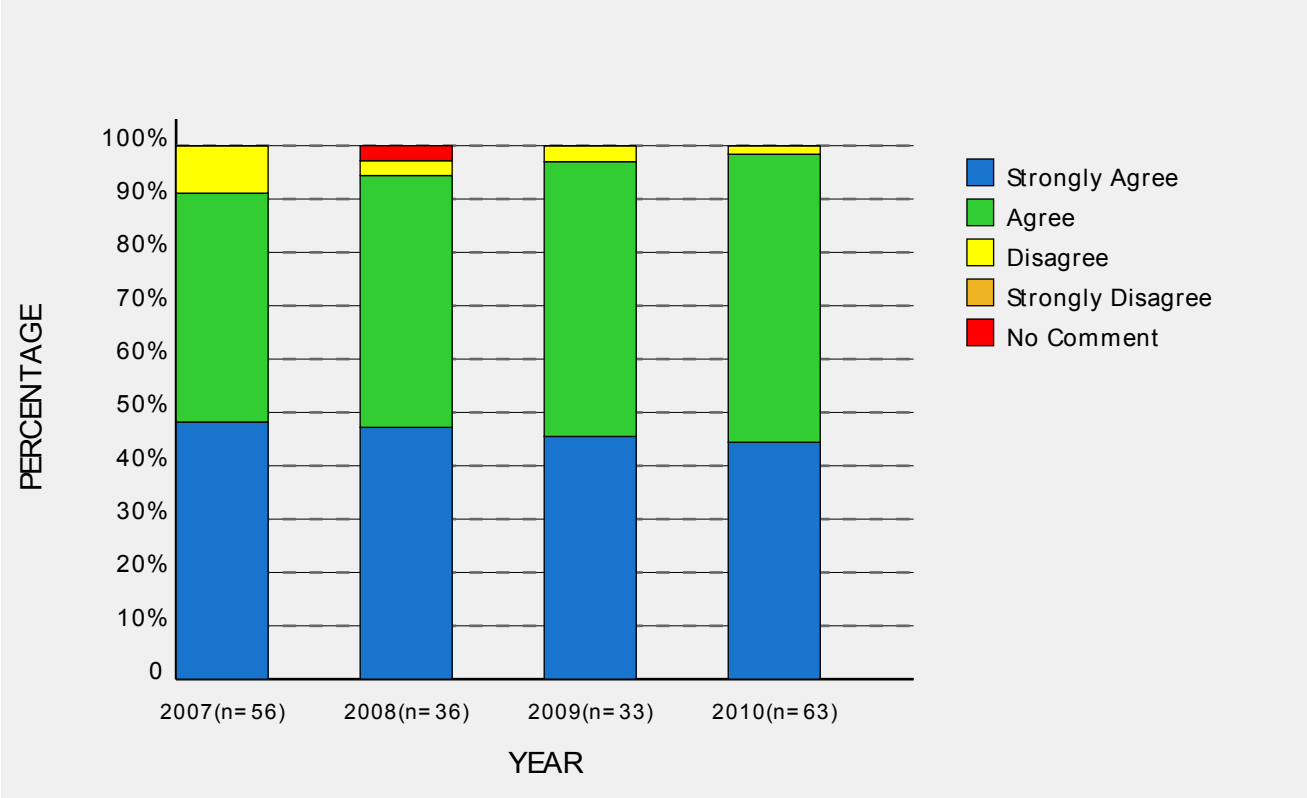
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

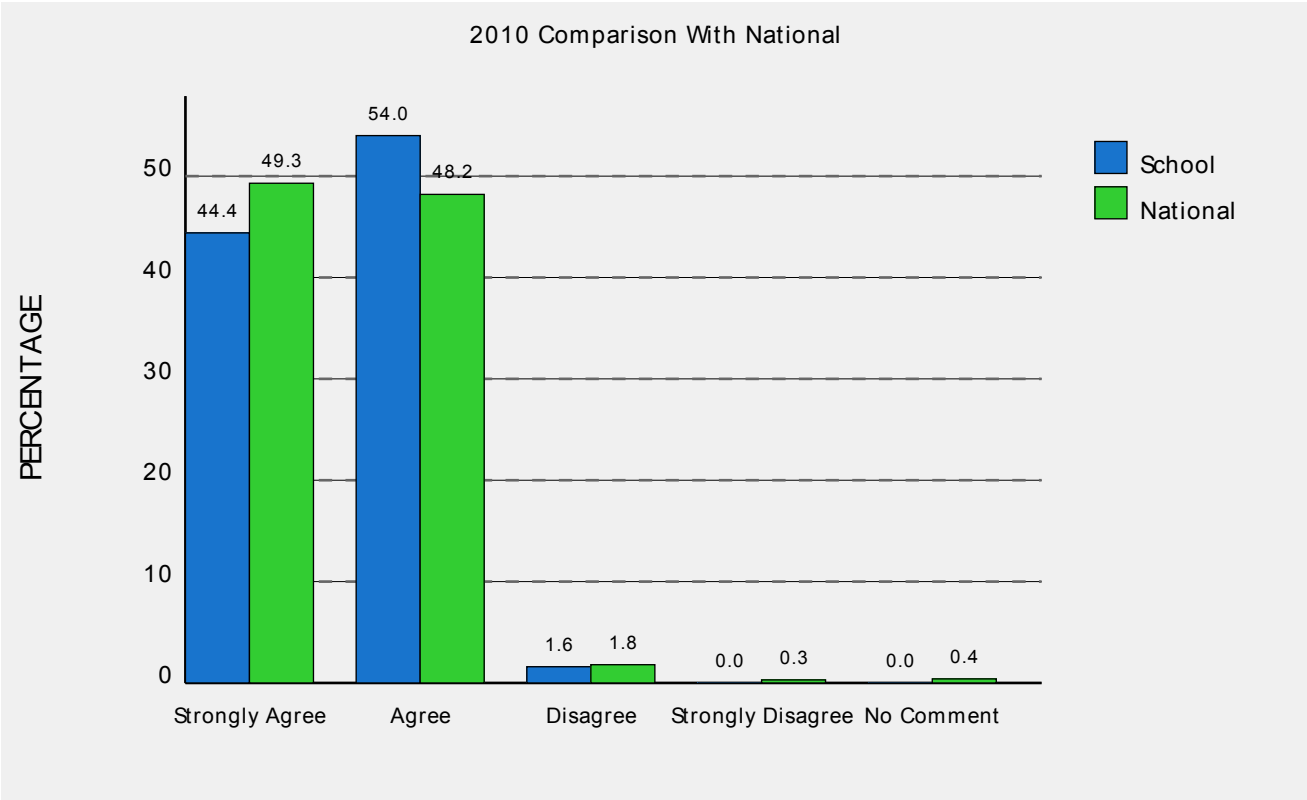
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 24. The Pharm.D. Program prepared me to promote wellness and disease prevention services.





Question 24. The Pharm.D. Program prepared me to promote wellness and disease prevention services.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	48.2%	27	42.9%	24	8.9%	5	0.0%	0	0.0%	0	56	68.3%
2008	47.2%	17	47.2%	17	2.8%	1	0.0%	0	2.8%	1	36	52.2%
2009	45.5%	15	51.5%	17	3.0%	1	0.0%	0	0.0%	0	33	39.3%
2010	44.4%	28	54.0%	34	1.6%	1	0.0%	0	0.0%	0	63	75.0%
National	49.3%	3780	48.2%	3701	1.8%	137	0.3%	24	0.4%	33	7675	71.2%

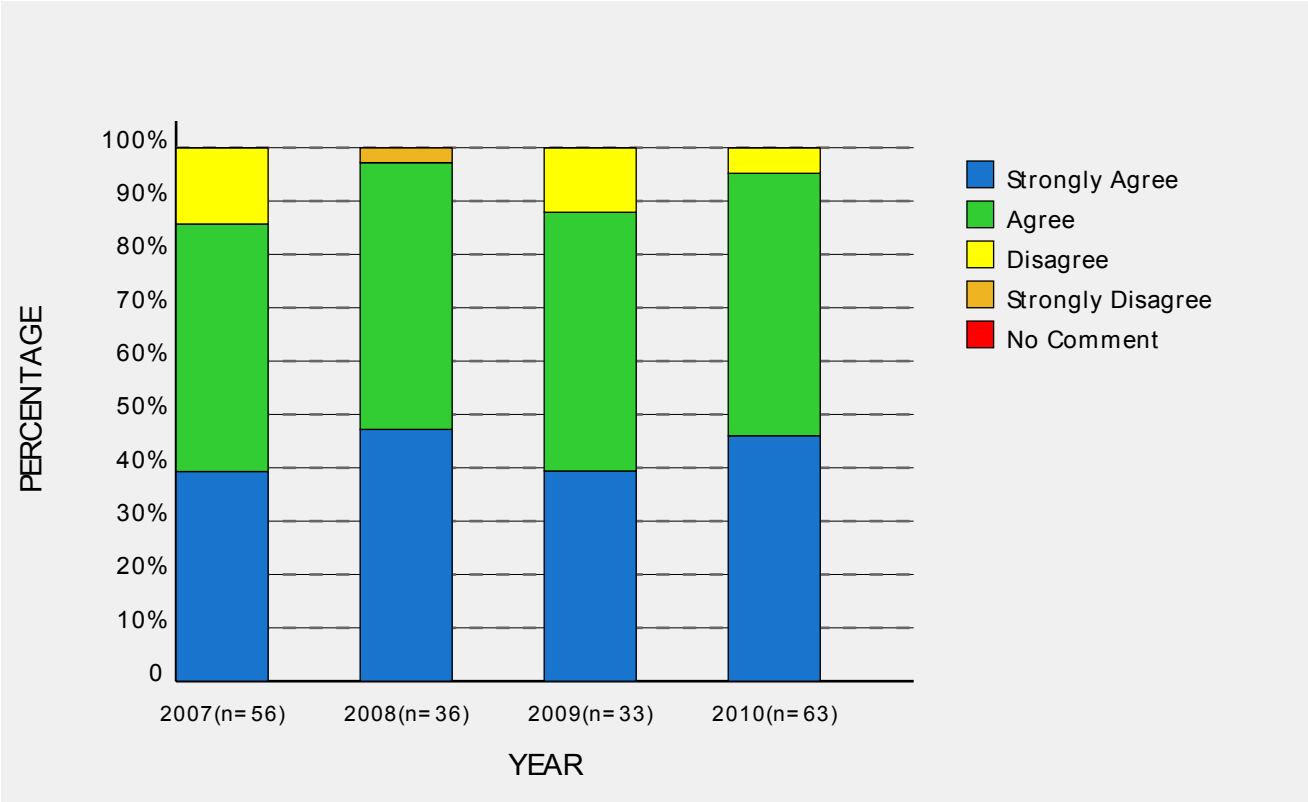
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

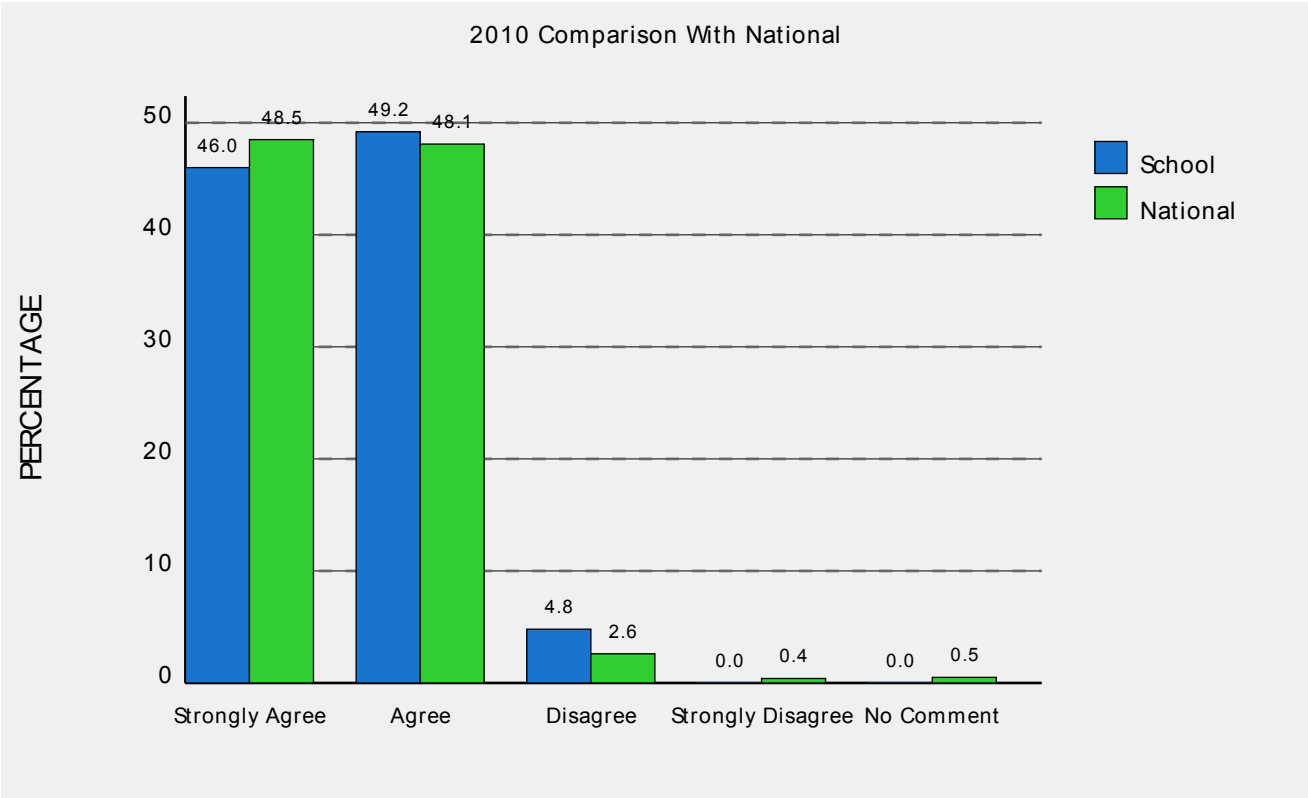
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 25. The Pharm.D. Program prepared me to practice pharmacy in interprofessional and collaborative practice settings.





Question 25. The Pharm.D. Program prepared me to practice pharmacy in interprofessional and collaborative practice settings.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	39.3%	22	46.4%	26	14.3%	8	0.0%	0	0.0%	0	56	68.3%
2008	47.2%	17	50.0%	18	0.0%	0	2.8%	1	0.0%	0	36	52.2%
2009	39.4%	13	48.5%	16	12.1%	4	0.0%	0	0.0%	0	33	39.3%
2010	46.0%	29	49.2%	31	4.8%	3	0.0%	0	0.0%	0	63	75.0%
National	48.5%	3719	48.1%	3691	2.6%	197	0.4%	31	0.5%	37	7675	71.2%

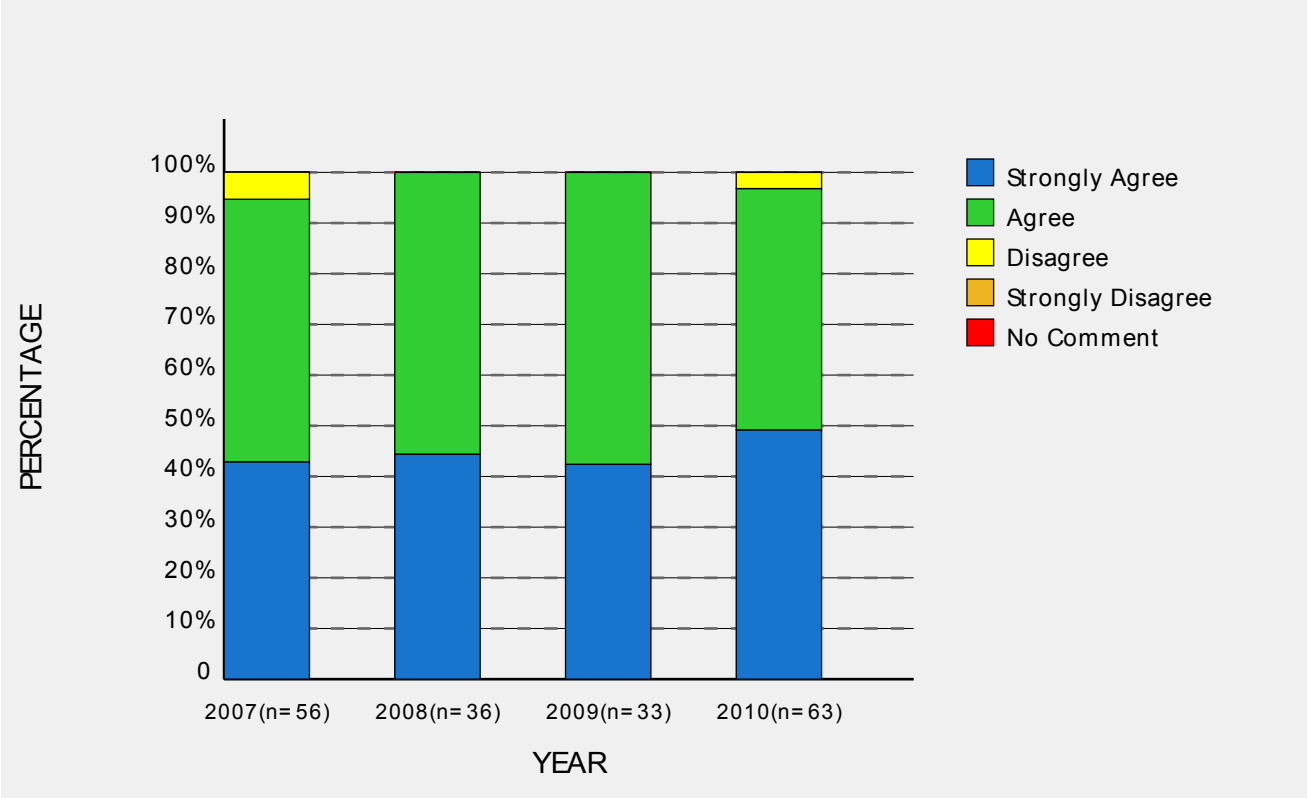
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

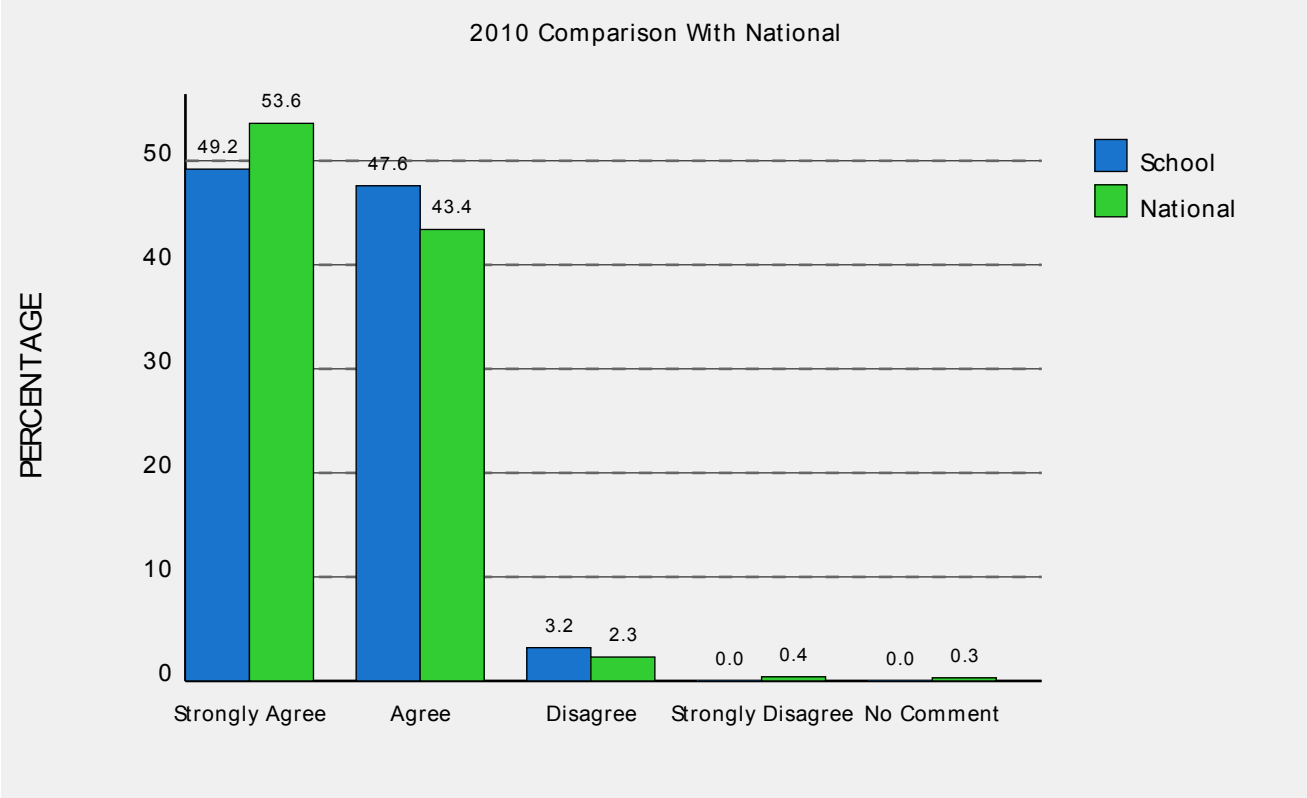
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 26. The Pharm.D. Program prepared me to search the health sciences literature.





Question 26. The Pharm.D. Program prepared me to search the health sciences literature.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	42.9%	24	51.8%	29	5.4%	3	0.0%	0	0.0%	0	56	68.3%
2008	44.4%	16	55.6%	20	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	42.4%	14	57.6%	19	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	49.2%	31	47.6%	30	3.2%	2	0.0%	0	0.0%	0	63	75.0%
National	53.6%	4112	43.4%	3328	2.3%	180	0.4%	32	0.3%	23	7675	71.2%

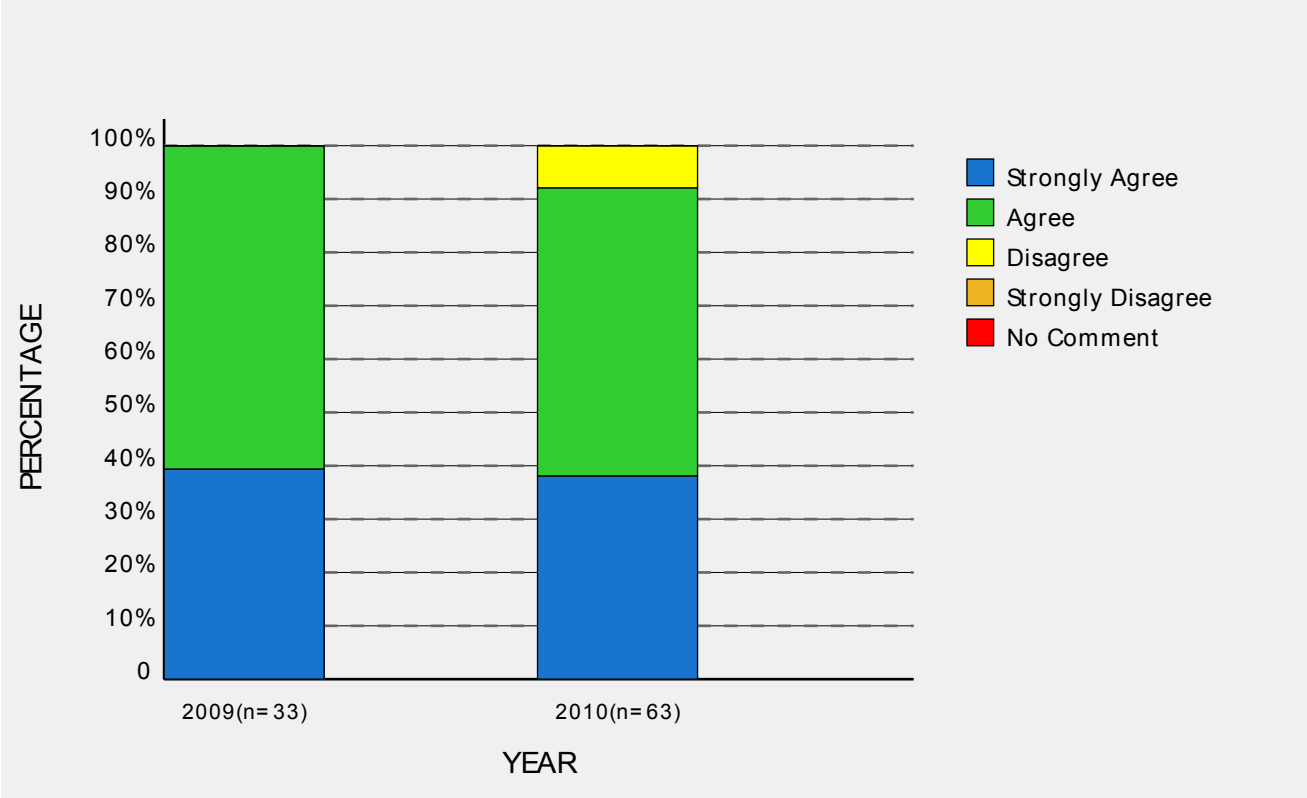
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

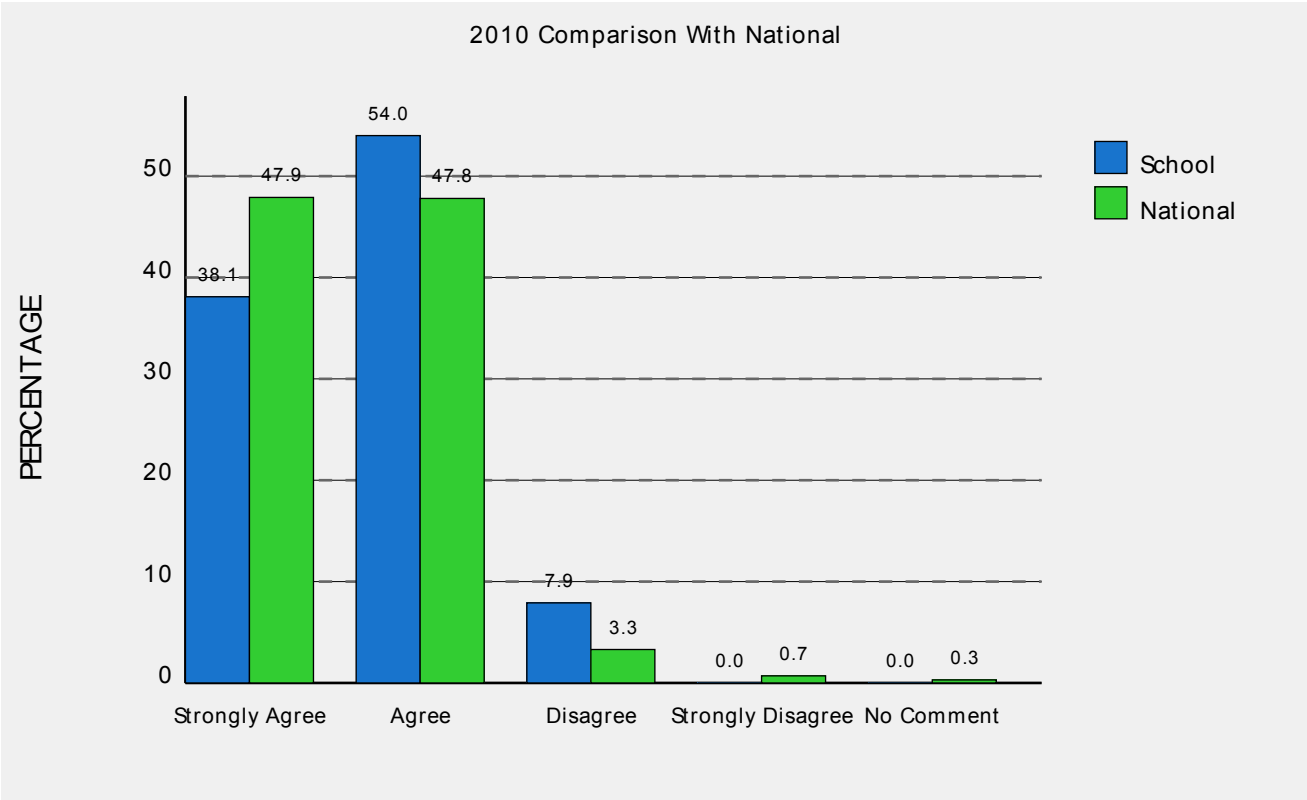
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 27. The Pharm.D. Program prepared me to evaluate the health sciences literature.





Question 27. The Pharm.D. Program prepared me to evaluate the health sciences literature.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	39.4%	13	60.6%	20	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	38.1%	24	54.0%	34	7.9%	5	0.0%	0	0.0%	0	63	75.0%
National	47.9%	3674	47.8%	3667	3.3%	255	0.7%	55	0.3%	24	7675	71.2%

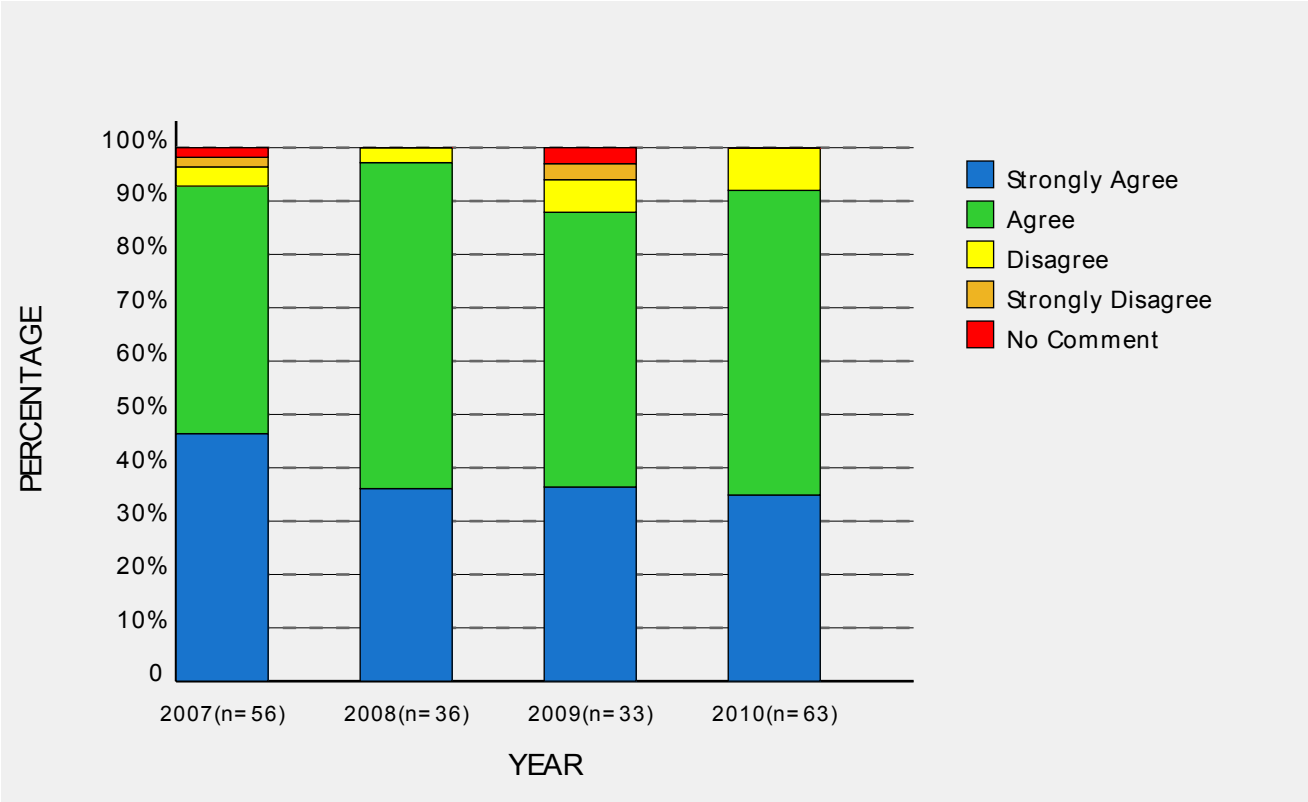
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

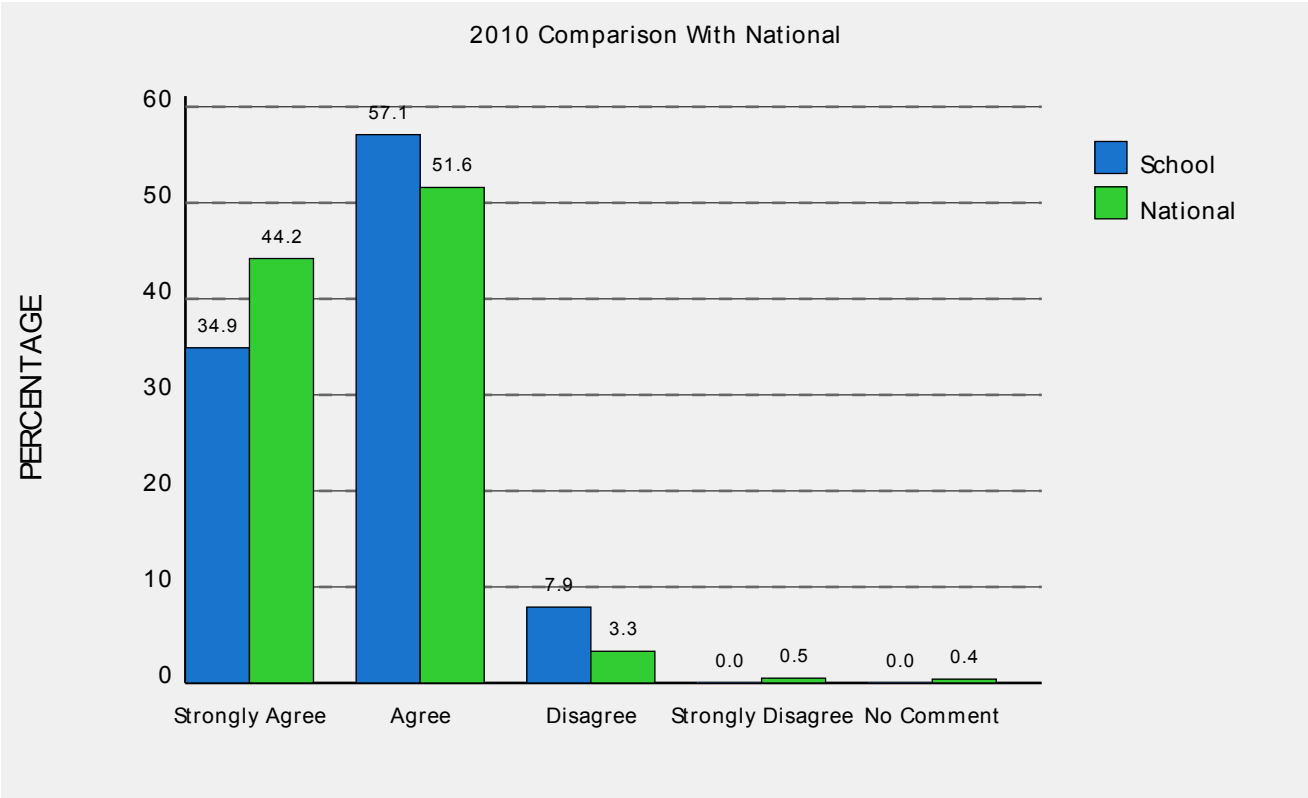
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 28. The Pharm.D. Program prepared me to reflect critically on personal skills and actions and make plans to improve when necessary.





Question 28. The Pharm.D. Program prepared me to reflect critically on personal skills and actions and make plans to improve when necessary.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	46.4%	26	46.4%	26	3.6%	2	1.8%	1	1.8%	1	56	68.3%
2008	36.1%	13	61.1%	22	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	51.5%	17	6.1%	2	3.0%	1	3.0%	1	33	39.3%
2010	34.9%	22	57.1%	36	7.9%	5	0.0%	0	0.0%	0	63	75.0%
National	44.2%	3390	51.6%	3961	3.3%	250	0.5%	40	0.4%	34	7675	71.2%

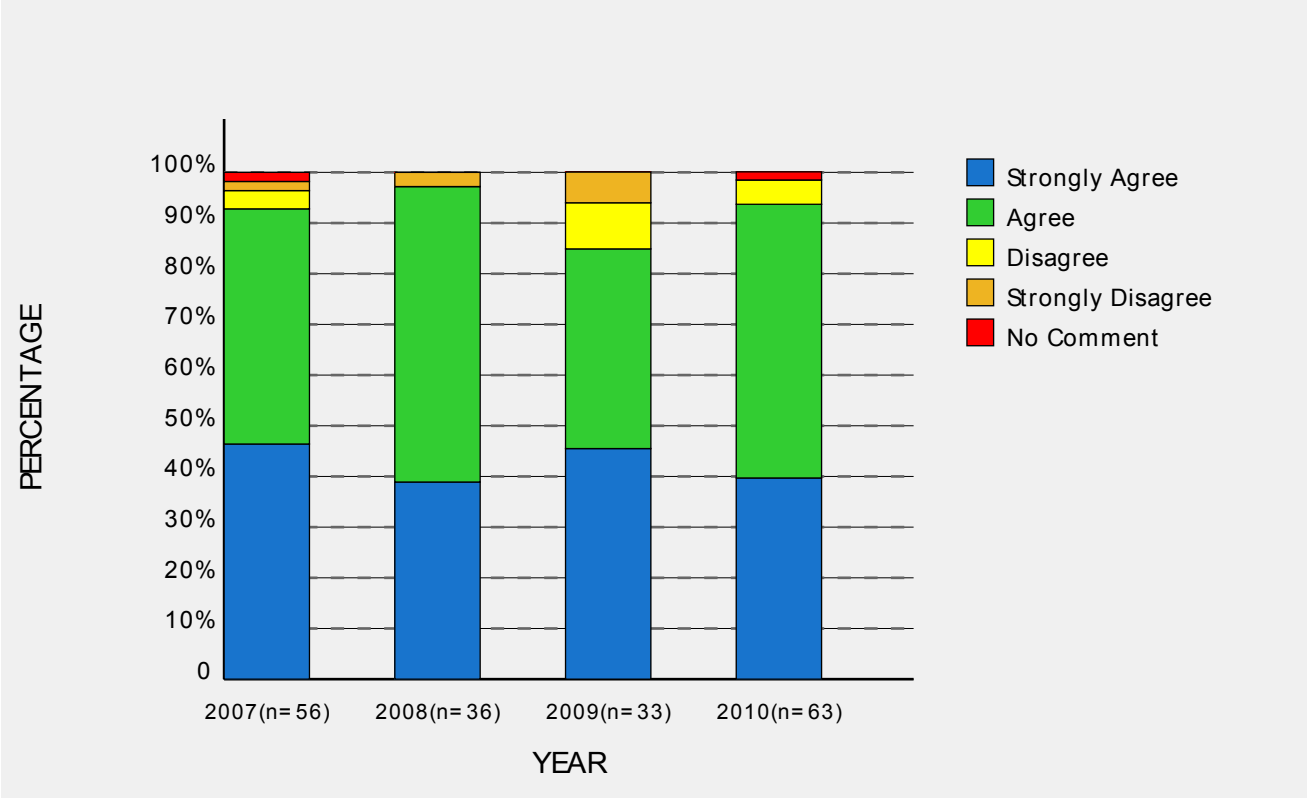
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

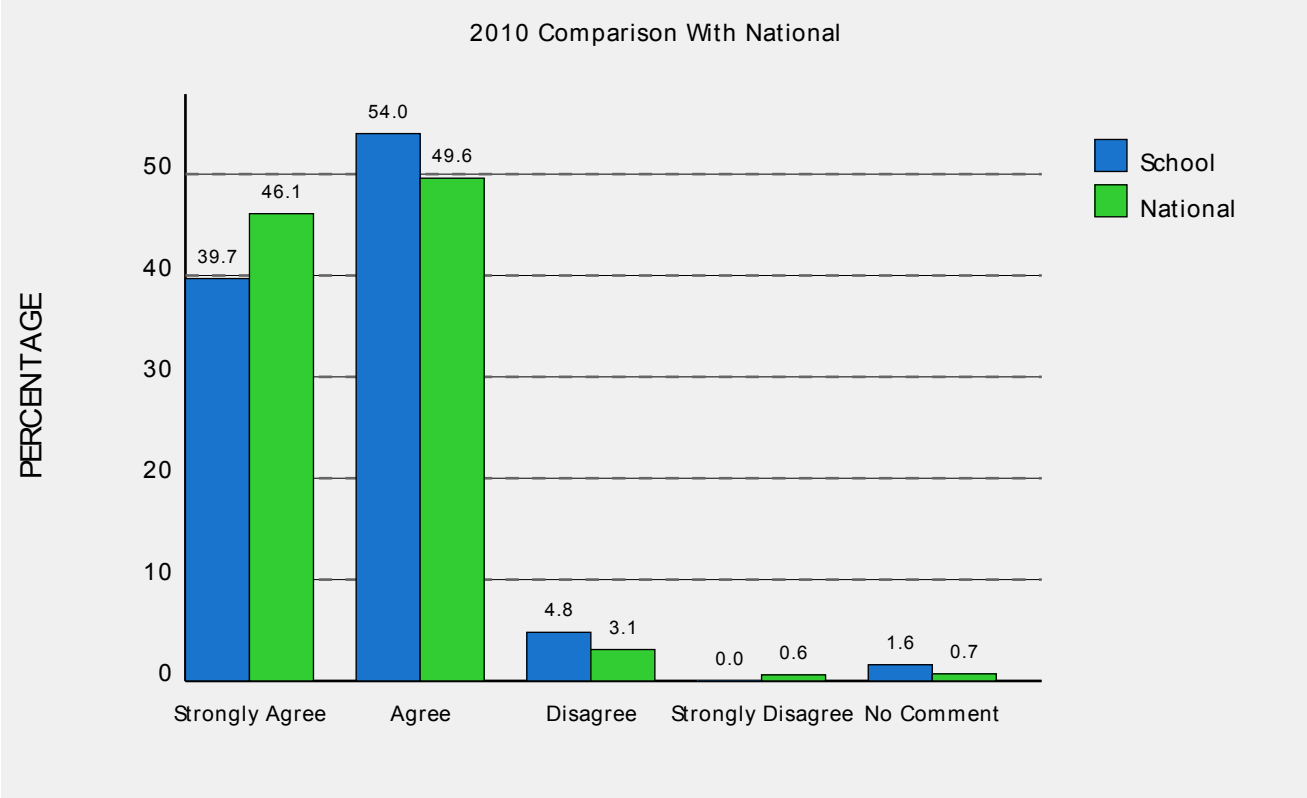
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 29. The Pharm.D. Program prepared me to accept and respond to constructive feedback.





Question 29. The Pharm.D. Program prepared me to accept and respond to constructive feedback.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	46.4%	26	46.4%	26	3.6%	2	1.8%	1	1.8%	1	56	68.3%
2008	38.9%	14	58.3%	21	0.0%	0	2.8%	1	0.0%	0	36	52.2%
2009	45.5%	15	39.4%	13	9.1%	3	6.1%	2	0.0%	0	33	39.3%
2010	39.7%	25	54.0%	34	4.8%	3	0.0%	0	1.6%	1	63	75.0%
National	46.1%	3540	49.6%	3805	3.1%	235	0.6%	43	0.7%	52	7675	71.2%

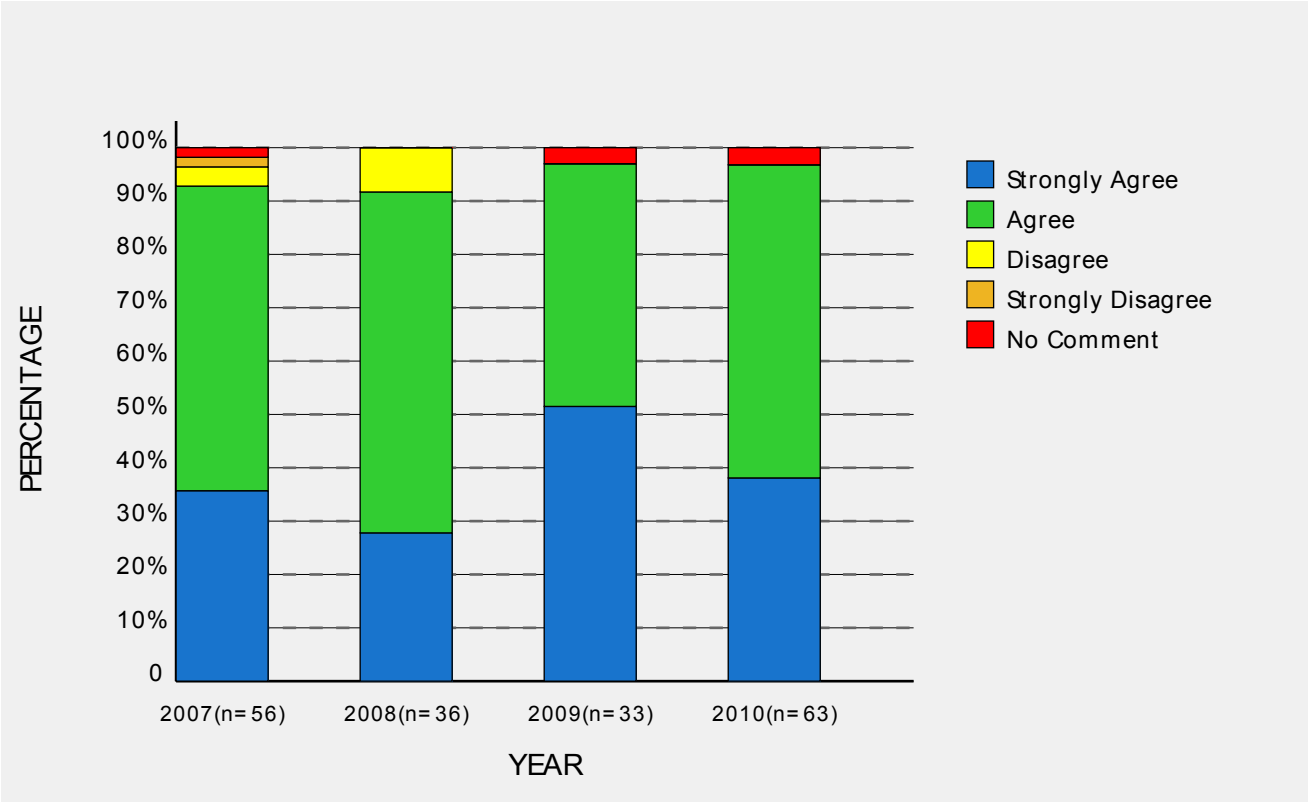
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

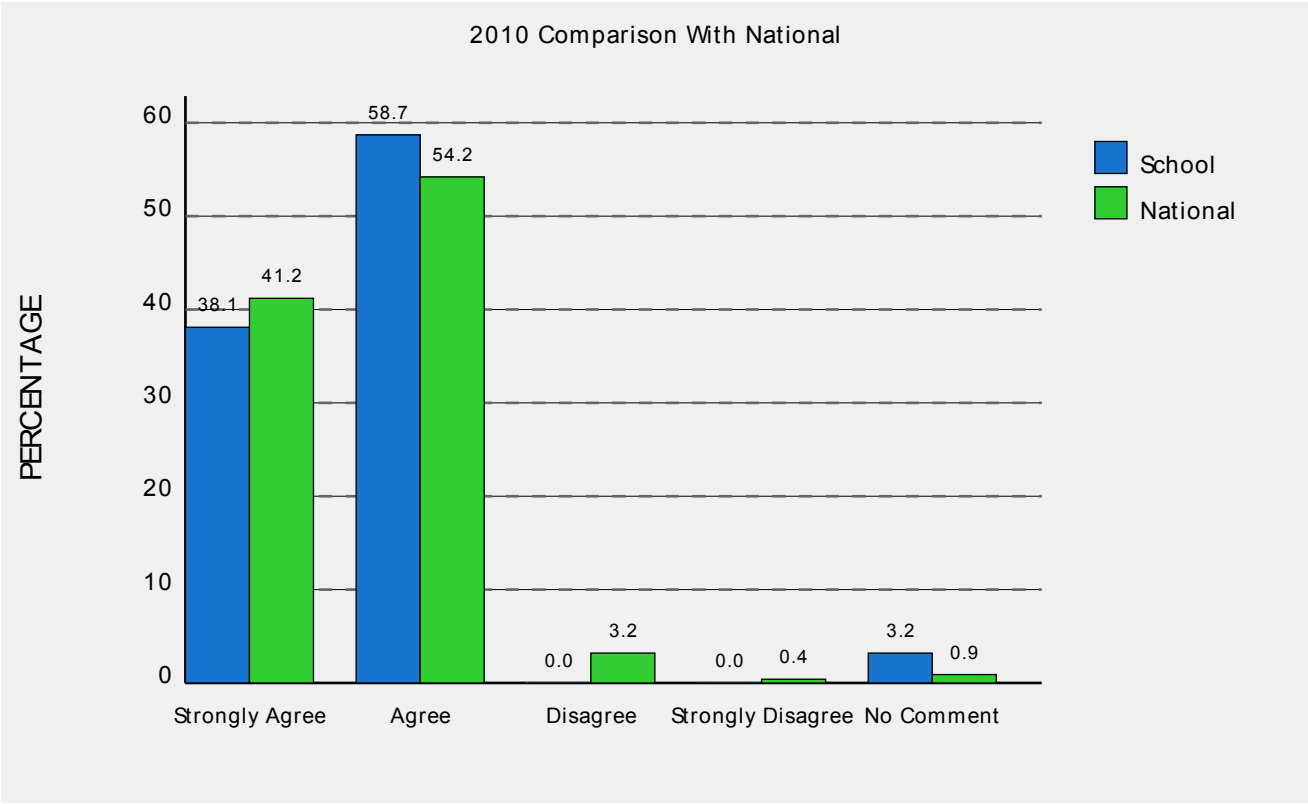
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 84. I am prepared to enter pharmacy practice.





Question 84. I am prepared to enter pharmacy practice.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	35.7%	20	57.1%	32	3.6%	2	1.8%	1	1.8%	1	56	68.3%
2008	27.8%	10	63.9%	23	8.3%	3	0.0%	0	0.0%	0	36	52.2%
2009	51.5%	17	45.5%	15	0.0%	0	0.0%	0	3.0%	1	33	39.3%
2010	38.1%	24	58.7%	37	0.0%	0	0.0%	0	3.2%	2	63	75.0%
National	41.2%	3164	54.2%	4162	3.2%	245	0.4%	32	0.9%	72	7675	71.2%

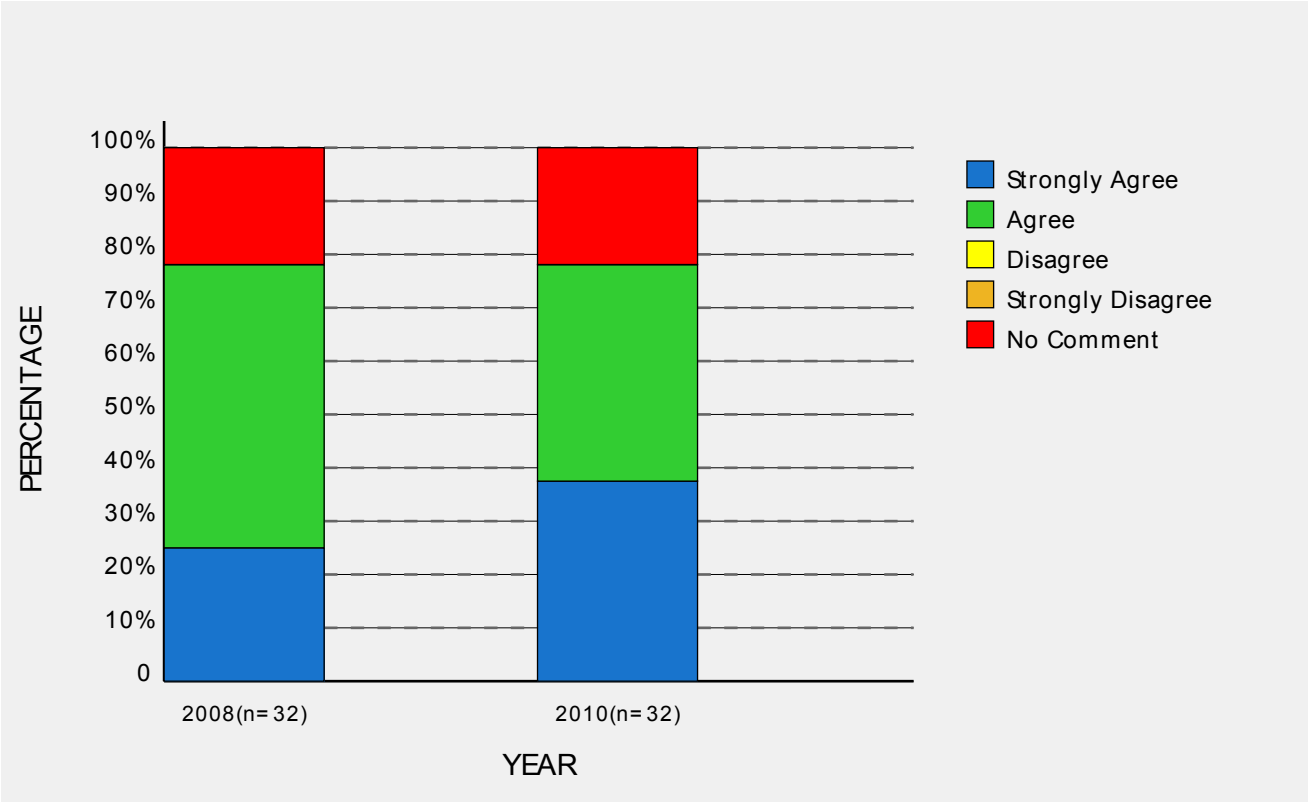
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

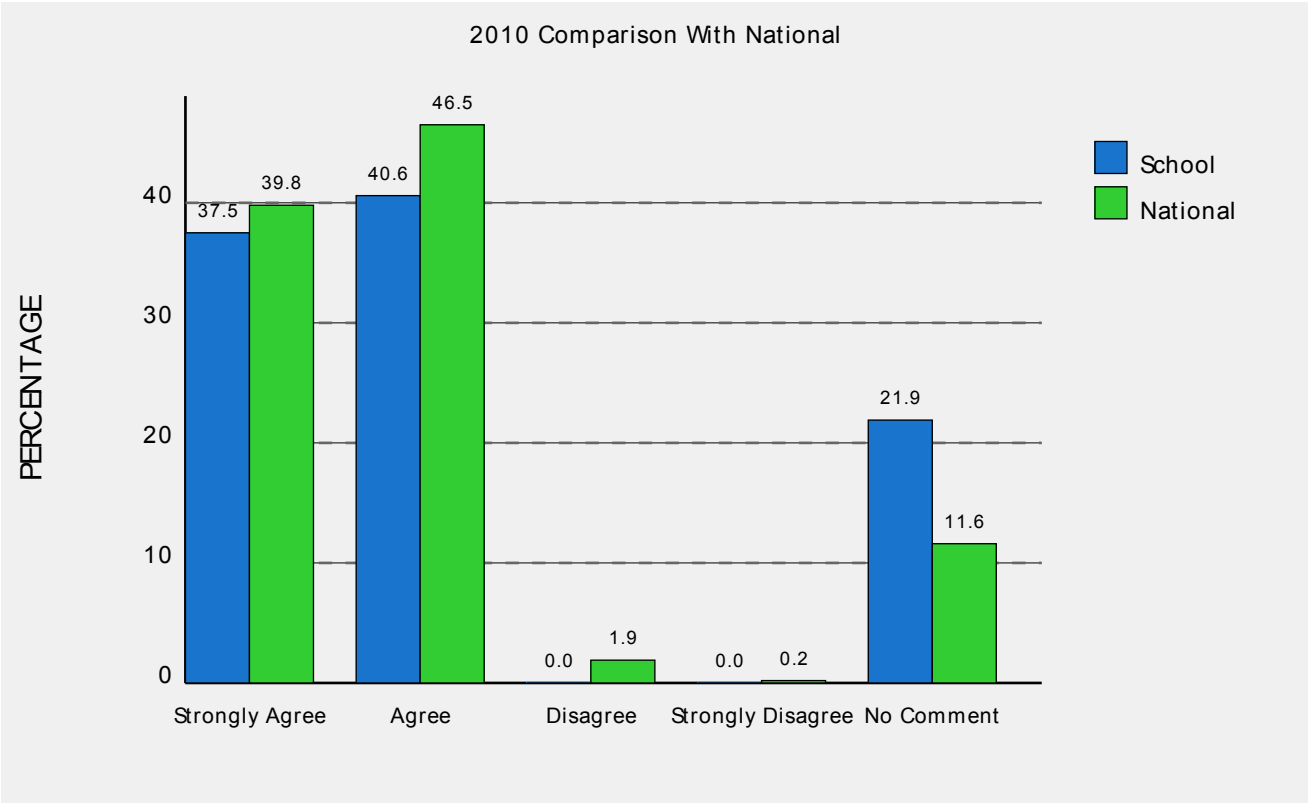
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 47. The Pharm.D. program prepares students to develop and use patient-specific pharmacy care plans.





Question 47. The Pharm.D. program prepares students to develop and use patient-specific pharmacy care plans.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.0%	8	53.1%	17	0.0%	0	0.0%	0	21.9%	7	32	82.1%
2010	37.5%	12	40.6%	13	0.0%	0	0.0%	0	21.9%	7	32	82.1%
National	39.8%	1088	46.5%	1273	1.9%	52	0.2%	5	11.6%	318	2736	69.1%

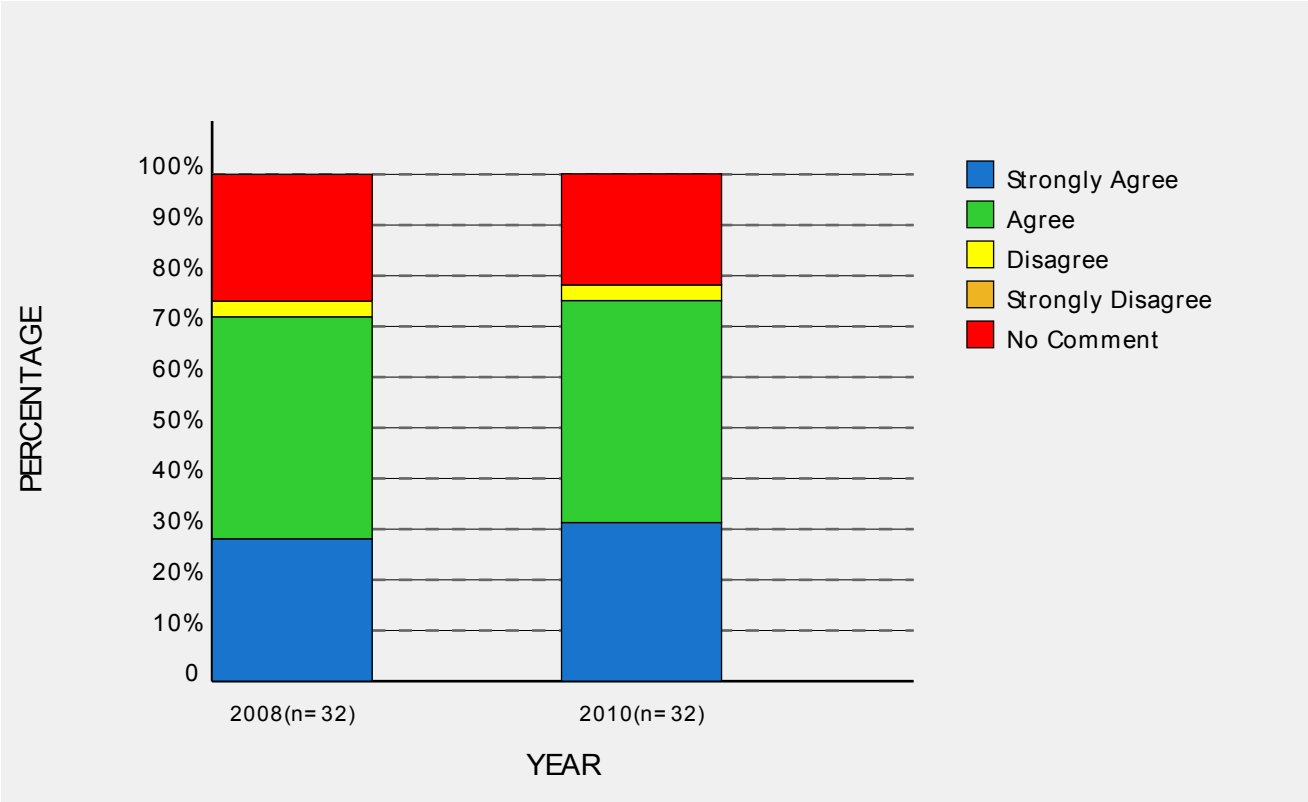
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

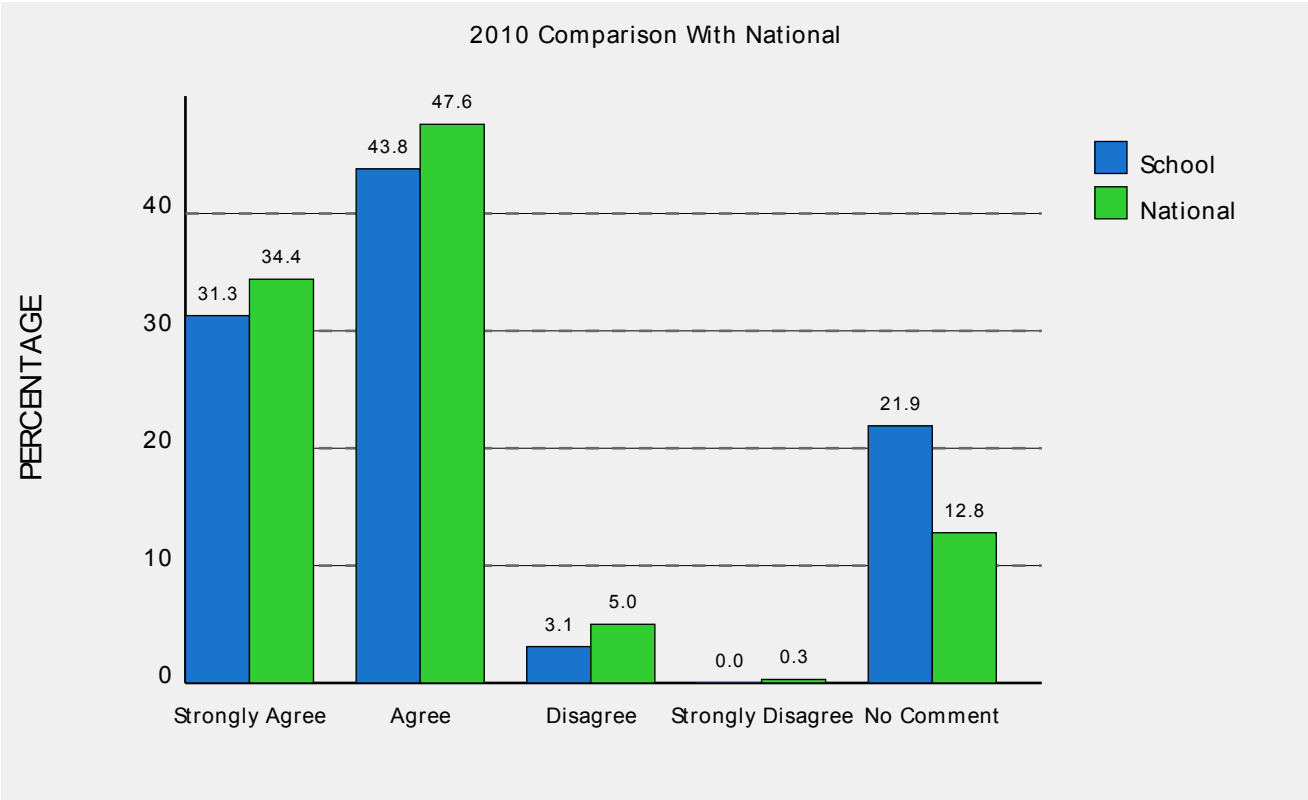
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 48. The Pharm.D. program prepares students to effectively manage a patient-centered pharmacy practice.





Question 48. The Pharm.D. program prepares students to effectively manage a patient-centered pharmacy practice.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	28.1%	9	43.8%	14	3.1%	1	0.0%	0	25.0%	8	32	82.1%
2010	31.3%	10	43.8%	14	3.1%	1	0.0%	0	21.9%	7	32	82.1%
National	34.4%	940	47.6%	1302	5.0%	136	0.3%	9	12.8%	349	2736	69.1%

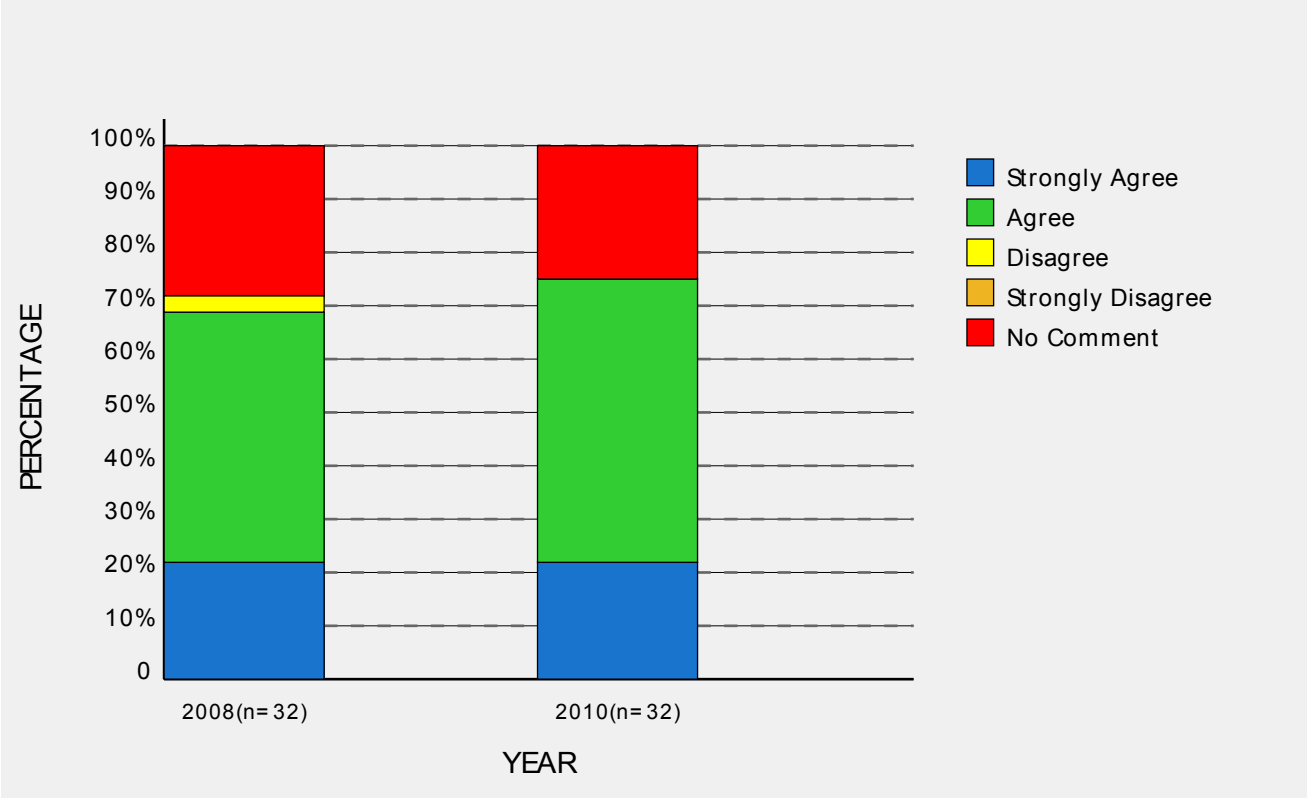
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

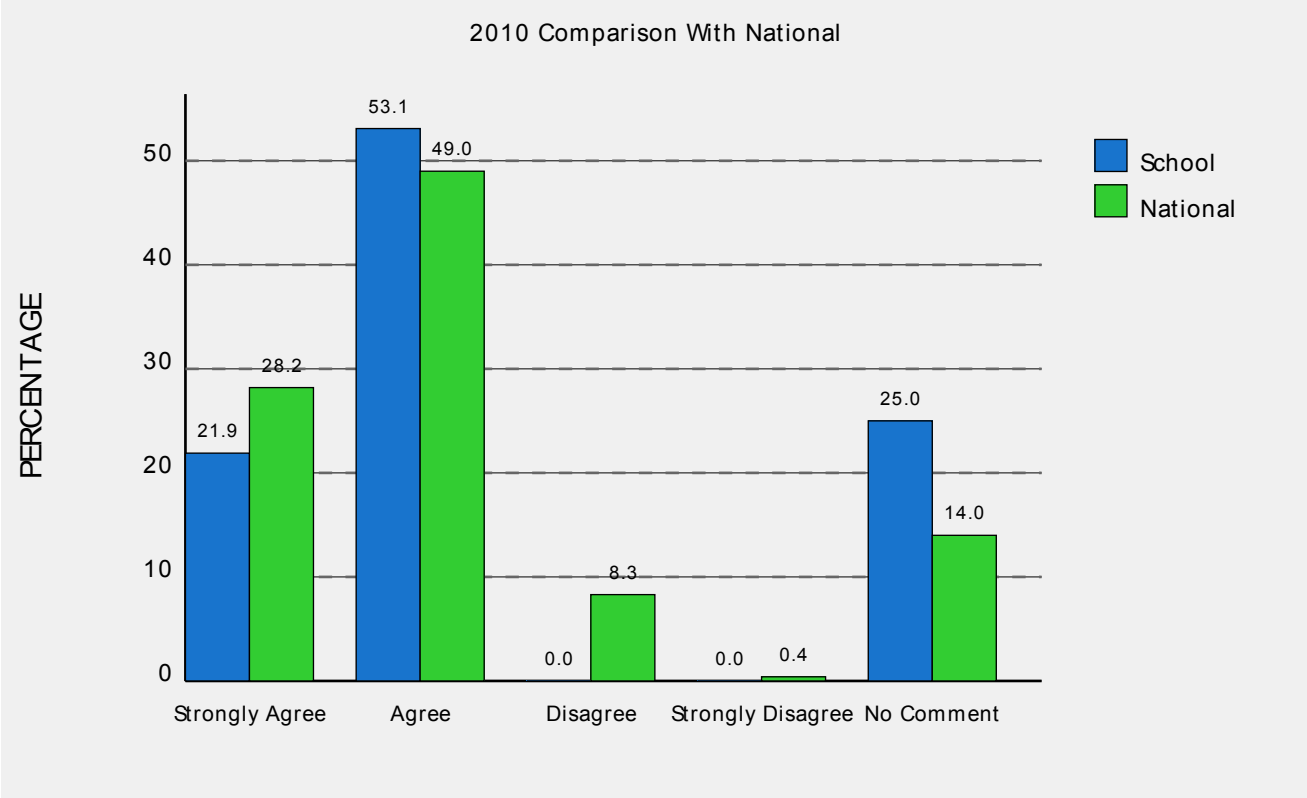
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 49. The Pharm.D. program prepares students to develop disease management programs.





Question 49. The Pharm.D. program prepares students to develop disease management programs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	46.9%	15	3.1%	1	0.0%	0	28.1%	9	32	82.1%
2010	21.9%	7	53.1%	17	0.0%	0	0.0%	0	25.0%	8	32	82.1%
National	28.2%	771	49.0%	1342	8.3%	227	0.4%	12	14.0%	384	2736	69.1%

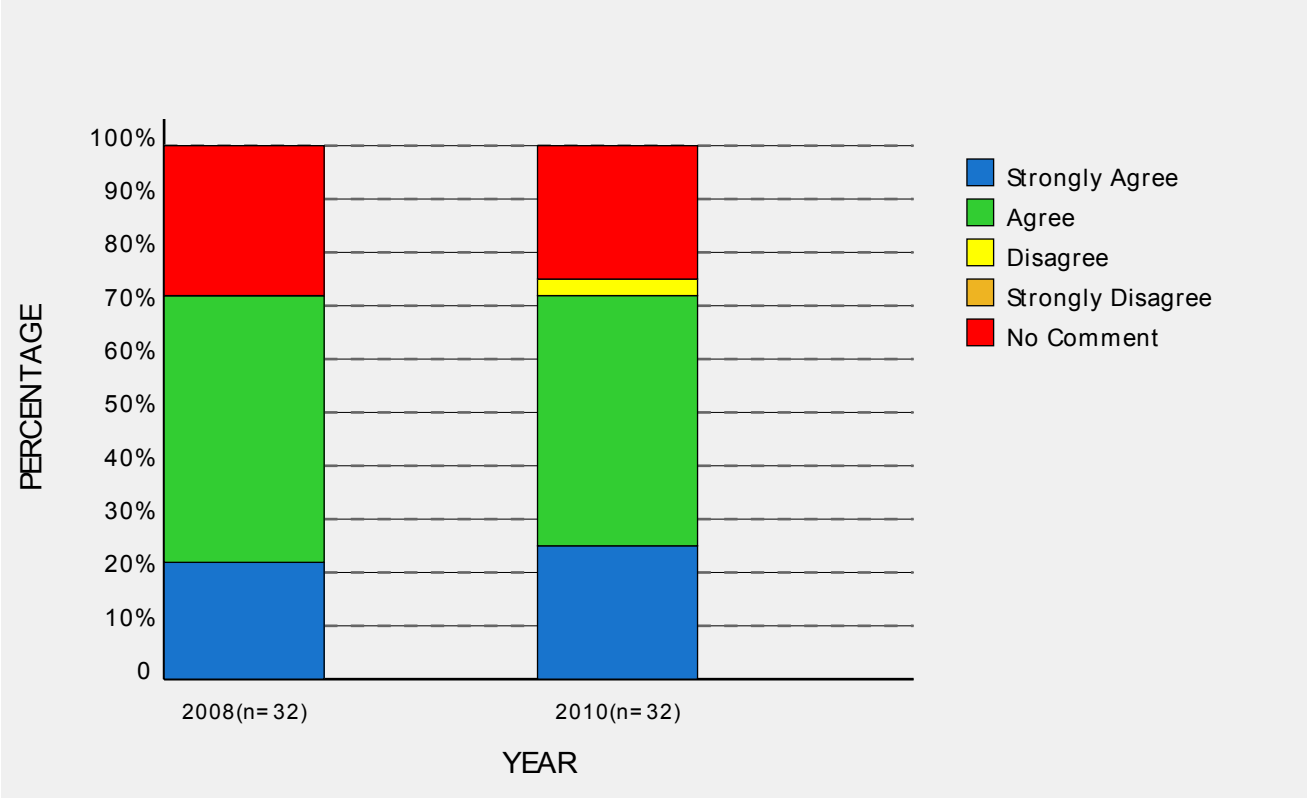
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

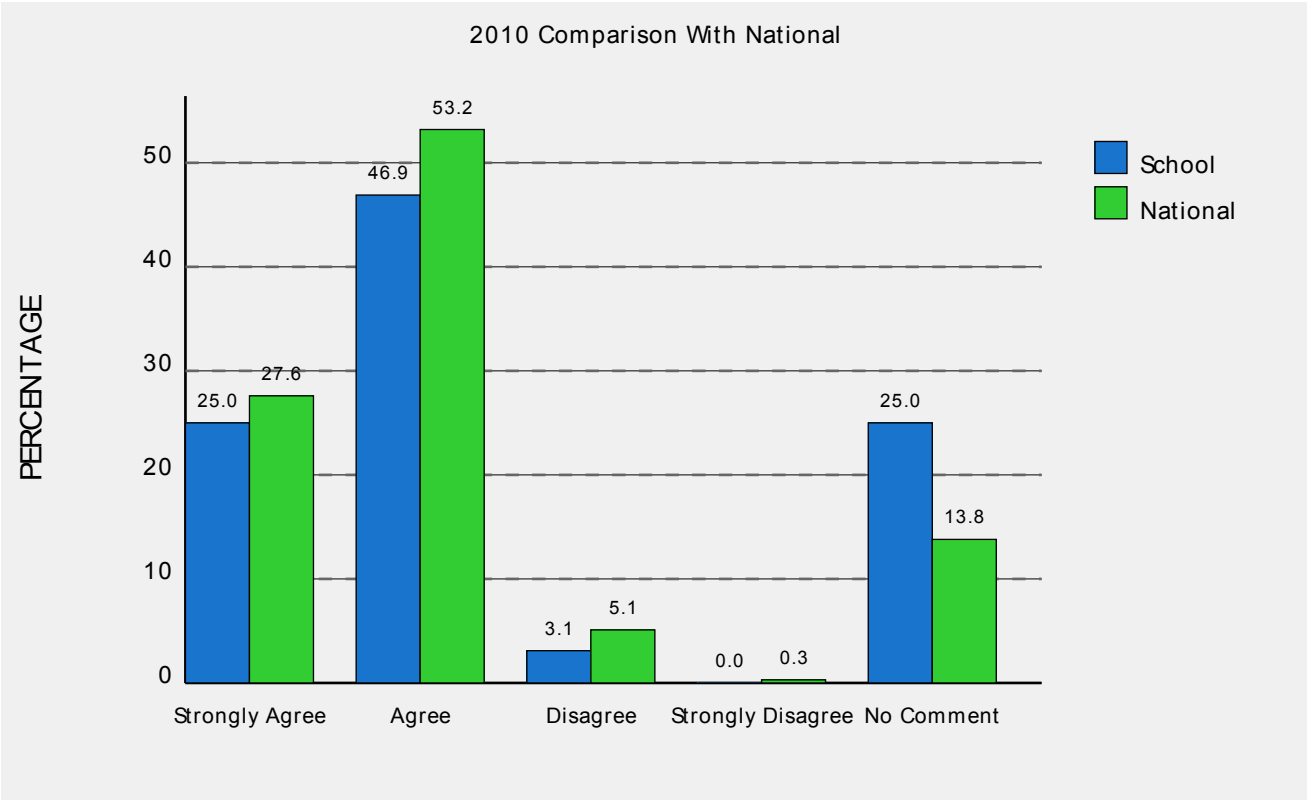
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 50. The Pharm.D. program prepares students to manage the system of medication use.





Question 50. The Pharm.D. program prepares students to manage the system of medication use.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	50.0%	16	0.0%	0	0.0%	0	28.1%	9	32	82.1%
2010	25.0%	8	46.9%	15	3.1%	1	0.0%	0	25.0%	8	32	82.1%
National	27.6%	756	53.2%	1456	5.1%	139	0.3%	8	13.8%	377	2736	69.1%

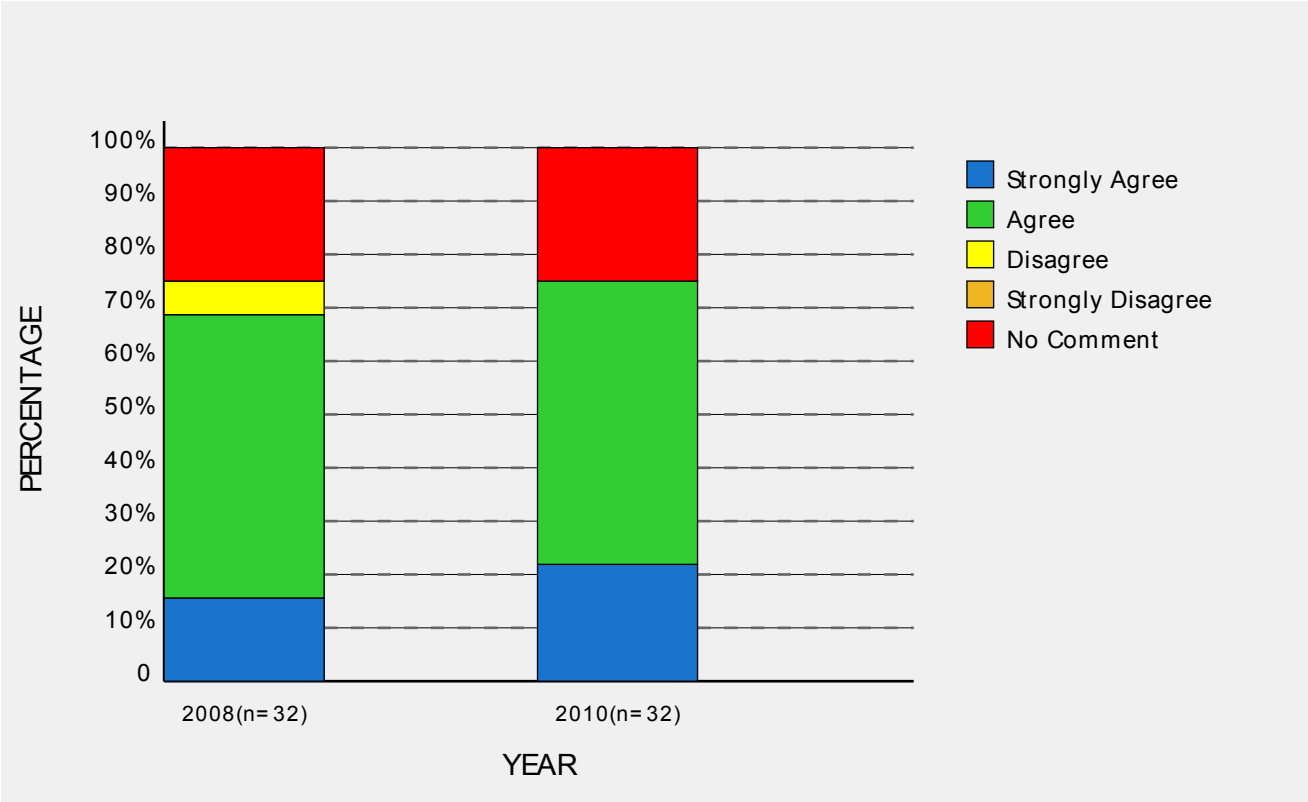
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

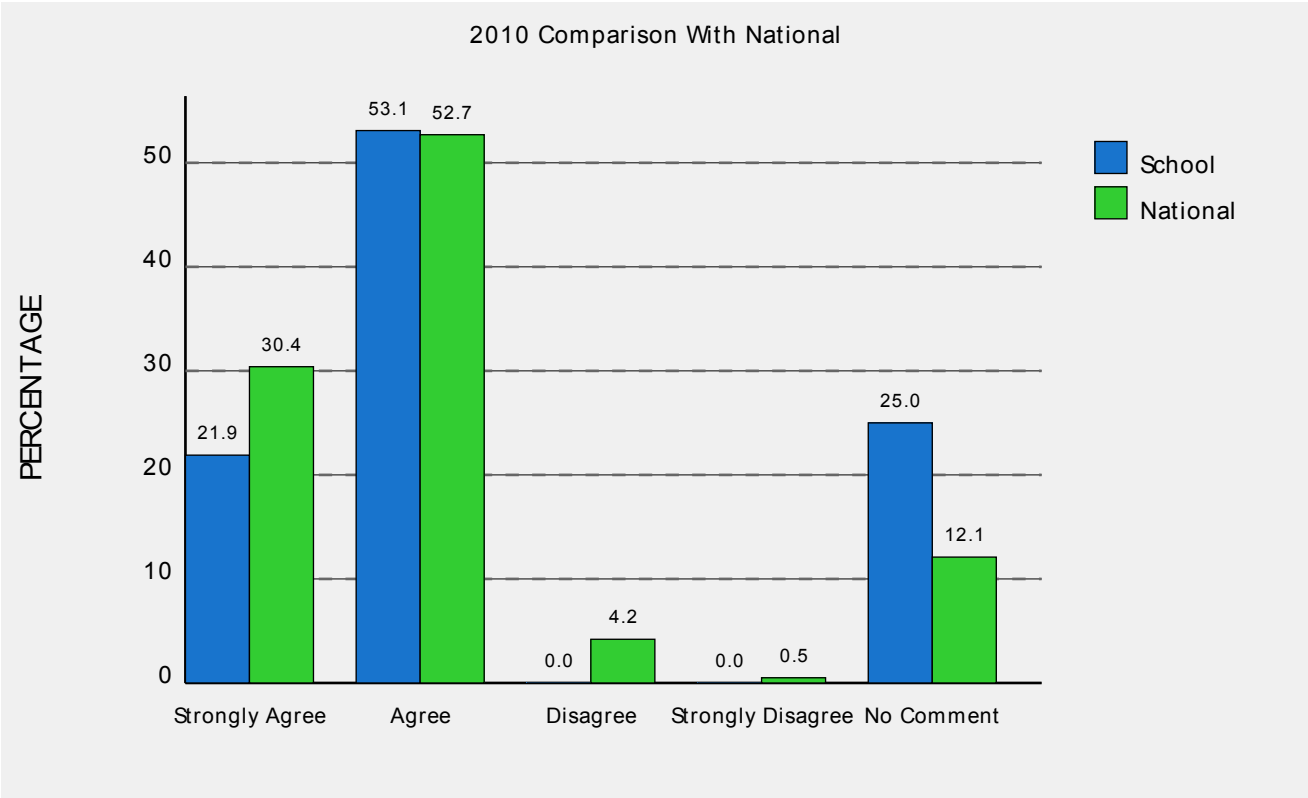
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 51. The Pharm.D. program prepares students to promote the availability of health promotion and disease prevention initiatives.





Question 51. The Pharm.D. program prepares students to promote the availability of health promotion and disease prevention initiatives.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	53.1%	17	6.3%	2	0.0%	0	25.0%	8	32	82.1%
2010	21.9%	7	53.1%	17	0.0%	0	0.0%	0	25.0%	8	32	82.1%
National	30.4%	833	52.7%	1442	4.2%	116	0.5%	15	12.1%	330	2736	69.1%

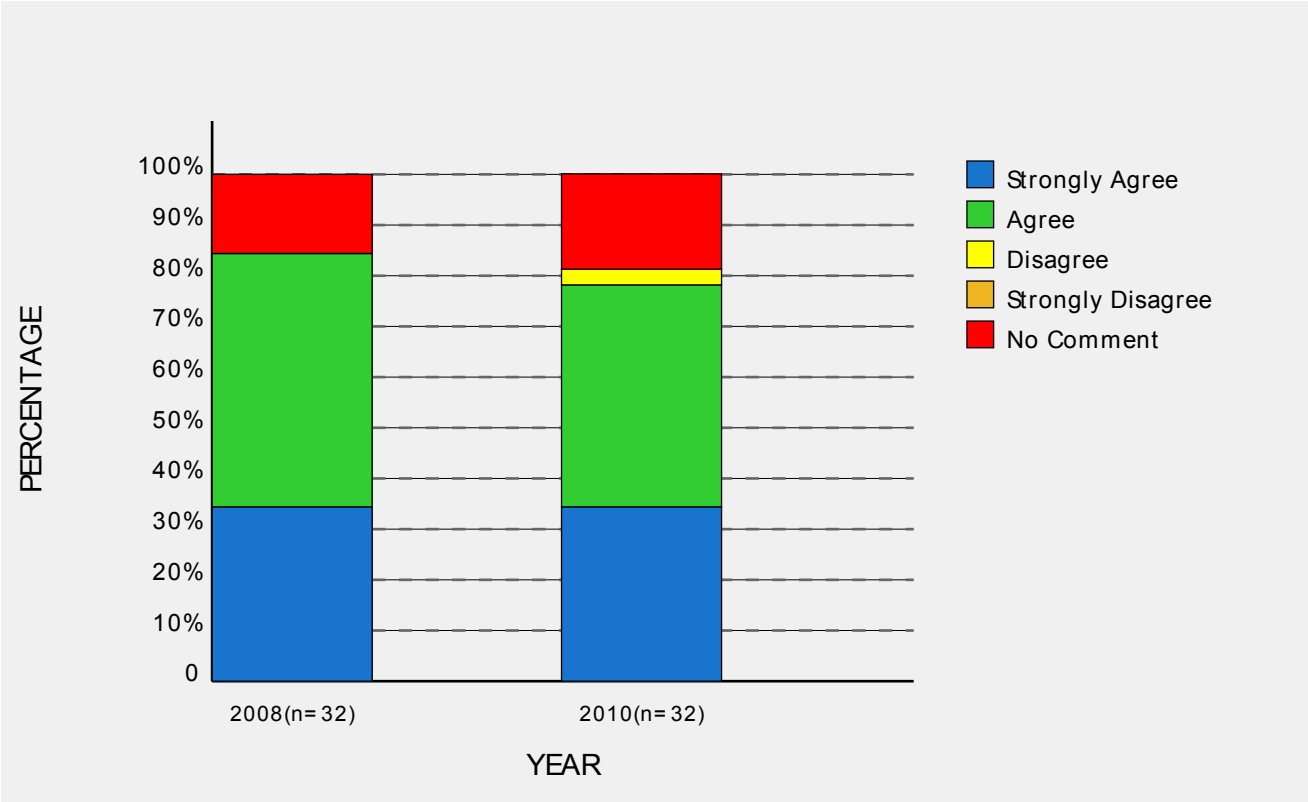
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

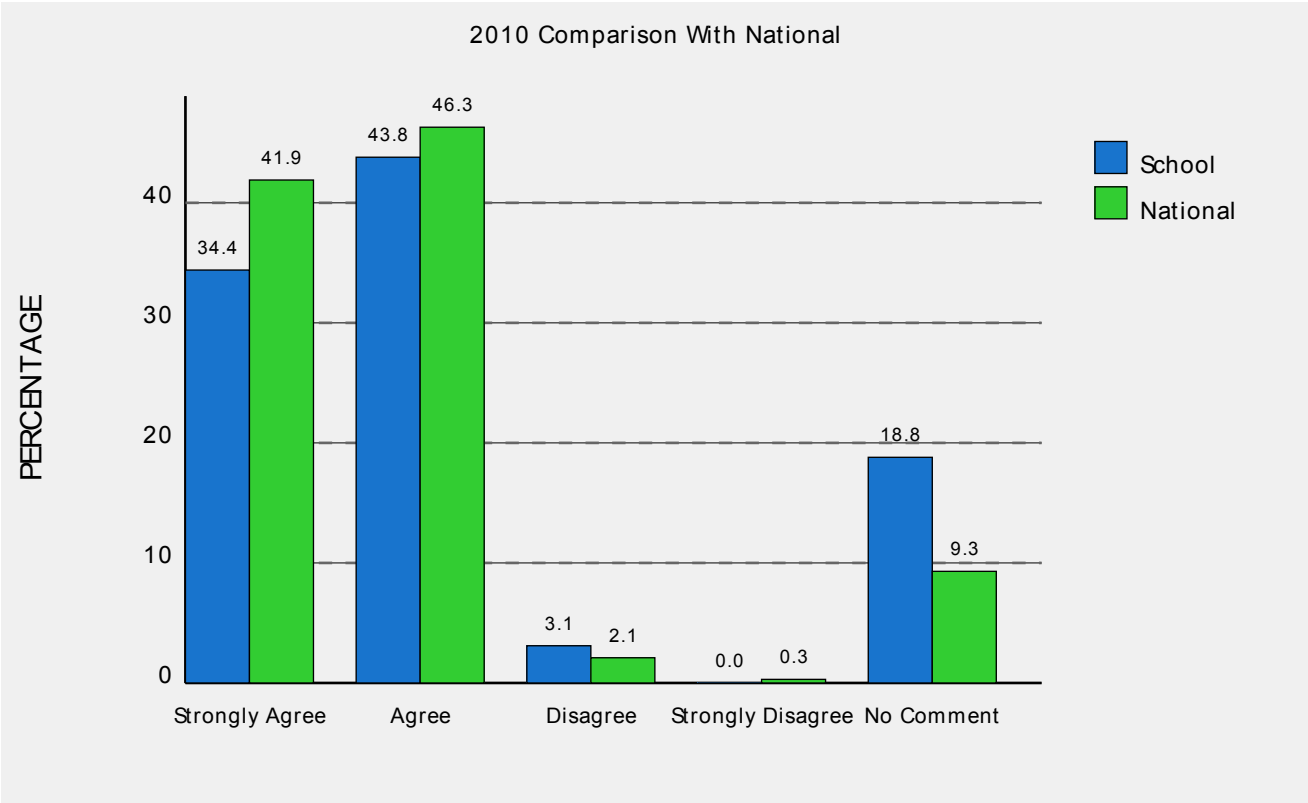
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 52. The Pharm.D. program prepares students to communicate with patients, caregivers, and other members of the interprofessional health care team.





Question 52. The Pharm.D. program prepares students to communicate with patients, caregivers, and other members of the interprofessional health care team.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	34.4%	11	50.0%	16	0.0%	0	0.0%	0	15.6%	5	32	82.1%
2010	34.4%	11	43.8%	14	3.1%	1	0.0%	0	18.8%	6	32	82.1%
National	41.9%	1147	46.3%	1268	2.1%	58	0.3%	8	9.3%	255	2736	69.1%

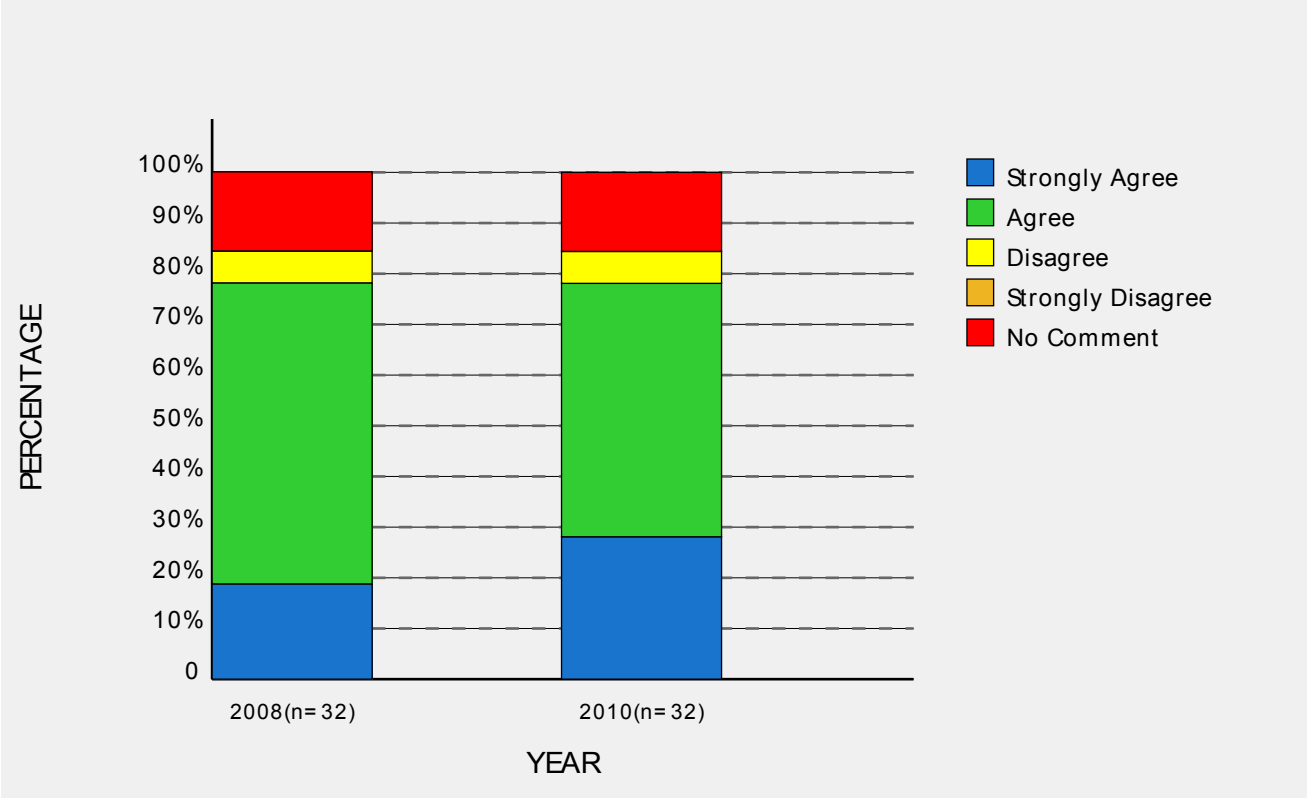
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

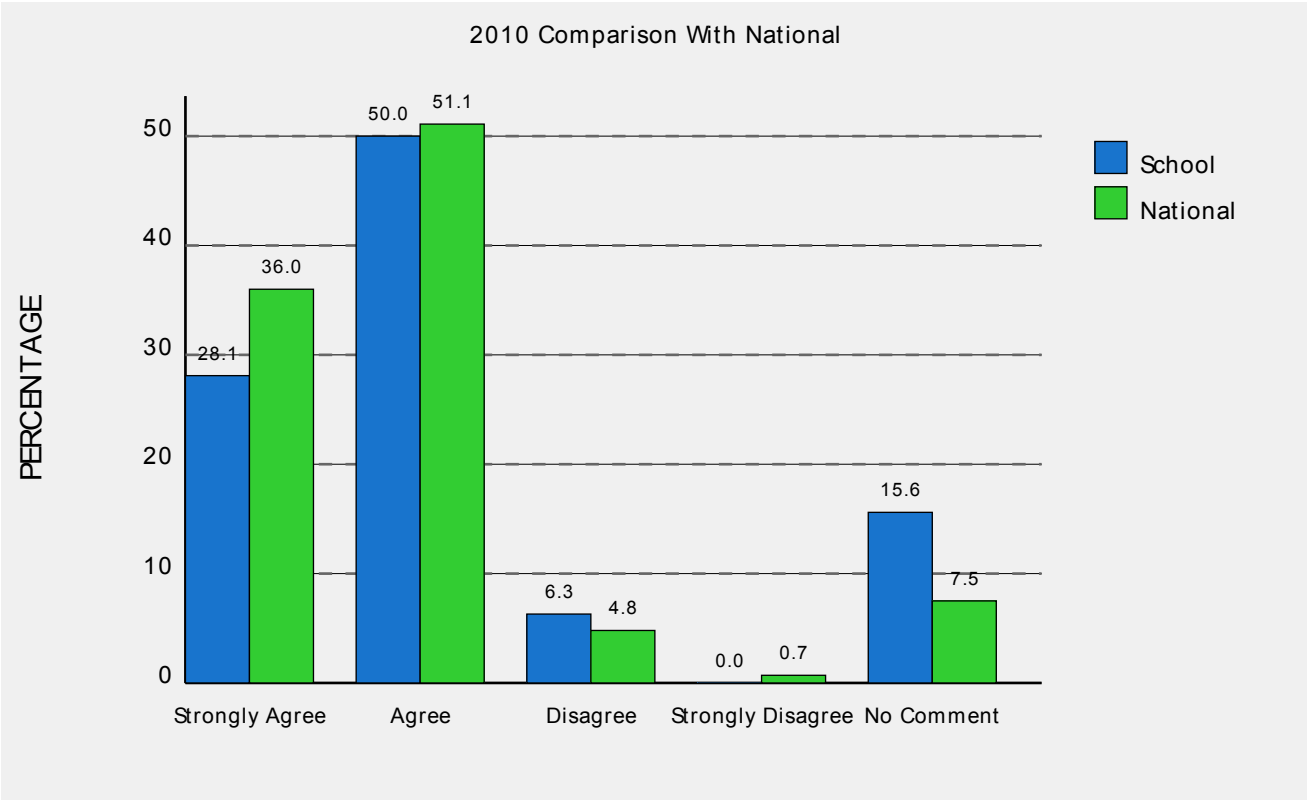
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 53. The Pharm.D. program prepares students to search the health sciences literature.





Question 53. The Pharm.D. program prepares students to search the health sciences literature.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	59.4%	19	6.3%	2	0.0%	0	15.6%	5	32	82.1%
2010	28.1%	9	50.0%	16	6.3%	2	0.0%	0	15.6%	5	32	82.1%
National	36.0%	984	51.1%	1398	4.8%	131	0.7%	19	7.5%	204	2736	69.1%

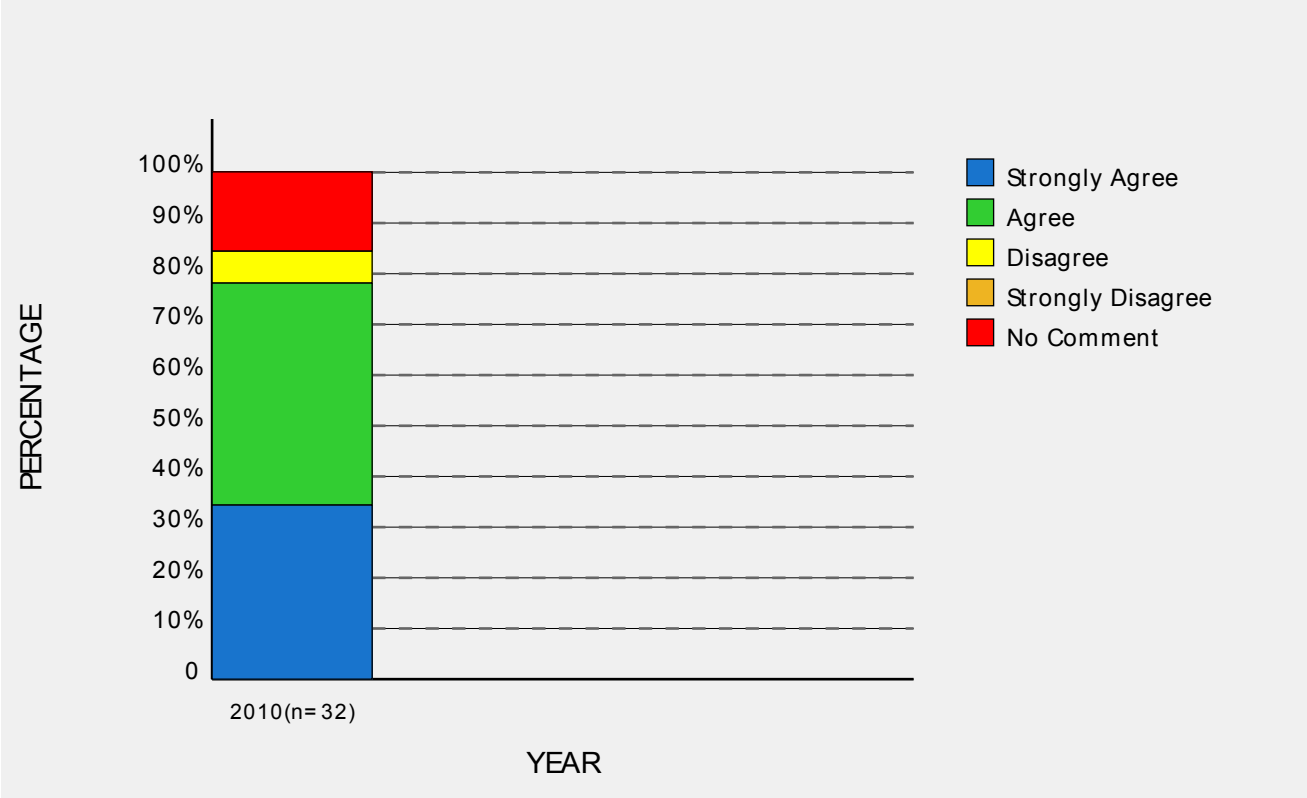
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

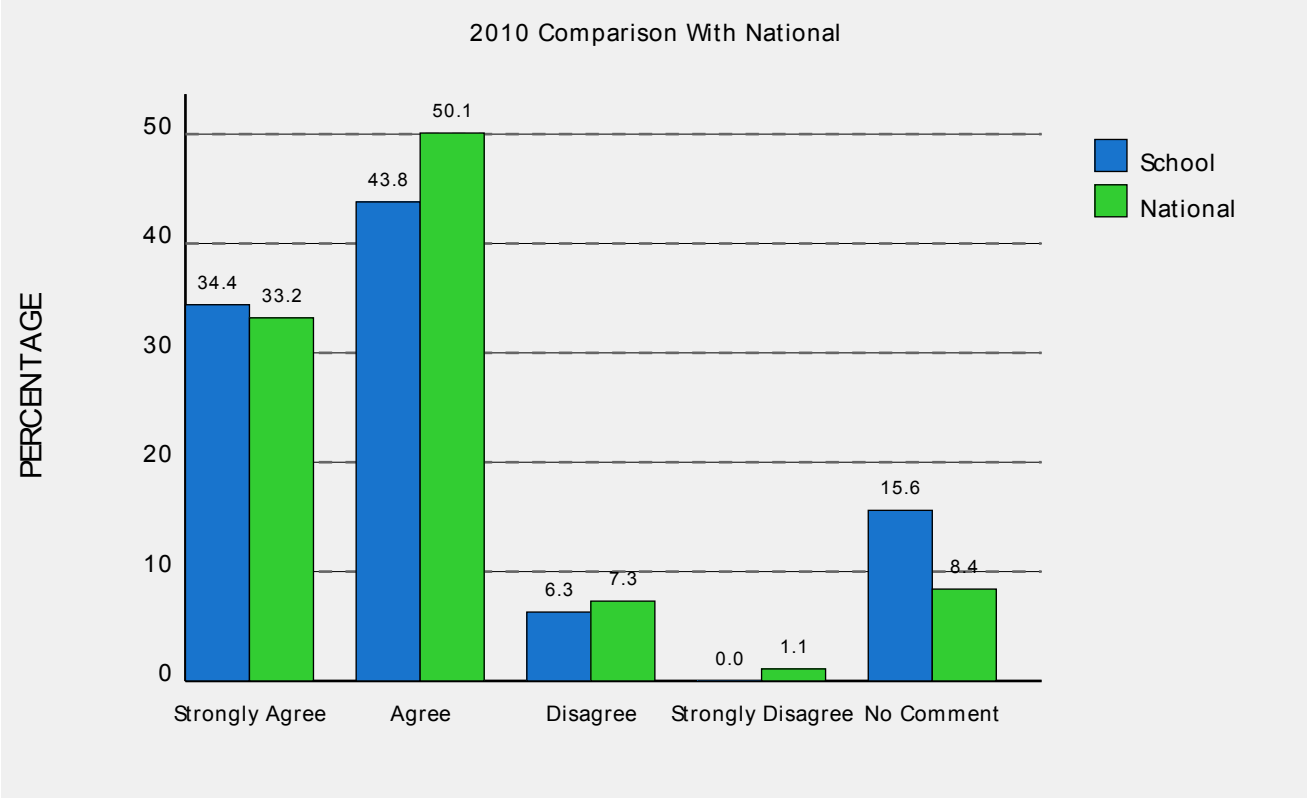
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 54. The Pharm.D. program prepares students to evaluate the health sciences literature.





Question 54. The Pharm.D. program prepares students to evaluate the health sciences literature.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2010	34.4%	11	43.8%	14	6.3%	2	0.0%	0	15.6%	5	32	82.1%
National	33.2%	908	50.1%	1370	7.3%	199	1.1%	30	8.4%	229	2736	69.1%

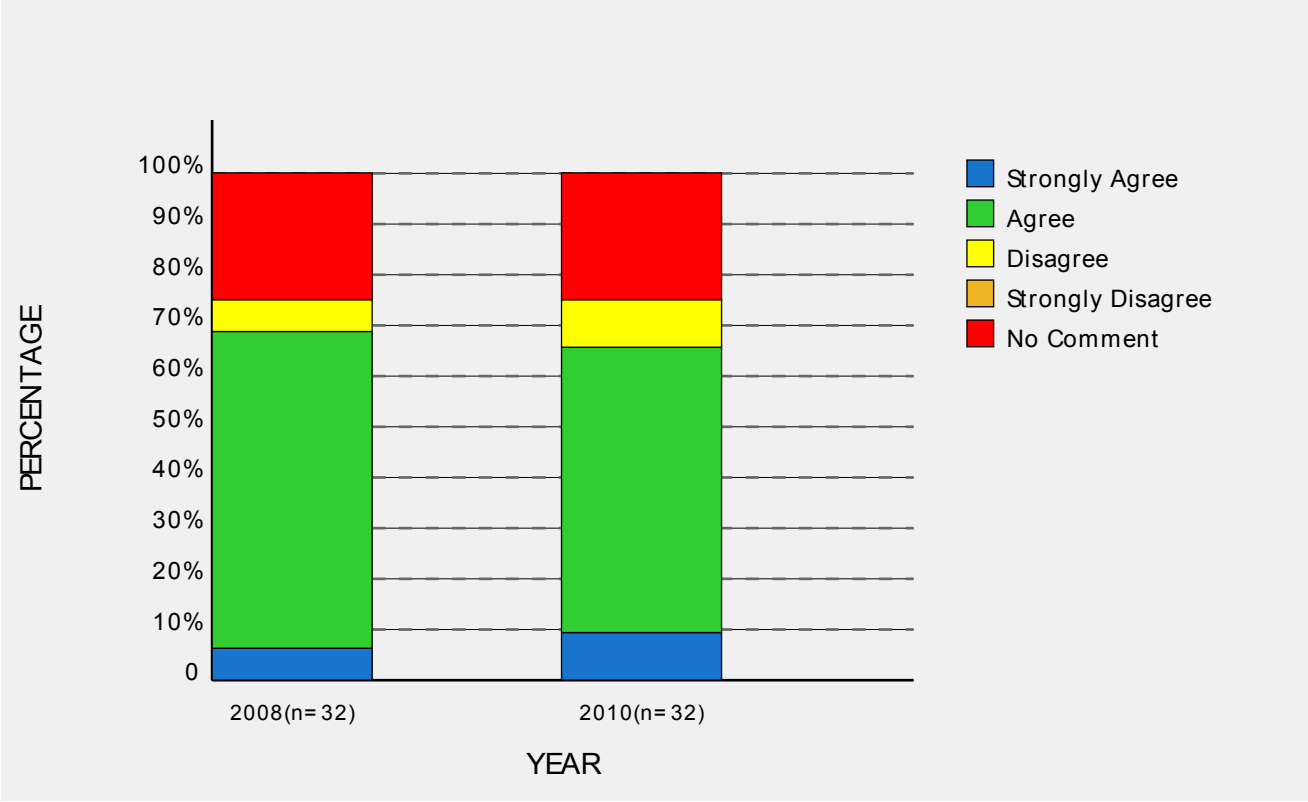
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

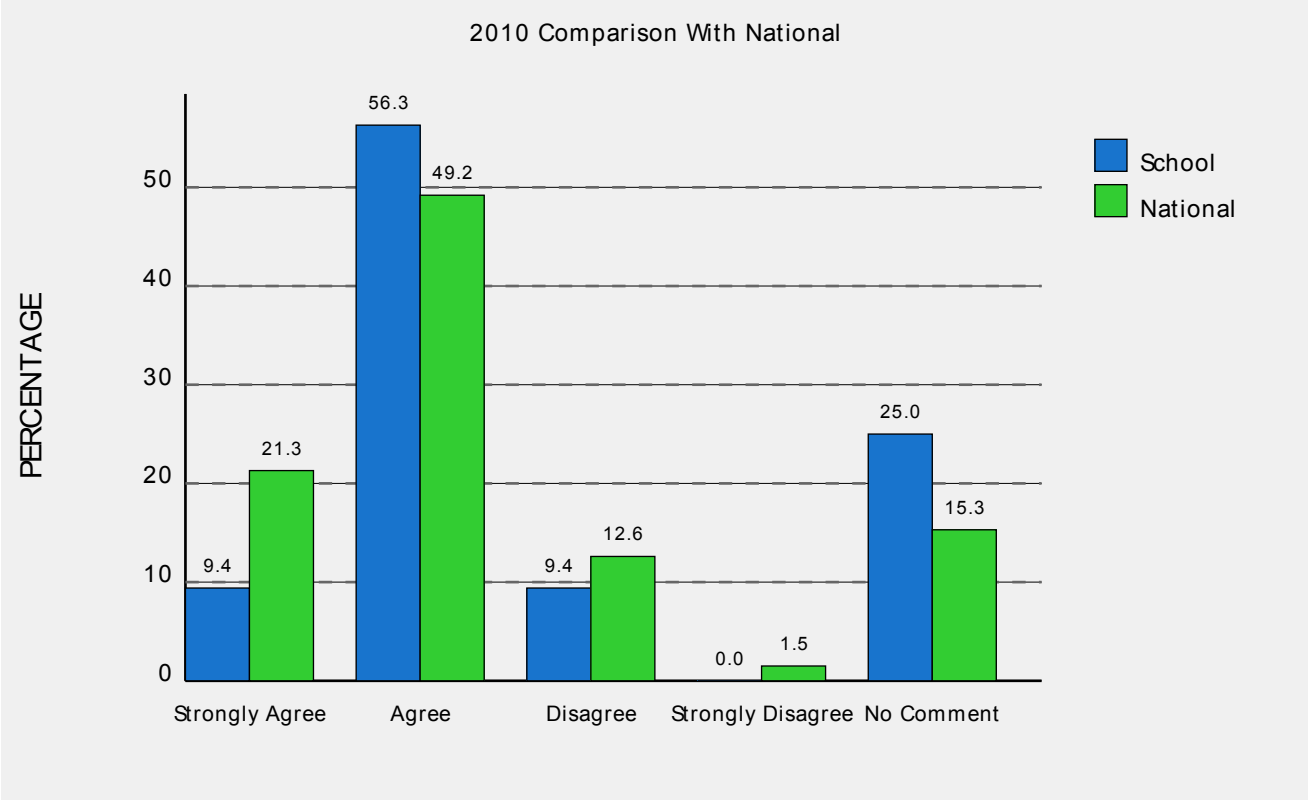
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 55. The Pharm.D. program prepares students to demonstrate expertise in the area of informatics (resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in pharmacy and healthcare).




2010 Comparison With National
PERCENTAGE
50
40
30
20
10
0
56.3
49.2
25.0
21.3
15.3
12.6
9.4
9.4
0.0
1.5
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 55. The Pharm.D. program prepares students to demonstrate expertise in the area of informatics (resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in pharmacy and healthcare).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	6.3%	2	62.5%	20	6.3%	2	0.0%	0	25.0%	8	32	82.1%
2010	9.4%	3	56.3%	18	9.4%	3	0.0%	0	25.0%	8	32	82.1%
National	21.3%	583	49.2%	1347	12.6%	346	1.5%	42	15.3%	418	2736	69.1%

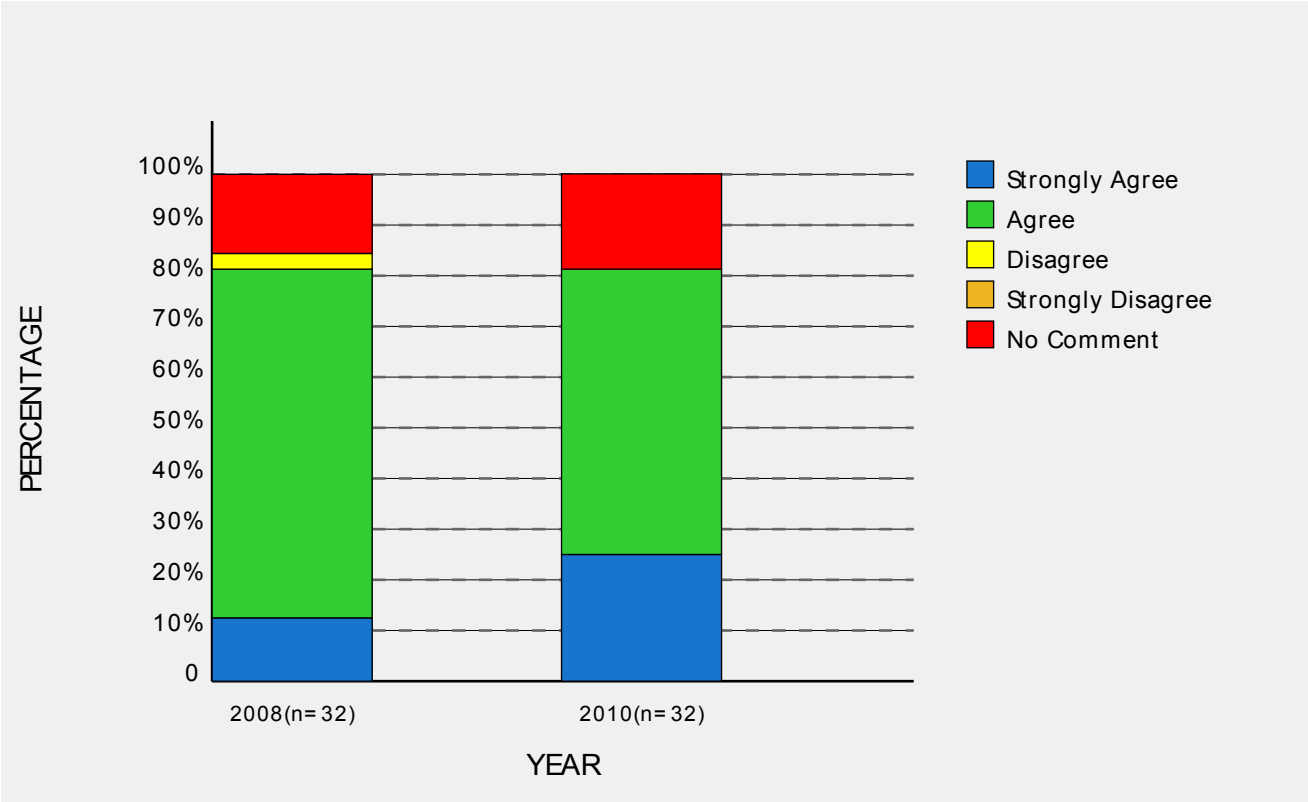
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

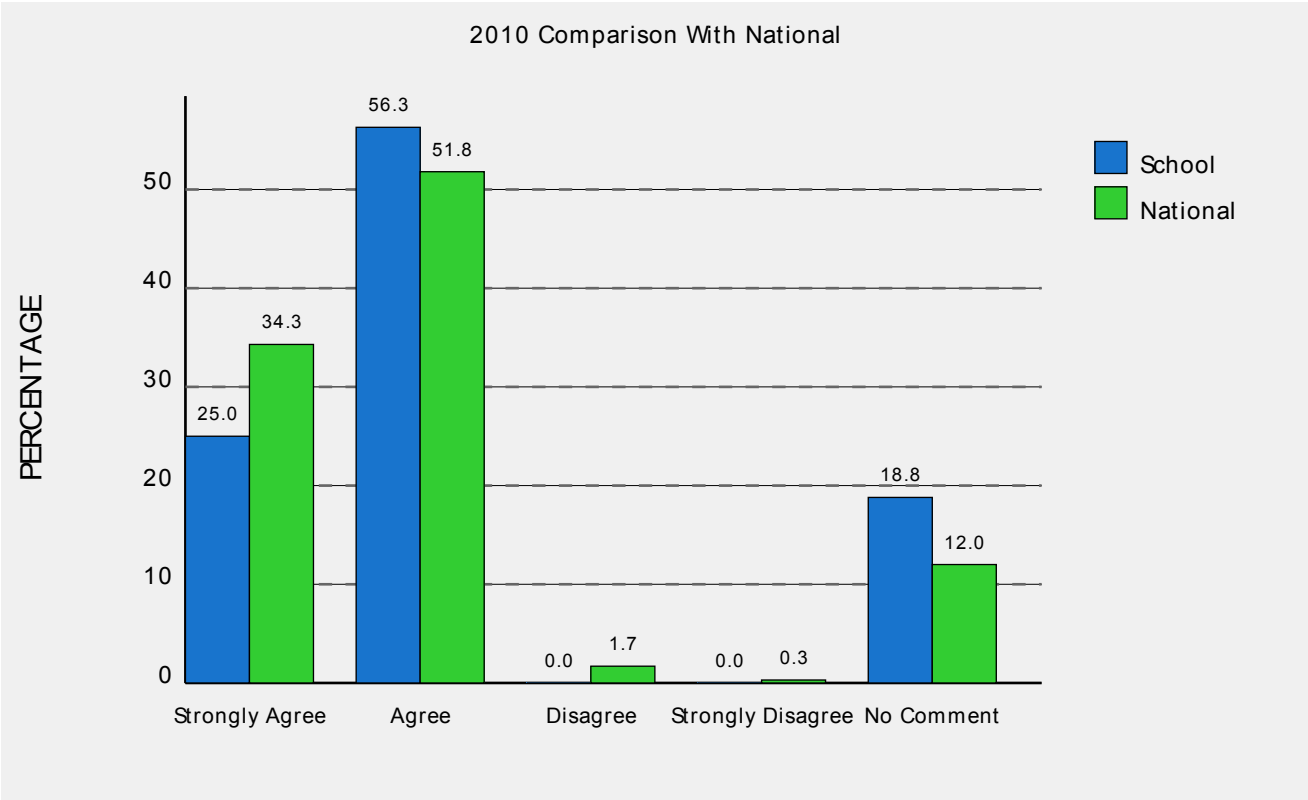
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 56. The Pharm.D. program prepares students to apply state and federal laws and regulations to the practice of pharmacy.





Question 56. The Pharm.D. program prepares students to apply state and federal laws and regulations to the practice of pharmacy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	68.8%	22	3.1%	1	0.0%	0	15.6%	5	32	82.1%
2010	25.0%	8	56.3%	18	0.0%	0	0.0%	0	18.8%	6	32	82.1%
National	34.3%	938	51.8%	1417	1.7%	46	0.3%	8	12.0%	327	2736	69.1%

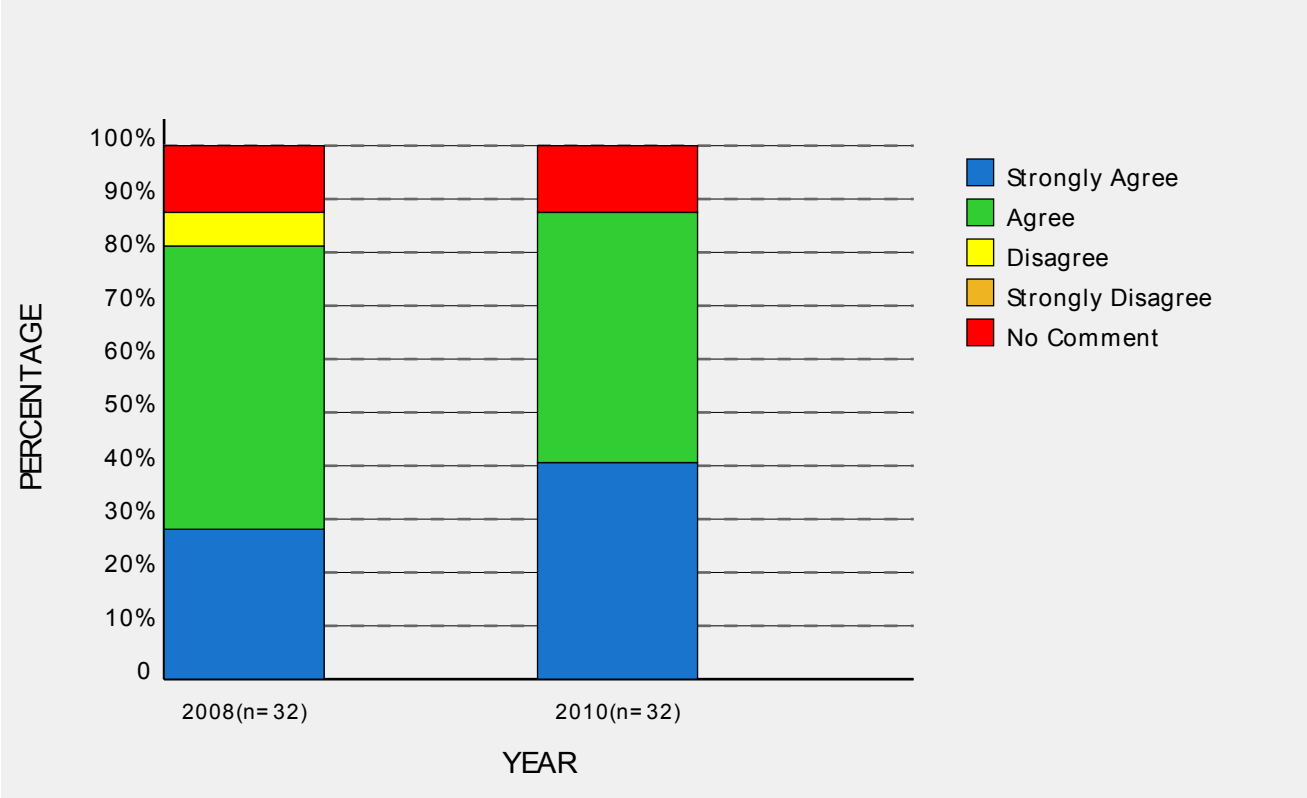
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

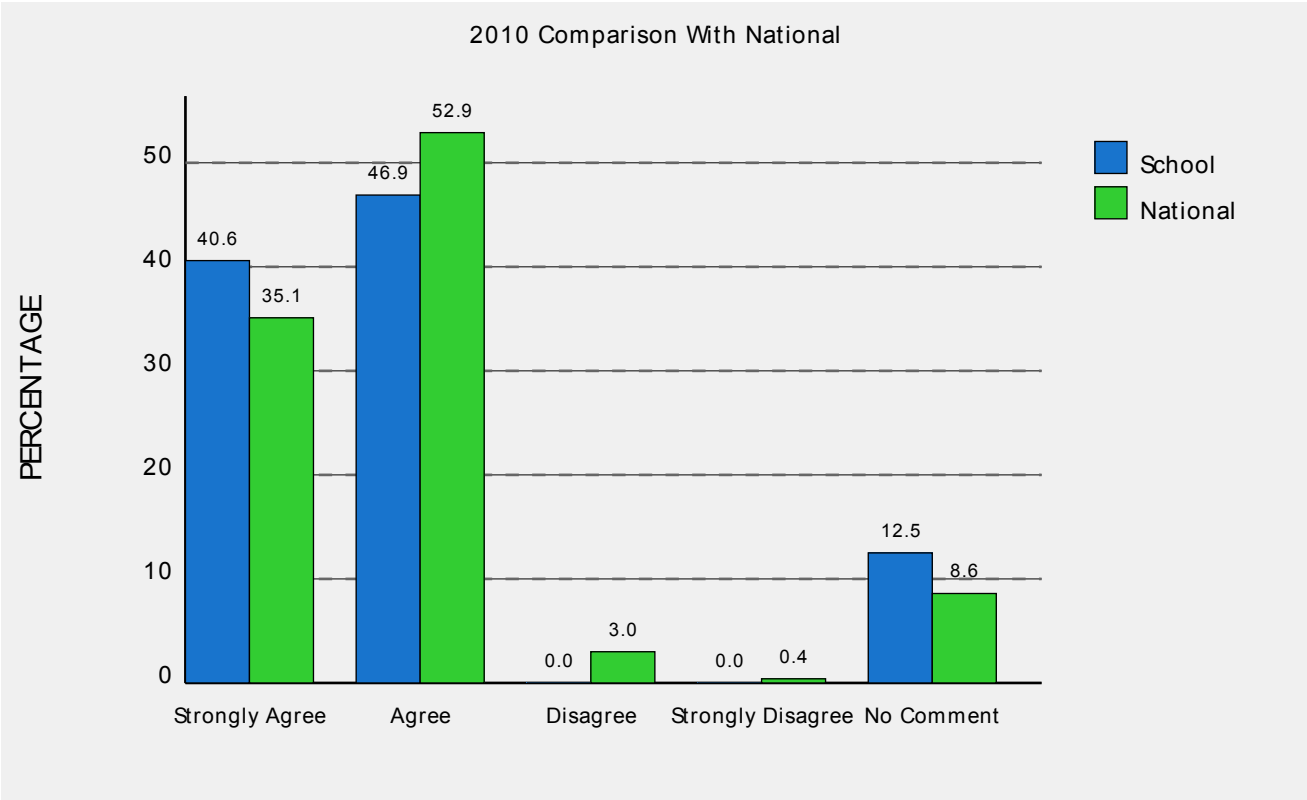
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 57. maintain professional competence.





Question 57. maintain professional competence.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	28.1%	9	53.1%	17	6.3%	2	0.0%	0	12.5%	4	32	82.1%
2010	40.6%	13	46.9%	15	0.0%	0	0.0%	0	12.5%	4	32	82.1%
National	35.1%	961	52.9%	1448	3.0%	81	0.4%	12	8.6%	234	2736	69.1%

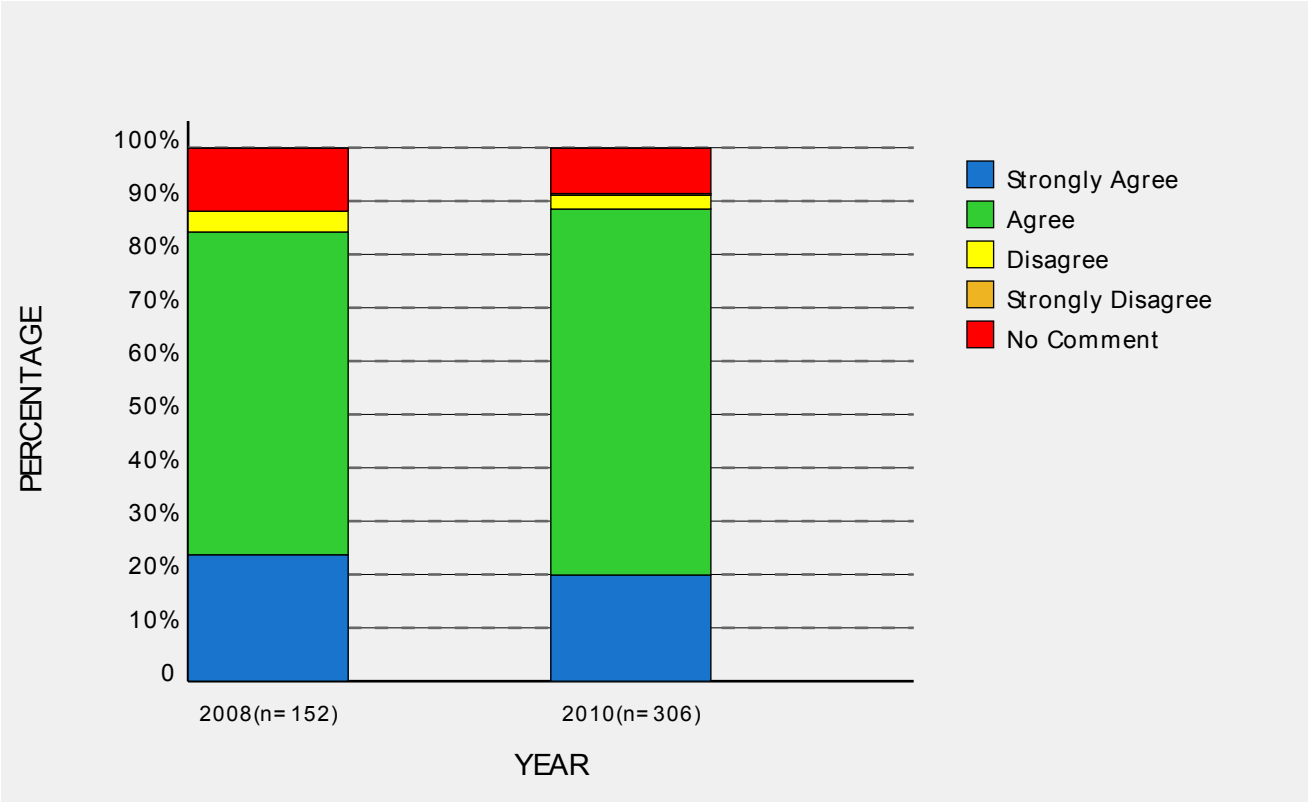
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

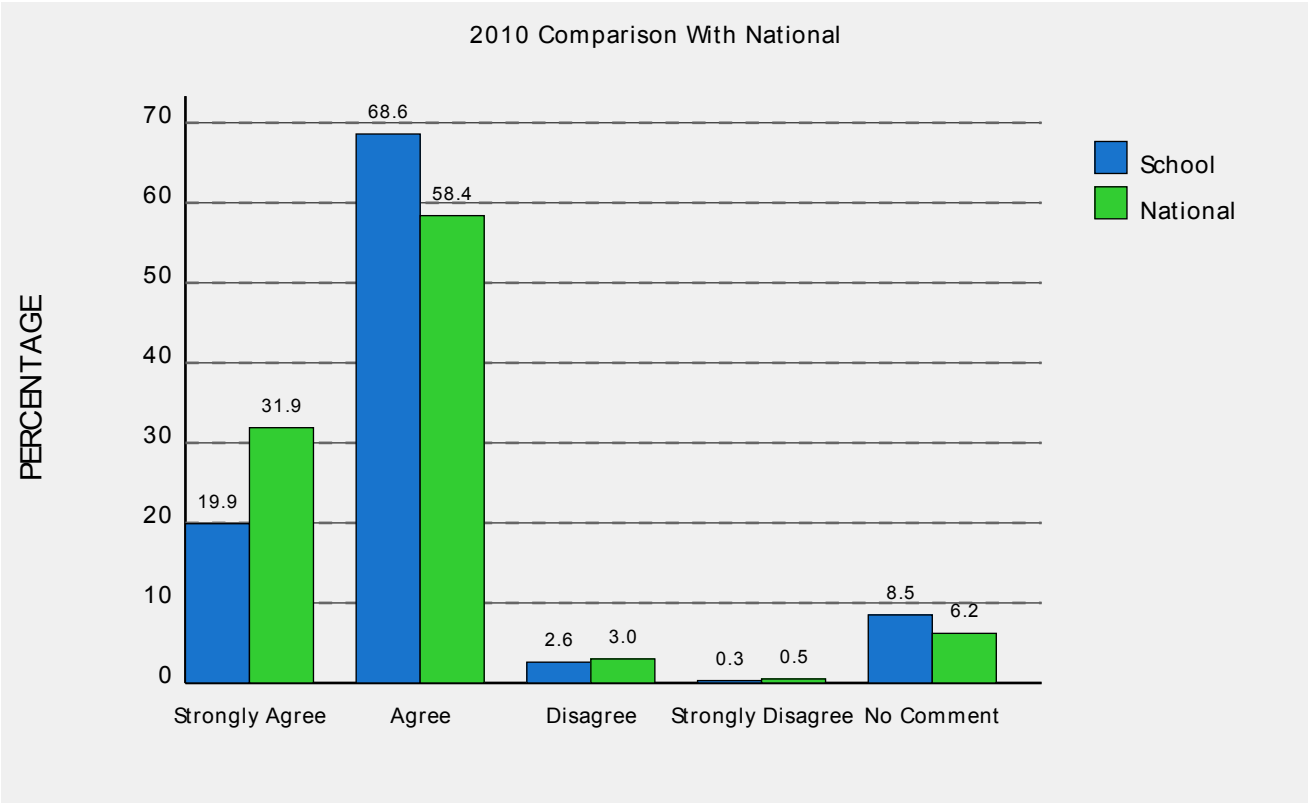
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Preceptor Survey

Question 25. The Pharm.D. Program prepares students to develop and use patient-specific pharmacy care plans.





Question 25. The Pharm.D. Program prepares students to develop and use patient-specific pharmacy care plans.

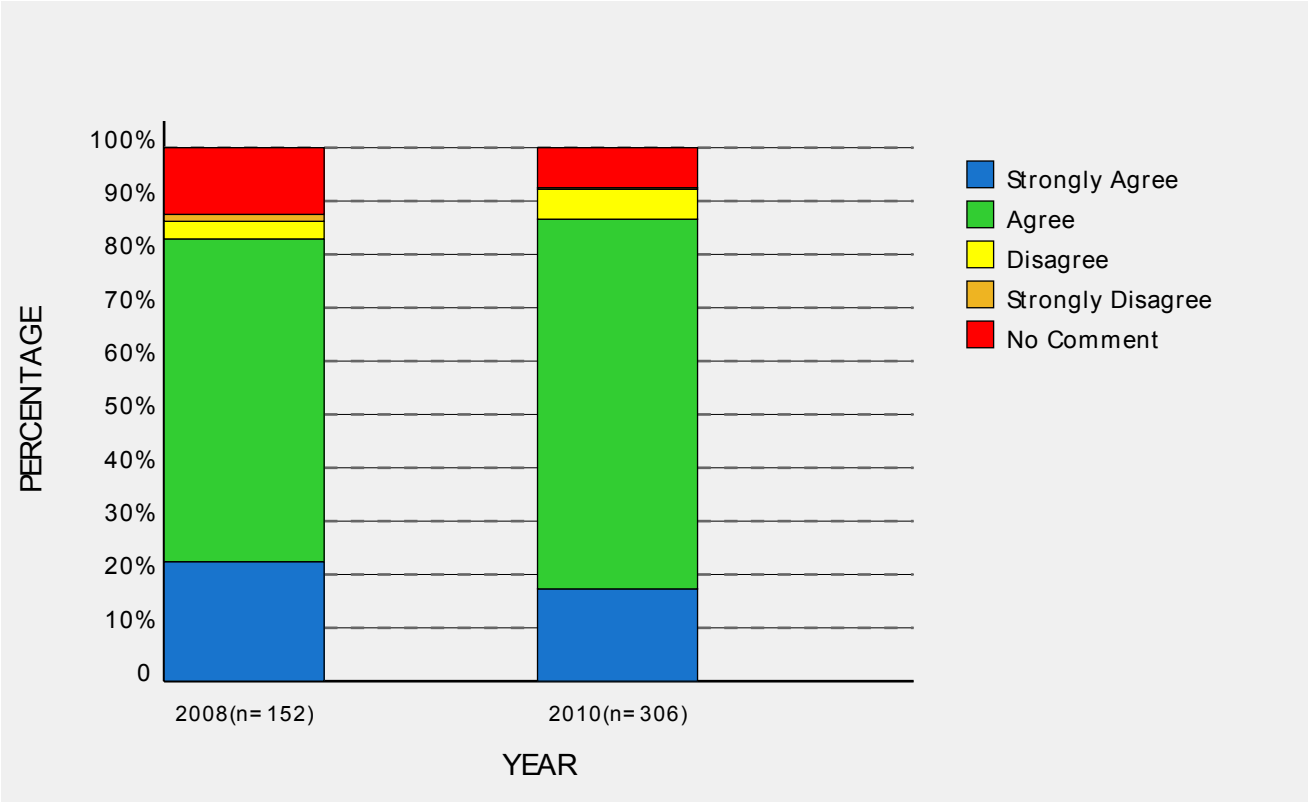
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	23.7%	36	60.5%	92	3.9%	6	0.0%	0	11.8%	18	152	22.1%
2010	19.9%	61	68.6%	210	2.6%	8	0.3%	1	8.5%	26	306	23.8%
National	31.9%	2743	58.4%	5017	3.0%	258	0.5%	39	6.2%	537	8594	32.8%

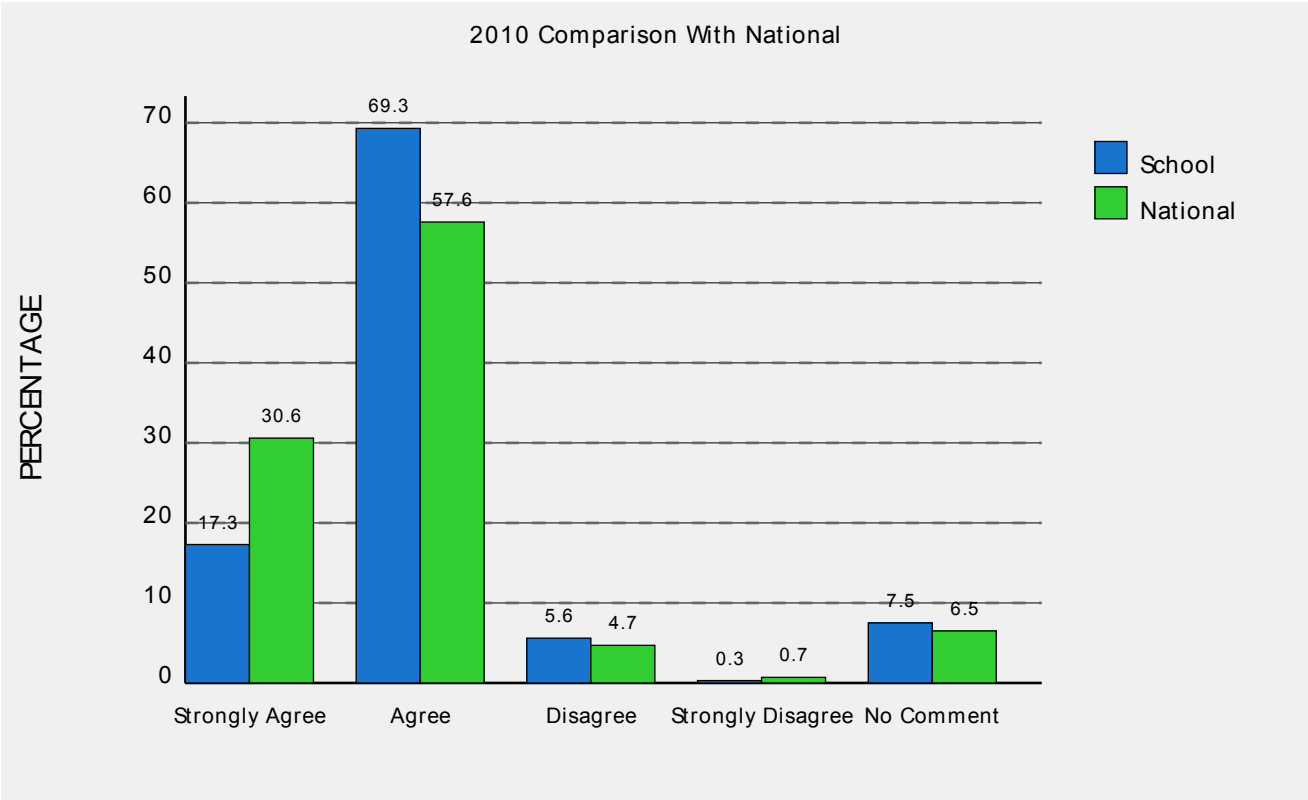
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 26. The Pharm.D. Program prepares students to effectively manage a patient-centered pharmacy practice.





Question 26. The Pharm.D. Program prepares students to effectively manage a patient-centered pharmacy practice.

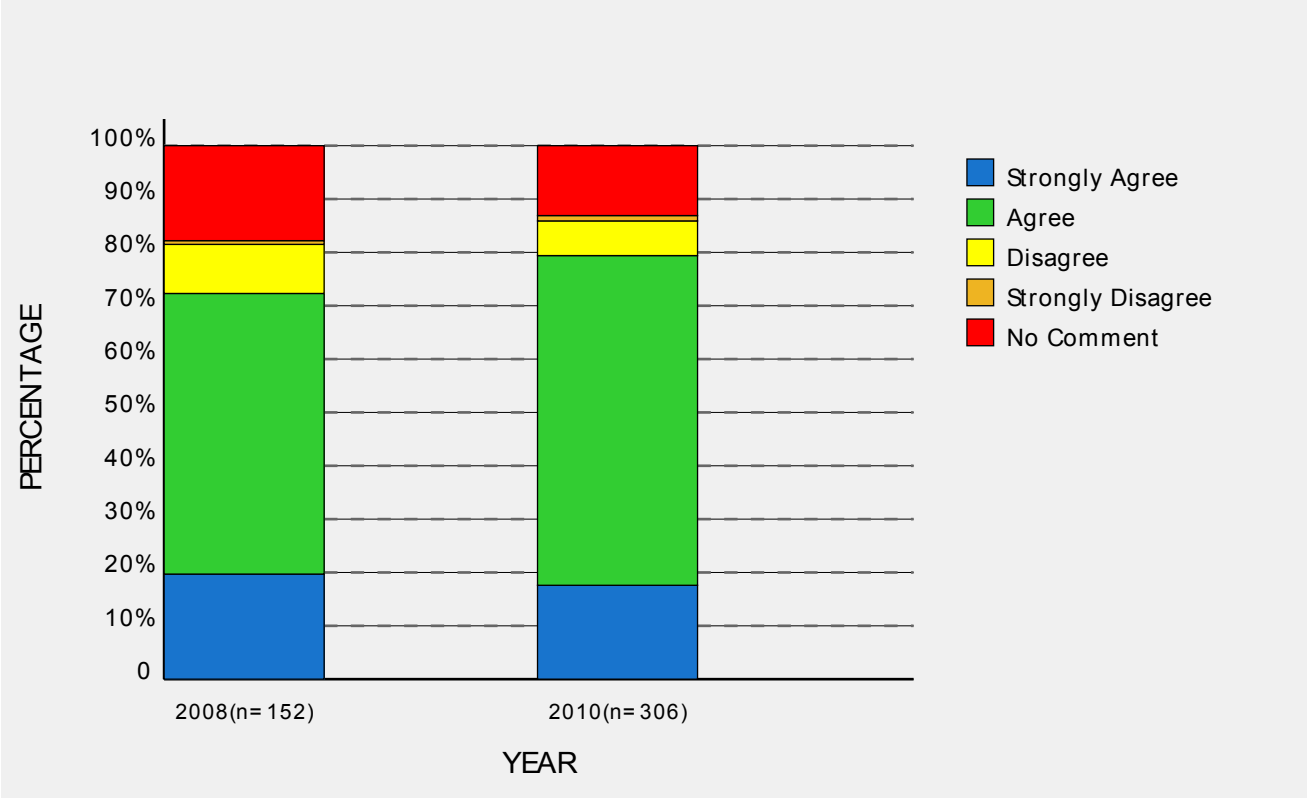
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	22.4%	34	60.5%	92	3.3%	5	1.3%	2	12.5%	19	152	22.1%
2010	17.3%	53	69.3%	212	5.6%	17	0.3%	1	7.5%	23	306	23.8%
National	30.6%	2626	57.6%	4953	4.7%	400	0.7%	59	6.5%	556	8594	32.8%

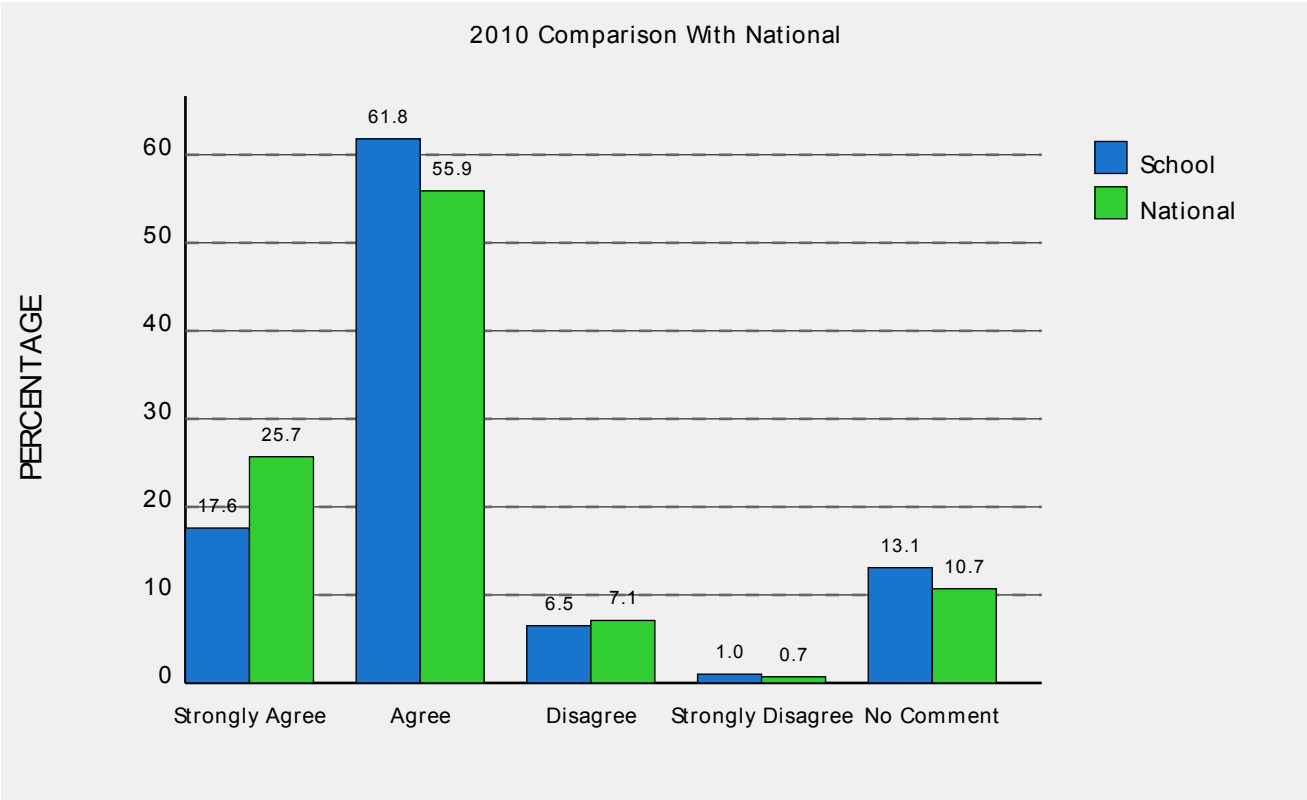
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 27. The Pharm.D. Program prepares students to develop disease management programs.





Question 27. The Pharm.D. Program prepares students to develop disease management programs.

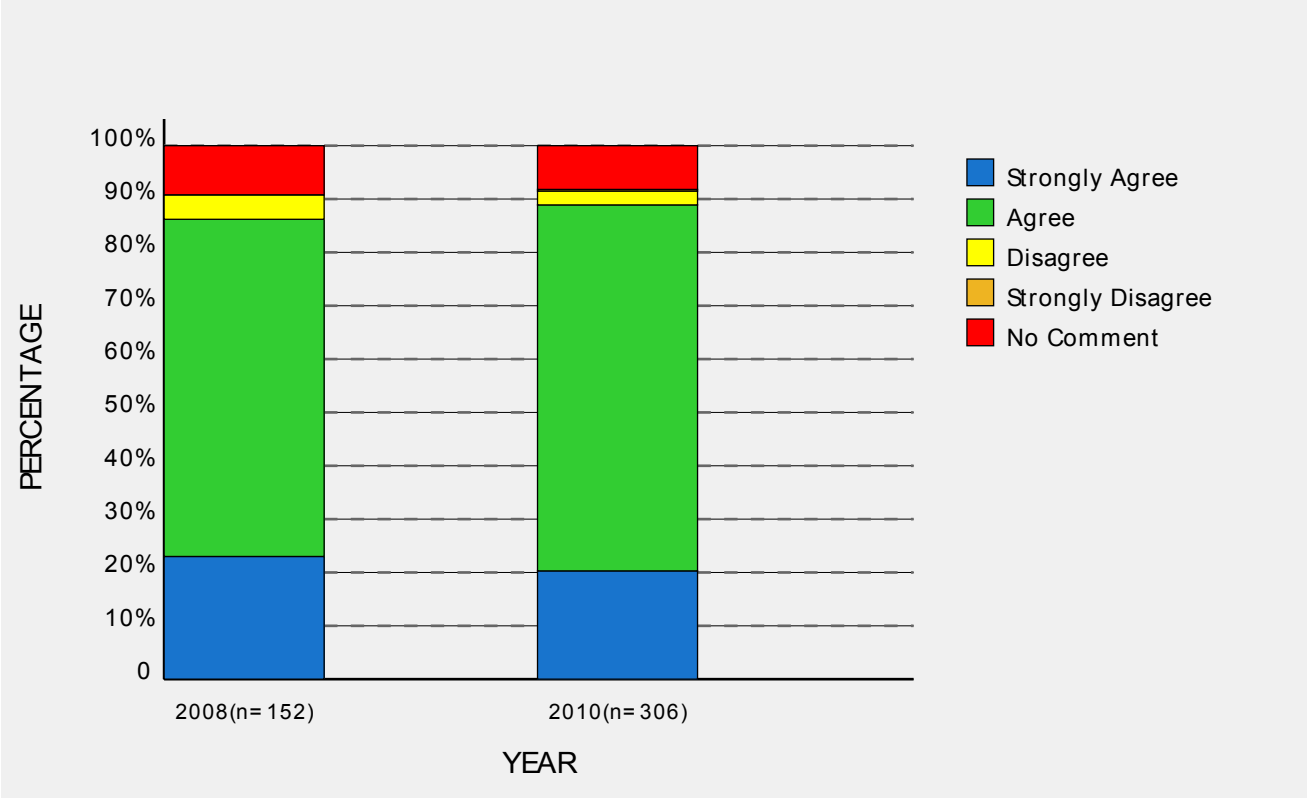
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	19.7%	30	52.6%	80	9.2%	14	0.7%	1	17.8%	27	152	22.1%
2010	17.6%	54	61.8%	189	6.5%	20	1.0%	3	13.1%	40	306	23.8%
National	25.7%	2209	55.9%	4800	7.1%	610	0.7%	57	10.7%	918	8594	32.8%

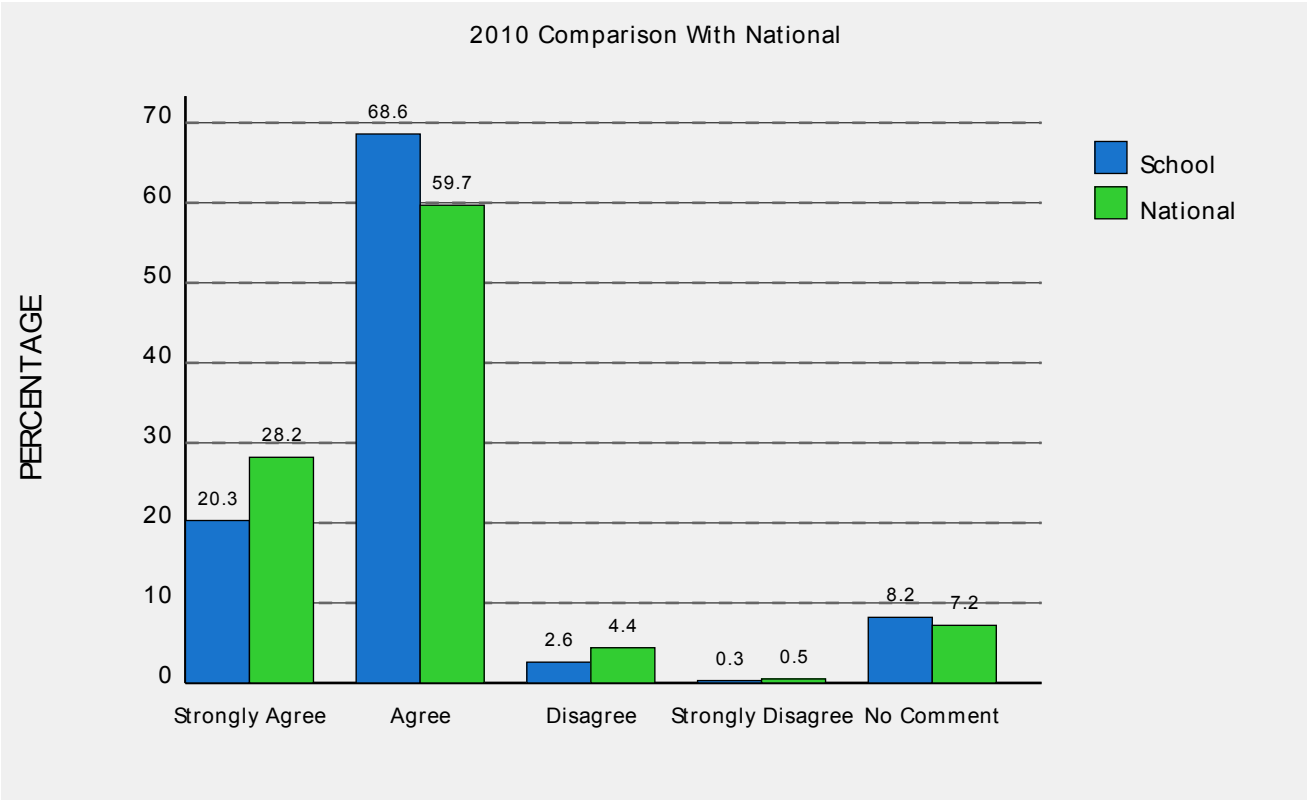
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 28. The Pharm.D. Program prepares students to manage the system of medication use.





Question 28. The Pharm.D. Program prepares students to manage the system of medication use.

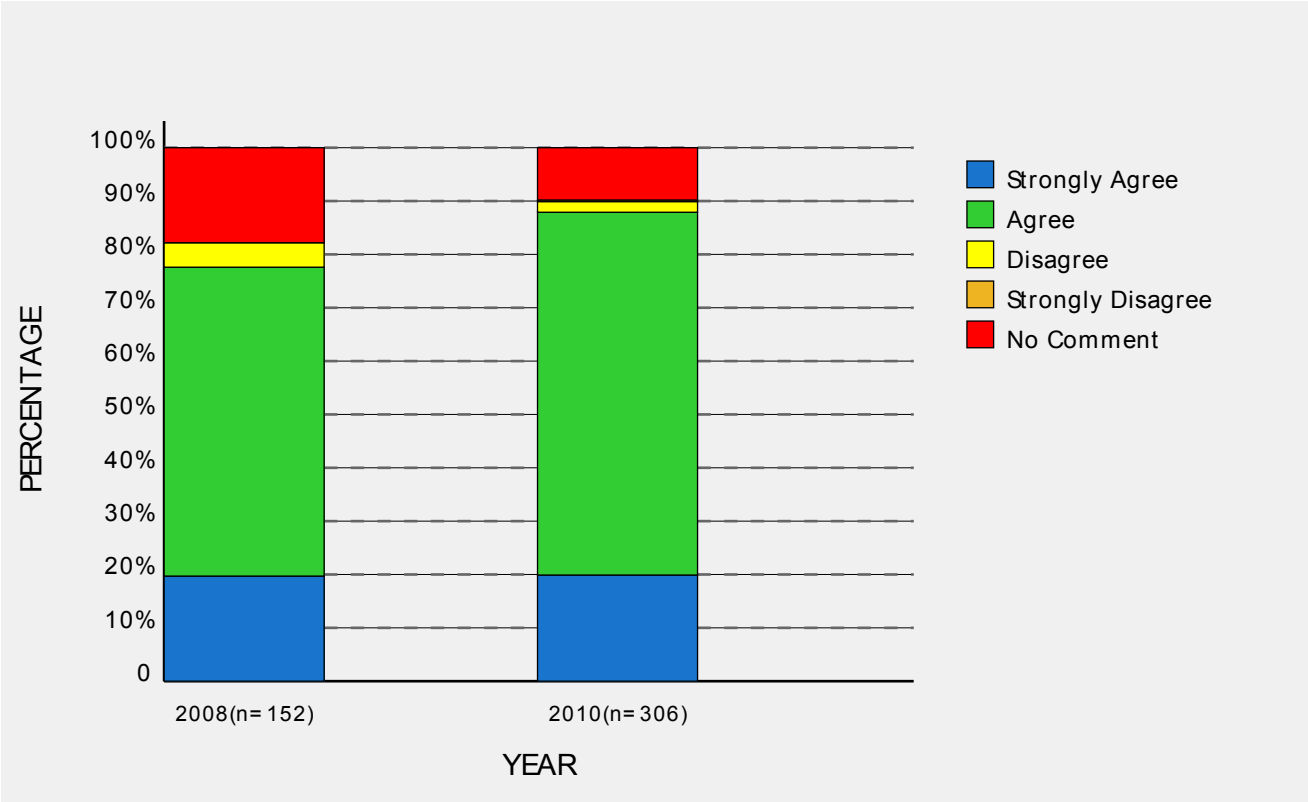
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	23.0%	35	63.2%	96	4.6%	7	0.0%	0	9.2%	14	152	22.1%
2010	20.3%	62	68.6%	210	2.6%	8	0.3%	1	8.2%	25	306	23.8%
National	28.2%	2423	59.7%	5132	4.4%	374	0.5%	44	7.2%	621	8594	32.8%

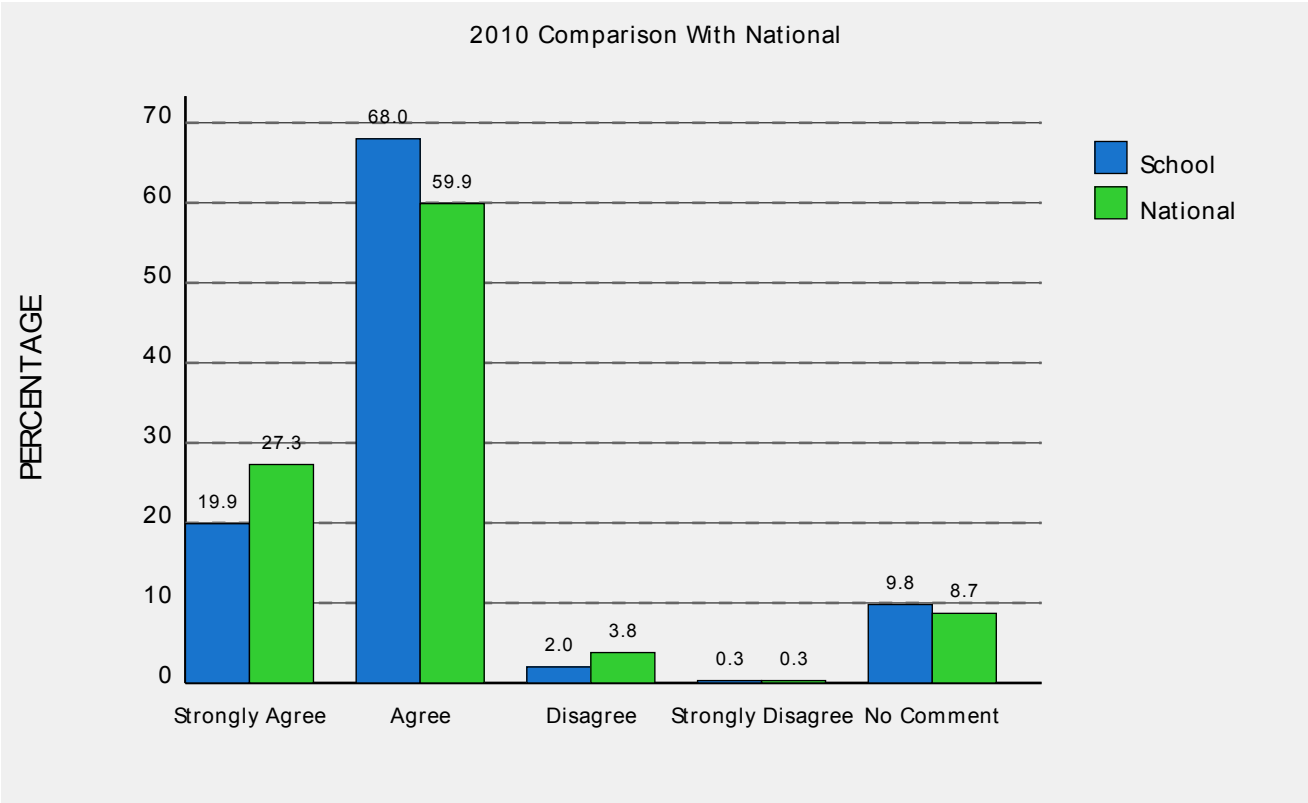
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 29. The Pharm.D. Program prepares students to promote the availability of health promotion and disease prevention initiatives.





Question 29. The Pharm.D. Program prepares students to promote the availability of health promotion and disease prevention initiatives.

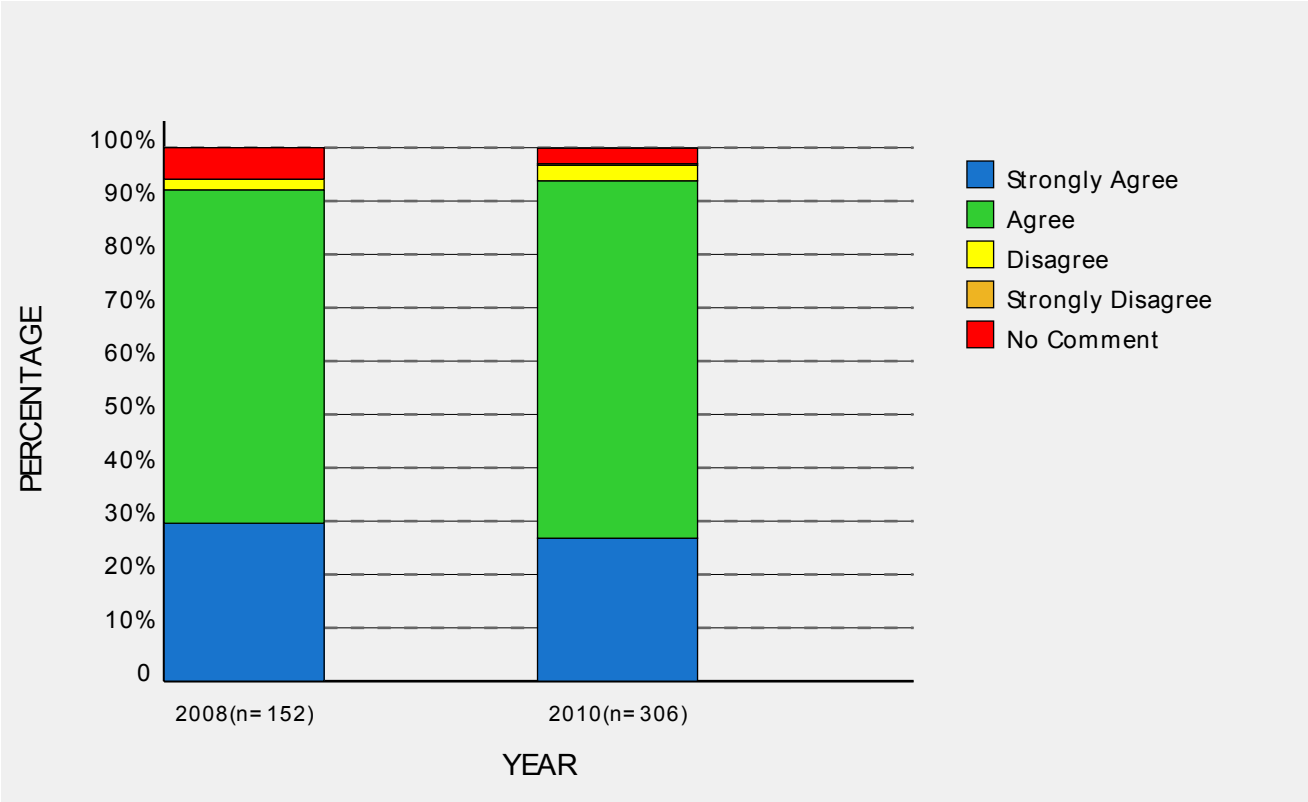
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	19.7%	30	57.9%	88	4.6%	7	0.0%	0	17.8%	27	152	22.1%
2010	19.9%	61	68.0%	208	2.0%	6	0.3%	1	9.8%	30	306	23.8%
National	27.3%	2345	59.9%	5144	3.8%	329	0.3%	29	8.7%	747	8594	32.8%

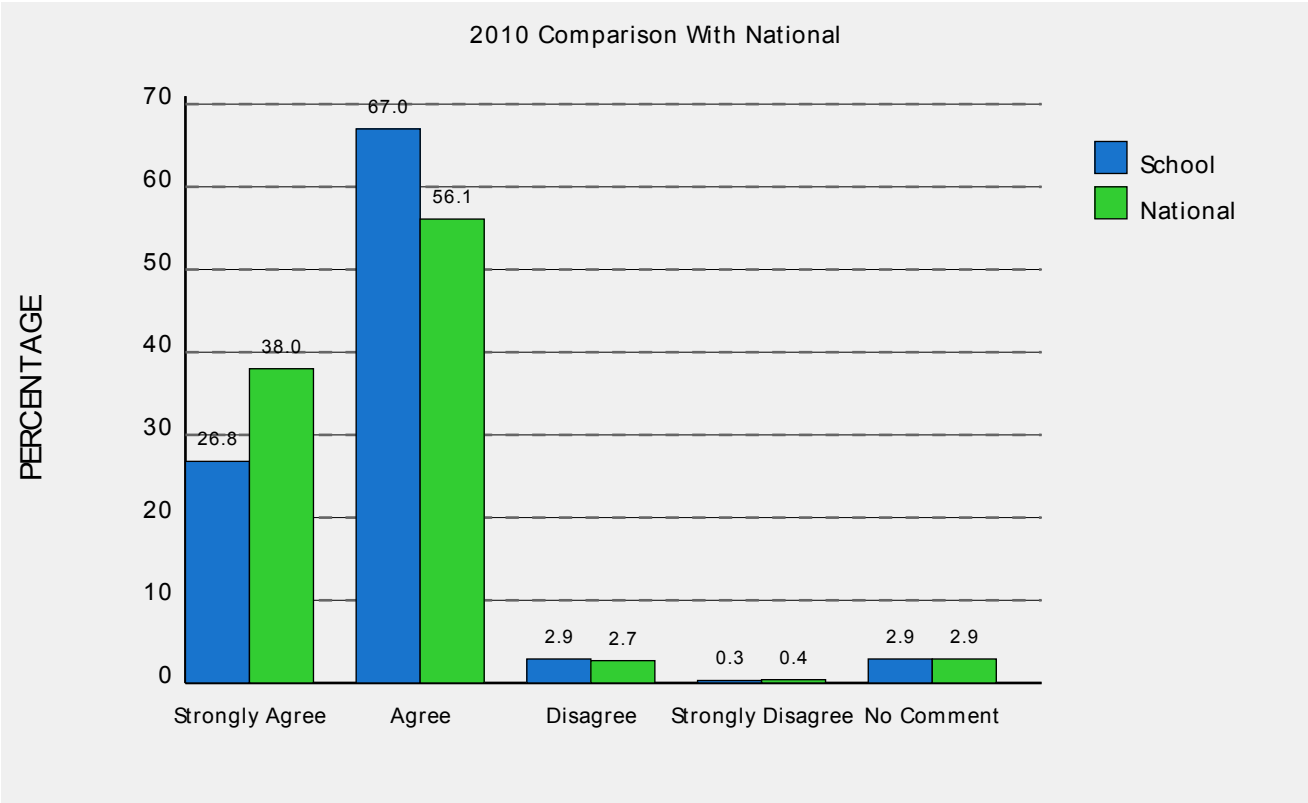
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 30. The Pharm.D. Program prepares students to communicate with patients, caregivers, and other members of the interprofessional health care team.





Question 30. The Pharm.D. Program prepares students to communicate with patients, caregivers, and other members of the interprofessional health care team.

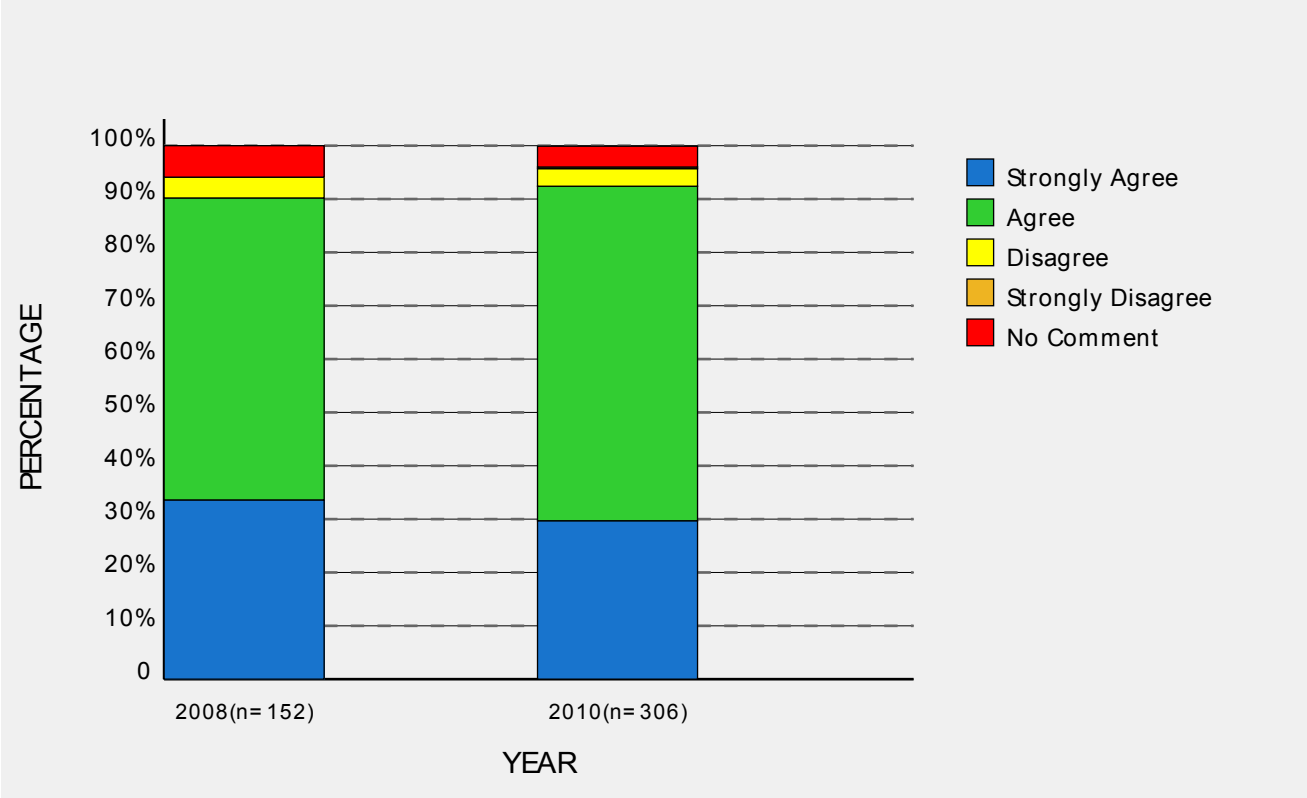
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	29.6%	45	62.5%	95	2.0%	3	0.0%	0	5.9%	9	152	22.1%
2010	26.8%	82	67.0%	205	2.9%	9	0.3%	1	2.9%	9	306	23.8%
National	38.0%	3262	56.1%	4818	2.7%	233	0.4%	34	2.9%	247	8594	32.8%

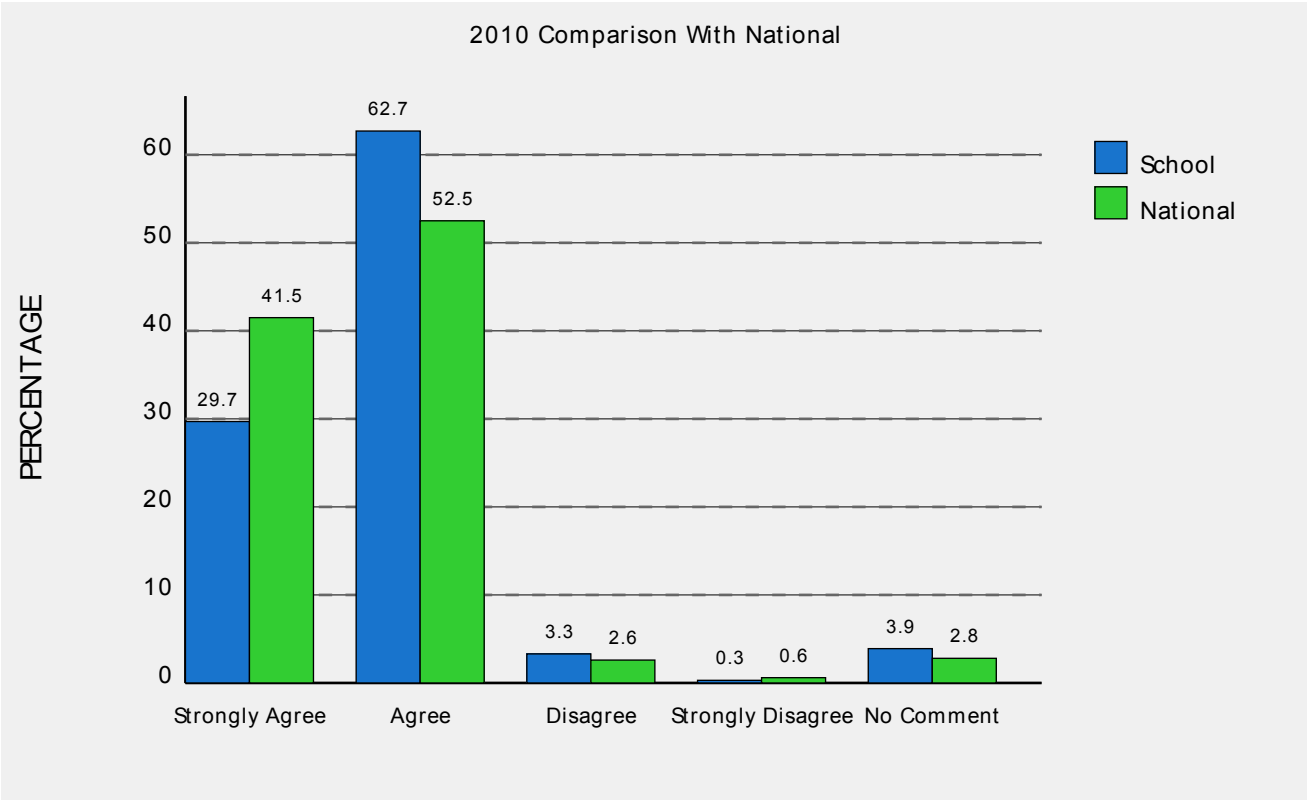
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 31. The Pharm.D. Program prepares students to search the health sciences literature.





Question 31. The Pharm.D. Program prepares students to search the health sciences literature.

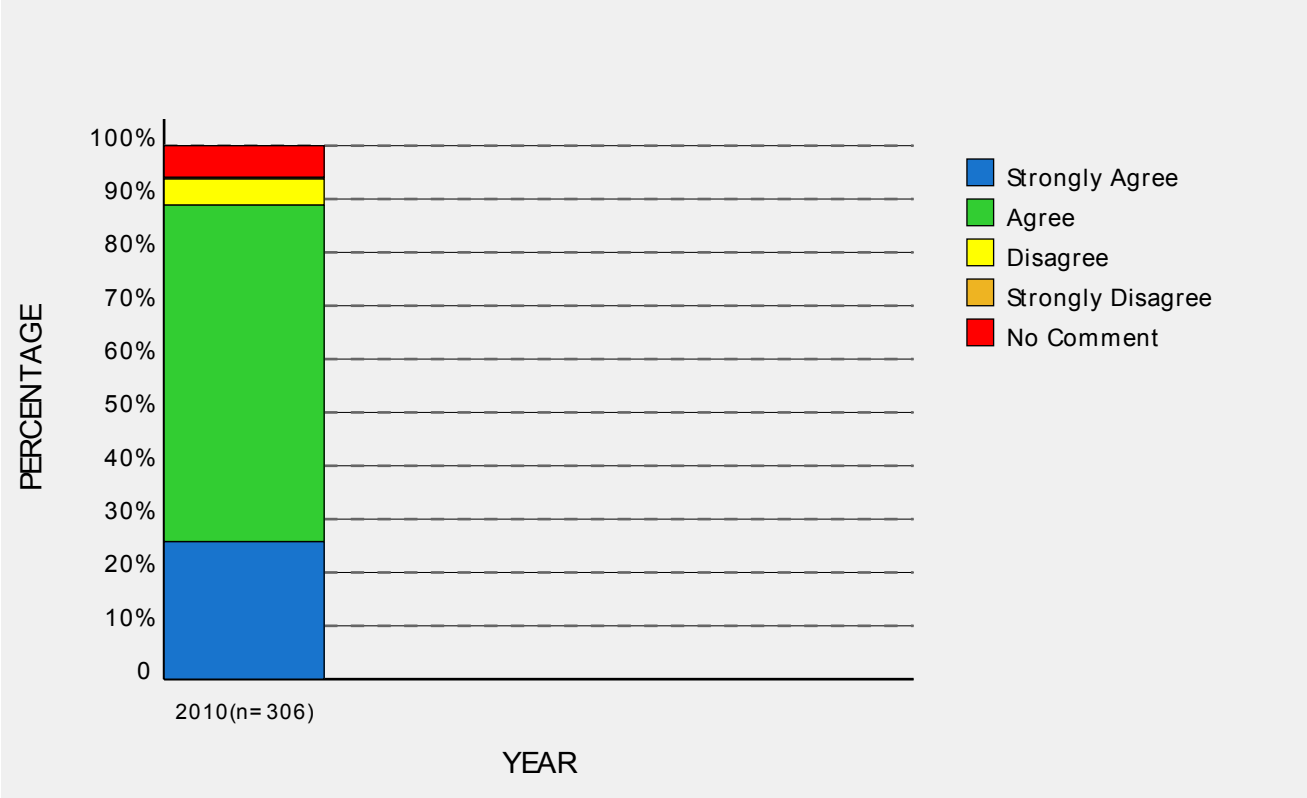
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	33.6%	51	56.6%	86	3.9%	6	0.0%	0	5.9%	9	152	22.1%
2010	29.7%	91	62.7%	192	3.3%	10	0.3%	1	3.9%	12	306	23.8%
National	41.5%	3568	52.5%	4511	2.6%	226	0.6%	48	2.8%	241	8594	32.8%

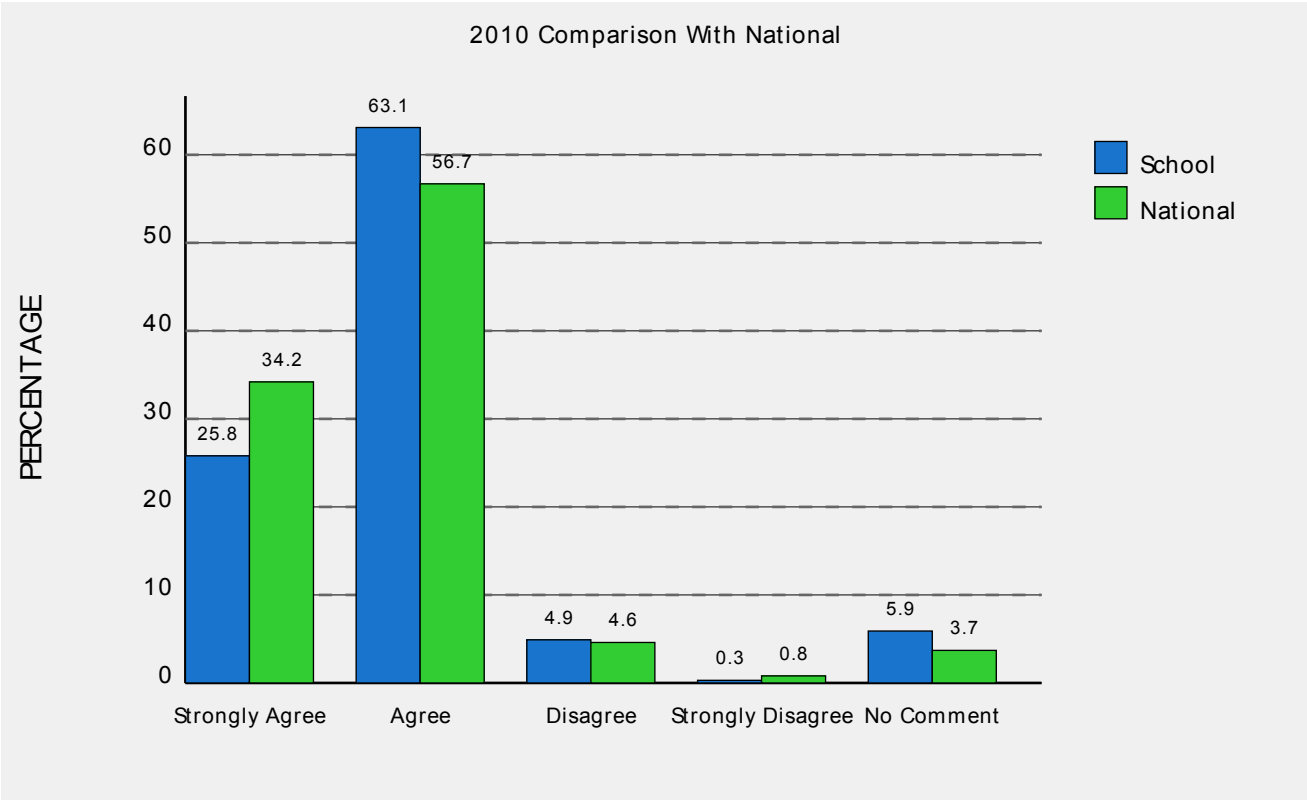
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 32. The Pharm.D. Program prepares students to evaluate the health sciences literature.





Question 32. The Pharm.D. Program prepares students to evaluate the health sciences literature.

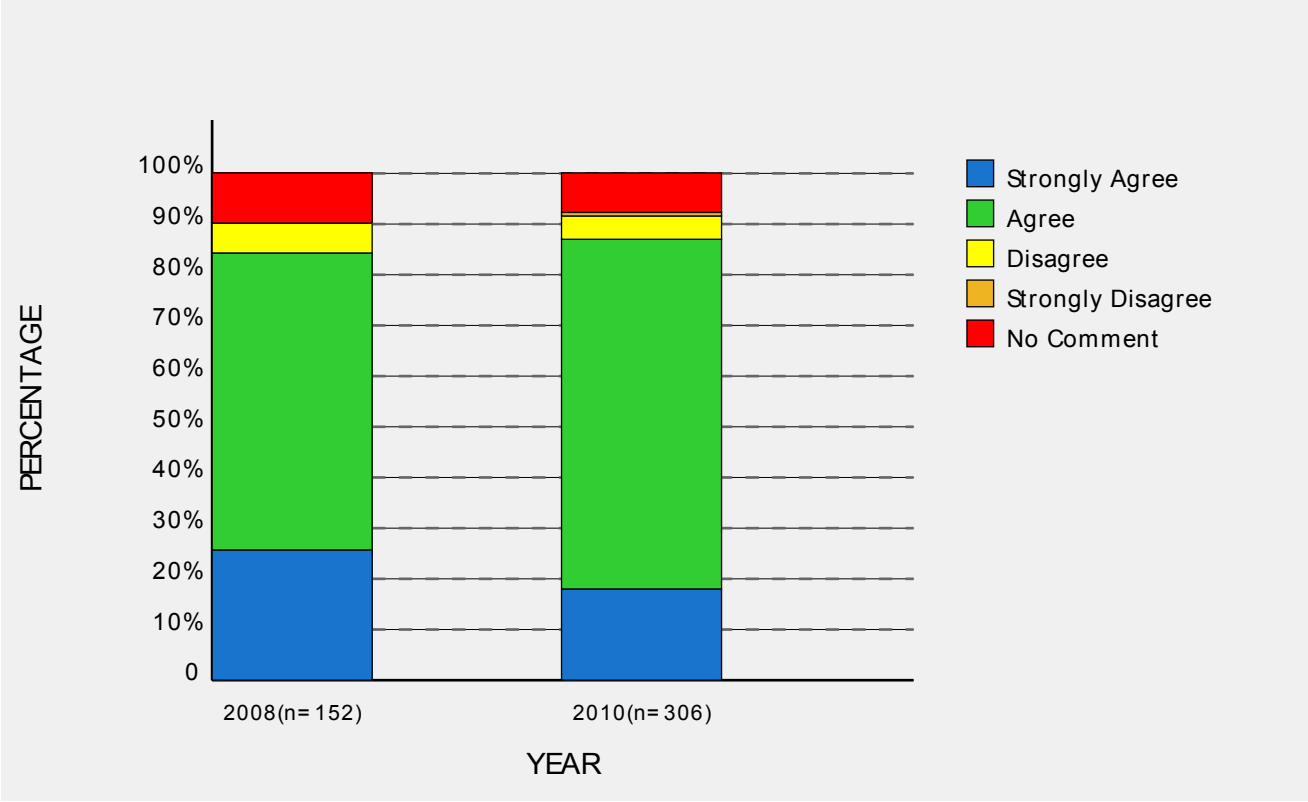
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2010	25.8%	79	63.1%	193	4.9%	15	0.3%	1	5.9%	18	306	23.8%
National	34.2%	2943	56.7%	4870	4.6%	399	0.8%	67	3.7%	315	8594	32.8%

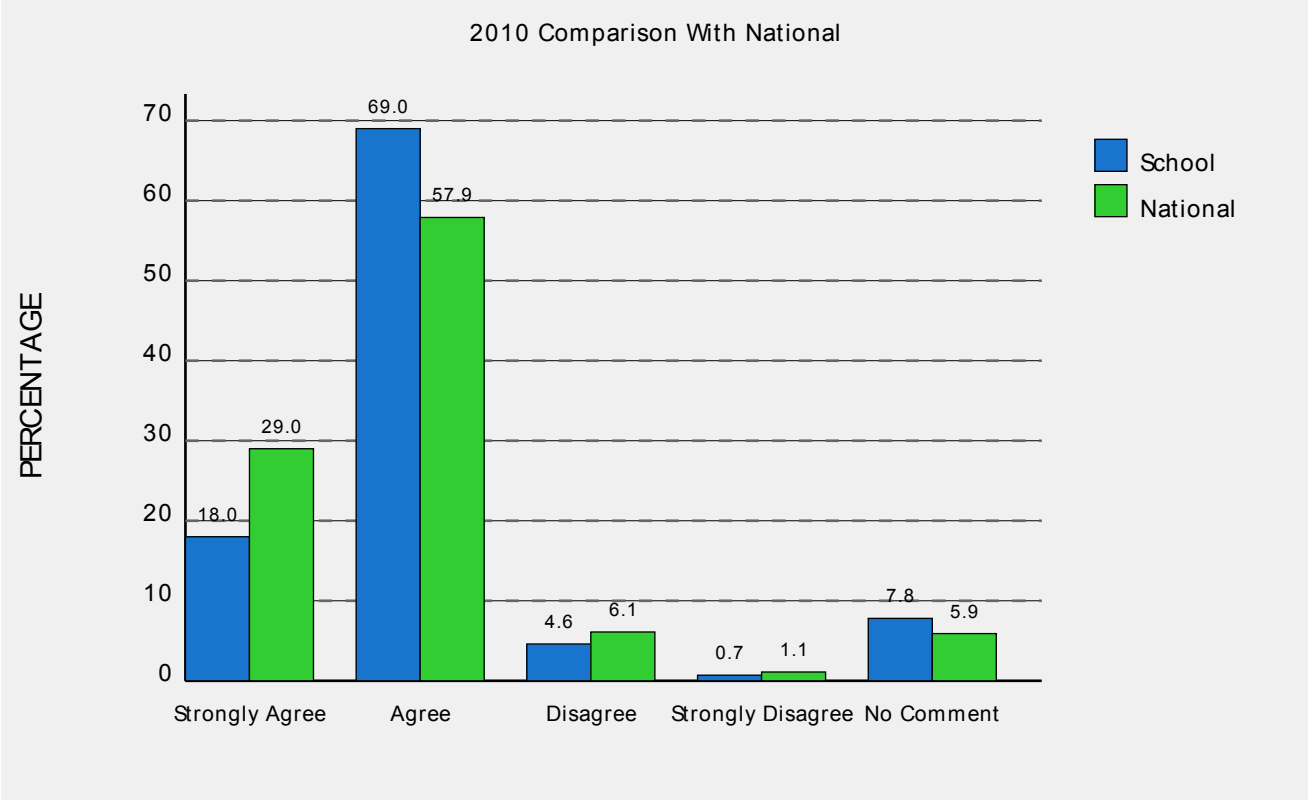
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 33. The Pharm.D. Program prepares students to demonstrate expertise in the area of informatics (resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in pharmacy and healthcare).




2010 Comparison With National
PERCENTAGE
70
60
50
40
30
20
10
0
69.0
57.9
29.0
18.0
4.6
6.1
0.7
1.1
7.8
5.9
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 33. The Pharm.D. Program prepares students to demonstrate expertise in the area of informatics (resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in pharmacy and healthcare).

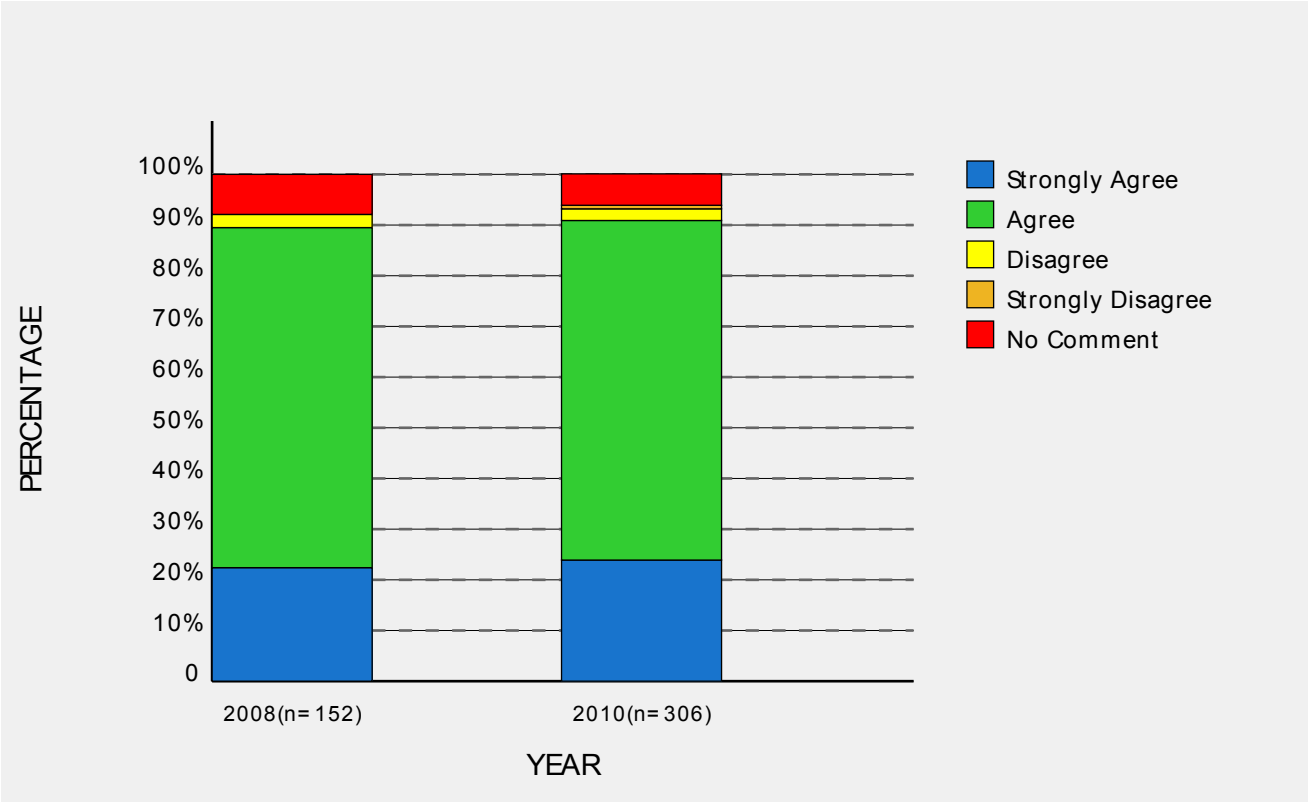
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.7%	39	58.6%	89	5.9%	9	0.0%	0	9.9%	15	152	22.1%
2010	18.0%	55	69.0%	211	4.6%	14	0.7%	2	7.8%	24	306	23.8%
National	29.0%	2495	57.9%	4975	6.1%	522	1.1%	92	5.9%	510	8594	32.8%

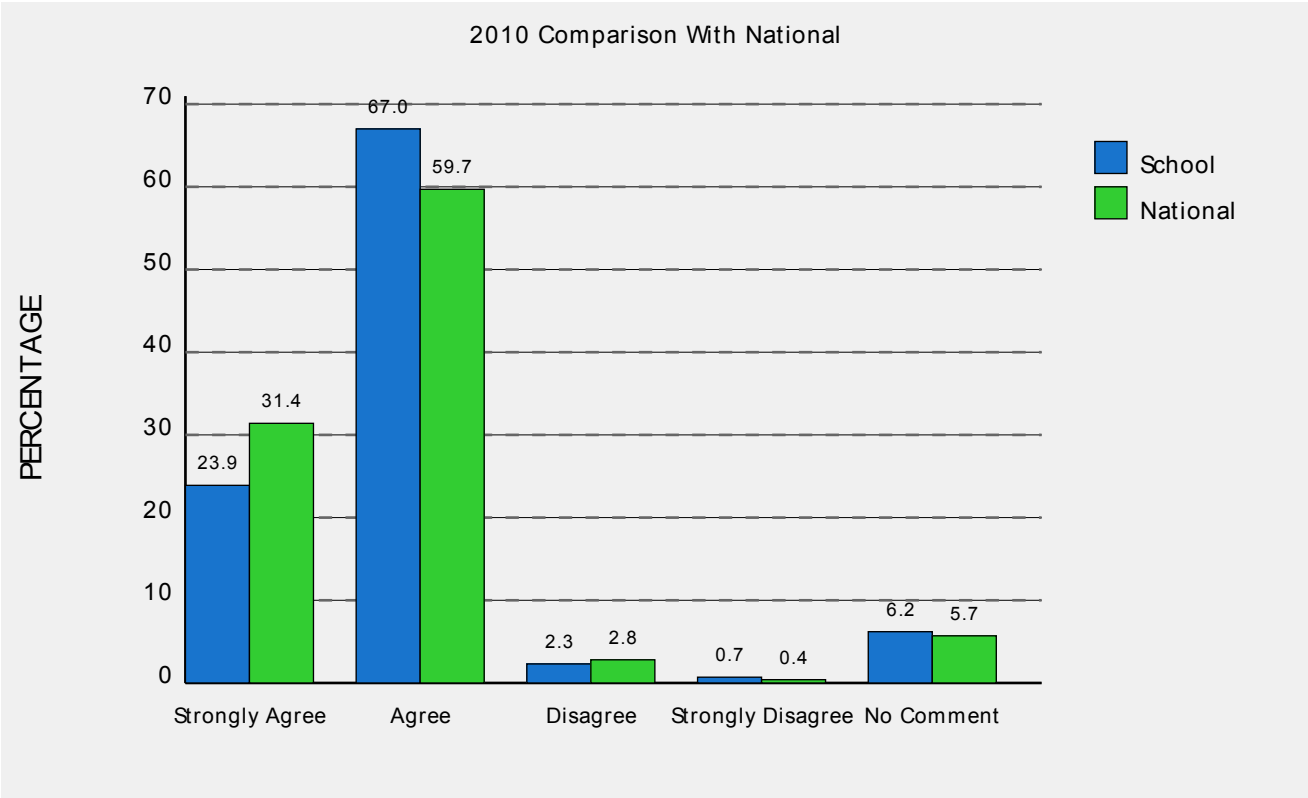
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 34. The Pharm.D. Program prepares students to apply state and federal laws and regulations to the practice of pharmacy.





Question 34. The Pharm.D. Program prepares students to apply state and federal laws and regulations to the practice of pharmacy.

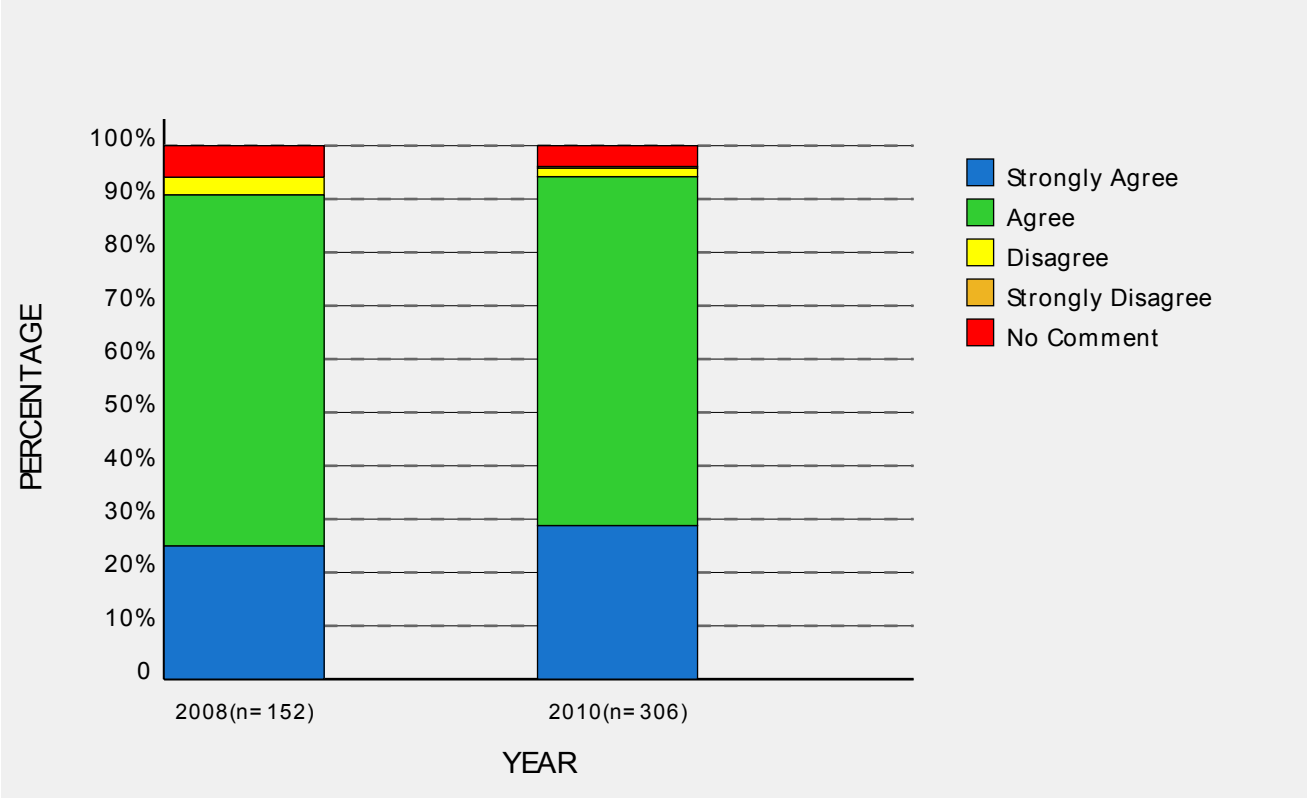
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	22.4%	34	67.1%	102	2.6%	4	0.0%	0	7.9%	12	152	22.1%
2010	23.9%	73	67.0%	205	2.3%	7	0.7%	2	6.2%	19	306	23.8%
National	31.4%	2697	59.7%	5133	2.8%	244	0.4%	33	5.7%	487	8594	32.8%

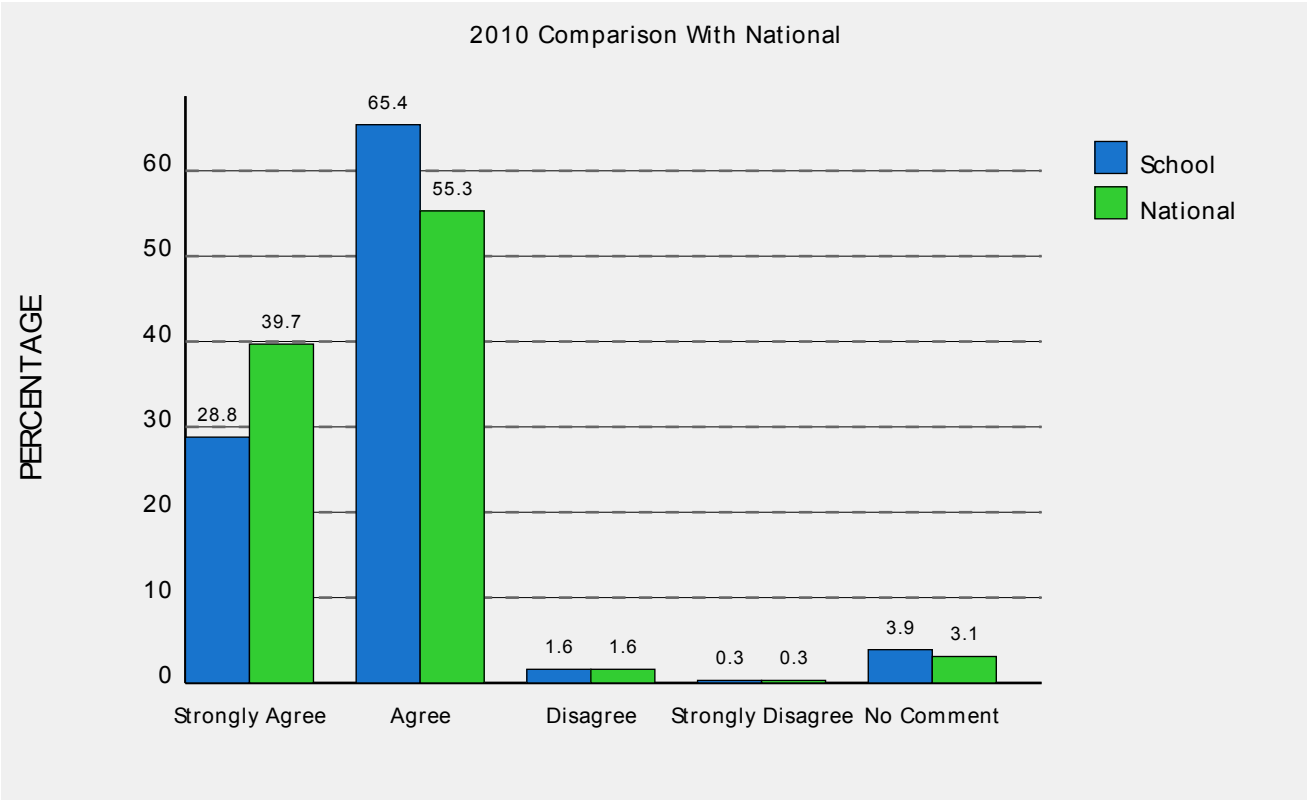
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 35. The Pharm.D. Program prepares students to maintain professional competence.





Question 35. The Pharm.D. Program prepares students to maintain professional competence.

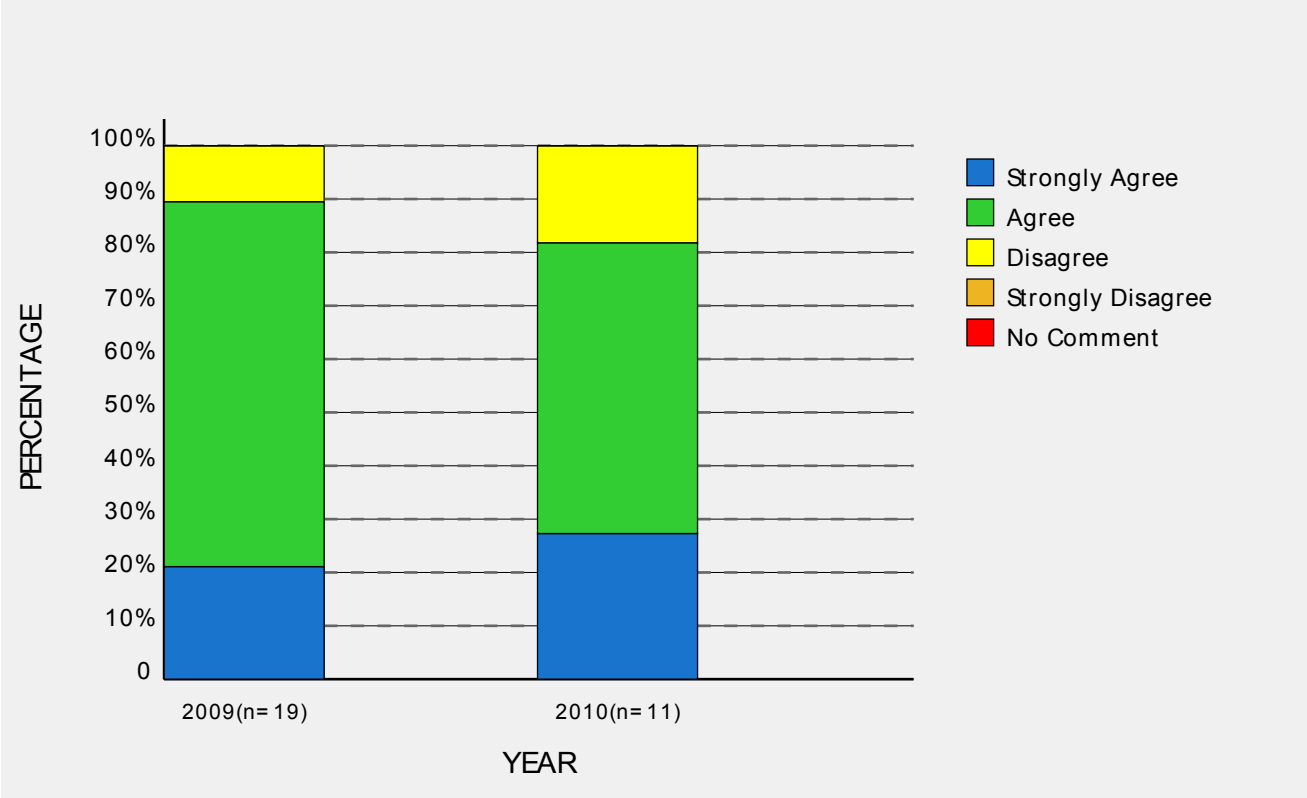
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.0%	38	65.8%	100	3.3%	5	0.0%	0	5.9%	9	152	22.1%
2010	28.8%	88	65.4%	200	1.6%	5	0.3%	1	3.9%	12	306	23.8%
National	39.7%	3412	55.3%	4751	1.6%	141	0.3%	27	3.1%	263	8594	32.8%

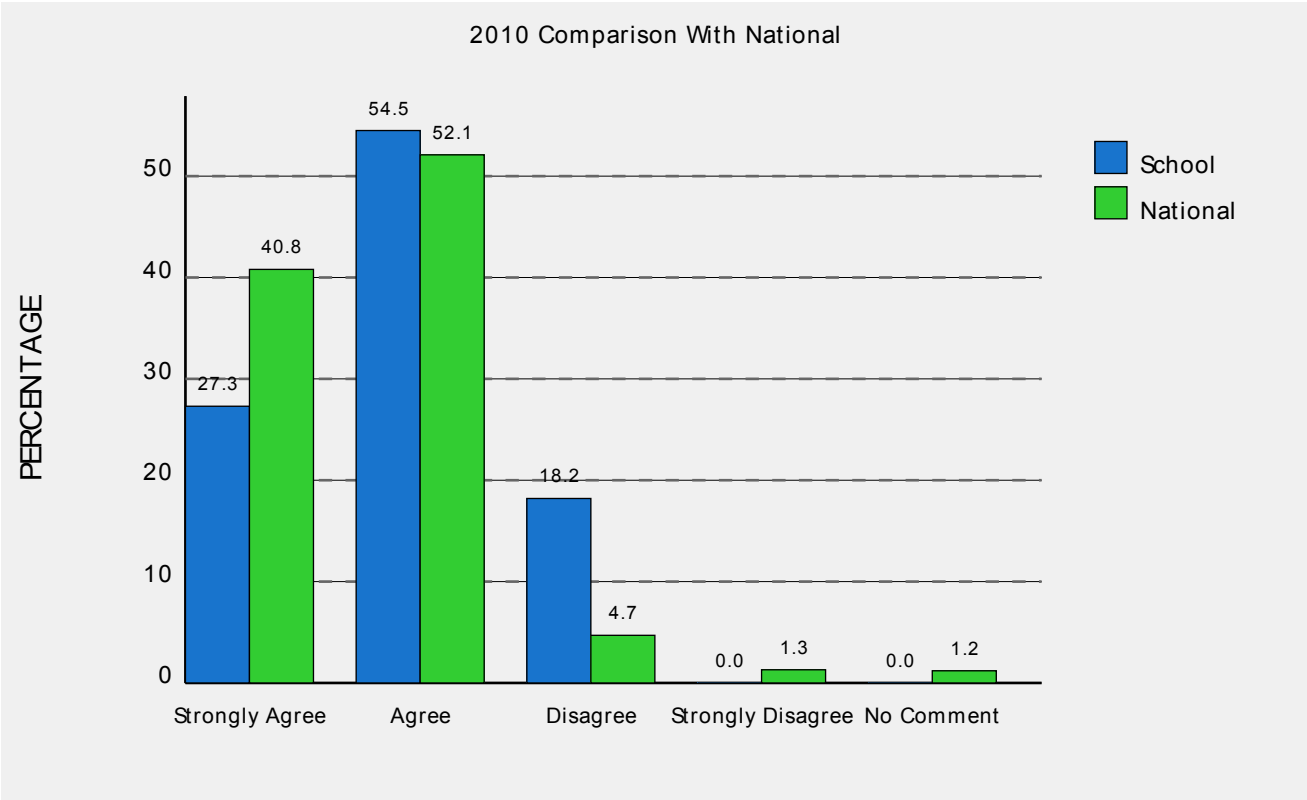
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 20. When I was a student I knew what the program outcomes were.





Question 20. When I was a student I knew what the program outcomes were.

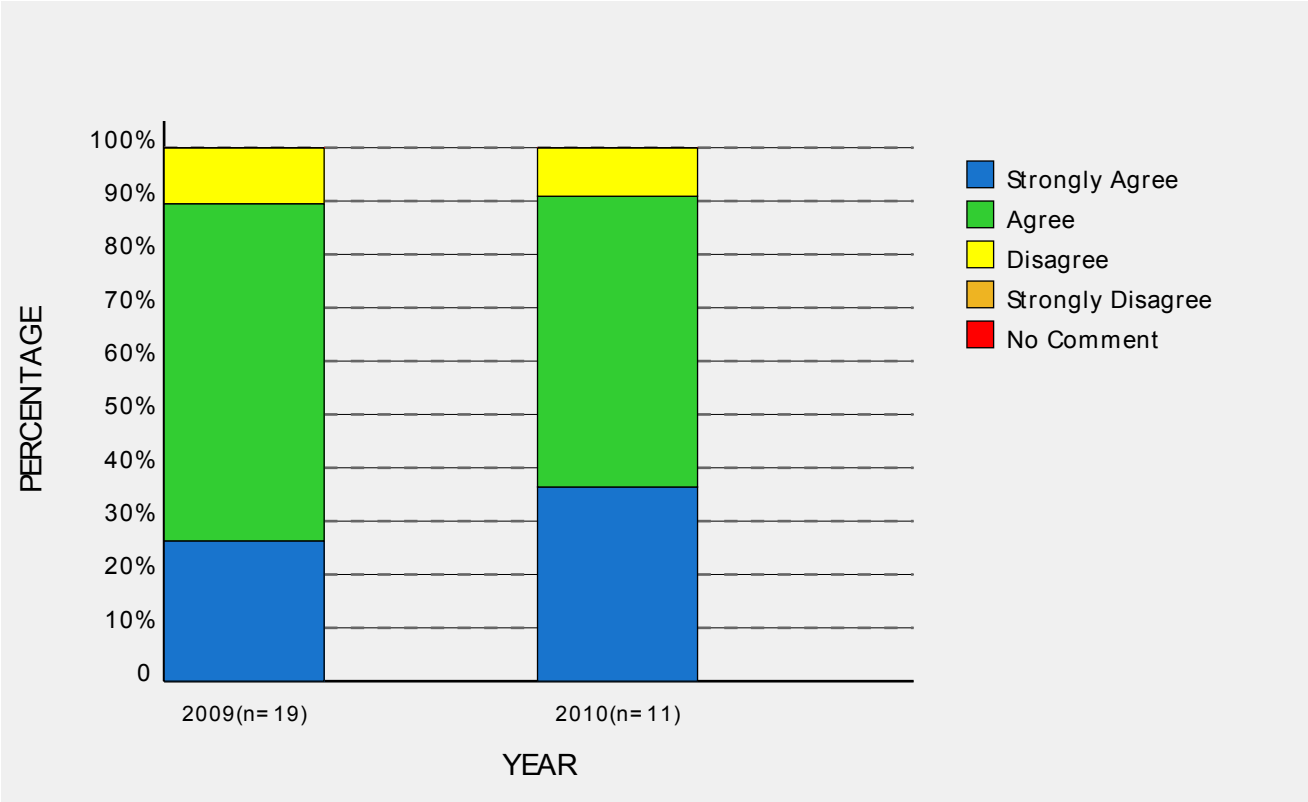
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	68.4%	13	10.5%	2	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	54.5%	6	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	40.8%	1005	52.1%	1284	4.7%	115	1.3%	32	1.2%	30	2466	19.7%

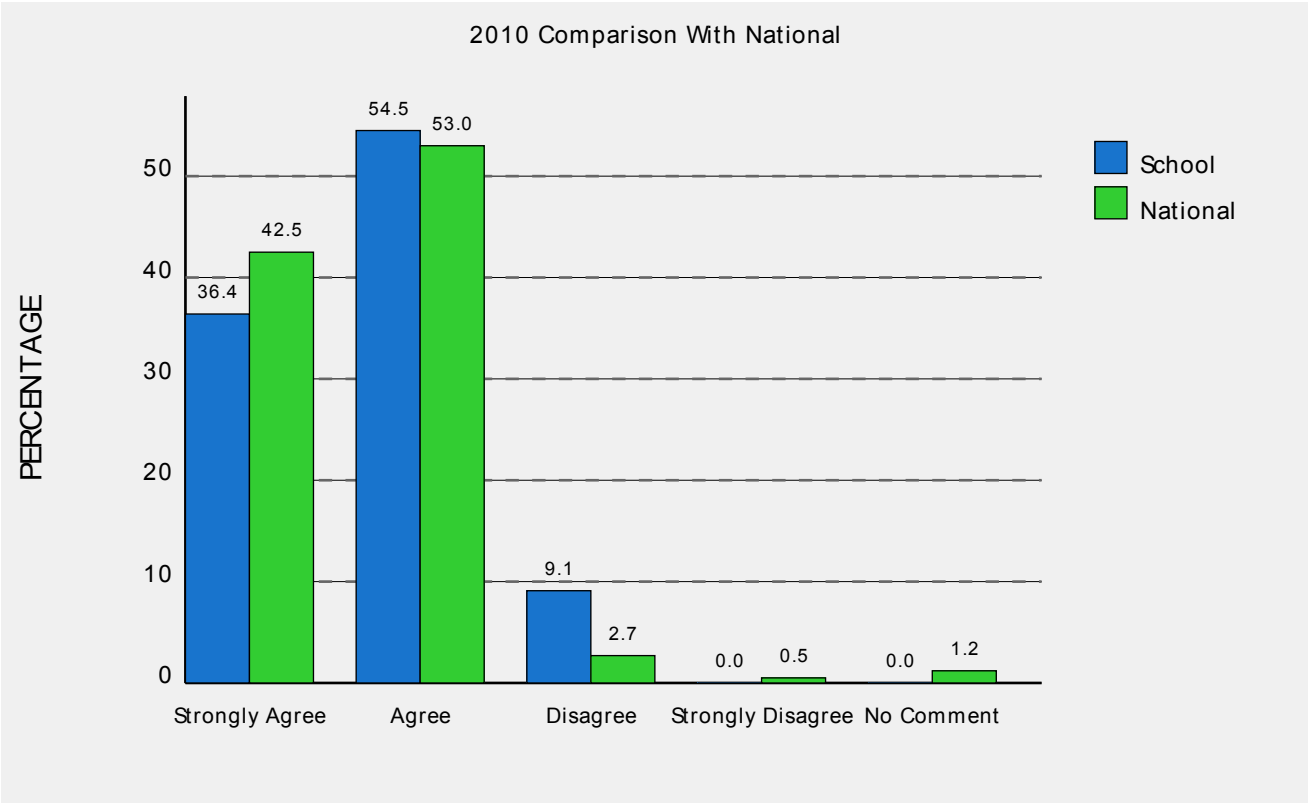
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 31. The Pharm.D. Program prepared me to develop and use patient-specific pharmacy care plans.





Question 31. The Pharm.D. Program prepared me to develop and use patient-specific pharmacy care plans.

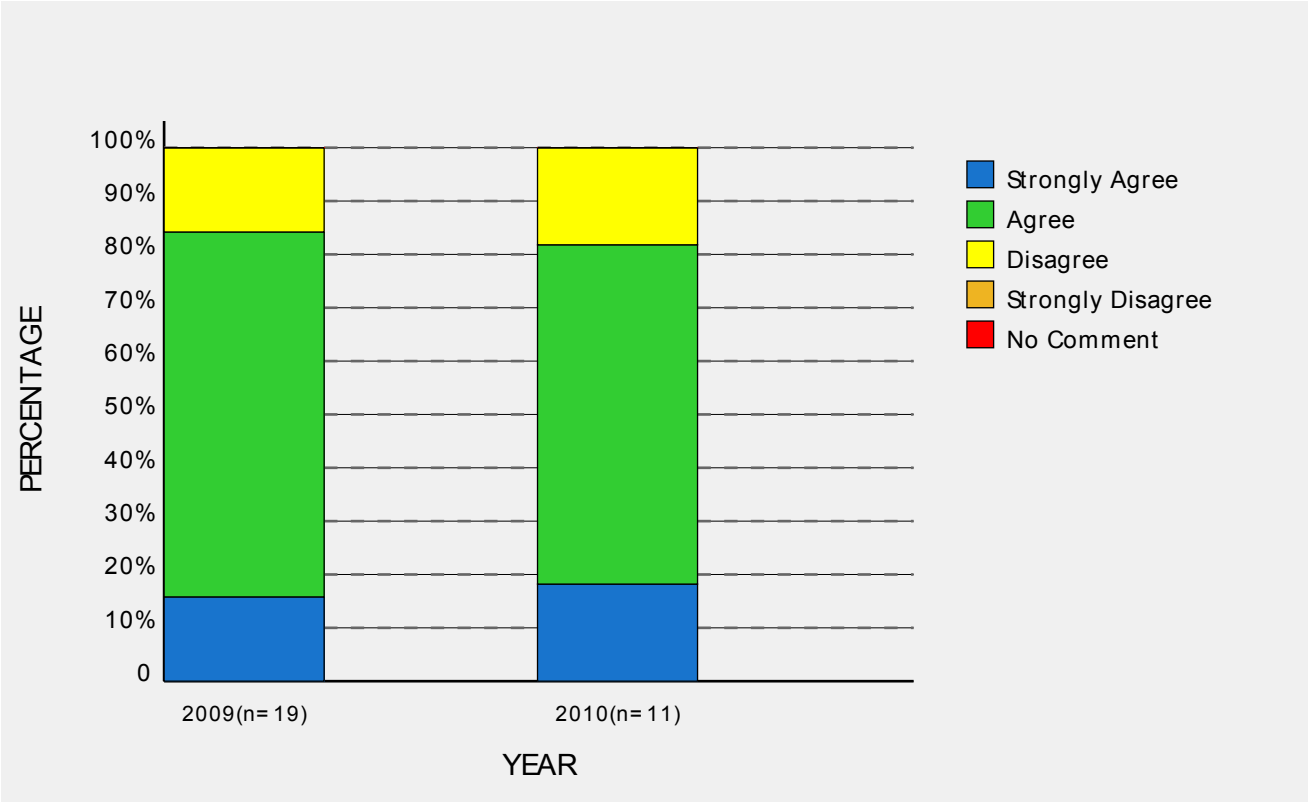
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	26.3%	5	63.2%	12	10.5%	2	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	54.5%	6	9.1%	1	0.0%	0	0.0%	0	11	20.8%
National	42.5%	1049	53.0%	1308	2.7%	67	0.5%	12	1.2%	30	2466	19.7%

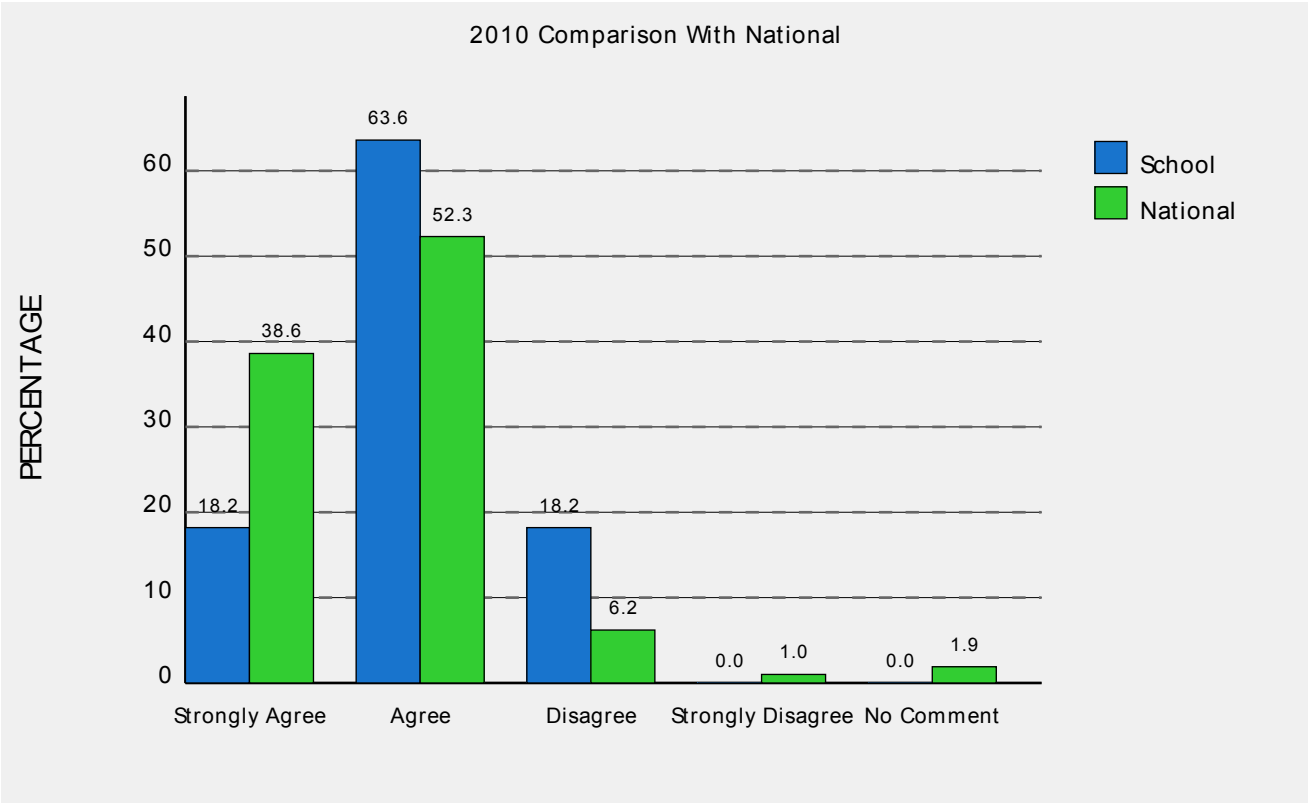
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 32. The Pharm.D. Program prepared me to effectively manage a patient-centered pharmacy practice.





Question 32. The Pharm.D. Program prepared me to effectively manage a patient-centered pharmacy practice.

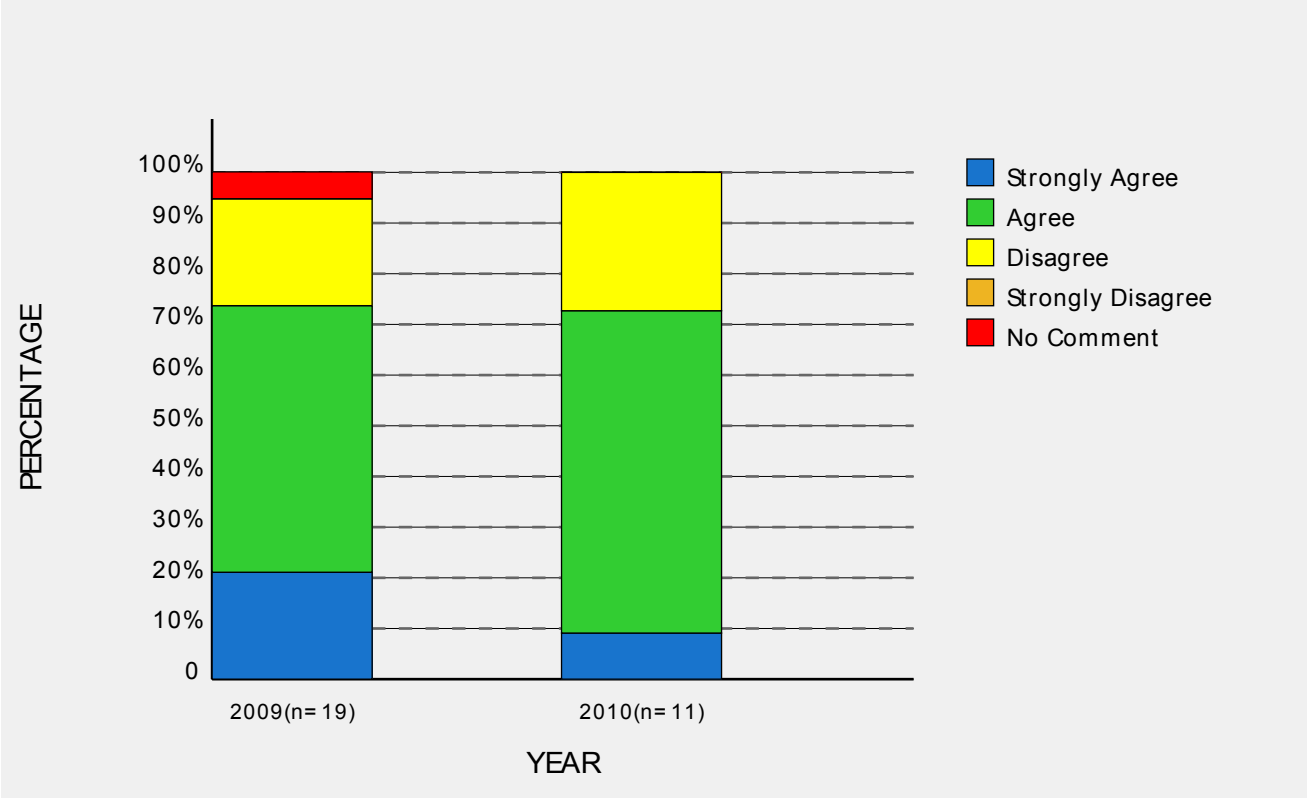
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	15.8%	3	68.4%	13	15.8%	3	0.0%	0	0.0%	0	19	29.7%
2010	18.2%	2	63.6%	7	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	38.6%	952	52.3%	1290	6.2%	153	1.0%	25	1.9%	46	2466	19.7%

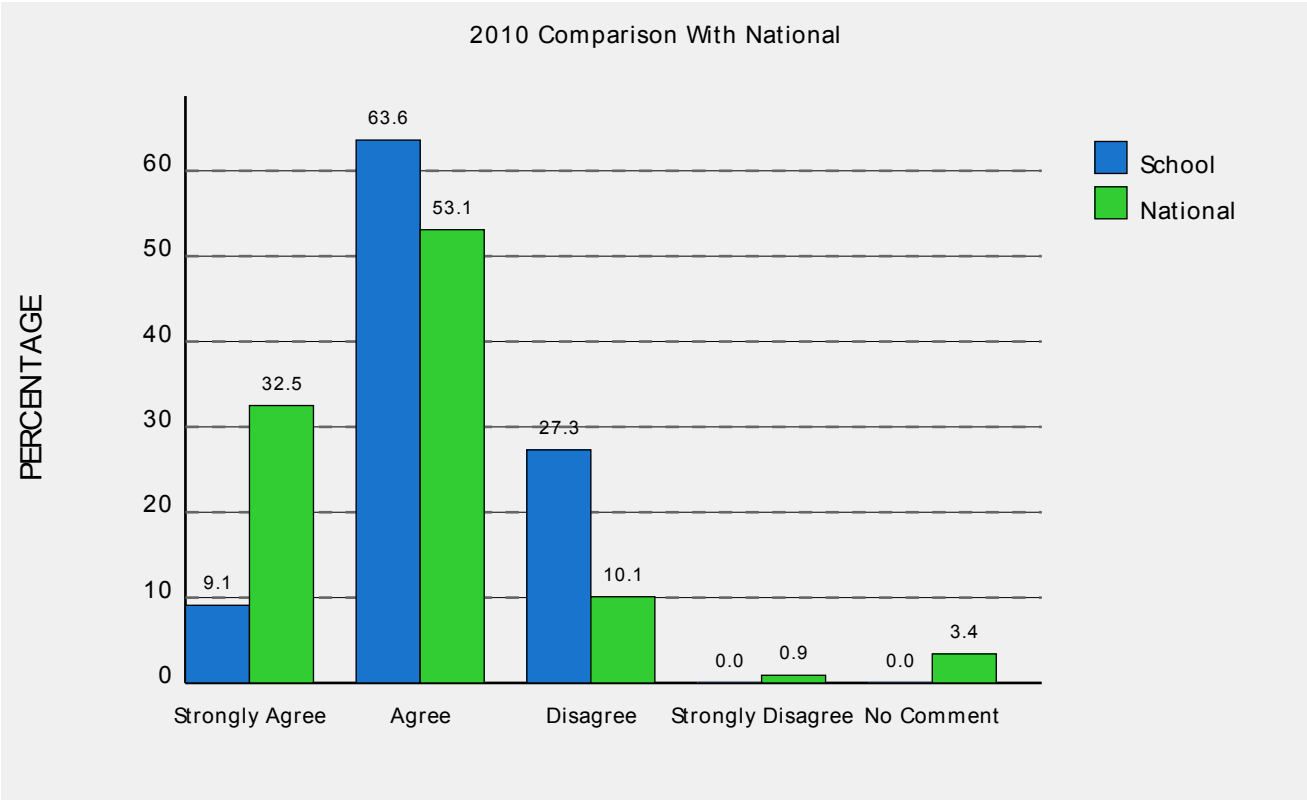
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 33. The Pharm.D. Program prepared me to develop disease management programs.





Question 33. The Pharm.D. Program prepared me to develop disease management programs.

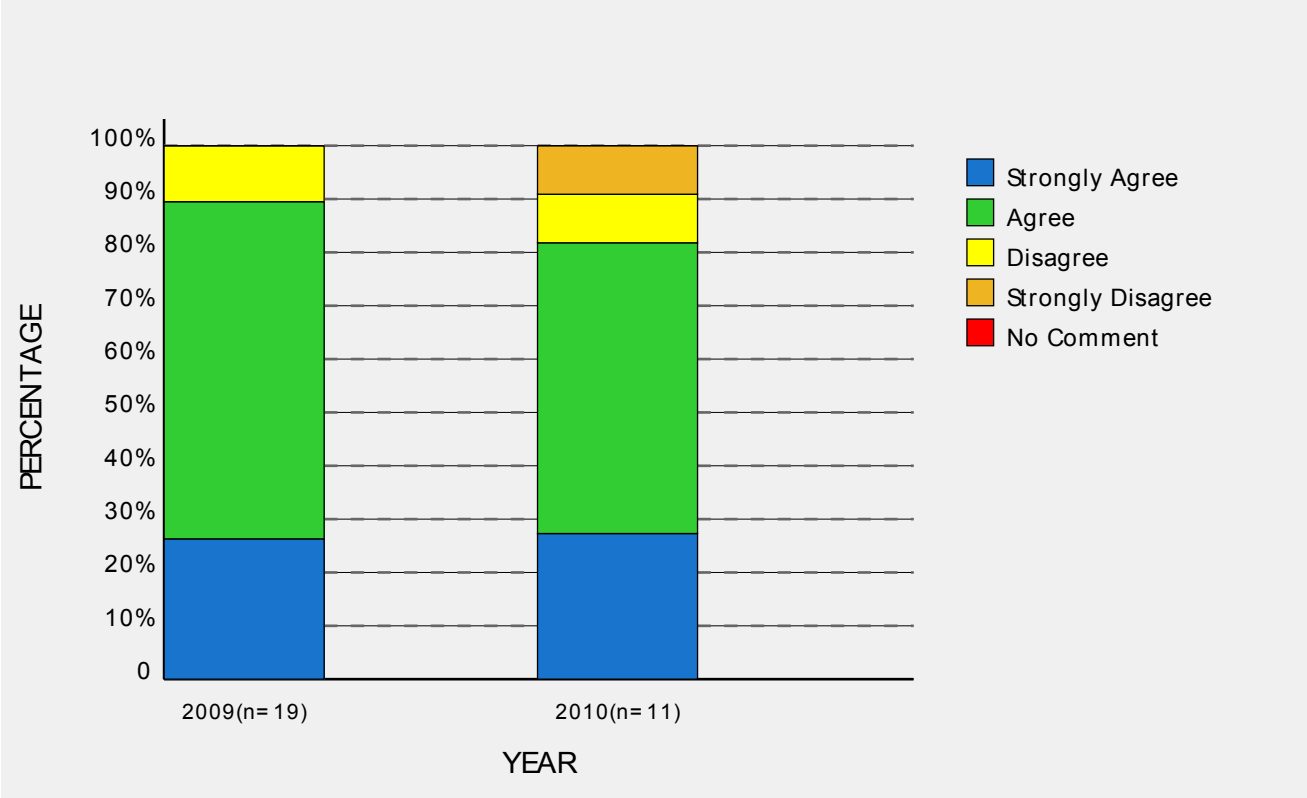
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	52.6%	10	21.1%	4	0.0%	0	5.3%	1	19	29.7%
2010	9.1%	1	63.6%	7	27.3%	3	0.0%	0	0.0%	0	11	20.8%
National	32.5%	802	53.1%	1310	10.1%	249	0.9%	22	3.4%	83	2466	19.7%

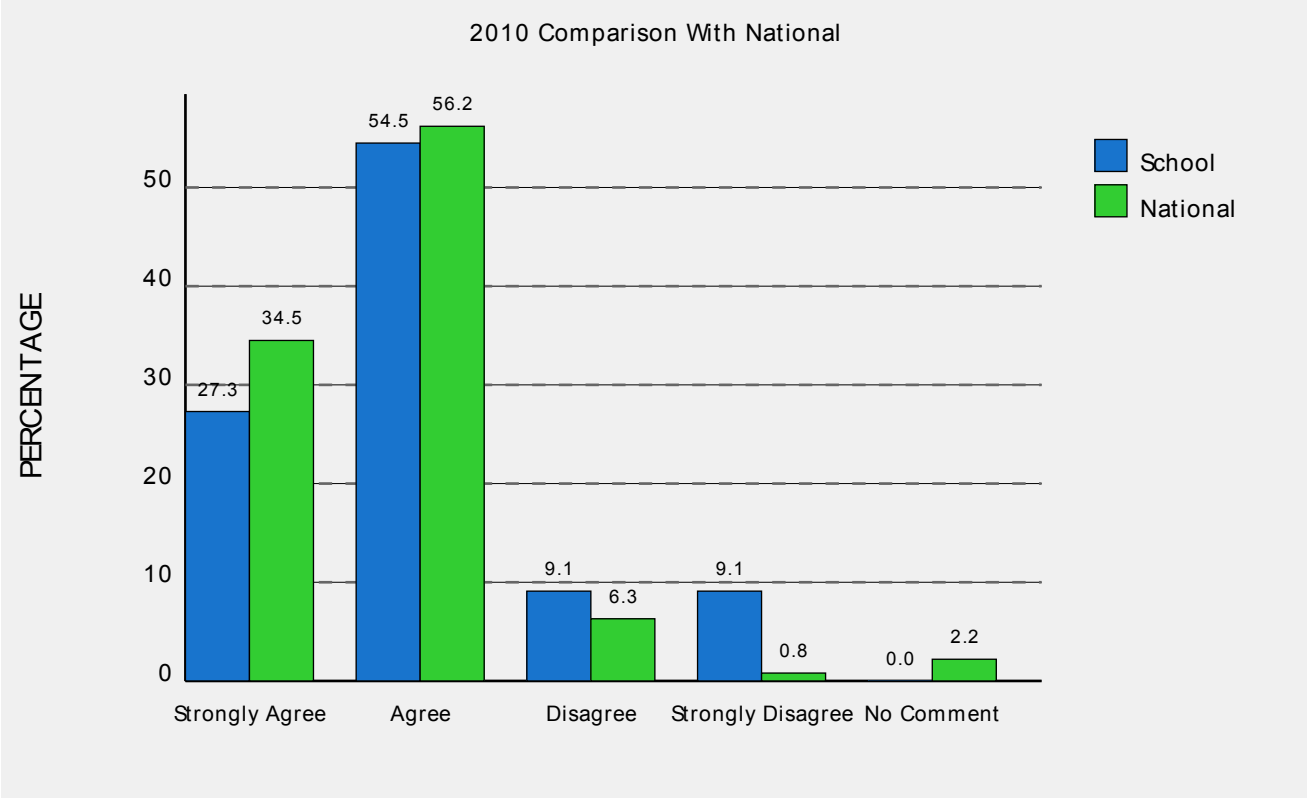
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 34. The Pharm.D. Program prepared me to manage the system of medication use.





Question 34. The Pharm.D. Program prepared me to manage the system of medication use.

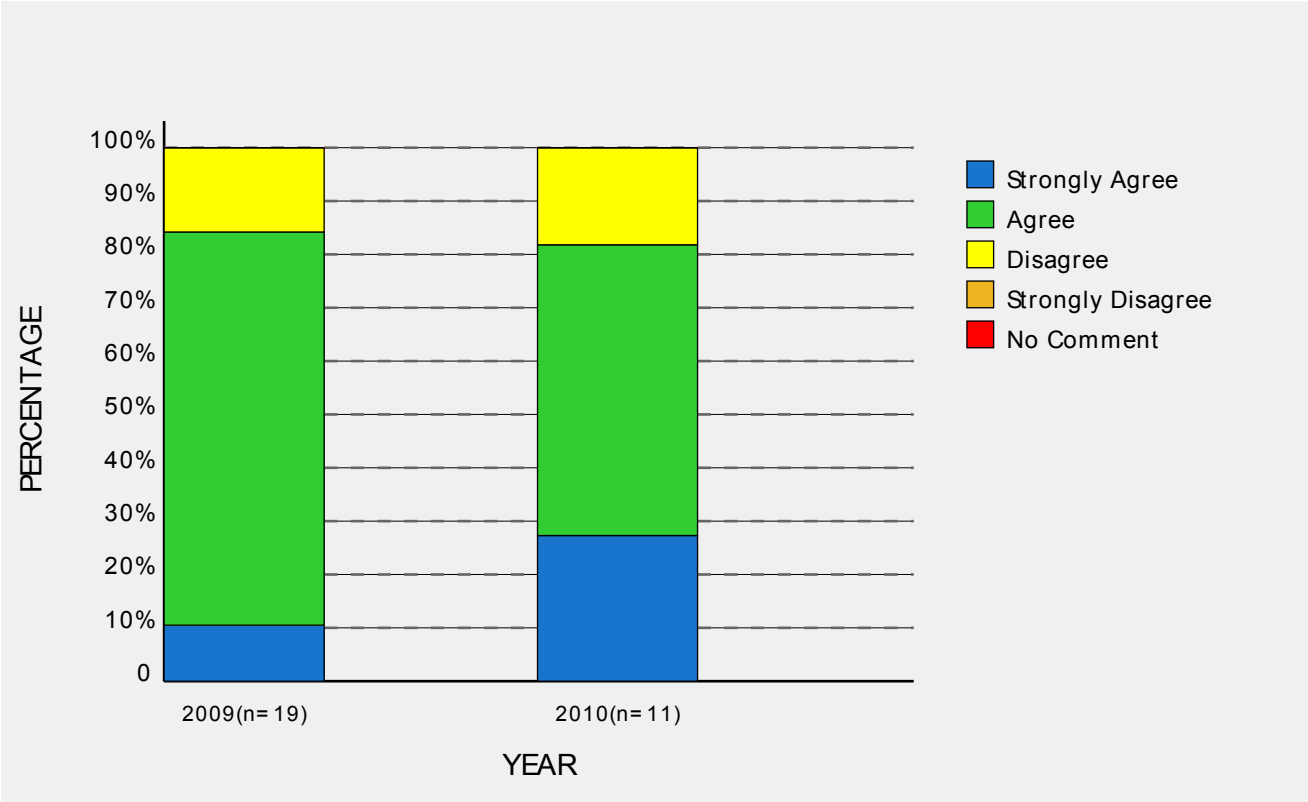
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	26.3%	5	63.2%	12	10.5%	2	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	54.5%	6	9.1%	1	9.1%	1	0.0%	0	11	20.8%
National	34.5%	852	56.2%	1385	6.3%	155	0.8%	20	2.2%	54	2466	19.7%

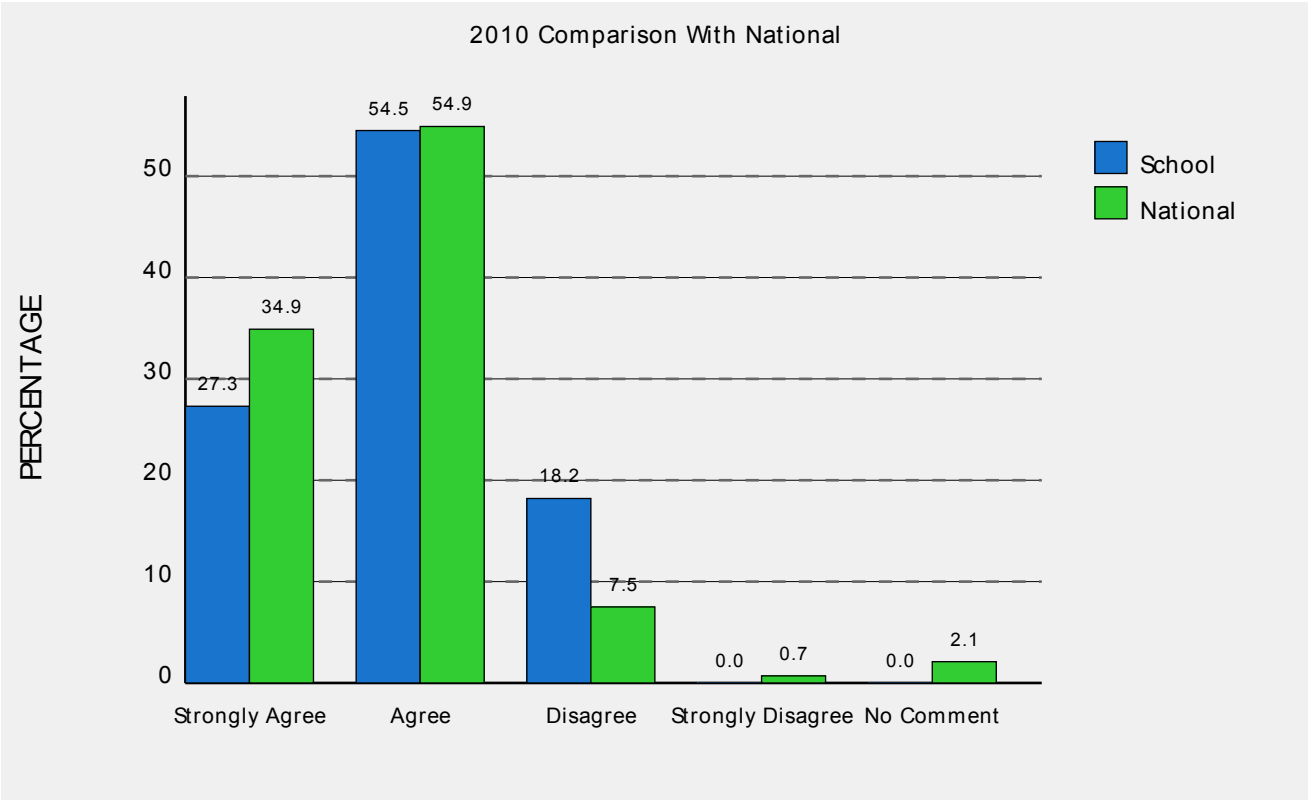
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 35. The Pharm.D. Program prepared me to promote the availability of health promotion and disease prevention initiatives.





Question 35. The Pharm.D. Program prepared me to promote the availability of health promotion and disease prevention initiatives.

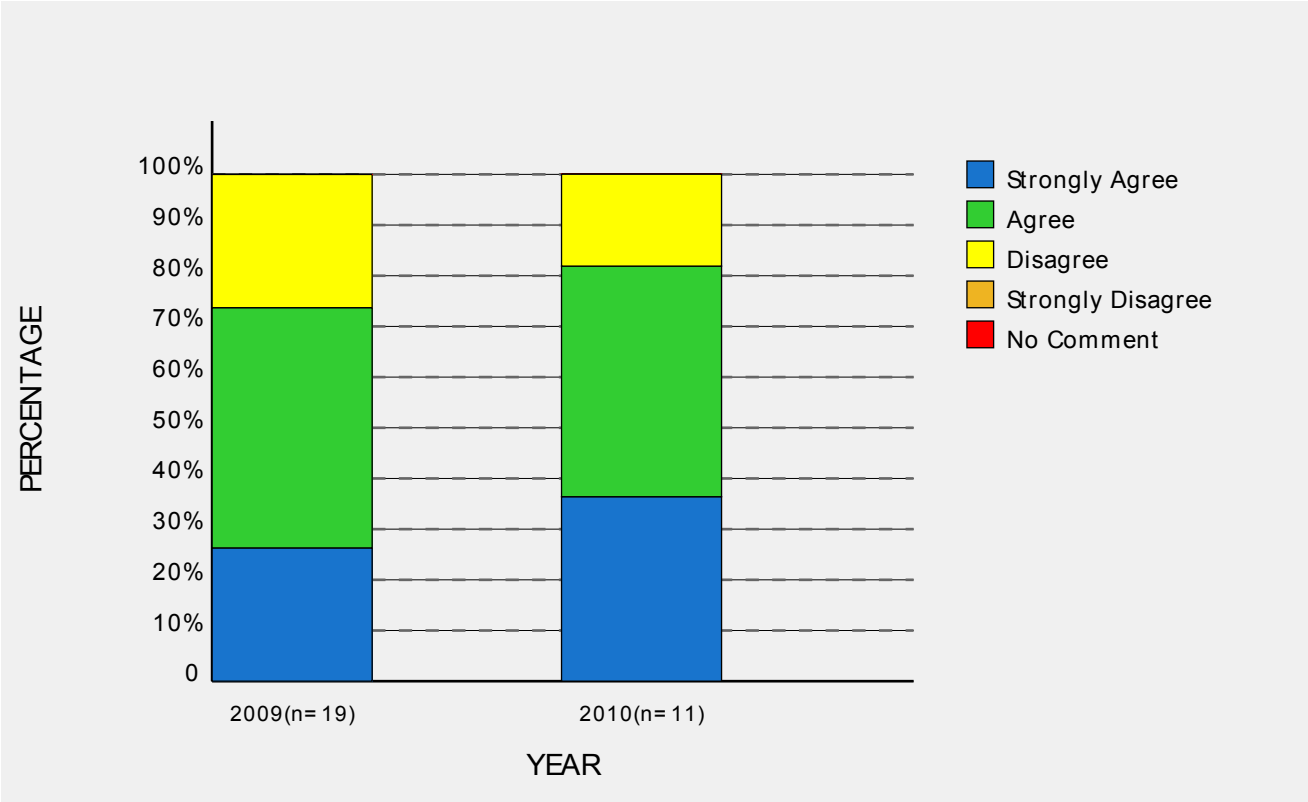
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	10.5%	2	73.7%	14	15.8%	3	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	54.5%	6	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	34.9%	861	54.9%	1353	7.5%	184	0.7%	17	2.1%	51	2466	19.7%

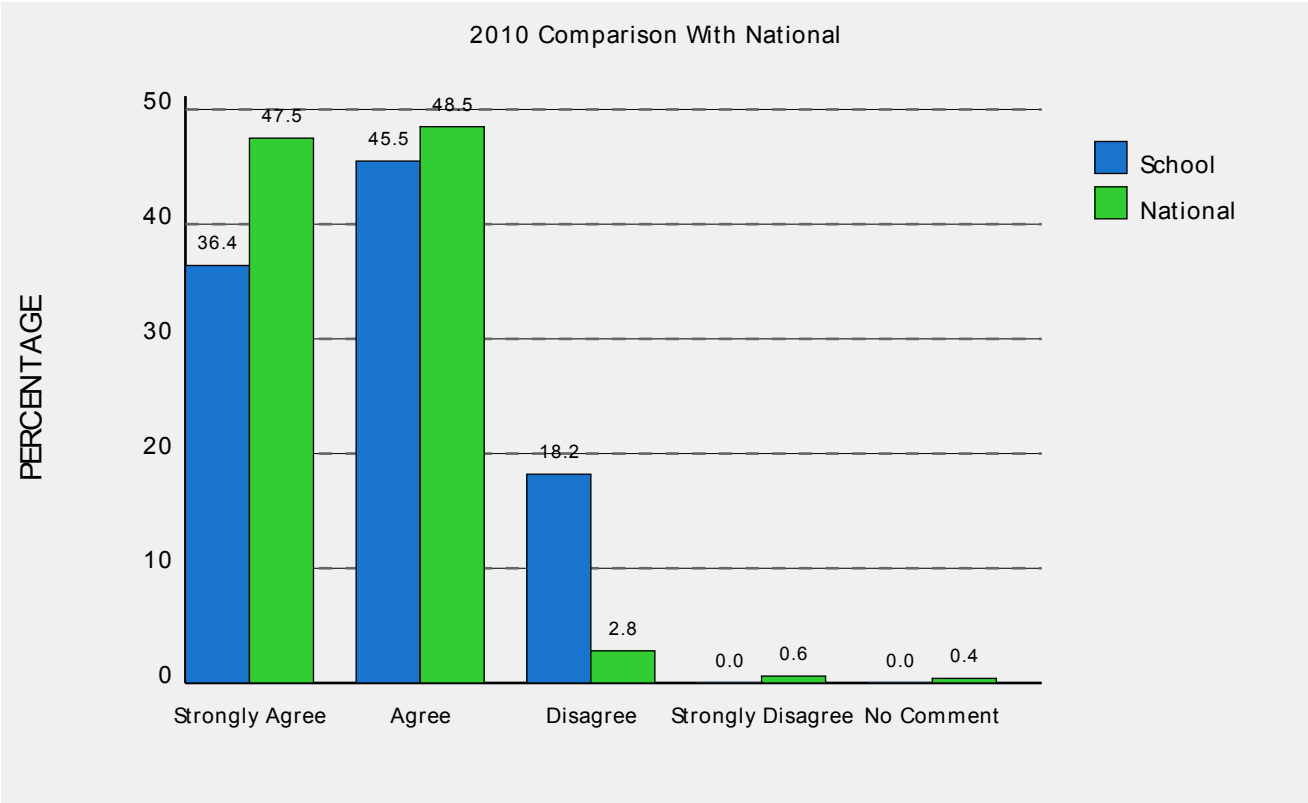
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 36. The Pharm.D. Program prepared me to communicate with patients, caregivers, and other members of the interprofessional health care team.





Question 36. The Pharm.D. Program prepared me to communicate with patients, caregivers, and other members of the interprofessional health care team.

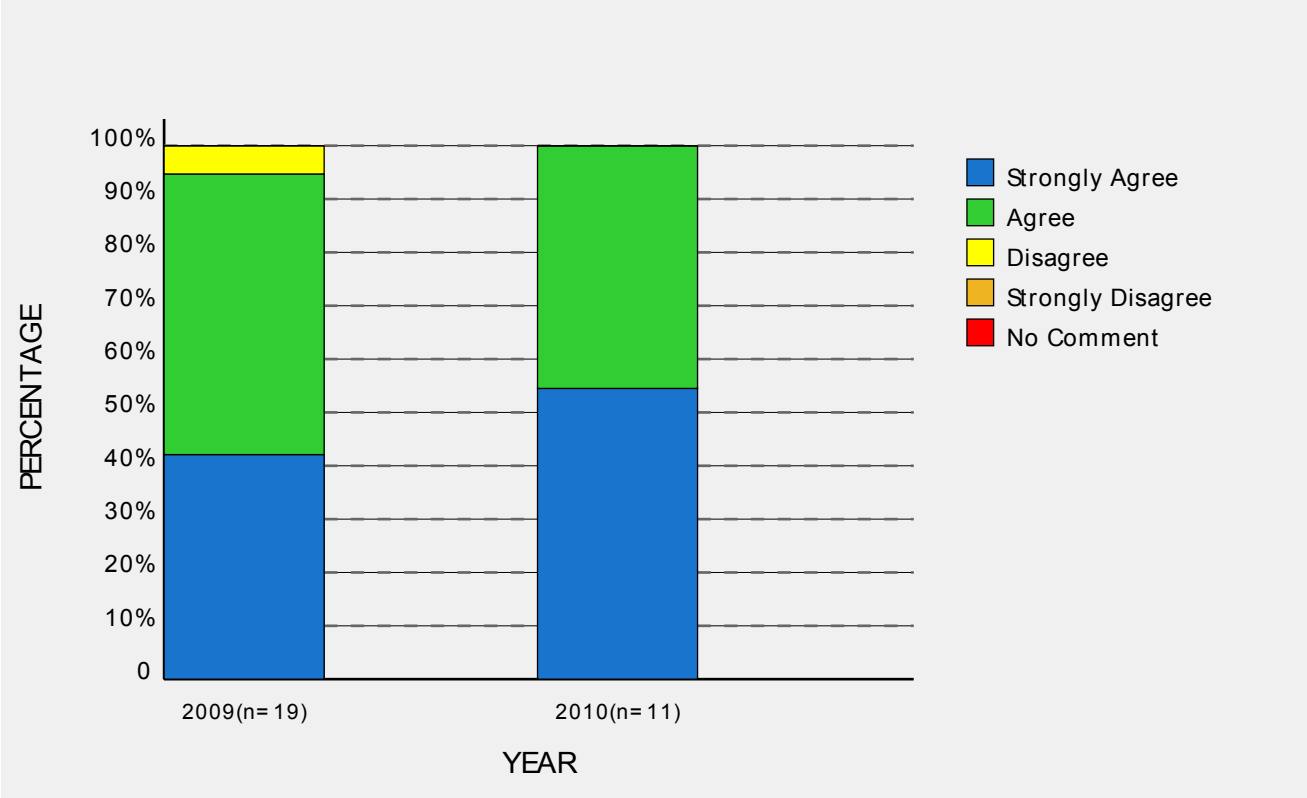
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	26.3%	5	47.4%	9	26.3%	5	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	47.5%	1172	48.5%	1197	2.8%	70	0.6%	16	0.4%	11	2466	19.7%

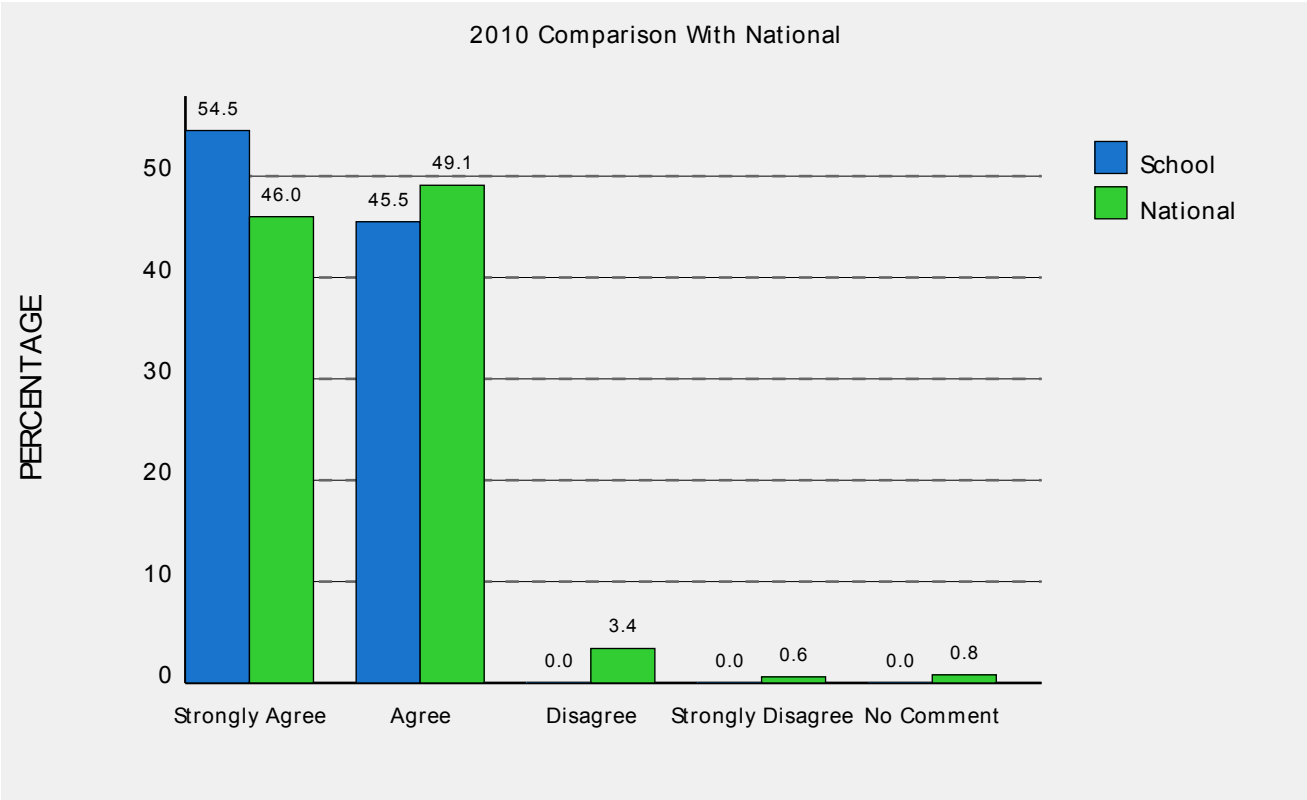
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 37. The Pharm.D. Program prepared me to search the health sciences literature.





Question 37. The Pharm.D. Program prepared me to search the health sciences literature.

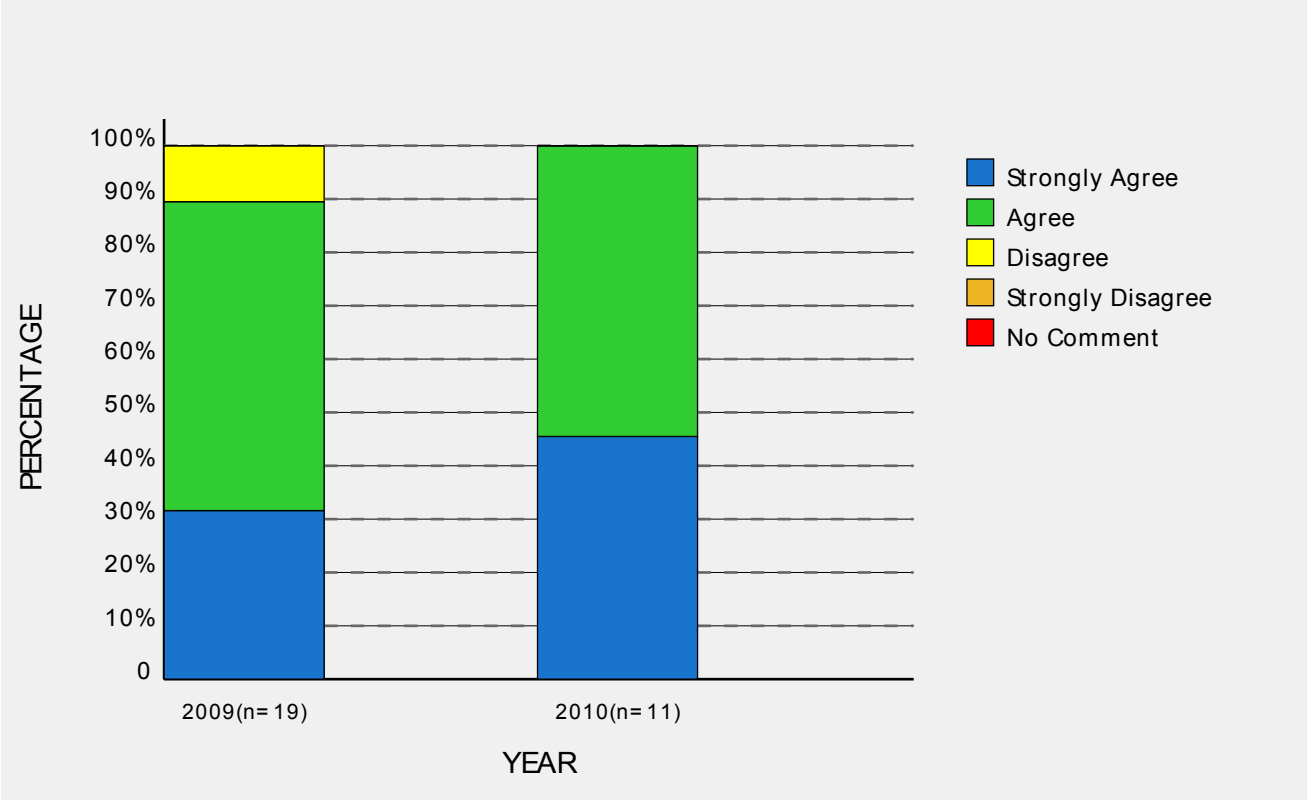
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	42.1%	8	52.6%	10	5.3%	1	0.0%	0	0.0%	0	19	29.7%
2010	54.5%	6	45.5%	5	0.0%	0	0.0%	0	0.0%	0	11	20.8%
National	46.0%	1135	49.1%	1211	3.4%	85	0.6%	16	0.8%	19	2466	19.7%

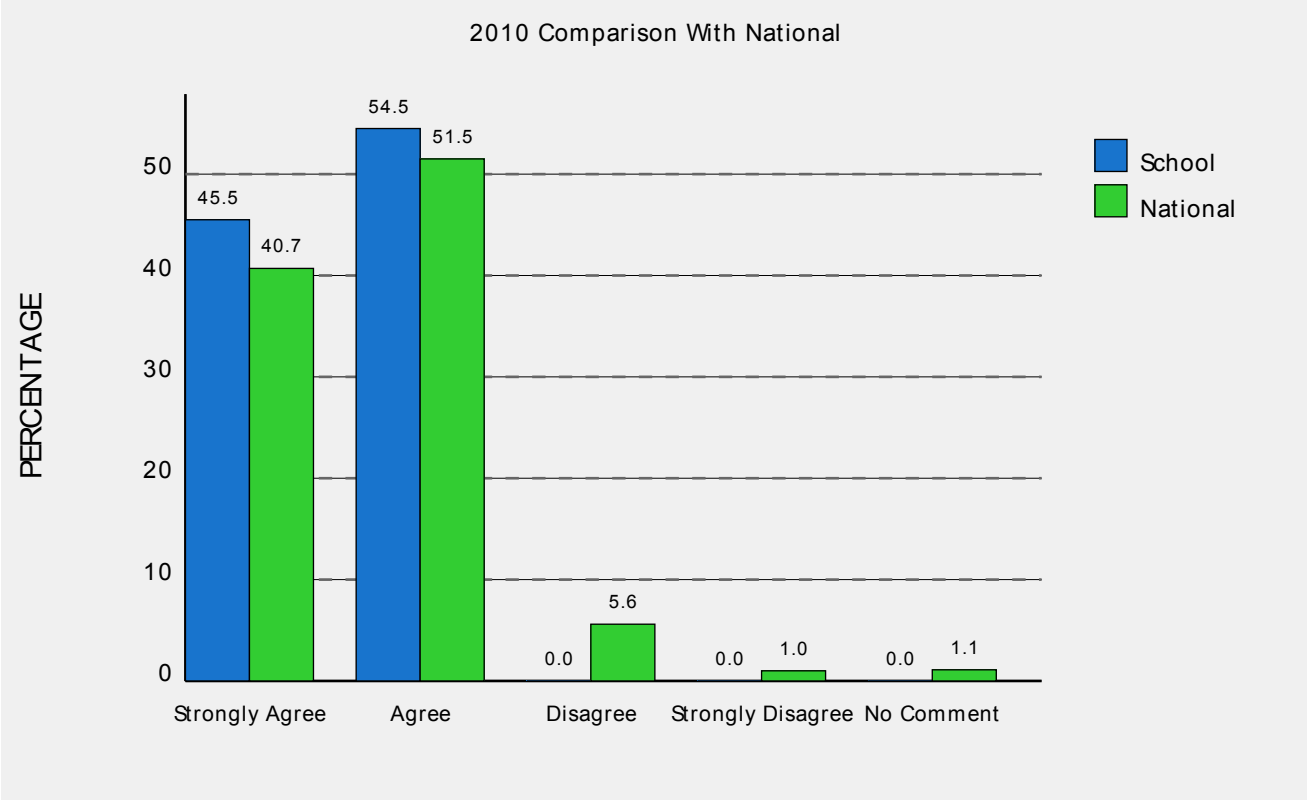
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 38. The Pharm.D. Program prepared me to evaluate the health sciences literature.





Question 38. The Pharm.D. Program prepared me to evaluate the health sciences literature.

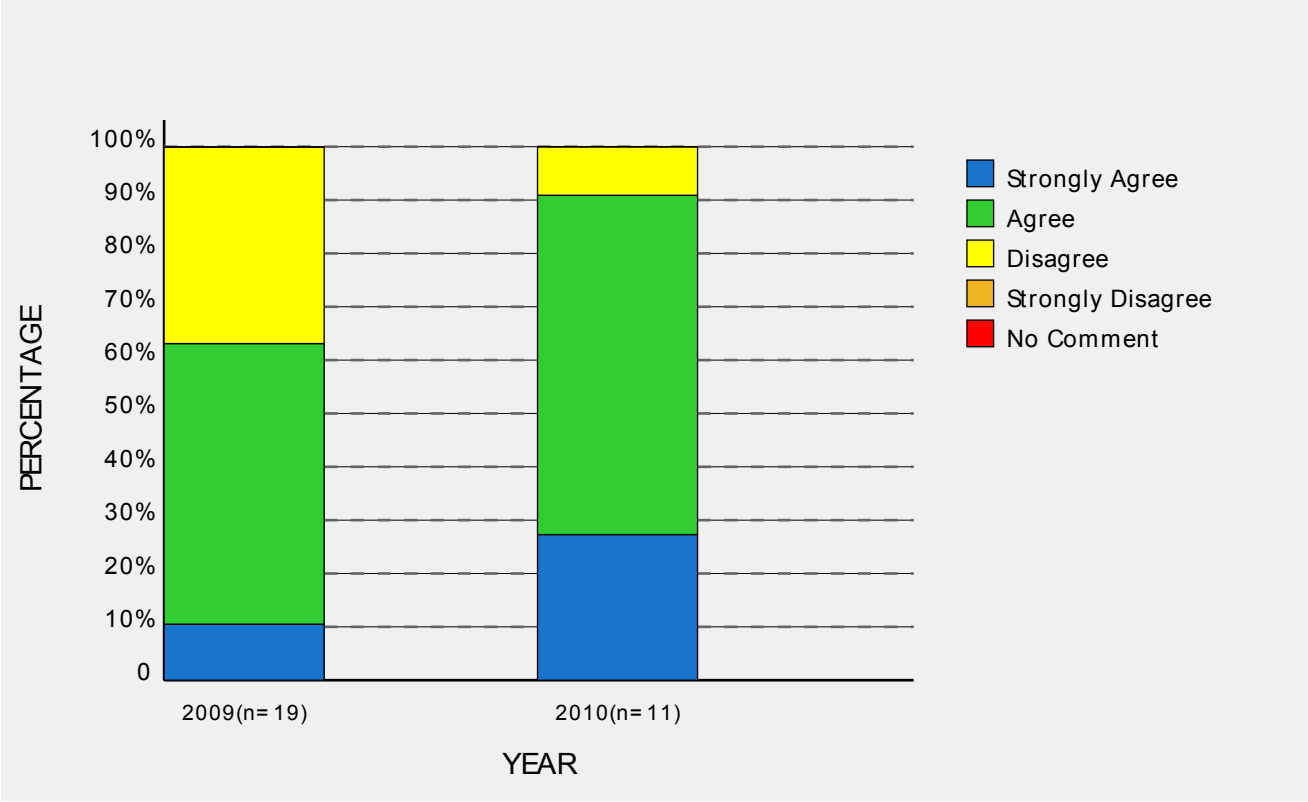
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	31.6%	6	57.9%	11	10.5%	2	0.0%	0	0.0%	0	19	29.7%
2010	45.5%	5	54.5%	6	0.0%	0	0.0%	0	0.0%	0	11	20.8%
National	40.7%	1004	51.5%	1271	5.6%	138	1.0%	25	1.1%	28	2466	19.7%

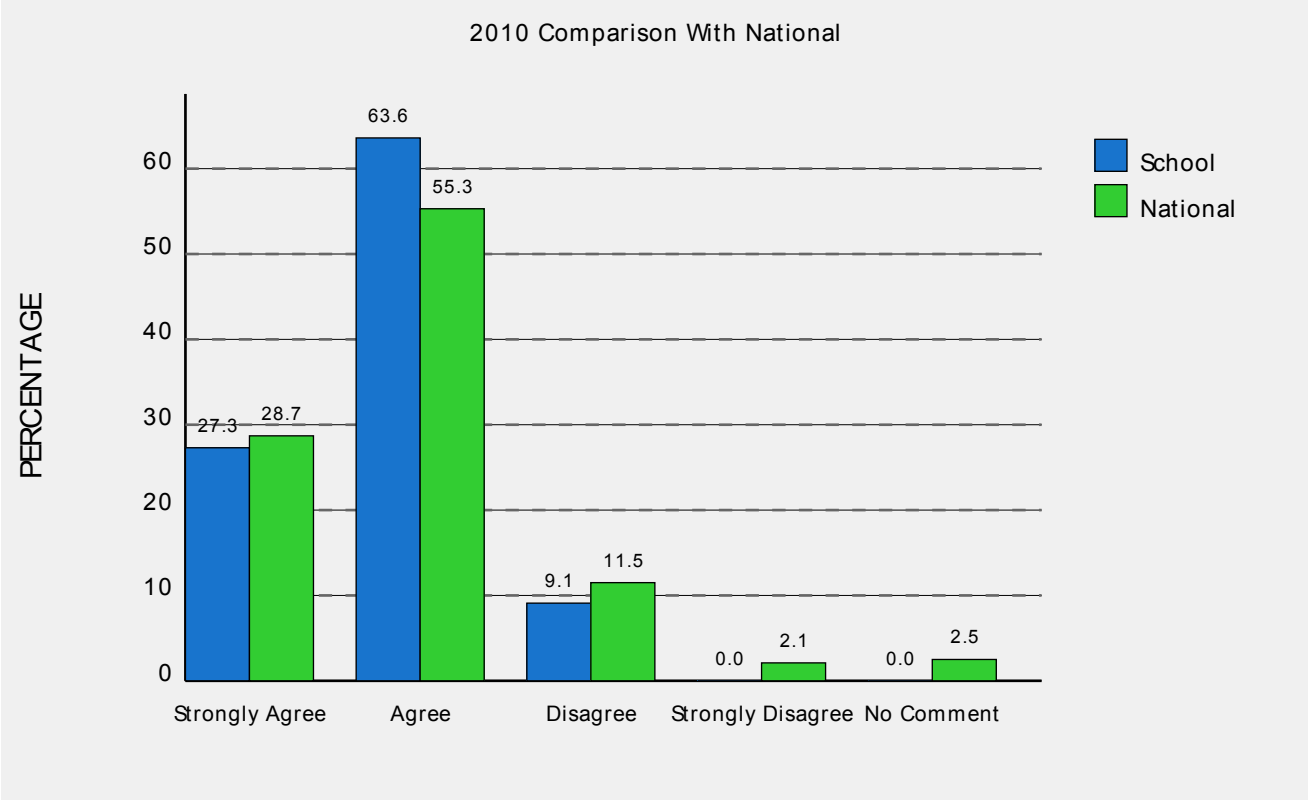
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 39. The Pharm.D. Program prepared me to demonstrate expertise in the area of informatics (resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in pharmacy and healthcare).




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
63.6
55.3
27.3
28.7
9.1
11.5
0.0
2.1
0.0
2.5
School
National
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment

Question 39. The Pharm.D. Program prepared me to demonstrate expertise in the area of informatics (resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in pharmacy and healthcare).

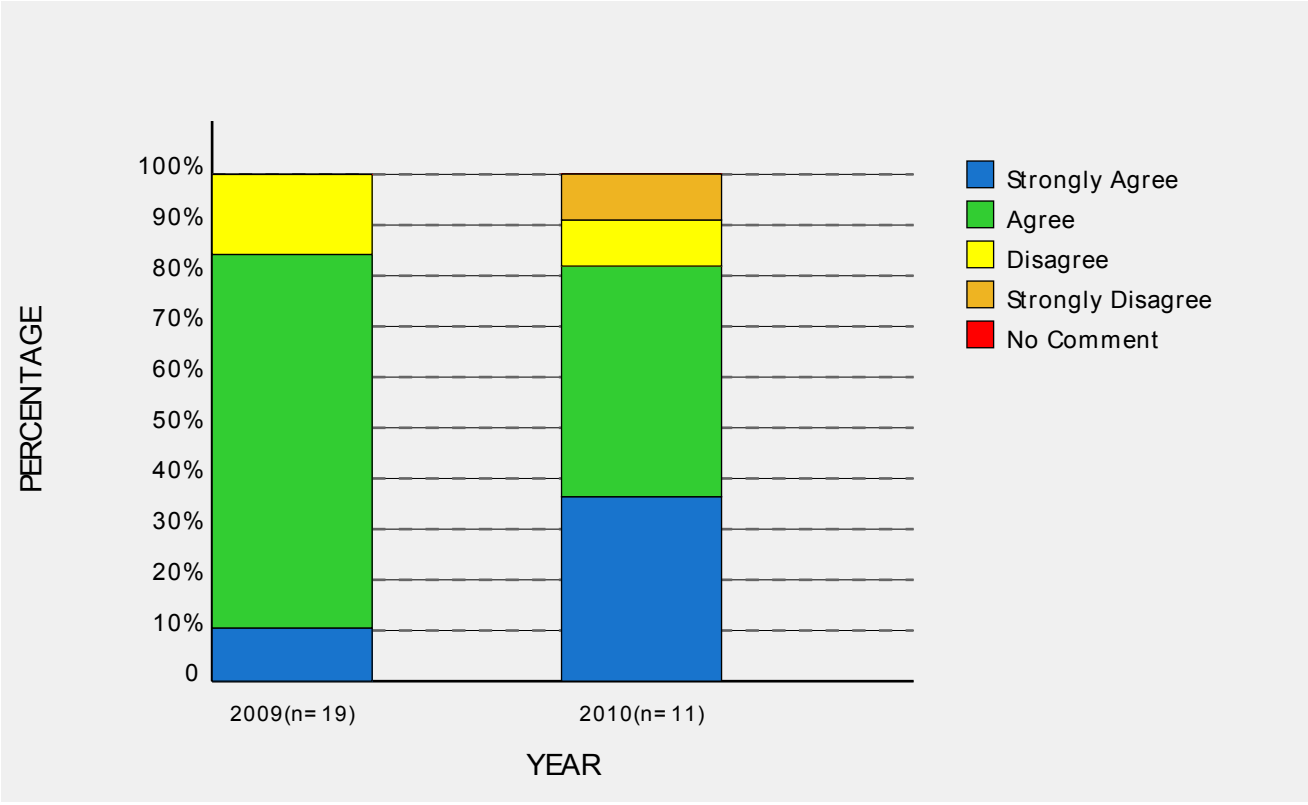
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	10.5%	2	52.6%	10	36.8%	7	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	63.6%	7	9.1%	1	0.0%	0	0.0%	0	11	20.8%
National	28.7%	707	55.3%	1364	11.5%	283	2.1%	51	2.5%	61	2466	19.7%

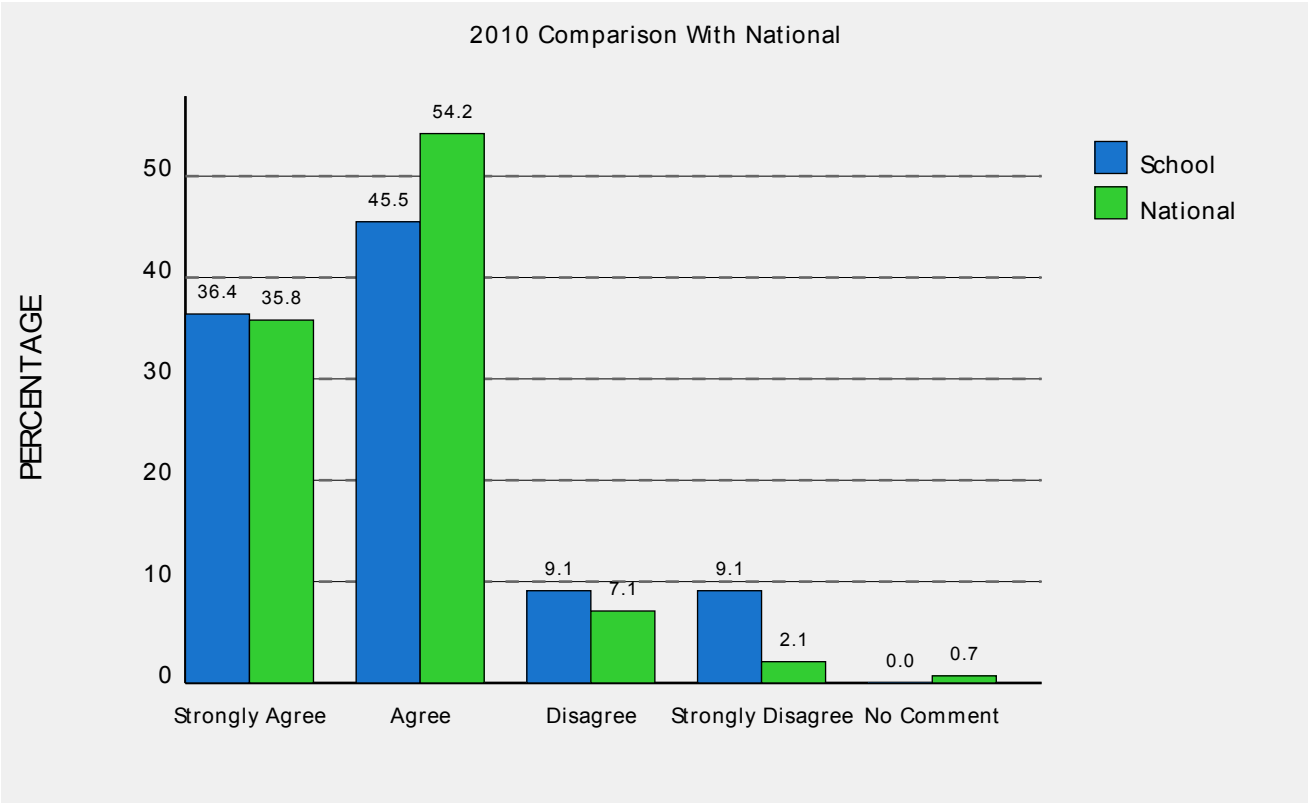
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 40. The Pharm.D. Program prepared me to apply state and federal laws and regulations to the practice of pharmacy.





Question 40. The Pharm.D. Program prepared me to apply state and federal laws and regulations to the practice of pharmacy.

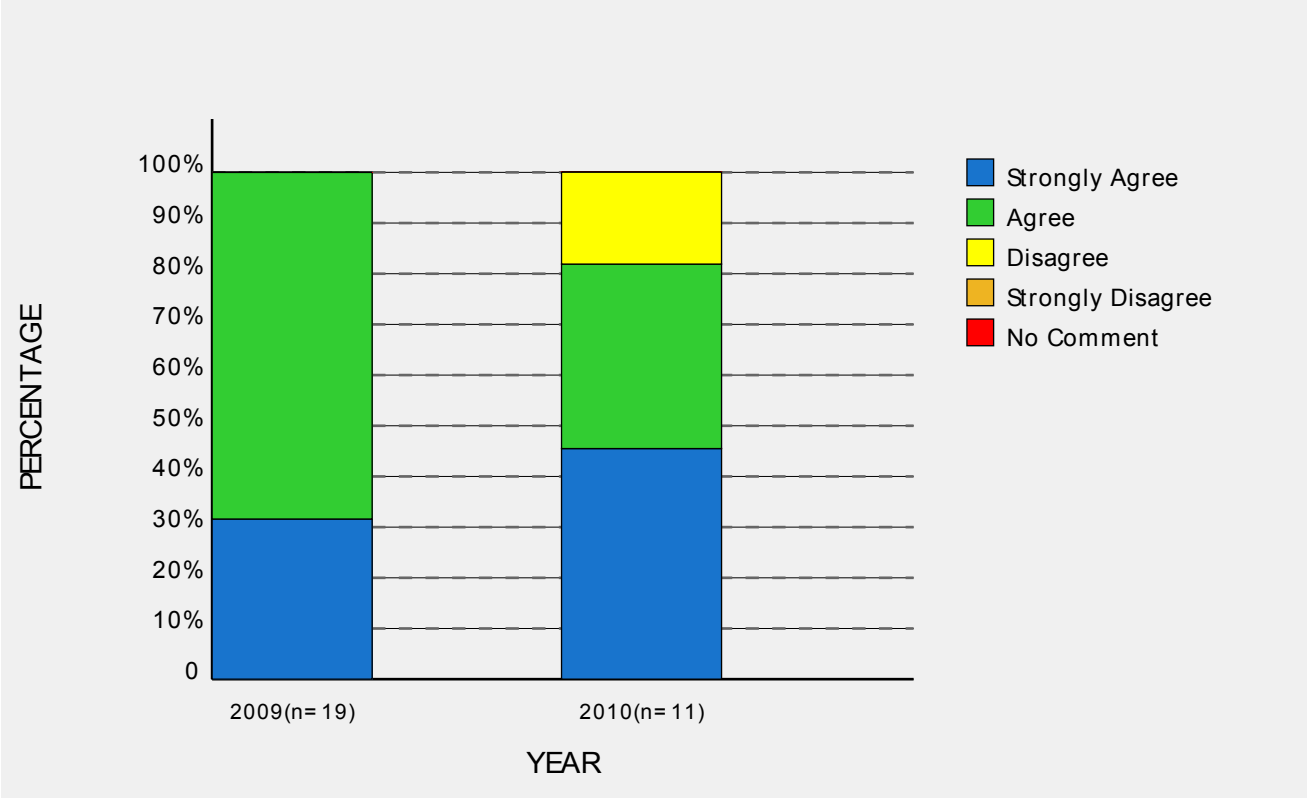
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	10.5%	2	73.7%	14	15.8%	3	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	9.1%	1	9.1%	1	0.0%	0	11	20.8%
National	35.8%	884	54.2%	1337	7.1%	175	2.1%	53	0.7%	17	2466	19.7%

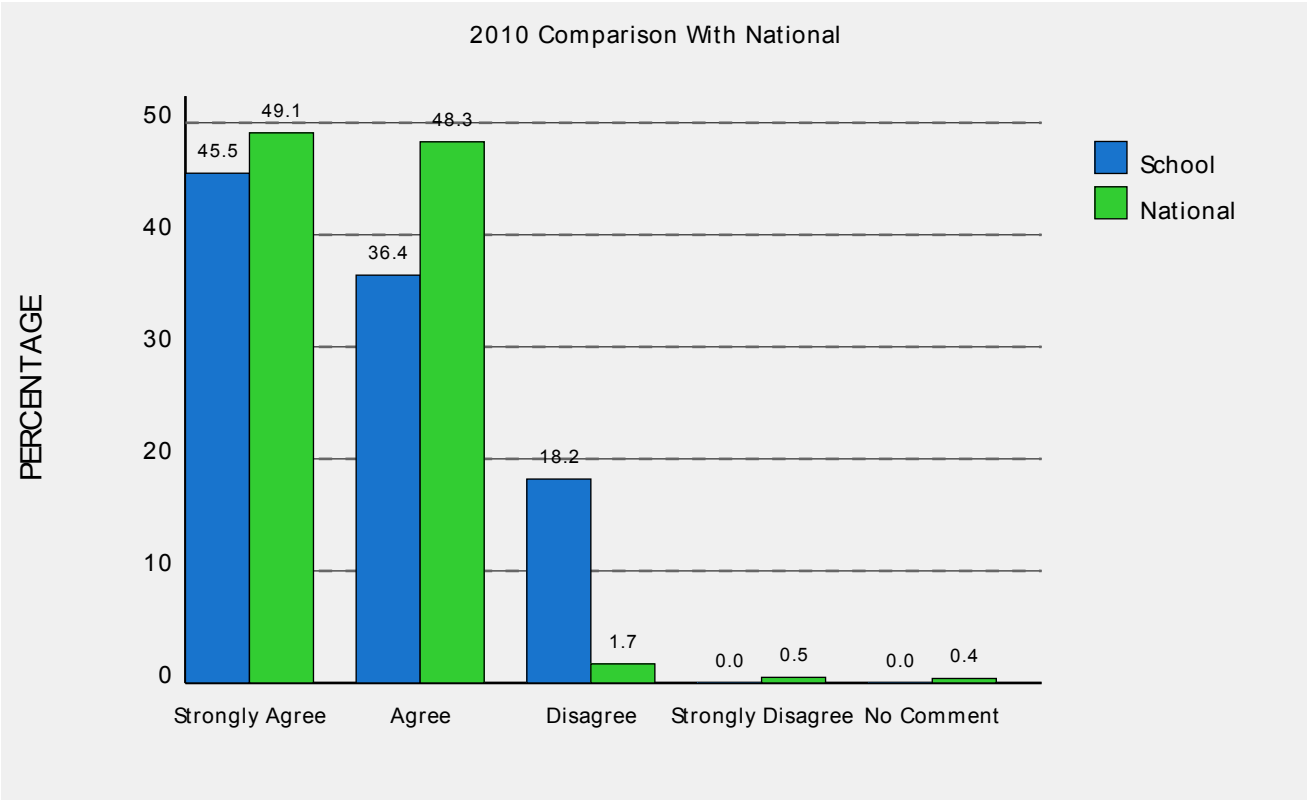
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 41. The Pharm.D. Program prepared me to maintain professional competence.





Question 41. The Pharm.D. Program prepared me to maintain professional competence.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	31.6%	6	68.4%	13	0.0%	0	0.0%	0	0.0%	0	19	29.7%
2010	45.5%	5	36.4%	4	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	49.1%	1212	48.3%	1191	1.7%	41	0.5%	12	0.4%	10	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.	Satisfactory
The curriculum prepared graduates to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health-care team based upon sound scientific and therapeutic principles and evidence-based data.	Satisfactory
The curriculum fosters an understanding of, and an appreciation for, the legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.	Satisfactory
The curriculum prepares graduates to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.	Satisfactory
The curriculum prepares graduates to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.	Satisfactory
Outcome statements include developing skills to become self-directed lifelong learners.	Satisfactory
The curriculum prepares graduates to independently seek solutions to practice-based problems in the scientific and clinical literature.	Satisfactory
Graduates possess the knowledge, skills, attitudes, and values needed to enter practice pharmacy independently by graduation.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of the professional competencies of the curriculum
☑ A description of the assessment measures and methods used to evaluate achievement of professional competencies and outcomes along with evidence of how feedback from the assessments is used to improve outcomes
☑ How the curriculum is preparing graduates to work as members of an interprofessional team, including a description of the courses that focus specifically on interprofessional education
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The vision, goals, and outcomes for the curriculum (see required documents – Professional Competencies and Outcomes) are centered on addressing the three primary areas identified in the 2004 CAPE and the JCPP Future Vision of Pharmacy Practice 2015 documents; Patient Care (patient specific and population-based), Management of Health System Resources, and Public Health and Wellness. Outcomes have continued to evolve at the College to include new perspectives on critical emerging elements of professional education. Among others, areas identified for increased emphasis have included interprofessional education, communication skills, leadership, public health, informatics, genomics and wellness. Student and preceptor feedback through various assessment efforts has informed curricular evolution, and both formal and informal continuous improvement loops connect Assessment and Curriculum committees (see Standard 15).

Didactic and experiential coursework are mapped to appendices B and C, respectively (see required documentation), and a sub-committee of Curriculum and Assessment committees is engaged in reexamining mapping of course syllabi to curricular outcomes (see Standard 15). Overall, surveys suggest faculty members, students, and preceptors overwhelmingly agree that the curriculum provides mastery of competencies (see data views). Alumni surveys are, however, less encouraging. The Curriculum committee will monitor future alumni surveys, but believe that a small sample size contributed to the discrepancy in the current results. Recent curricular changes may also not be reflected in these observations.

Patient-specific Patient Care: Quality, individualized patient care begins with strengths in foundational sciences required of students entering the professional program. Student expertise in the integrative pharmaceutical and clinical sciences, and progression to patient-specific medication or disease management, develops rapidly with this foundation. Similarly, students develop an appreciation for scientific method and, using perspectives developed in the Principles of Evidence-based Medicine series, students have the capability to identify, retrieve, and evaluate information sources. Pharmacy Practice sequences in each year of the didactic

curriculum close the loop by demonstrating the importance of being able to communicate to audiences with wide ranging educational and cultural backgrounds. As students progress through the program, Pharmacy Practice courses increasingly turn to case-based instruction that requires obtaining complete patient histories, development of patient care plans, and documentation of progress. Introductory Pharmacy Practice experiences (IPPE) (supplemented by didactic courses that address legal, ethical, and management perspectives) provide 'real world' examples of the integration of patient-centered care in a variety of practice settings. Student, faculty, and preceptor surveys consistently agree that students possess the abilities required to provide patient-centered care.

Population-based Patient Care: Population-based care relies first on the skills developed for patient-specific care. The unique expertise of pharmacists in the provision of population-based care is characterized by equal parts of knowledge/skill and attitudes/values. The Therapeutics sequence and third year Pharmacy Practice courses highlight treatment protocols and effective drug utilization reviews. Advanced courses in the Evidence-based Medicine series, Pharmacoeconomics and Drug Policy, build out capabilities to engage in effective decision making that involves both risk/benefit and cost/benefit analysis. Expanded application of informatics to analyze the significance and quality of evidence generated from large data bases is a required skill set in the completion of capstone projects within the Drug Policy course. Knowledge areas that support population-based care are areas in which OSU students have consistently shown strength in NAPLEX, area 3 (see required documents, Standard 3: NAPLEX summary). Although graduates have typically exceeded the national norm in this section, there is a perception among some students that they are not well prepared to discuss cost/benefit concerns. One potential explanation is that, although population based care is an intentional focus of the curriculum, instruction in pharmacoeconomics may have been too methods-oriented for professional students; more appropriate for graduate students. Faculty members in this discipline have proposed modifications to the course sequence, implementation of which will be completed in 2011–12.

Management and Use of Resources: Understanding of systems and resources continues to be a key responsibility of pharmacists. Faculty members, however, have recognized the evolution of a pharmacists' role from individual responsibility for distribution of 'right dose at the right time' and meeting legal guidelines; to overseeing systems that support medication management, addressing organizational risk management, and supervising personnel required to support pharmaceutical care. Health Care Systems provides first year students with their first exposure to health care delivery systems and early IPPE activities orient students to operations management in community and institutional settings. Pharmacy law has evolved from a stand alone course to an integrated discussion within Pharmacy Practice Symposium highlighting application of legal and ethical guidelines that are not always clear cut. Similarly, Pharmacy Management in the second year has undergone a transition from a focus on daily pharmacy operations to an interactive course building skills needed to manage a team to deliver care and systems that support risk reduction, while optimizing timely delivery of care. As noted above, Drug Policy continues to build capabilities in the use of informatics and evidence-based decision making to achieve desired therapeutic outcomes. Transitional clerkships in third year IPPE and

required experiences in APPE round out each student's capabilities in resource and systems management.

Health improvement, Wellness, Disease Prevention: As a Land Grant University, the College has a responsibility to educate healthcare professionals that will care for the citizens of our state and, more specifically, our institution and College is expected to utilize the capabilities of our students and faculty to impact wellness across the region. Pharmacy Practice courses include emphasis on understanding the needs of a culturally and economically diverse population, while courses in the pharmaceutical and clinical sciences note how age, gender, and genomic considerations can alter responses to drug therapy. Several elective offerings emphasize perspectives important to public health issues, such as Spanish for Pharmacy Professionals, Healthcare Challenges for Persons with Disabilities and Prescription Drug Abuse. IPPE and APPE outcomes require every student to complete experiences with rural or underserved populations and also require that students reach out to the community through health fairs and other more focused public education efforts. Students debate significant health care policy in the Health Care Systems sequence and consider conflicts inherent to cost/benefit decisions in Drug Policy. Faculty efforts are enhanced by student-led extracurricular professional development opportunities. Student professional programs are well organized and support a comprehensive outreach and professional development program (see Standard 23). Finally, recent organization of colleges into divisions at OSU has aligned us more closely with the College of Health and Human Sciences. The College of Health and Human Sciences has a strong public health emphasis and we are currently working with their faculty to establish an accelerated path to completion of a Masters of Public Health for interested pharmacy students.

Surveys of faculty, students, and alumni consistently agree that students are well prepared in key professional competencies. An area of emphasis for continued development has been to provide additional strength in interprofessional education. College surveys do not reveal concerns or weakness in this area, but faculty members believe earlier and more frequent interprofessional opportunities would be valuable. A review of current and imminent opportunities for interprofessional education is summarized in optional documents (Interprofessional Education Initiatives). Further expansion of opportunities for interprofessional education is a priority and additional examination of the work of the Interprofessional Collaborative will be carried out by the Curriculum committee this year. The emergence of a new medical program near Corvallis will help to solve past geographic challenges for early exposure to interprofessional teamwork. Ongoing administrative level discussions with health systems in the Portland area, and OHSU in particular, are also continuing to enhance our ability to address the interprofessional competencies.

Notable achievement - The College is engaged in the implementation of a unique inter-institutional collaborative. It will result in a facilitated case-based experience for small interprofessional groups of students. The collaborative includes three institutions (OSU, Linn-Benton Community College, and Western Osteopathic Medical School) and as many as six different health professional programs.

Summary - Faculty members at OSU have a clear vision for the professional program and have been attentive to emerging priorities in pharmacy education. The curriculum provides a comprehensive background in patient care, resource management, and health and wellness. Identifying opportunities for interprofessional education has been and continues to be a priority.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

13. Curricular Core - Knowledge, Skills, Attitudes and Values

To provide the thorough scientific foundation necessary for achievement of the professional competencies, the curriculum of the professional degree program must contain the following:

- biomedical sciences
- pharmaceutical sciences
- social/behavioral/administrative sciences
- clinical sciences

Knowledge, practice skills, and professional attitudes and values must be integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences.

1. Documentation and Data

Supporting Documents

1. A map/cross-walk of the curriculum to Appendix B of the ACPE Standards

Appendix	Title	File Name
Appendix 13.1.1	Appendix B Map to Courses	Appendix_B_MAPtoCourses.xlsx

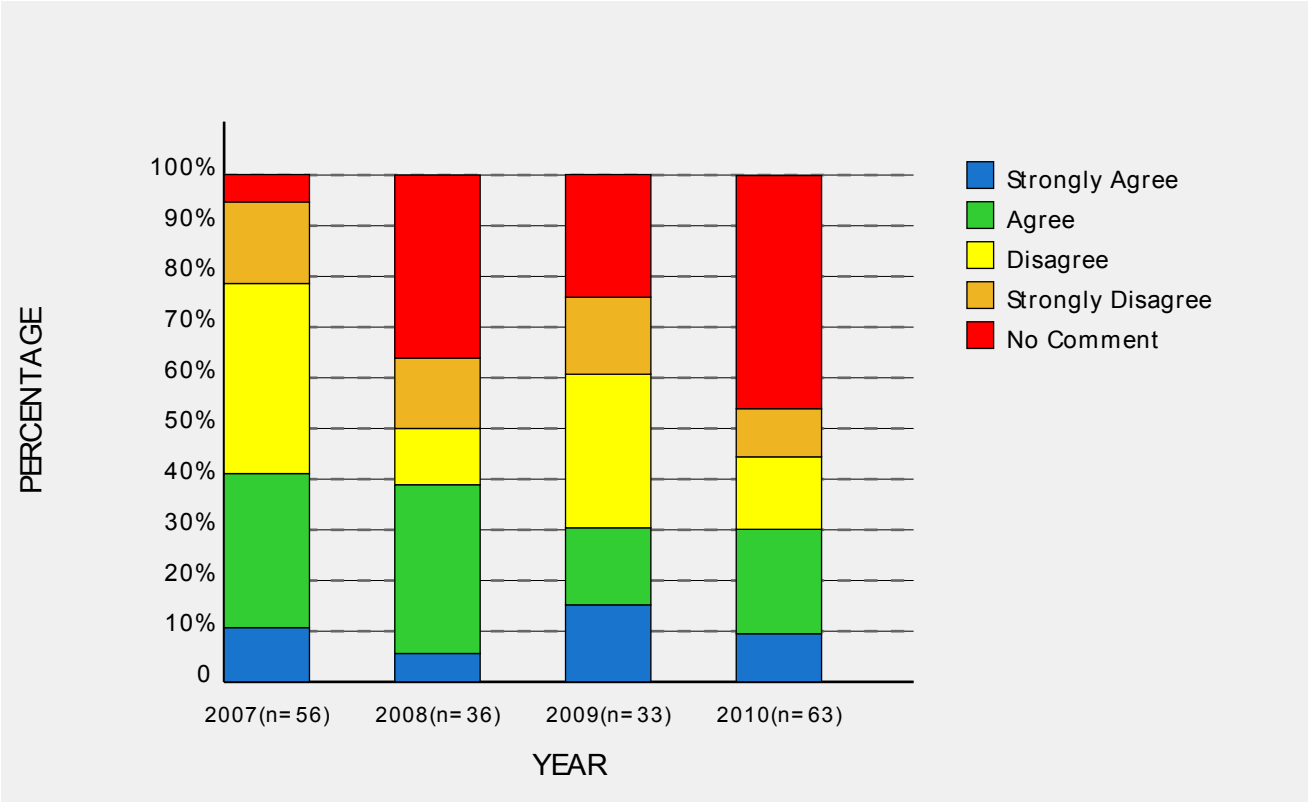
2. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include assessments and documentation of student performance and the attainment of desired core knowledge, skills and values.

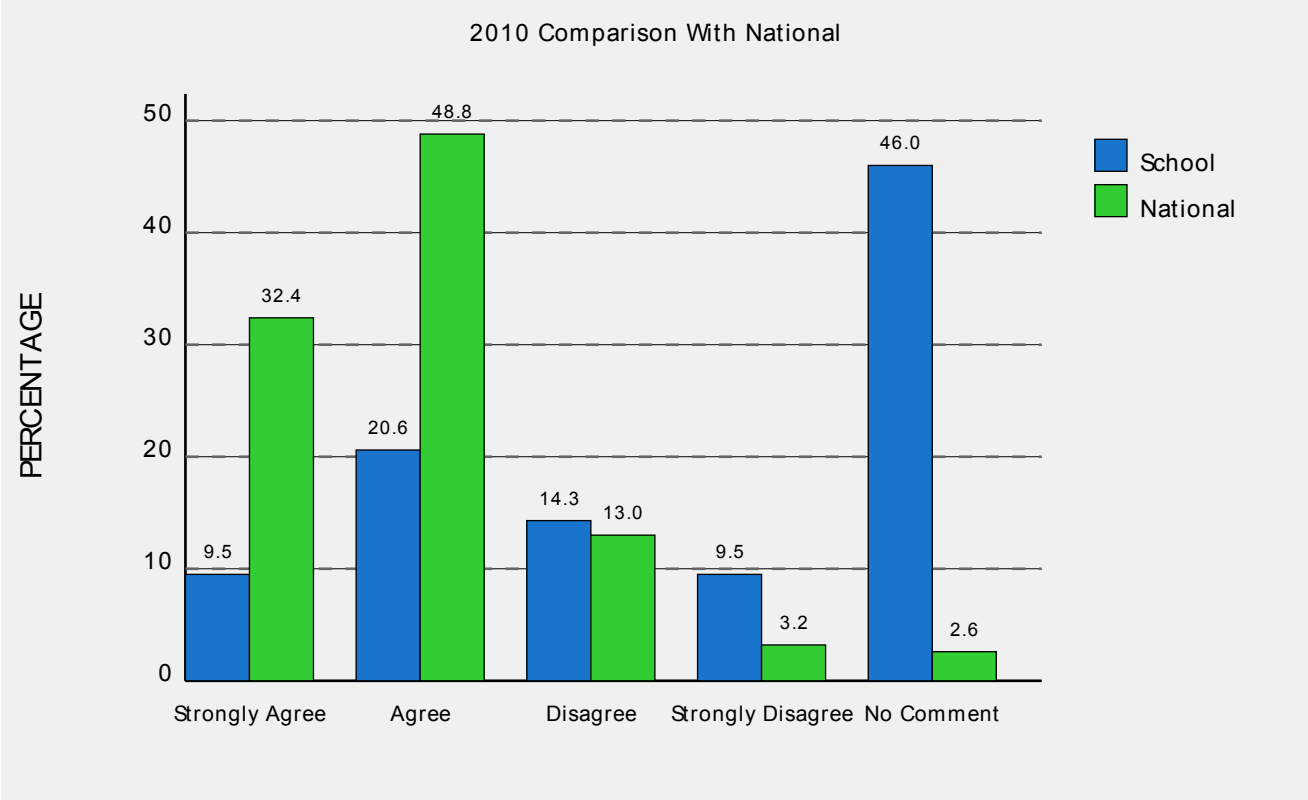
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 34. Pharmacy-related elective courses met my needs as a Pharm.D. student.




2010 Comparison With National
PERCENTAGE
50
40
30
20
10
0
48.8
46.0
32.4
20.6
14.3
13.0
9.5
9.5
3.2
2.6
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 34. Pharmacy-related elective courses met my needs as a Pharm.D. student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	10.7%	6	30.4%	17	37.5%	21	16.1%	9	5.4%	3	56	68.3%
2008	5.6%	2	33.3%	12	11.1%	4	13.9%	5	36.1%	13	36	52.2%
2009	15.2%	5	15.2%	5	30.3%	10	15.2%	5	24.2%	8	33	39.3%
2010	9.5%	6	20.6%	13	14.3%	9	9.5%	6	46.0%	29	63	75.0%
National	32.4%	2485	48.8%	3743	13.0%	1001	3.2%	249	2.6%	197	7675	71.2%

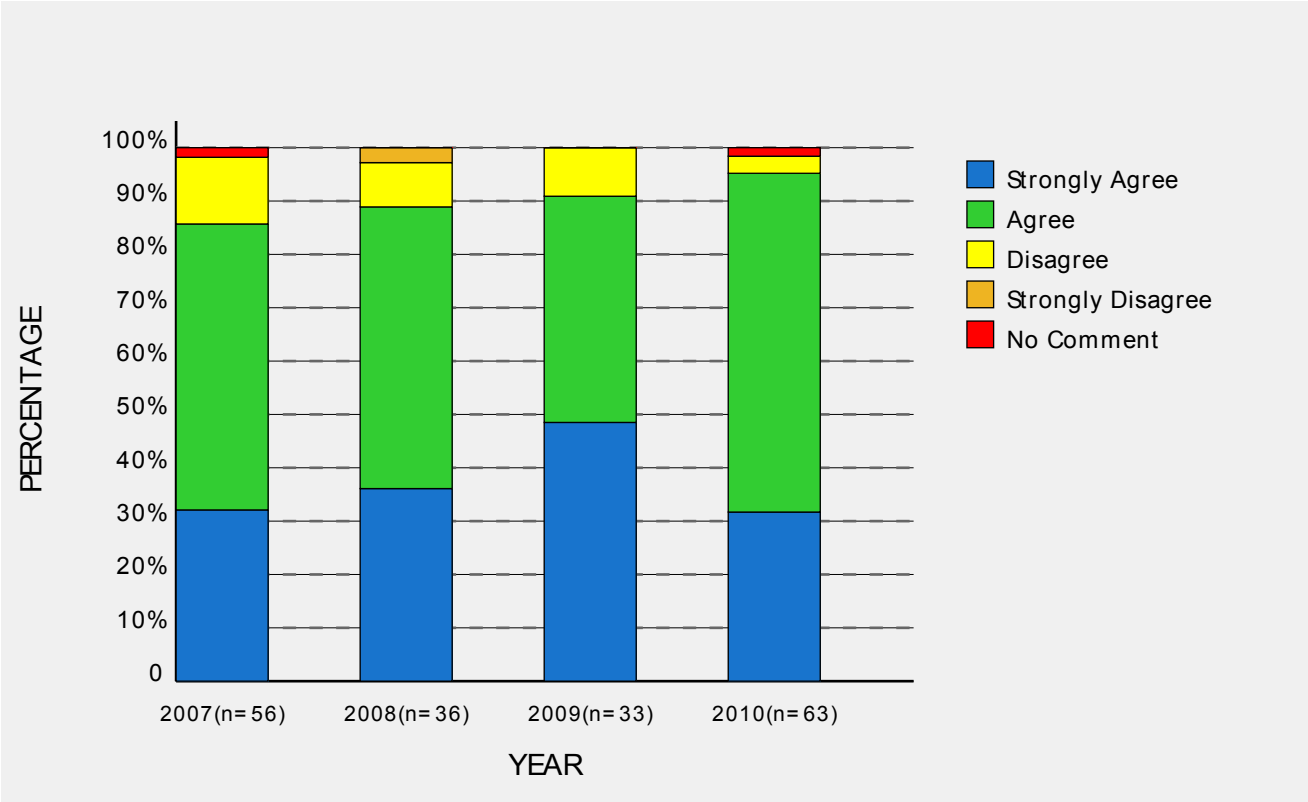
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

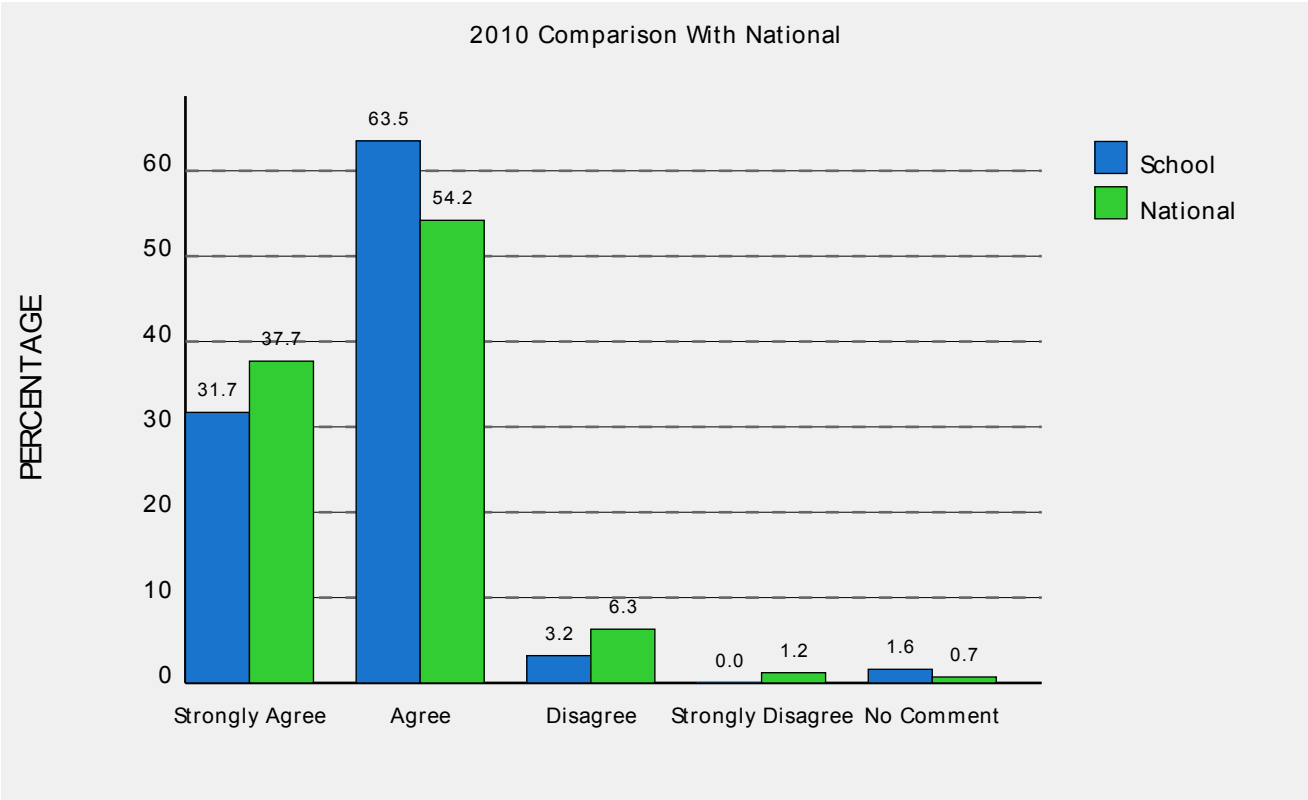
Program comments on this Data View:

Please note the first class to graduate with an elective requirement throughout their program will be the 2012 graduating class.

Graduating Student Survey

Question 47. I was academically prepared to enter my advanced pharmacy practice experiences.





Question 47. I was academically prepared to enter my advanced pharmacy practice experiences.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	32.1%	18	53.6%	30	12.5%	7	0.0%	0	1.8%	1	56	68.3%
2008	36.1%	13	52.8%	19	8.3%	3	2.8%	1	0.0%	0	36	52.2%
2009	48.5%	16	42.4%	14	9.1%	3	0.0%	0	0.0%	0	33	39.3%
2010	31.7%	20	63.5%	40	3.2%	2	0.0%	0	1.6%	1	63	75.0%
National	37.7%	2893	54.2%	4158	6.3%	481	1.2%	92	0.7%	51	7675	71.2%

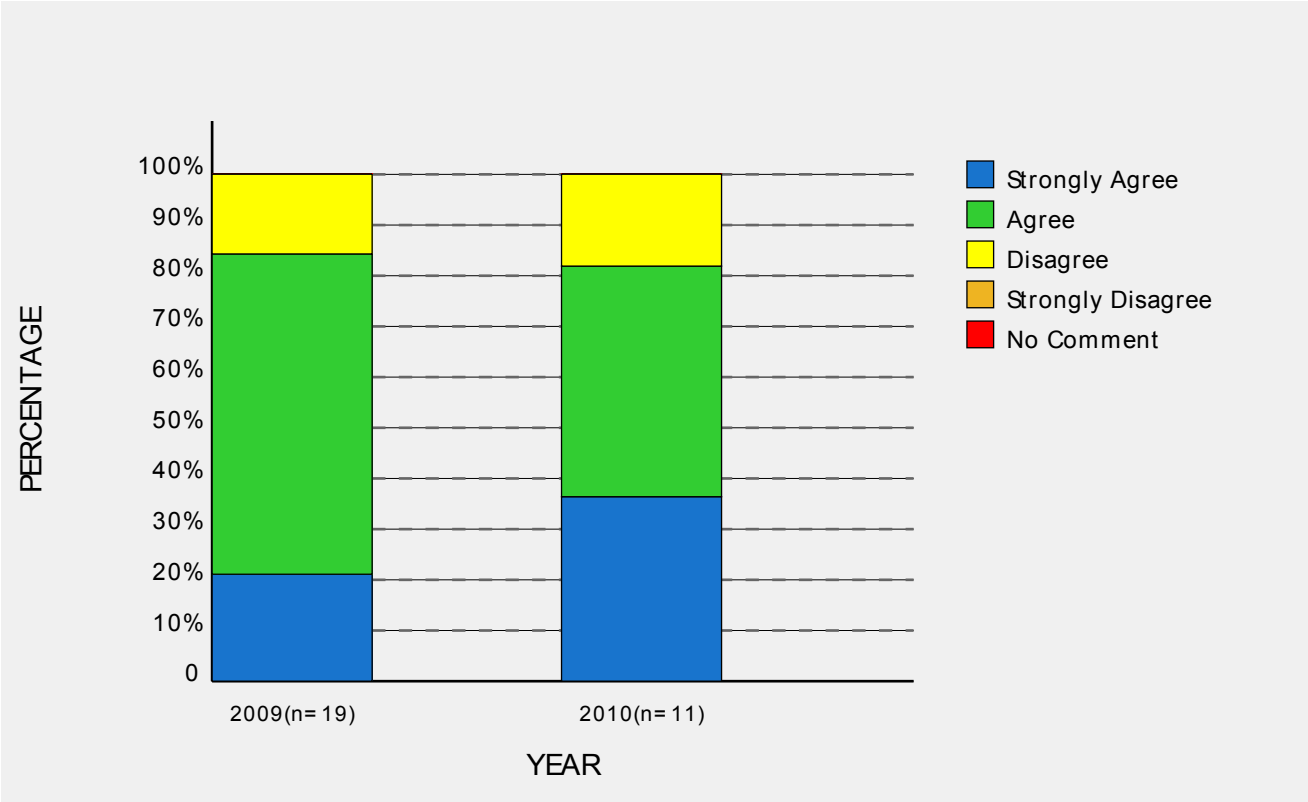
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

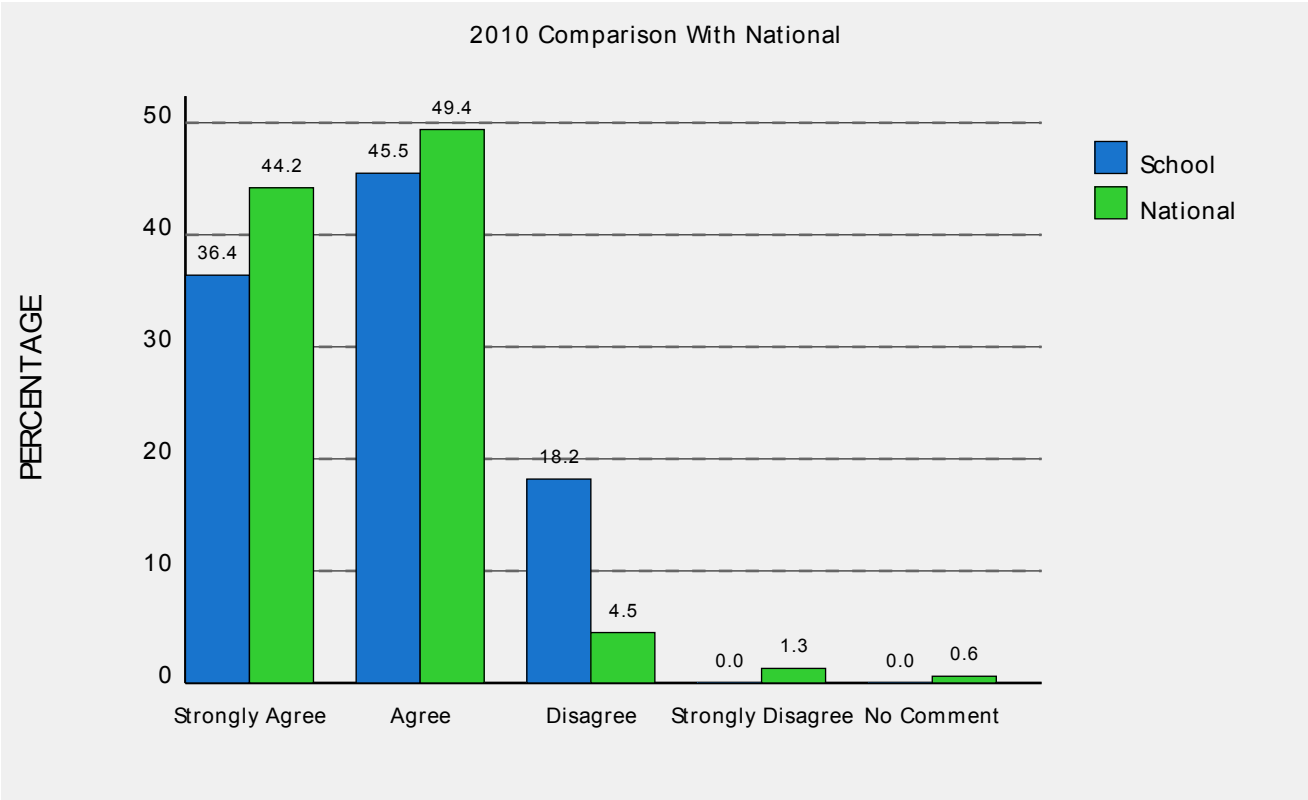
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Alumni Survey

Question 24. When I was a student my coursework prepared me to enter my practice experiences (rotations).





Question 24. When I was a student my coursework prepared me to enter my practice experiences (rotations).

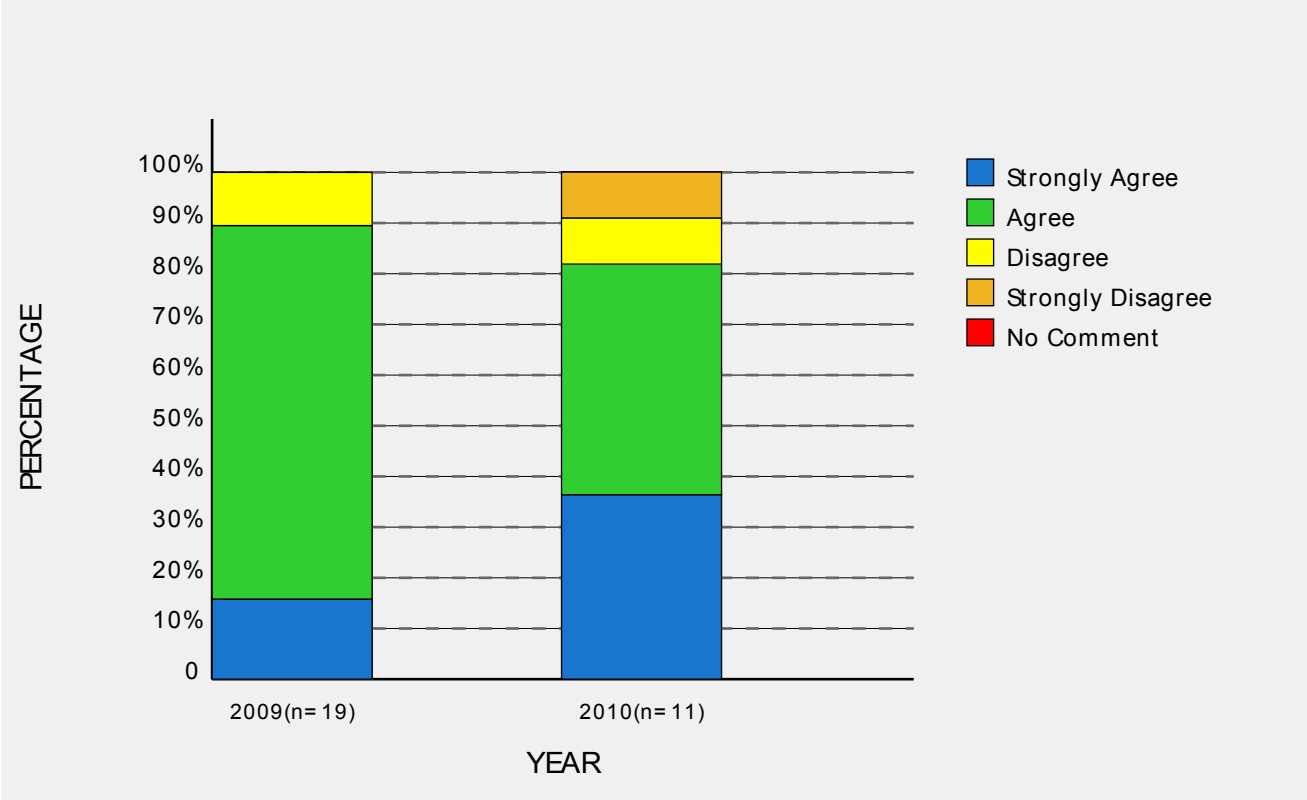
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	63.2%	12	15.8%	3	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	44.2%	1090	49.4%	1219	4.5%	110	1.3%	33	0.6%	14	2466	19.7%

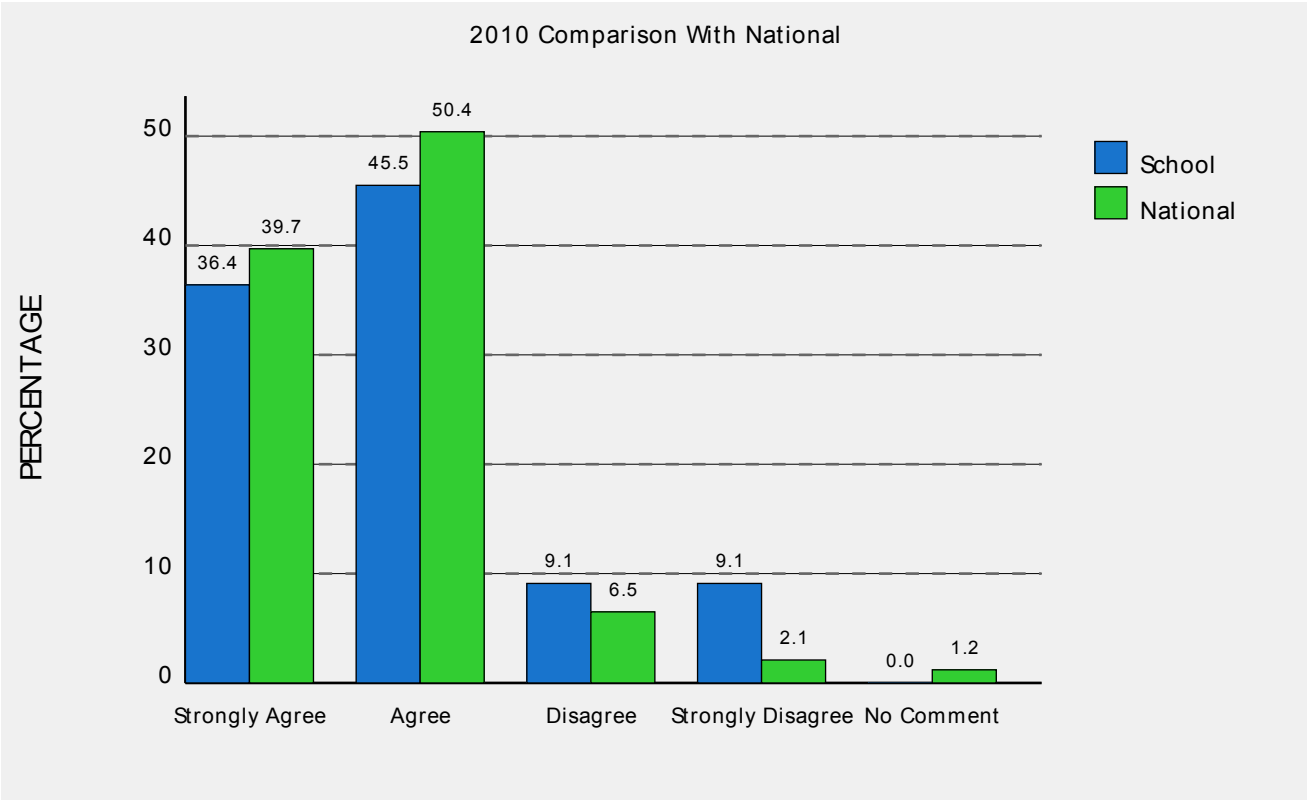
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 25. When I was a student the courses I took prepared me to enter my first pharmacy job.





Question 25. When I was a student the courses I took prepared me to enter my first pharmacy job.

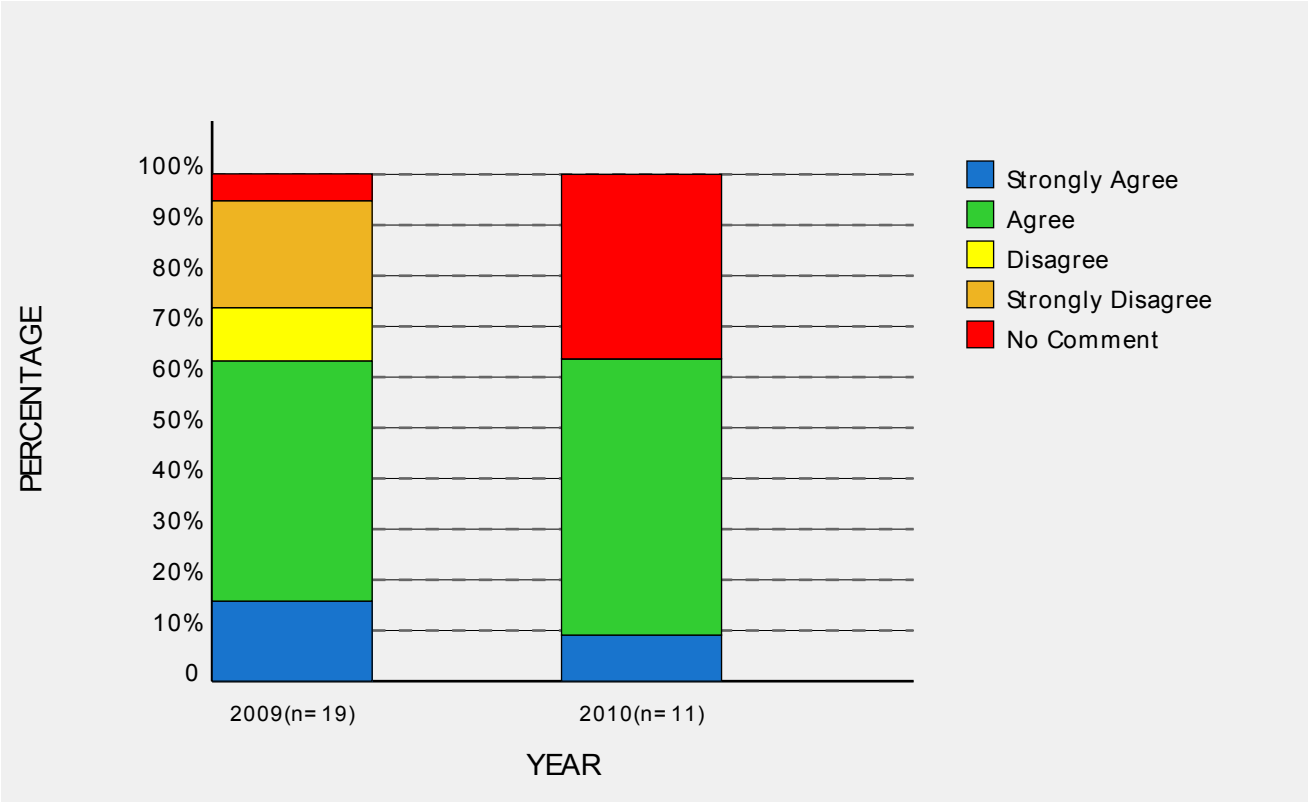
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	15.8%	3	73.7%	14	10.5%	2	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	9.1%	1	9.1%	1	0.0%	0	11	20.8%
National	39.7%	978	50.4%	1244	6.5%	161	2.1%	53	1.2%	30	2466	19.7%

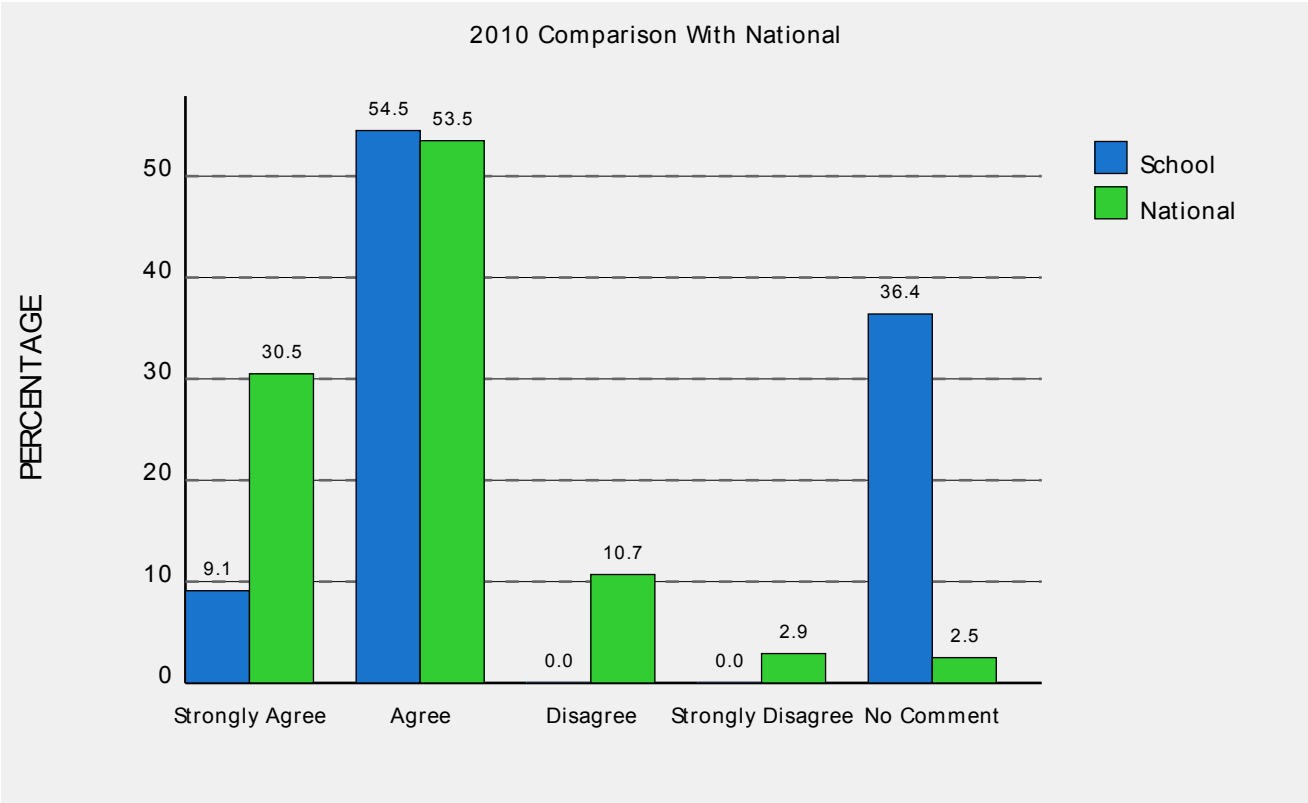
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 27. When I was a student pharmacy related elective courses met my needs as a Pharm.D. student.





Question 27. When I was a student pharmacy related elective courses met my needs as a Pharm.D. student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	15.8%	3	47.4%	9	10.5%	2	21.1%	4	5.3%	1	19	29.7%
2010	9.1%	1	54.5%	6	0.0%	0	0.0%	0	36.4%	4	11	20.8%
National	30.5%	751	53.5%	1320	10.7%	263	2.9%	71	2.5%	61	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Please note the first class to graduate with an elective requirement throughout their program will be the 2012 graduating class.

2. College or School's Self-Assessment

The curriculum contains at an appropriate breadth and depth the necessary elements within the following areas as outlined in Appendix B of the Standards:	Satisfactory
biomedical sciences	Satisfactory
pharmaceutical sciences	Satisfactory
social/behavioral/administrative sciences	Satisfactory
clinical sciences	Satisfactory
The content of curricular courses is mapped to Appendix B to assess where specific content foundations are addressed in the curriculum. Gaps in curricular content and inappropriate redundancies identified in the mapping process inform curricular revision.	Satisfactory
The didactic course work provides a rigorous scientific foundation appropriate for the contemporary practice of pharmacy.	Satisfactory
Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the didactic and experiential curriculum.	Satisfactory
The biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences are of adequate depth, scope, timeliness, quality, sequence, and emphasis to provide the foundation and support for the intellectual and clinical objectives of the professional degree program and the practice of pharmacy.	Satisfactory
The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.	Satisfactory
Courses and other formal learning experiences are coordinated and integrated across disciplines.	Satisfactory
Where instruction is provided by academic units of the university other than the pharmacy program, these areas are developed in accordance with the professional degree program's curricular goals and objectives; and assessment liaison mechanisms ensure effective instructional delivery and achievement of the educational objectives of the program.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ The curricular structure and content of all curricular pathways
☑ A description of the breadth and depth of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences components of the didactic curriculum, and the strategies utilized to integrate these components
☑ How the curricular content for all curricular pathways is linked to Appendix B of Standards 2007 through mapping and other techniques and how gaps in curricular content or inappropriate redundancies identified inform curricular revision
☑ Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values
☑ Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the didactic and experiential curriculum
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The professional program at OSU has been recognized throughout its history for comprehensive strengths in the foundational and pharmaceutical sciences. Development and implementation of the entry level Pharm.D. program created the opportunity to expand instruction and build comparable strength in the clinical sciences. Faculty members believe this foundation lies at the center of outstanding patient-centered care. The capacity to apply knowledge to solve patient-specific situations provides the basis upon which all other decision-making is built. An intentional decision was made to provide graduates with unique capabilities in population-based decision making by enhancing student coursework in a component of the social/behavioral/administrative sciences, broadly referred to as evidence-based medicine. In recent years, investments have been made to expand support for all aspects of experiential education resulting in strength that rivals historic strengths in the sciences.

Curricular mapping has been a component of program development and evaluation since the implementation of the entry level Pharm.D. degree. These efforts, coupled with ongoing assessment activities have informed curricular decisions and driven the evolution of the professional curriculum. Examples of curricular change, over the past year to five years, are summarized in Standard 10. During preparations to attend the 2009 AACP Curricular Summit, faculty participants increasingly believed that a renewed examination of curriculum mapping was appropriate. Faculty members felt strongly that the professional curriculum met or exceeded all requirements set forth by ACPE and fulfilled the vision of the JCPP 2015 Vision, but thought that the existing map failed to adequately define for students and stakeholders a clear connection between course outcomes, curricular outcomes and, ultimately, the mission of the College. A detailed description of mapping efforts over the past two years is summarized

in Standard 15. The most current mapping of concepts outlined in appendix B to professional courses is found in required documentation. The mapping exercise did confirm that areas of content noted in appendix B are addressed in a comprehensive manner, progressing in detail and rigor throughout the professional program.

Entry to the professional program requires a minimum of three years of college-level work and, therefore, most foundational biomedical sciences are completed prior to entry to the professional program. Typically, ‘majors’ science courses are required. A few select courses, such as physiology and microbiology, must be completed at a four year institution. Anatomy was most recently moved to the prepharmacy curriculum (2008), leaving Biochemistry as the only required course in the biomedical sciences typically completed after admission to professional curriculum and taught by faculty from a department outside the College.

The challenges presented by the Biochemistry course sequence are well documented in annual assessments and communications between Assessment and Curriculum committees. Students are frustrated by their perception that this course is a non-pharmacy course and should be completed as a prepharmacy student. The faculty has reviewed the course sequence on multiple occasions and believes this to be a critical course sequence in supporting understanding of drug action and disease states. There is inadequate time in prepharmacy curriculum for completion of Biochemistry prior to admission to the professional program, if a student wishes to enter the professional program after three years of collegiate work. A number of students do choose to complete Biochemistry and their bachelor’s degree prior to entering the professional program.

The Executive Associate Dean, on behalf of the committee, does maintain a dialogue with the chair of the Biochemistry department and has had success in resolving some instructor specific concerns over the past several years. Recently, the Curriculum committee has agreed to again review the content of the third term of the Biochemistry sequence during the coming year. The third term is focused on the biochemistry of DNA and genome, but utilizes an experimental instructional approach that may be more appropriate for graduate students. Expertise within College faculty has expanded over the past several years. It may now be possible for College faculty to provide this content in a more focused manner, by slightly expanding the Foundations in Drug Action sequence taught in the first professional year.

The pharmaceutical sciences are carefully developed over the first two professional years and transition smoothly into the clinical sciences, primarily in the third professional year. A Foundations in Drug Action course was initially introduced in 2004, responding to student interest in gaining perspectives on drug action in the first professional year. Observations by faculty and feedback from students subsequently led to expansion to a three term Foundations course sequence in 2008. This change has allowed a smoother transition between first and second professional years, both in terms of content and rigor, and expansion of instruction related to immunology and genomics. Content areas found in the Foundations sequence are expanded in the second professional year course sequence, Pharmacology/Medicinal Chemistry, to more specifically support understanding of drug classes. This sequence integrates the disciplines of pharmacology and medicinal chemistry to concurrently develop a rigorous

understanding of the scientific basis of drug action by considering each class of drugs and their application to disease state management sequentially.

The clinical sciences course sequence, Pathophysiology and Therapeutics, in the third professional year utilizes a disease-state oriented approach completing each student's progression in understanding drug action vertically through the curriculum from biomedical sciences to pharmaceutical sciences and, finally, clinical sciences. In 2009, again in response to curricular assessment activities, Introduction to Therapeutics was added to the third term of the second professional year. This course helps orient students to thought processes inherent to the clinical sciences and introduces population-based (pediatrics, geriatric, women's health, end of life) considerations that influence patient-specific disease management. Changes in the clinical sciences sequence completed intentional efforts to ease transitions and standardize workload between professional years.

Development of an understanding of how the body influences drug action is similarly integrated across the years of the professional program. Pharmaceutics in the first professional year adopts a more traditional approach to understanding components of drug products, their influence on product formulations, and their behavior during breakdown of the drug products. The physical characteristics of active and inactive product constituents are placed in perspective in the second professional year as students are introduced to Pharmacokinetics and Biopharmaceutics in separate courses. Advanced Pharmacokinetics, in the third professional year, further develops these content areas by exploring disease or patient specific considerations in pharmacokinetics. The entire sequence of courses within this discipline was last reviewed in total in 2006. At that time two one credit courses (one each winter and spring terms of the third professional year) in Applied Pharmacokinetics were eliminated, because assessment surveys suggested that the material was more appropriately addressed with specific disease states, as part of the Pathophysiology and Therapeutics sequence. In winter term 2011, an additional investigative elective course in pharmacokinetics was introduced for interested students.

The social/behavioral/administrative sciences, as noted above, were intentionally strengthened as the entry level Pharm.D. program was implemented. Coursework in the professional program assumes that many students enter the College with incomplete or poorly focused backgrounds in these content areas. Thus, the initial course in Information Sciences is focused on simply providing students with the capability to retrieve and evaluate the quality of information sources. Instructors in the first professional year have consistently reported that this course is key to establish student perspectives in evidence-based medicine. Drug Literature Evaluation in the second professional year emphasizes study design and critical analysis of clinical experimentation. The third professional year concludes with a capstone Drug Policy course that requires students to fully utilize information retrieval and analysis, together with other areas of knowledge, to make risk/benefit and cost/benefit decisions. Courses in Healthcare Systems, Pharmacy Management, and Pharmacoeconomics provide critical complementary knowledge and skills in support of evidence-based decision making. This group of courses was last reviewed in detail in 2009 to assure there were no gaps, particularly in informatics, and that

topics are appropriately sequenced. Implementation of proposed changes will be completed in the 2011–12 academic year.

Electives are a recent addition to the didactic portion of the professional curriculum. A requirement that students complete at least one elective course in each professional year was implemented over the course of three academic years and full implementation was completed in the 2010–11 academic year. A selection of electives taught by College faculty accommodate the interests of most students, but a number of courses across campus have also been identified as appropriate for elective credit. As the College works to expand the use of student portfolios, it is expected that students will begin to refine and project plans for electives appropriate to their interests early in their professional program.

The strength of prepharmacy preparation in the biomedical sciences, and breadth and rigor of instruction in pharmaceutical, clinical and social/behavioral/administrative sciences provides an exceptional foundation to understand drug actions, make risk or cost/benefit decisions, and engage in contemporary pharmacy practice . The capacity to translate these strengths to patient care requires integration of didactic instruction with development of professional perspectives and opportunities to practice application in practice settings. In each professional year, instructors in Pharmacy Practice courses seek opportunities to coordinate topics with the major sequences that address drug action. Active learning strategies, such as small group projects, reinforce skill sets required to develop arguments based on evidence-based medicine. IPPE experiences provide intentional opportunities to practice communication of knowledge gained in didactic courses with patients individually and through wellness outreach efforts. Most importantly, the College has faculty members that clearly respect the unique contributions that each bring to professional education; and is receptive to and seeks collaborative efforts to advance the professional program.

Finally, additional opportunities are now available for dual degree programs. The College worked with the OSU Graduate Council in 2010–11 to gain approval for students to enroll in graduate and professional programs concurrently. This decision formally provides the capacity for the College to offer Pharm.D./Ph.D., Pharm.D./MBA and Pharm.D./M.Ph. degree tracks. As currently envisioned, in each instance, the student would first complete the Pharm.D. degree, but course work from the professional program could be used in support of facilitating completion of the graduate degree. It is expected that initially three-to-four students in each class will take advantage of these opportunities.

Quality improvement – Changes in the course sequences addressing drug action have been critically important improvements to the curriculum over the past five years. These changes have allowed expanded consideration of emerging topics, such as genomics; smoother transition between critical thinking processes inherent to different disciplines; and standardization of workload and rigor across the first three didactic years of instruction.

Quality improvement – Changes in Graduate School policies allowing for dual enrollment in professional and graduate programs will significantly expand the capacity of students to tailor their educational program and pursue complementary areas of knowledge.

Summary – The didactic curricular core at OSU is designed to exceed core competencies as developed by faculty and defined by ACPE. Curricular design purposefully seeks to create integration of concepts within and across academic years, while progressively increasing depth and complexity. Faculty members, students, and stakeholders believe that these strengths provide support for outstanding experiential education, achievement of professional competencies, and a commitment to life-long learning.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

14. Curricular Core - Pharmacy Practice Experiences

The college or school must provide a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.

The pharmacy practice experiences must integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site must be defined. Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes must be documented and assessed.

In aggregate, the pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals. Most pharmacy practice experiences must be under the supervision of qualified pharmacist preceptors licensed in the United States.

1. Documentation and Data

Supporting Documents

1. The objectives for each introductory and advanced pharmacy practice experience with the responsibilities of the student, preceptor, and site, as applicable

Appendix	Title	File Name
Appendix 14.1.1	PHAR 707 IPPE Syllabus	Pharmacy_707_2011_Syllabusx.pdf
Appendix 14.1.2	PHAR 743 IPPE Syllabus	Pharmacy_743_2011_Syllabusx.pdf
Appendix 14.1.3	PHAR 760 IPPE Transitional Syllabus	760_Syllabus_Transitional_2011-12.pdf
Appendix 14.1.4	PHAR 780 APPE Syllabus	780_Syllabus_2011-12.pdf
Appendix 14.1.5	PHAR 785 APPE Syllabus	785_Syllabus_2011-12.pdf
Appendix 14.1.6	PHAR 790 APPE Syllabus	790_Syllabus_2011-12.pdf
Appendix 14.1.7	PHAR 792 APPE Syllabus	792_Syllabus_2011-12.pdf
Appendix 14.1.8	PHAR 795 APPE Syllabus	795_Syllabus_2011-12.pdf
Appendix 14.1.9	PHAR 797 APPE Syllabus	797_Syllabus_2011-12.pdf

2. A map/crosswalk of all pharmacy practice experiences (introductory and advanced) against the activities listed in Appendix C of the Standards.

Appendix	Title	File Name
Appendix 14.2.1	Appendix C Map to Courses	OSU_Appendix_C_map1.xlsx

3. Introductory and advanced pharmacy practice experience manuals, including assessment forms

Appendix	Title	File Name
No files uploaded		

4. List of current preceptors with details of credentials (including licensure) and practice site

Appendix	Title	File Name
No files uploaded		

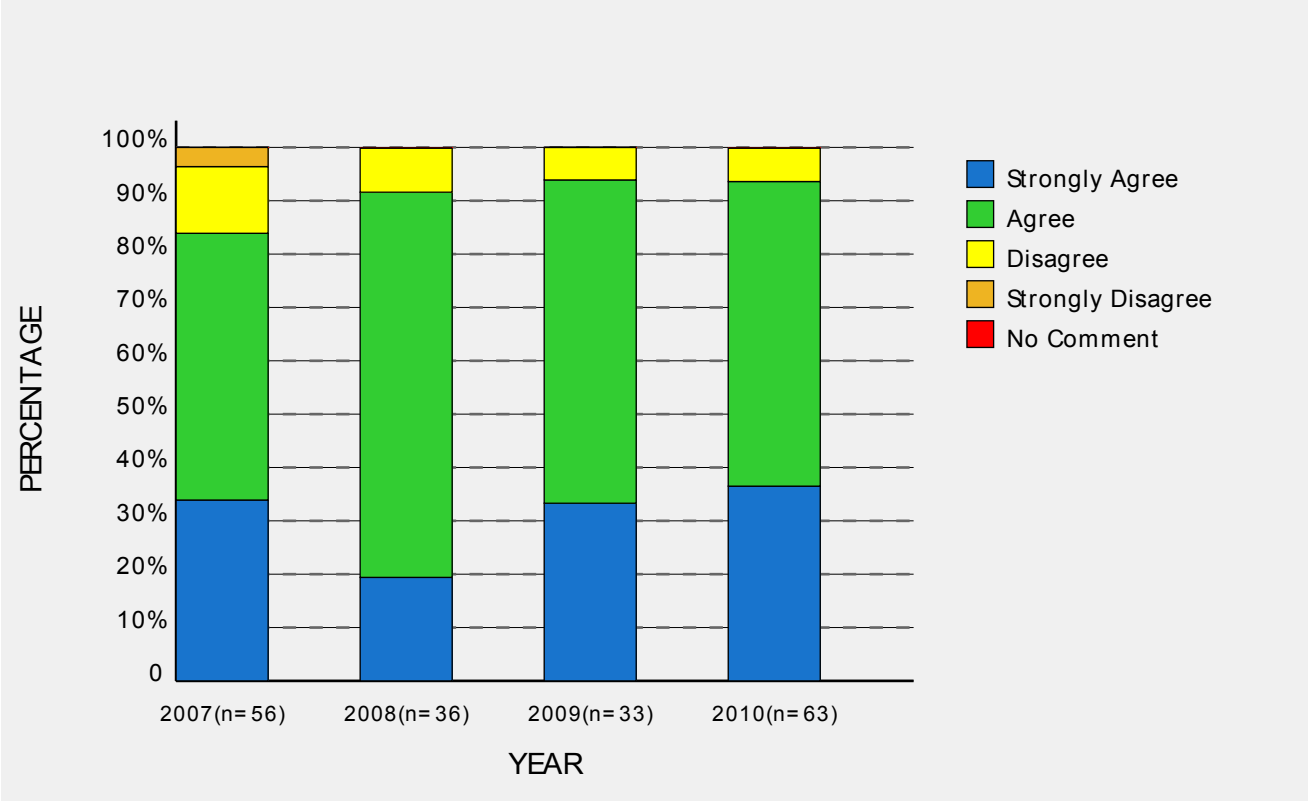
5. Other documentation or data that provides supporting evidence of compliance with the standard Examples could include assessments and documentation of student performance, nature and extent of patient and health care professional interactions, and the attainment of desired outcomes; aggregate data from students about the type (diversity) and number of patients, problems encountered, and interventions; evidence of assuring, measuring, and maintaining the quality of site used for practice experiences; and quality improvements resulting from practice site assessments.

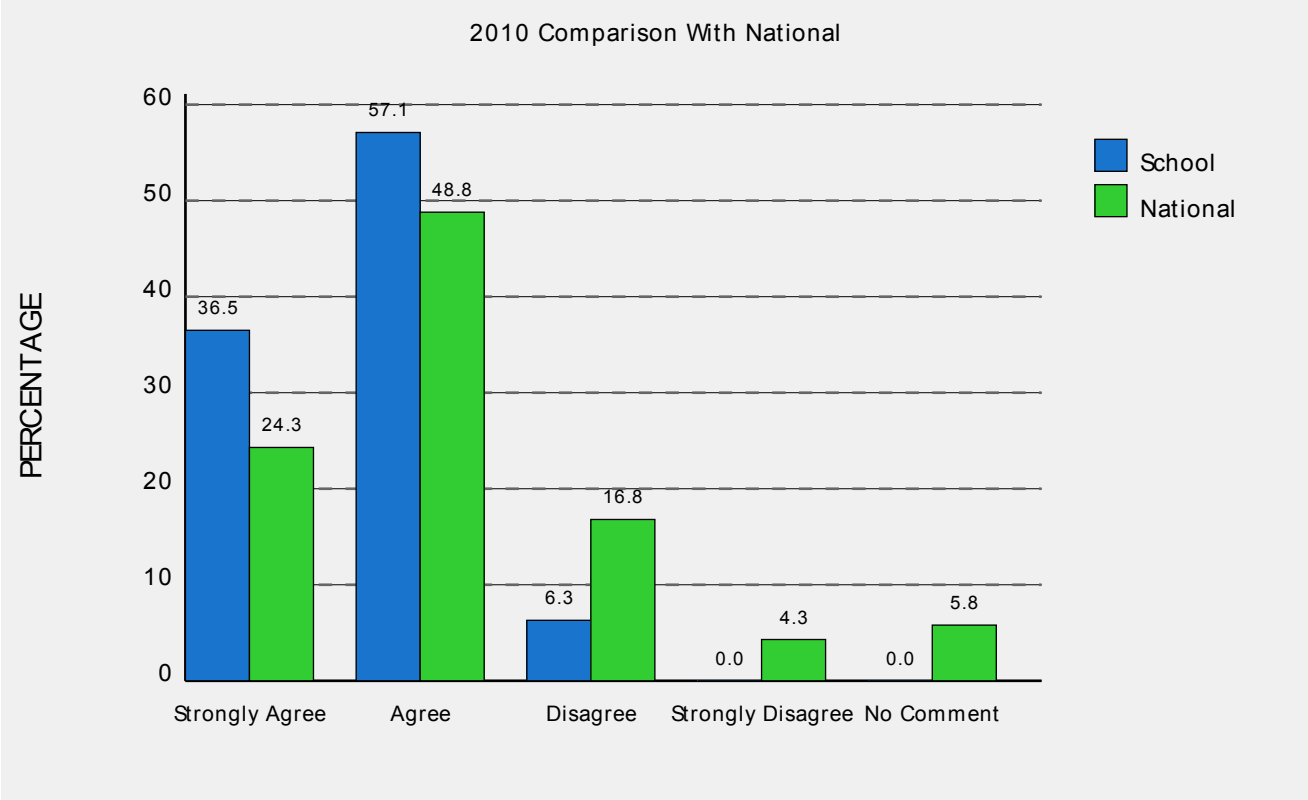
Appendix	Title	File Name
Appendix 14.5.1	IPPE/APPE Hours Breakdown	IPPE-APPEHoursBreakdown1x.pdf
Appendix 14.5.2	Providence/St. Vincent Discharge Consultation Experience	DischargeConsultManualx.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 37. My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
36.5
24.3
57.1
48.8
6.3
16.8
0.0
4.3
0.0
5.8
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 37. My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	33.9%	19	50.0%	28	12.5%	7	3.6%	2	0.0%	0	56	68.3%
2008	19.4%	7	72.2%	26	8.3%	3	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	60.6%	20	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	36.5%	23	57.1%	36	6.3%	4	0.0%	0	0.0%	0	63	75.0%
National	24.3%	1865	48.8%	3742	16.8%	1293	4.3%	329	5.8%	446	7675	71.2%

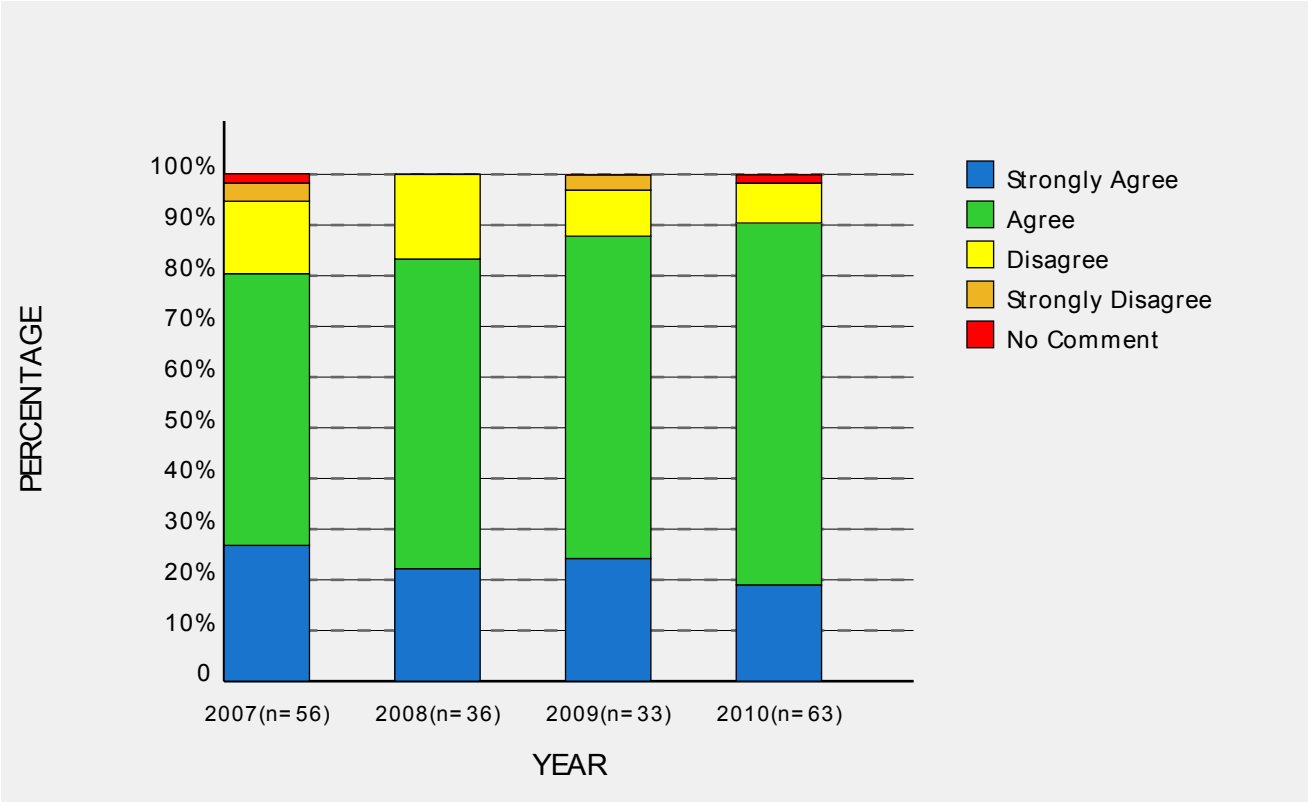
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

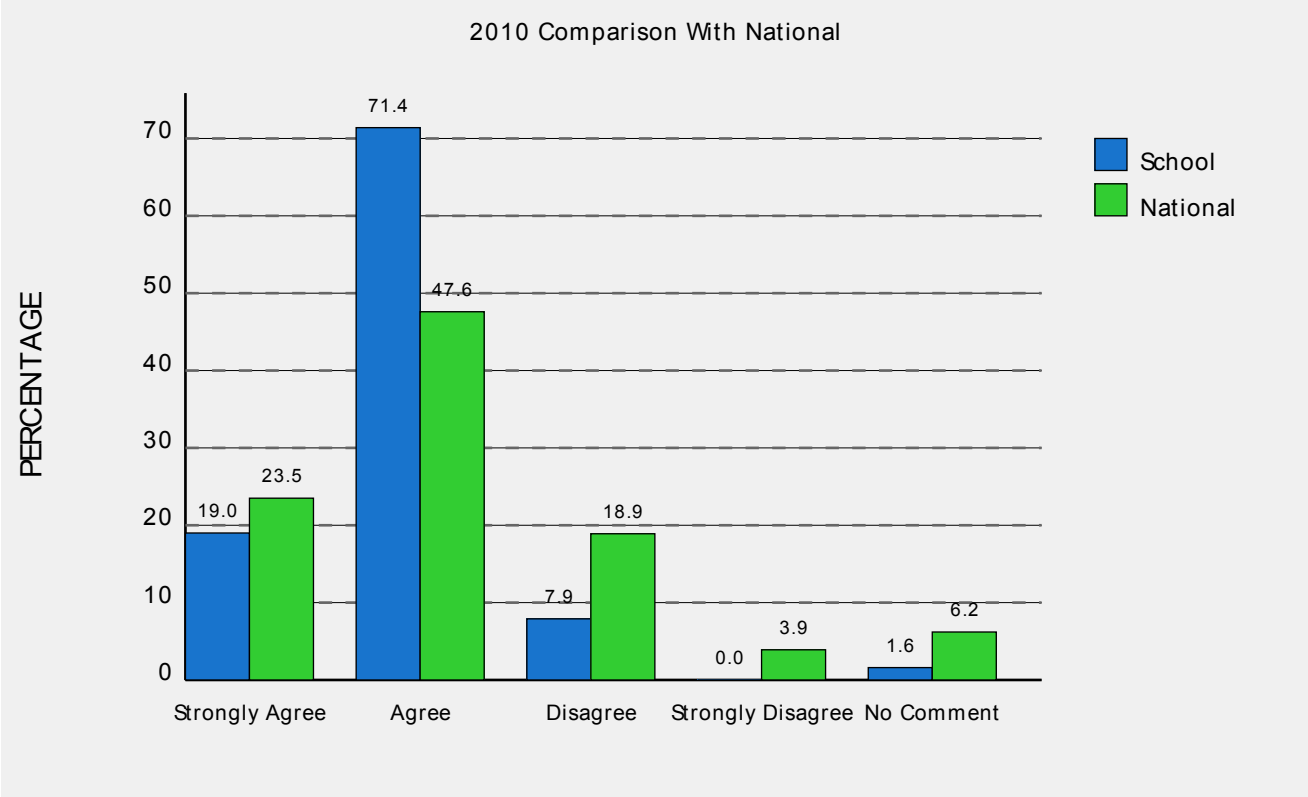
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 6.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 38. My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.





Question 38. My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	26.8%	15	53.6%	30	14.3%	8	3.6%	2	1.8%	1	56	68.3%
2008	22.2%	8	61.1%	22	16.7%	6	0.0%	0	0.0%	0	36	52.2%
2009	24.2%	8	63.6%	21	9.1%	3	3.0%	1	0.0%	0	33	39.3%
2010	19.0%	12	71.4%	45	7.9%	5	0.0%	0	1.6%	1	63	75.0%
National	23.5%	1801	47.6%	3650	18.9%	1452	3.9%	296	6.2%	476	7675	71.2%

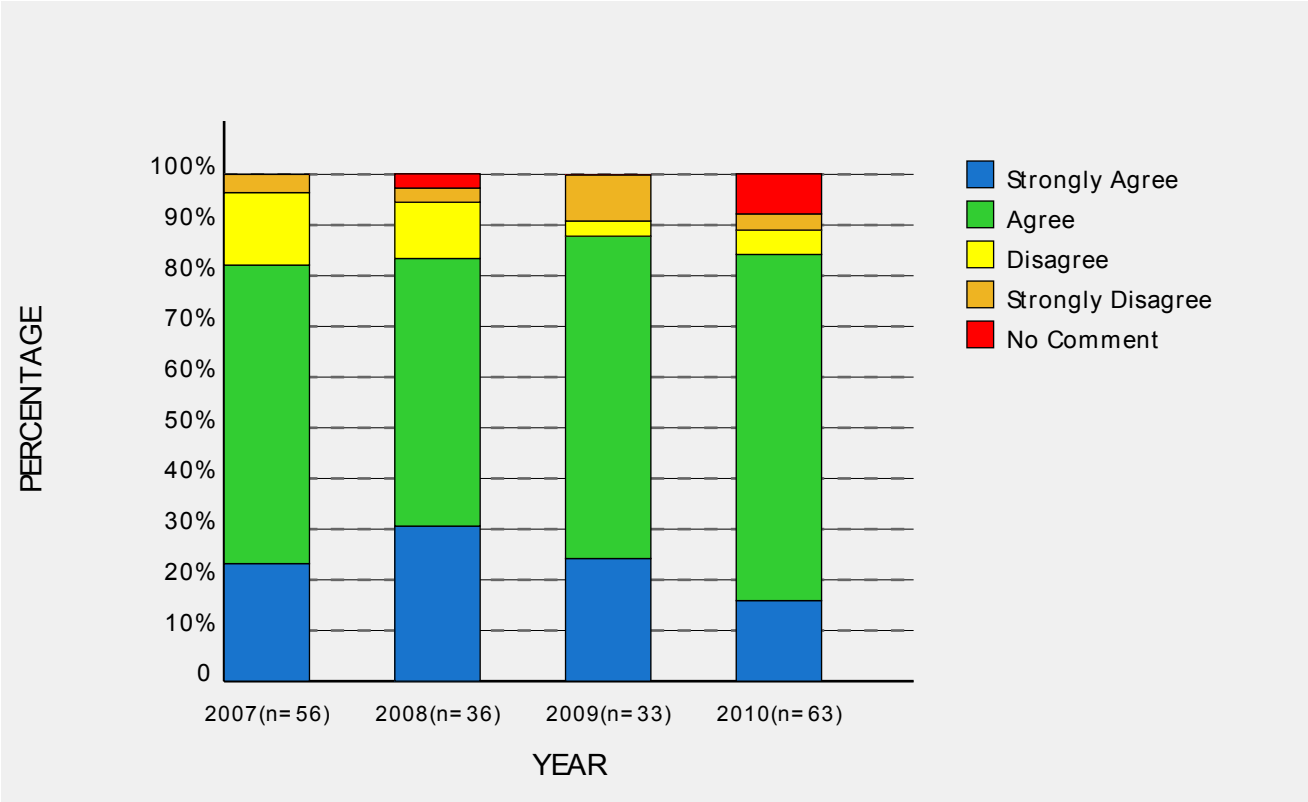
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

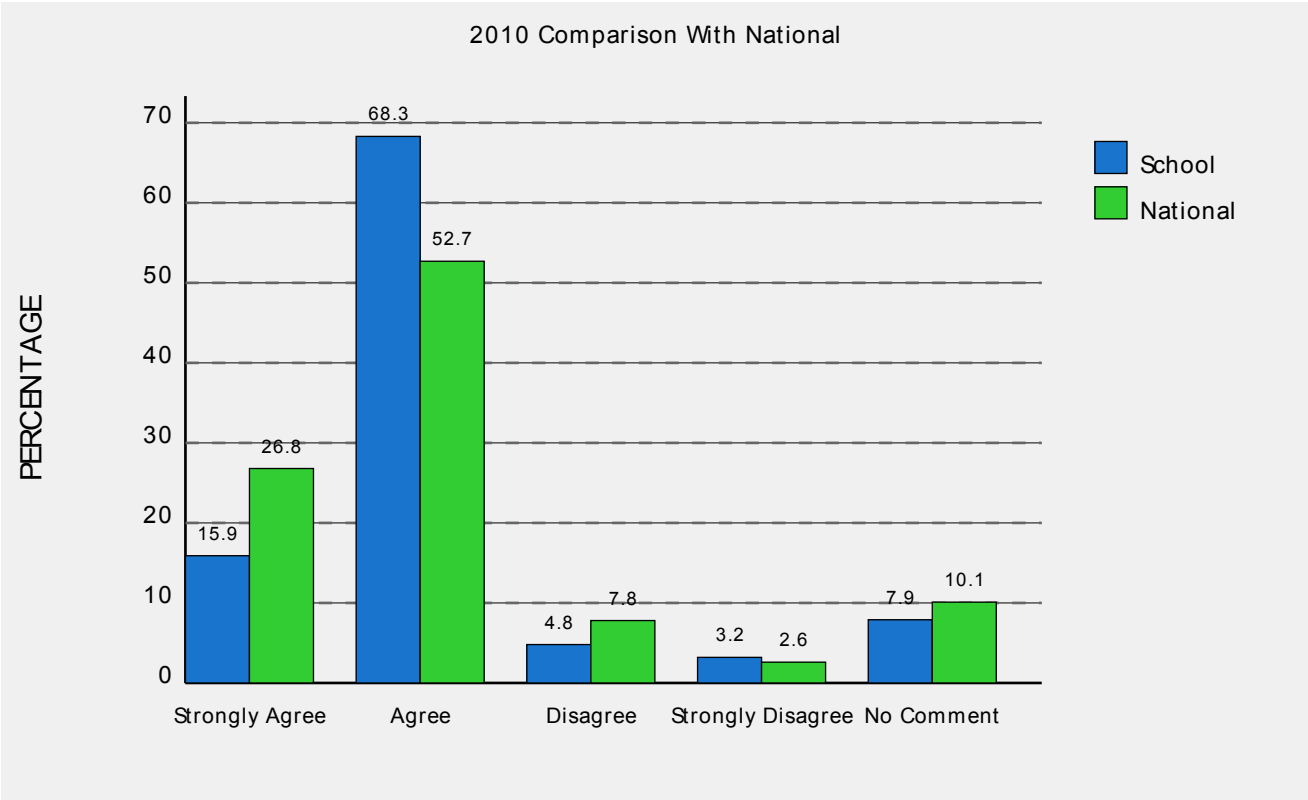
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 13.2% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 40. The process by which I was assigned sites for introductory pharmacy practice experiences was fair.





Question 40. The process by which I was assigned sites for introductory pharmacy practice experiences was fair.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	23.2%	13	58.9%	33	14.3%	8	3.6%	2	0.0%	0	56	68.3%
2008	30.6%	11	52.8%	19	11.1%	4	2.8%	1	2.8%	1	36	52.2%
2009	24.2%	8	63.6%	21	3.0%	1	9.1%	3	0.0%	0	33	39.3%
2010	15.9%	10	68.3%	43	4.8%	3	3.2%	2	7.9%	5	63	75.0%
National	26.8%	2055	52.7%	4045	7.8%	596	2.6%	201	10.1%	778	7675	71.2%

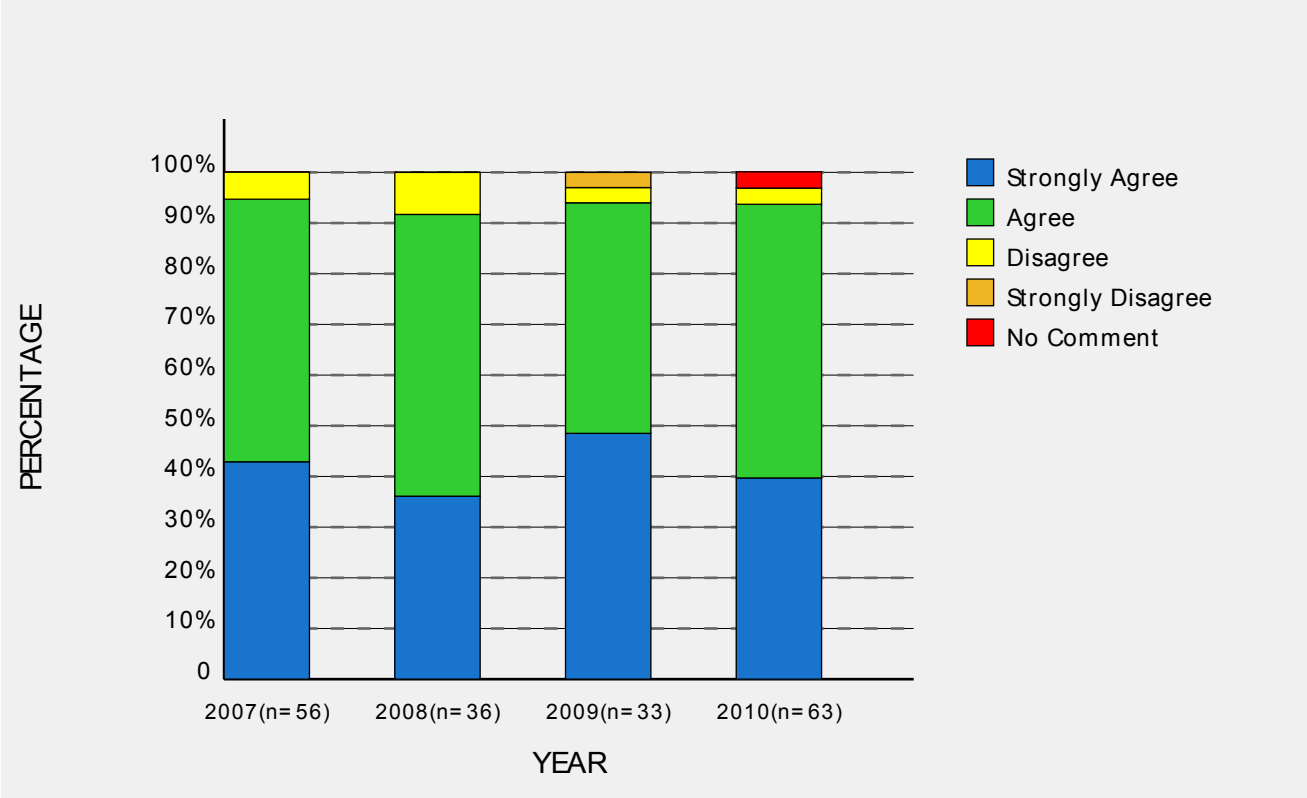
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

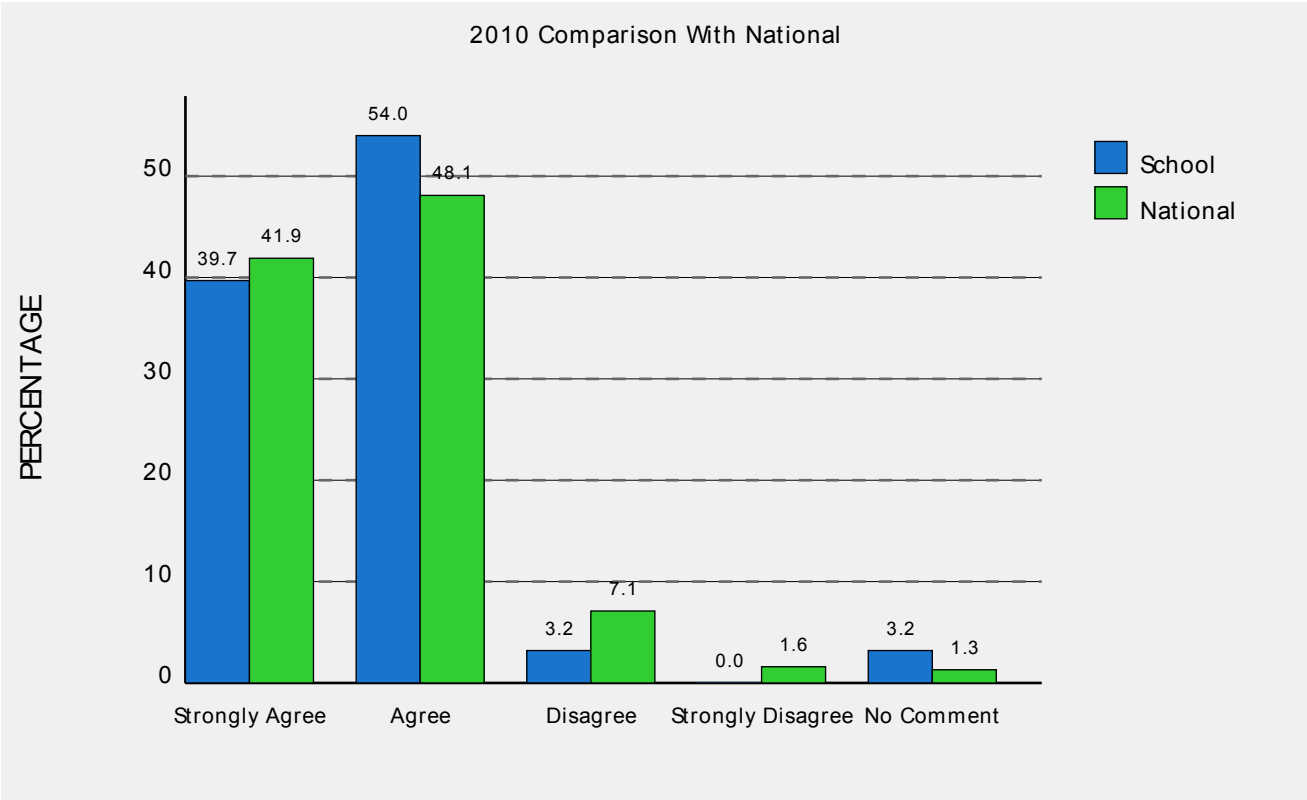
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 41. In the community pharmacy setting, I was able to apply my patient care skills.





Question 41. In the community pharmacy setting, I was able to apply my patient care skills.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	42.9%	24	51.8%	29	5.4%	3	0.0%	0	0.0%	0	56	68.3%
2008	36.1%	13	55.6%	20	8.3%	3	0.0%	0	0.0%	0	36	52.2%
2009	48.5%	16	45.5%	15	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	39.7%	25	54.0%	34	3.2%	2	0.0%	0	3.2%	2	63	75.0%
National	41.9%	3219	48.1%	3692	7.1%	544	1.6%	124	1.3%	96	7675	71.2%

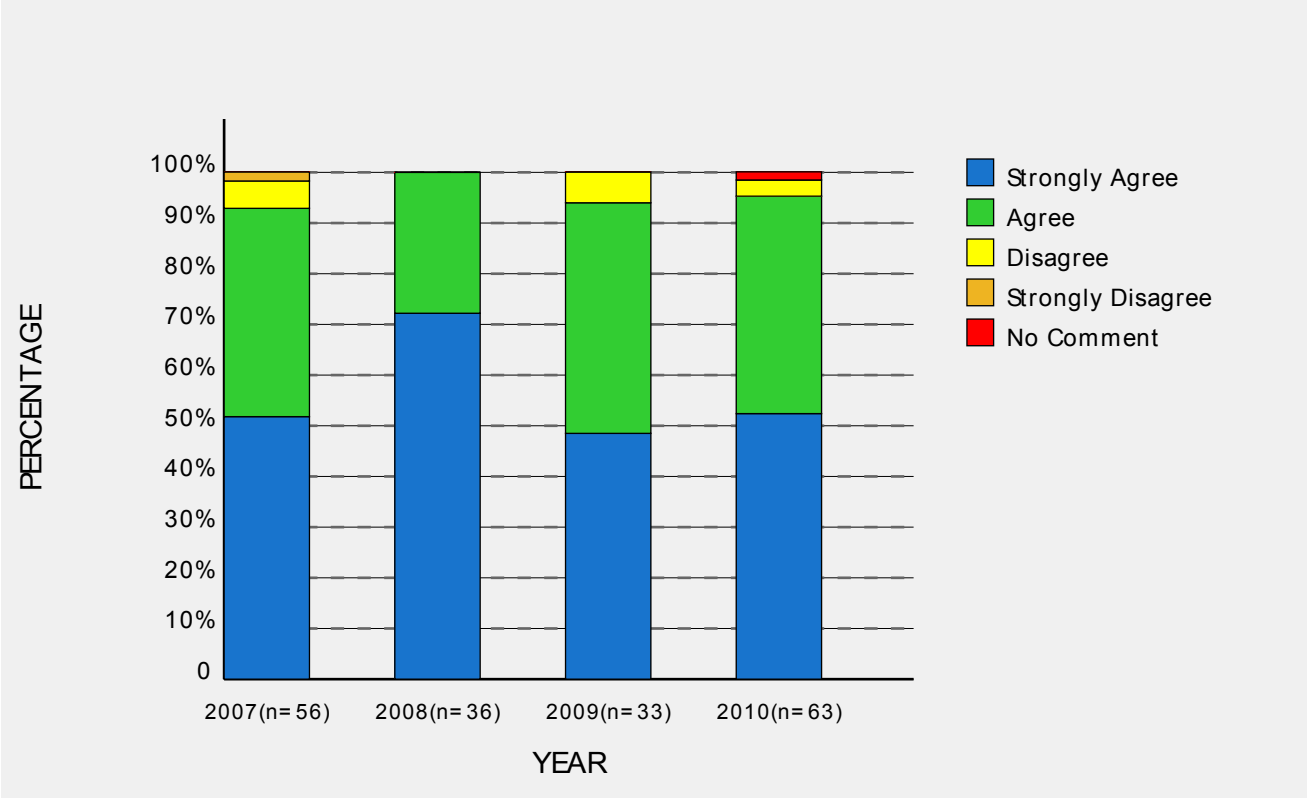
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

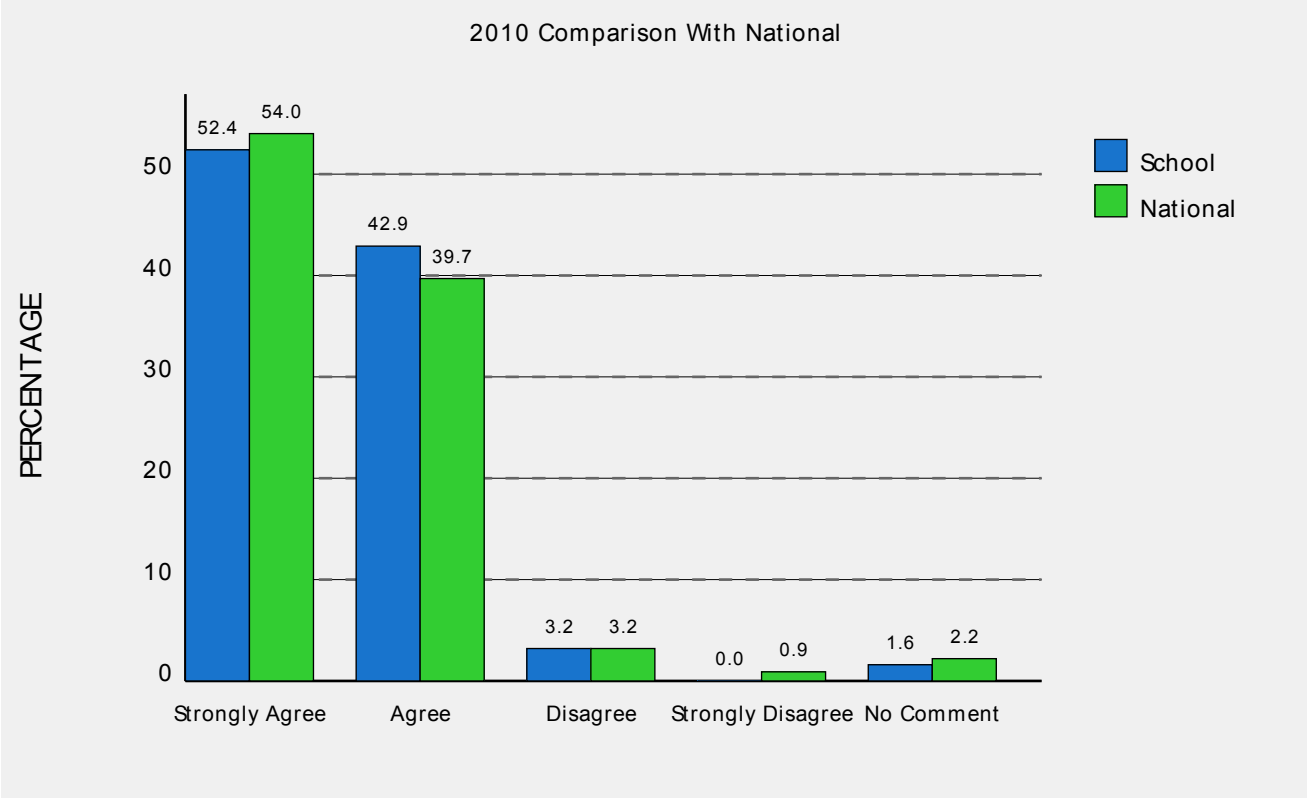
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 42. In the ambulatory care setting, I was able to apply my patient care skills.





Question 42. In the ambulatory care setting, I was able to apply my patient care skills.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	51.8%	29	41.1%	23	5.4%	3	1.8%	1	0.0%	0	56	68.3%
2008	72.2%	26	27.8%	10	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	48.5%	16	45.5%	15	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	52.4%	33	42.9%	27	3.2%	2	0.0%	0	1.6%	1	63	75.0%
National	54.0%	4142	39.7%	3048	3.2%	246	0.9%	68	2.2%	171	7675	71.2%

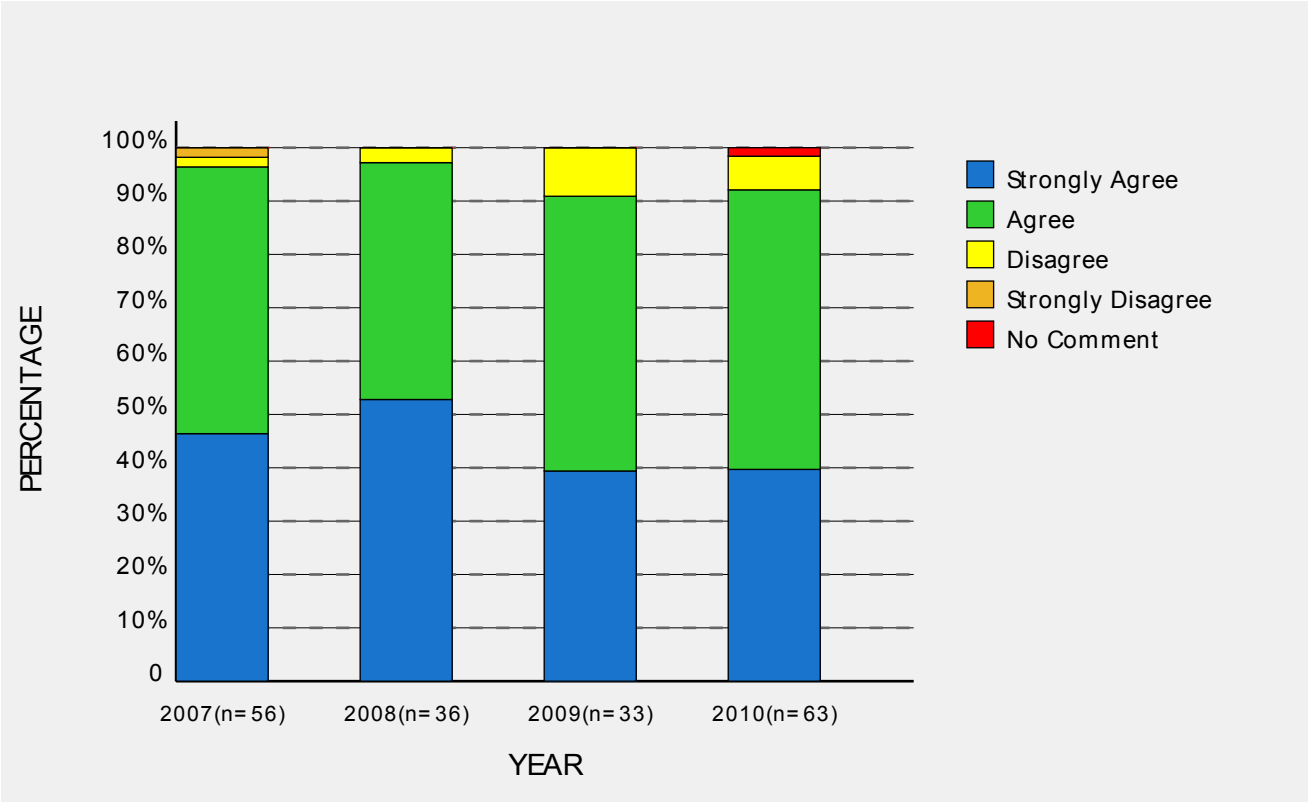
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

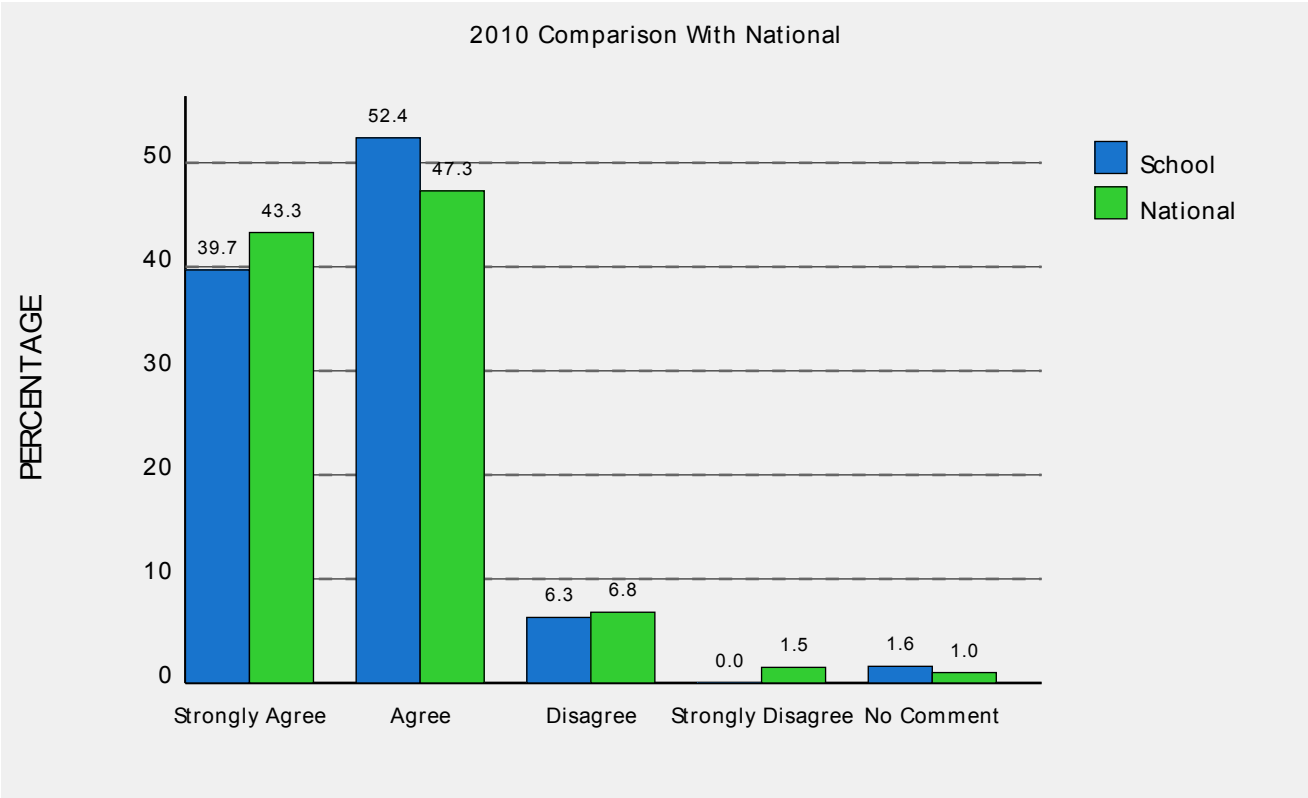
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 0% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 43. In the hospital or health-system pharmacy setting, I was able to apply my patient care skills.





Question 43. In the hospital or health-system pharmacy setting, I was able to apply my patient care skills.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	46.4%	26	50.0%	28	1.8%	1	1.8%	1	0.0%	0	56	68.3%
2008	52.8%	19	44.4%	16	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	39.4%	13	51.5%	17	9.1%	3	0.0%	0	0.0%	0	33	39.3%
2010	39.7%	25	52.4%	33	6.3%	4	0.0%	0	1.6%	1	63	75.0%
National	43.3%	3324	47.3%	3631	6.8%	523	1.5%	117	1.0%	80	7675	71.2%

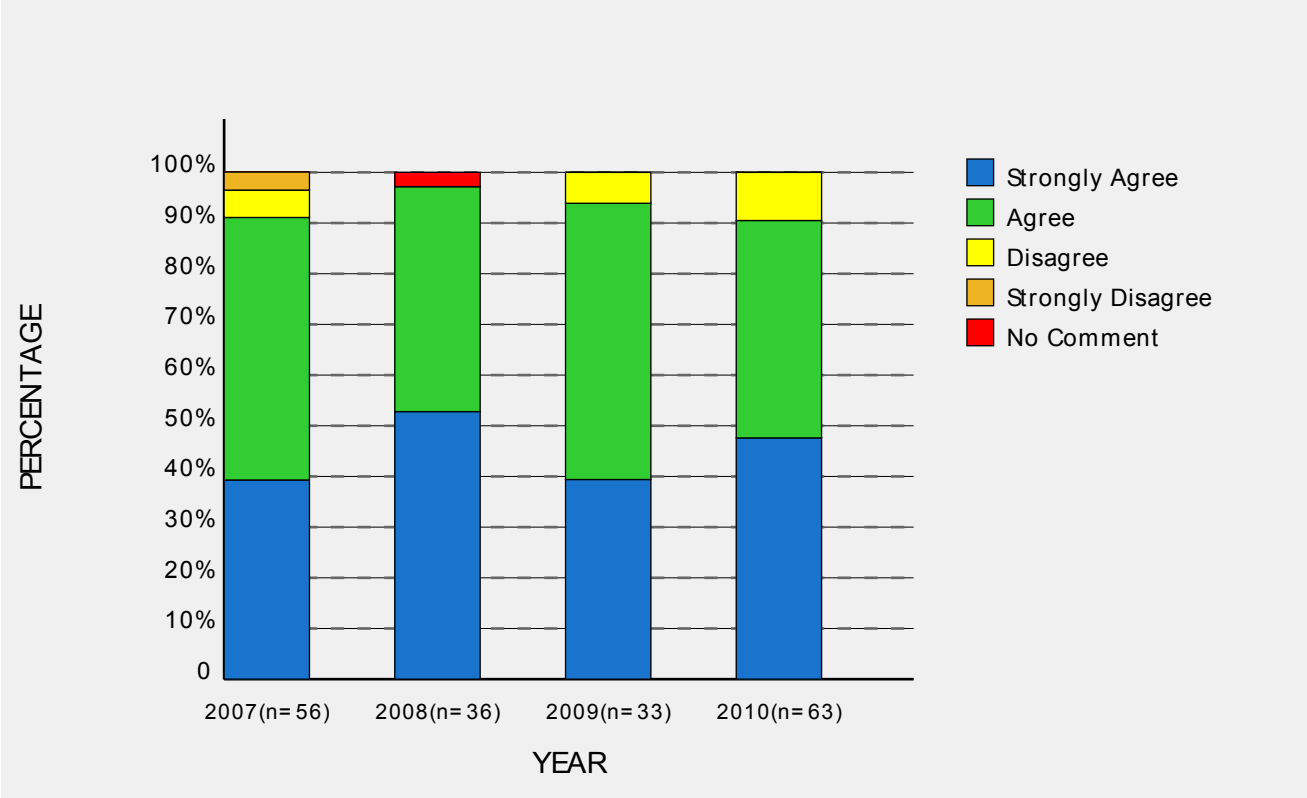
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

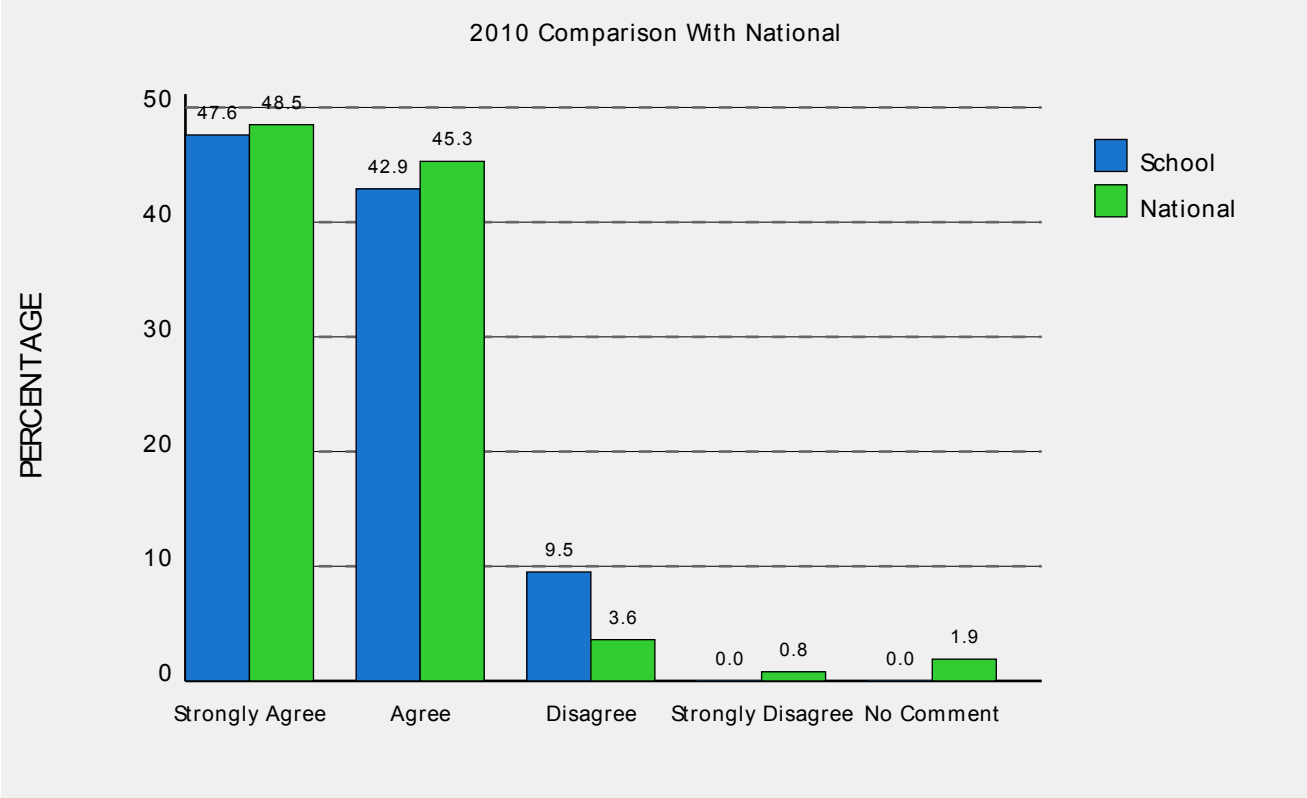
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 44. In the inpatient/acute care setting, I was able to apply my patient care skills.





Question 44. In the inpatient/acute care setting, I was able to apply my patient care skills.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	39.3%	22	51.8%	29	5.4%	3	3.6%	2	0.0%	0	56	68.3%
2008	52.8%	19	44.4%	16	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	39.4%	13	54.5%	18	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	47.6%	30	42.9%	27	9.5%	6	0.0%	0	0.0%	0	63	75.0%
National	48.5%	3719	45.3%	3477	3.6%	276	0.8%	60	1.9%	143	7675	71.2%

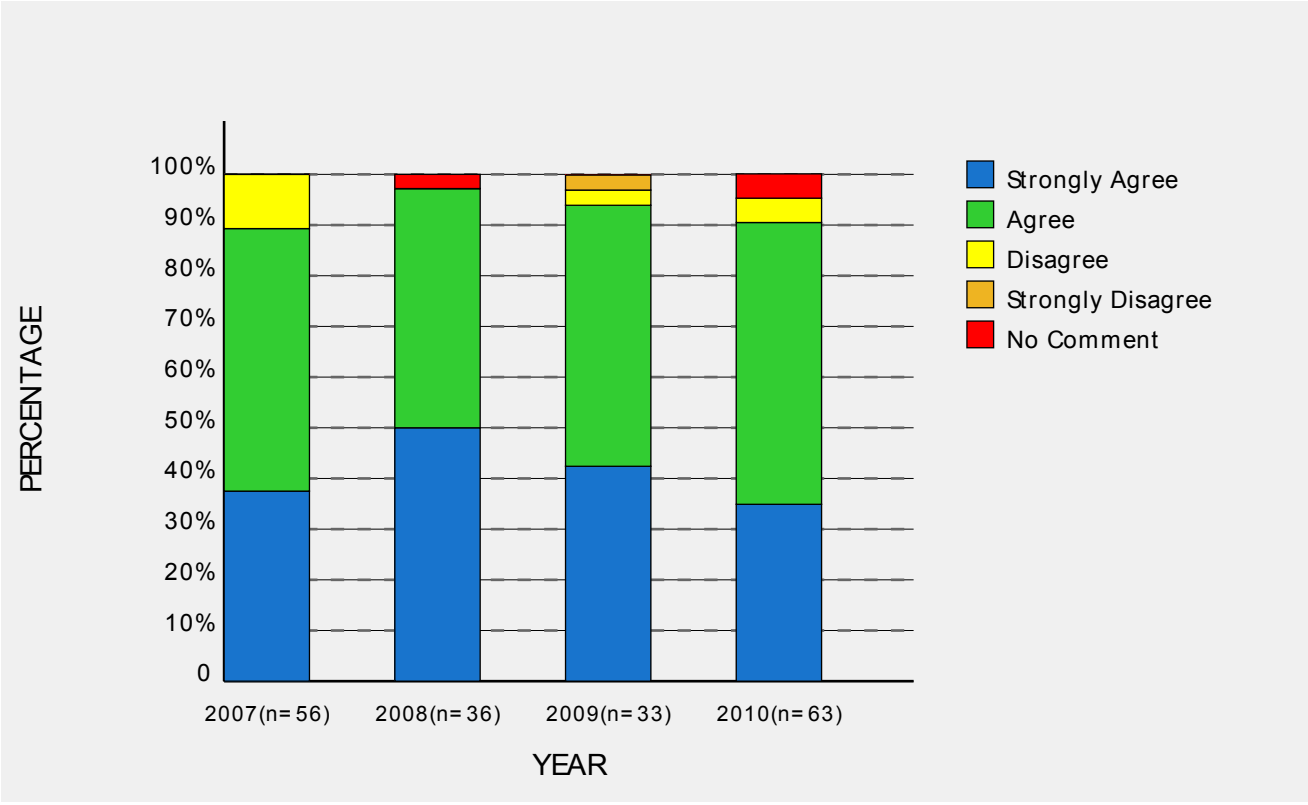
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

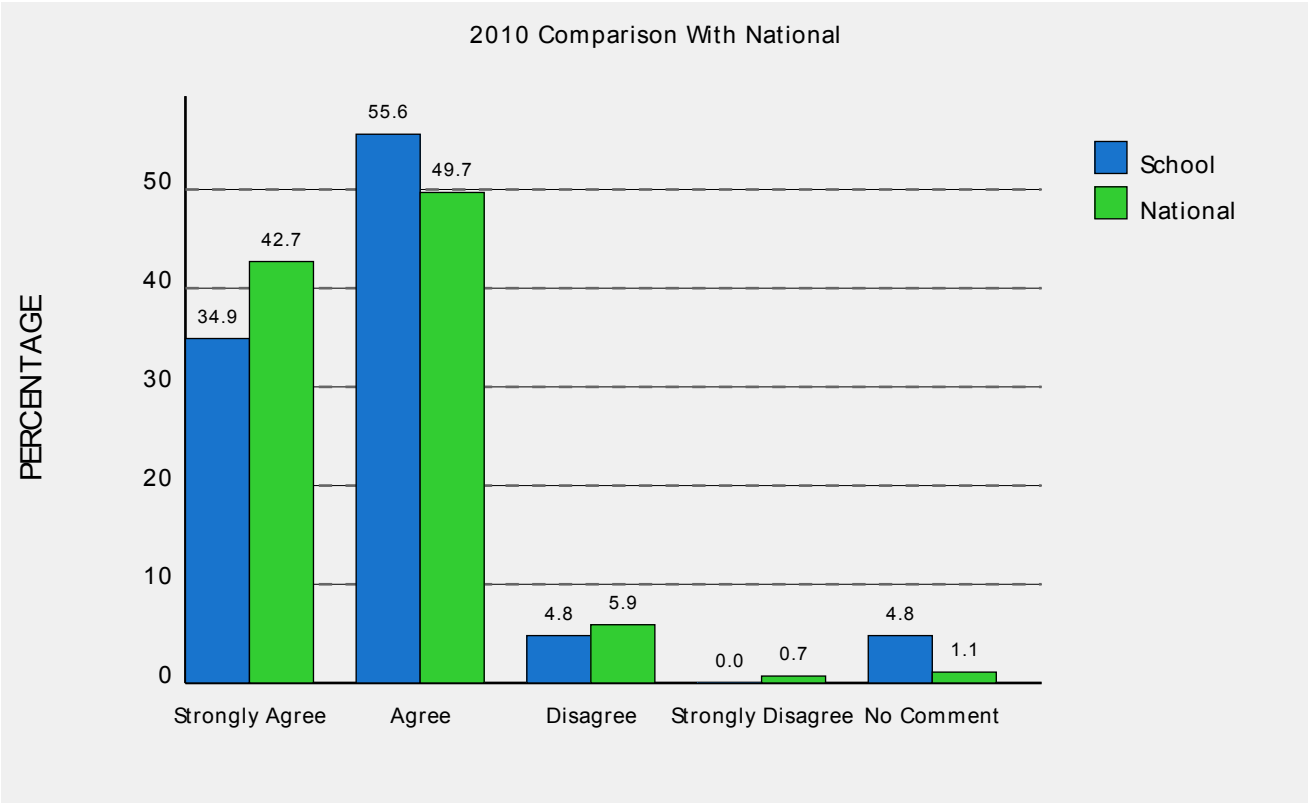
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 45. The need for continuity of care throughout the health care system was emphasized in the advanced pharmacy practice experiences.





Question 45. The need for continuity of care throughout the health care system was emphasized in the advanced pharmacy practice experiences.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	37.5%	21	51.8%	29	10.7%	6	0.0%	0	0.0%	0	56	68.3%
2008	50.0%	18	47.2%	17	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	42.4%	14	51.5%	17	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	34.9%	22	55.6%	35	4.8%	3	0.0%	0	4.8%	3	63	75.0%
National	42.7%	3274	49.7%	3815	5.9%	449	0.7%	51	1.1%	86	7675	71.2%

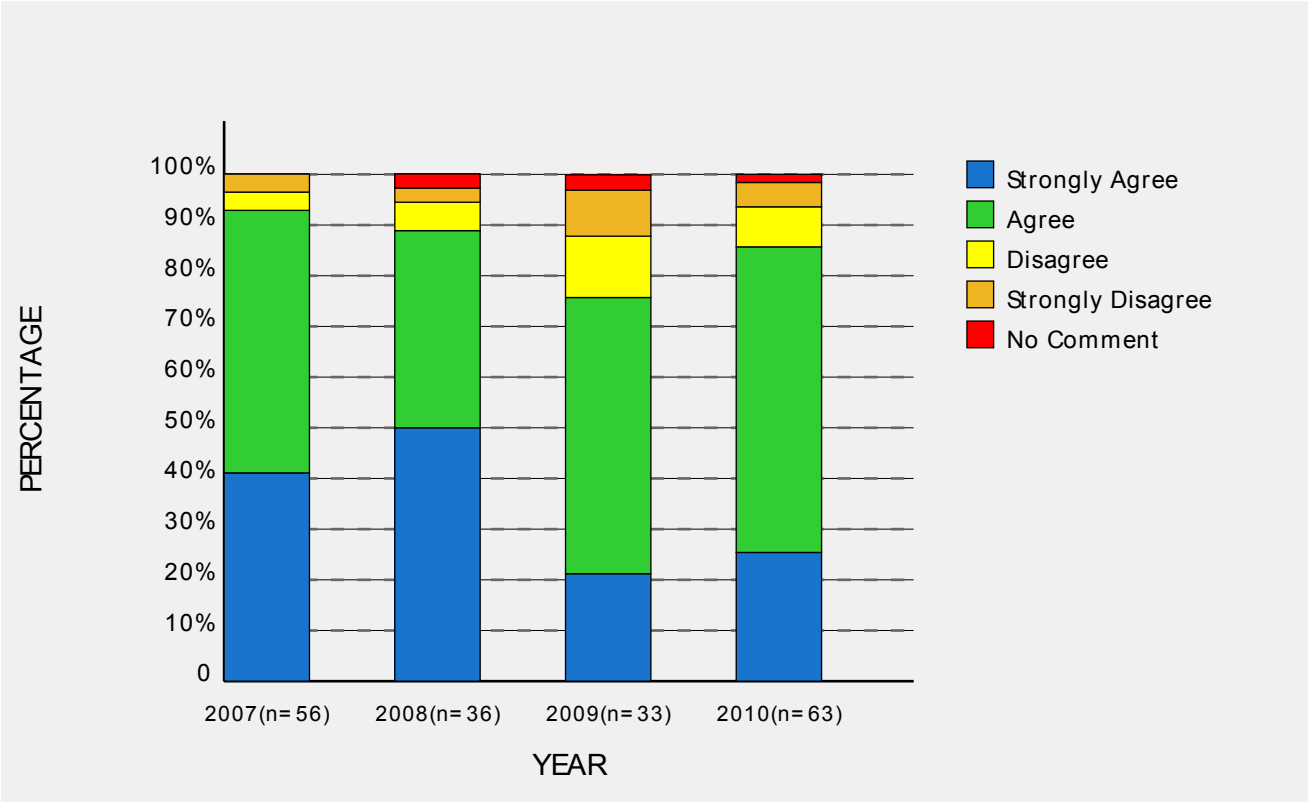
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

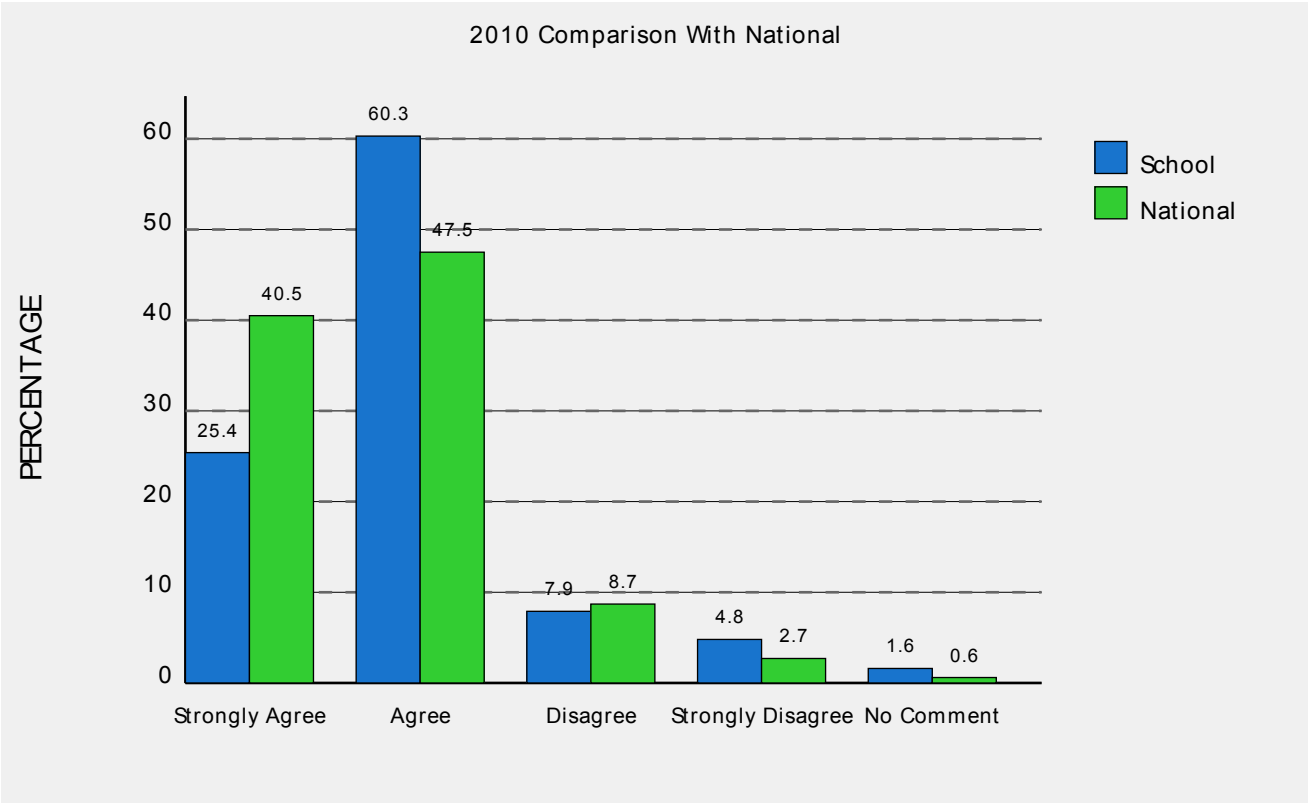
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 46. The variety of the available advanced pharmacy practice experience electives met my needs as a student.





Question 46. The variety of the available advanced pharmacy practice experience electives met my needs as a student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	41.1%	23	51.8%	29	3.6%	2	3.6%	2	0.0%	0	56	68.3%
2008	50.0%	18	38.9%	14	5.6%	2	2.8%	1	2.8%	1	36	52.2%
2009	21.2%	7	54.5%	18	12.1%	4	9.1%	3	3.0%	1	33	39.3%
2010	25.4%	16	60.3%	38	7.9%	5	4.8%	3	1.6%	1	63	75.0%
National	40.5%	3112	47.5%	3642	8.7%	671	2.7%	204	0.6%	46	7675	71.2%

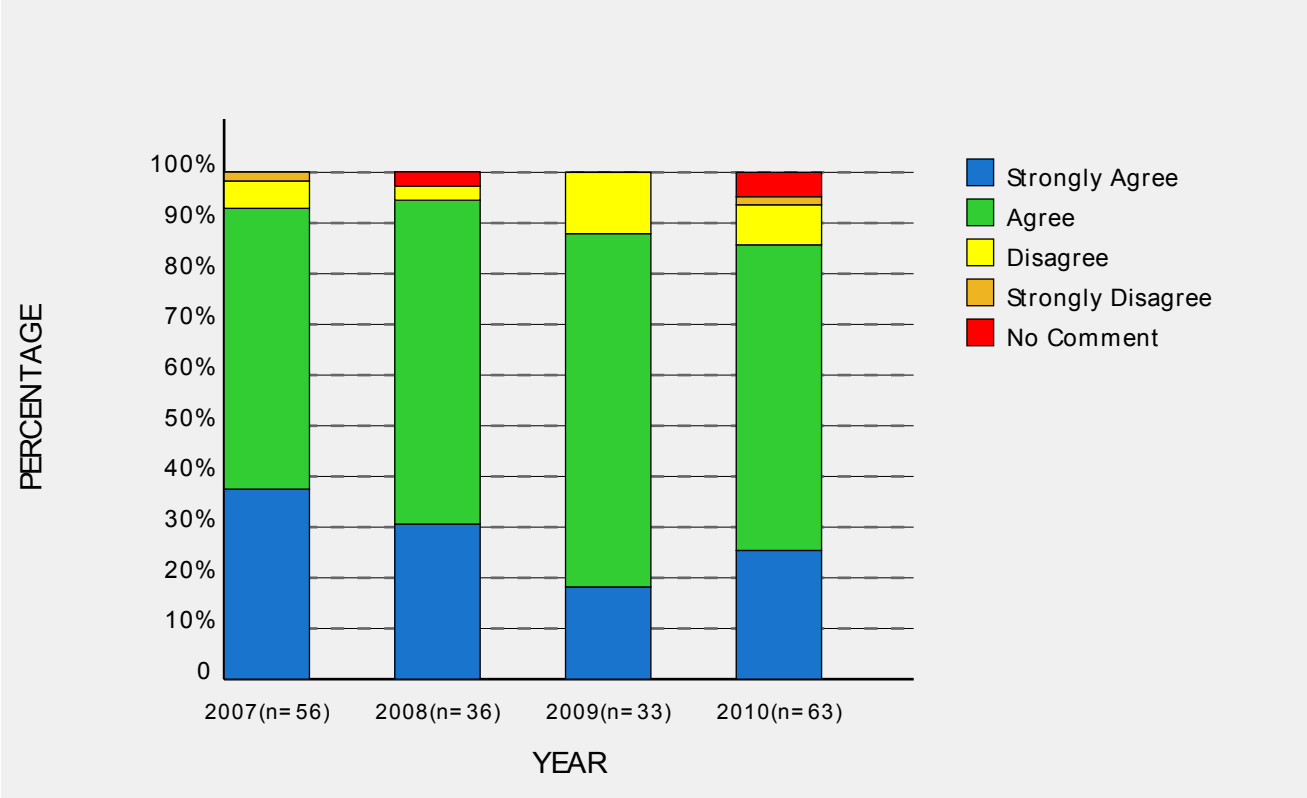
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

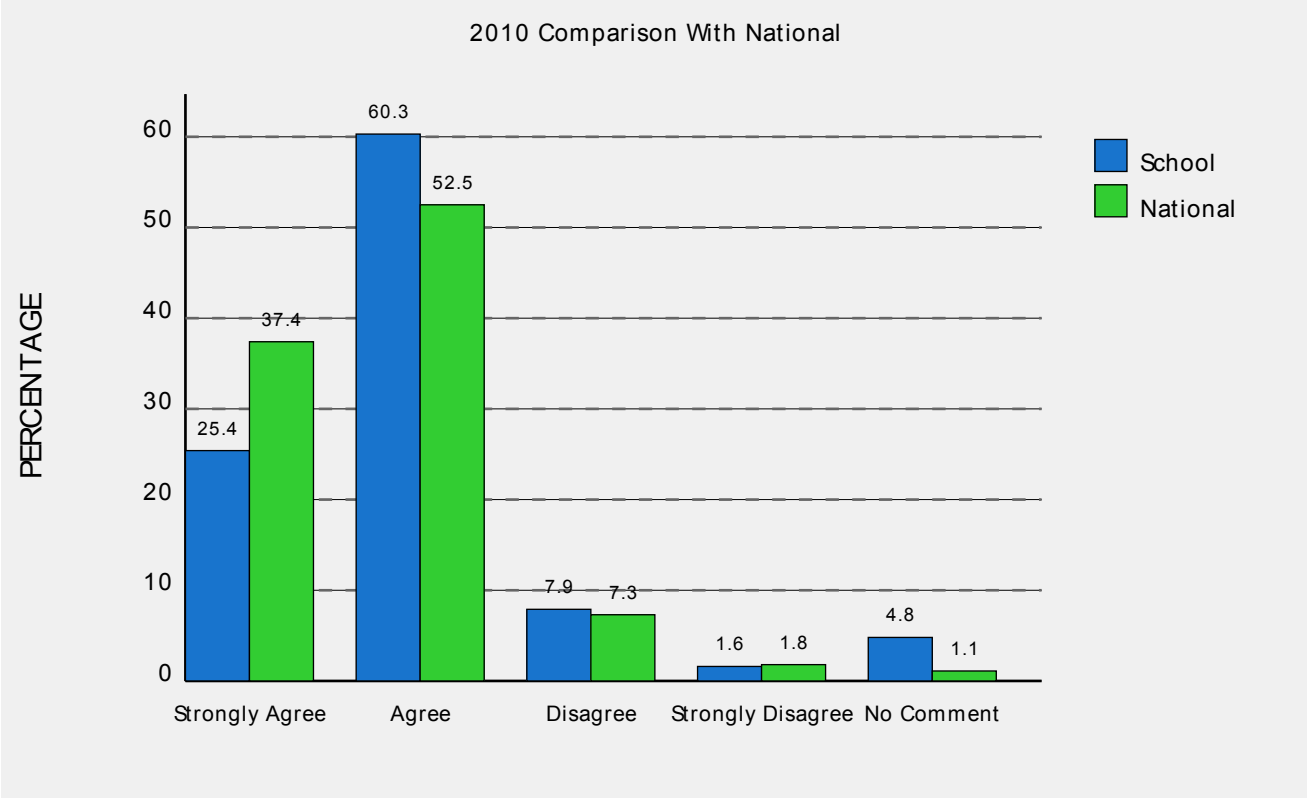
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 48. The sites available for advanced pharmacy practice experiences were of high quality.





Question 48. The sites available for advanced pharmacy practice experiences were of high quality.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	37.5%	21	55.4%	31	5.4%	3	1.8%	1	0.0%	0	56	68.3%
2008	30.6%	11	63.9%	23	2.8%	1	0.0%	0	2.8%	1	36	52.2%
2009	18.2%	6	69.7%	23	12.1%	4	0.0%	0	0.0%	0	33	39.3%
2010	25.4%	16	60.3%	38	7.9%	5	1.6%	1	4.8%	3	63	75.0%
National	37.4%	2868	52.5%	4030	7.3%	557	1.8%	138	1.1%	82	7675	71.2%

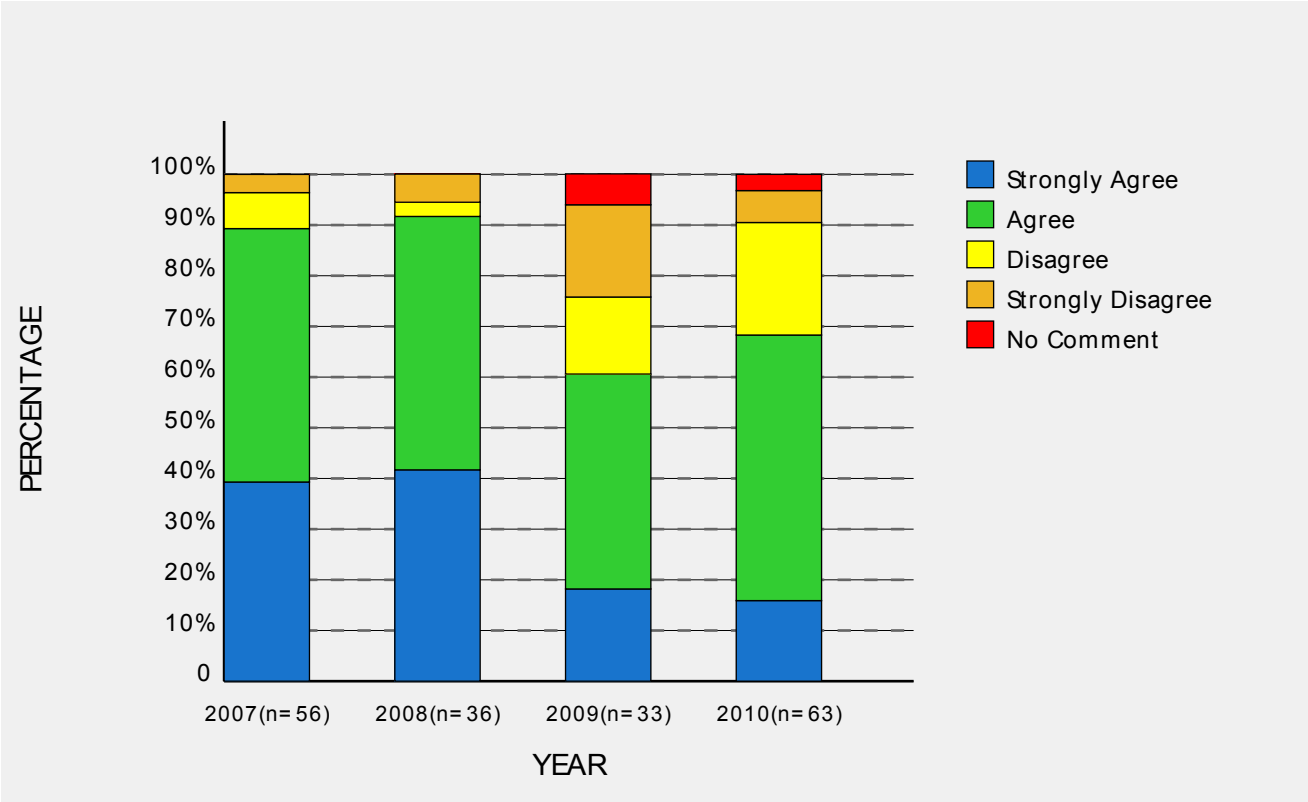
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

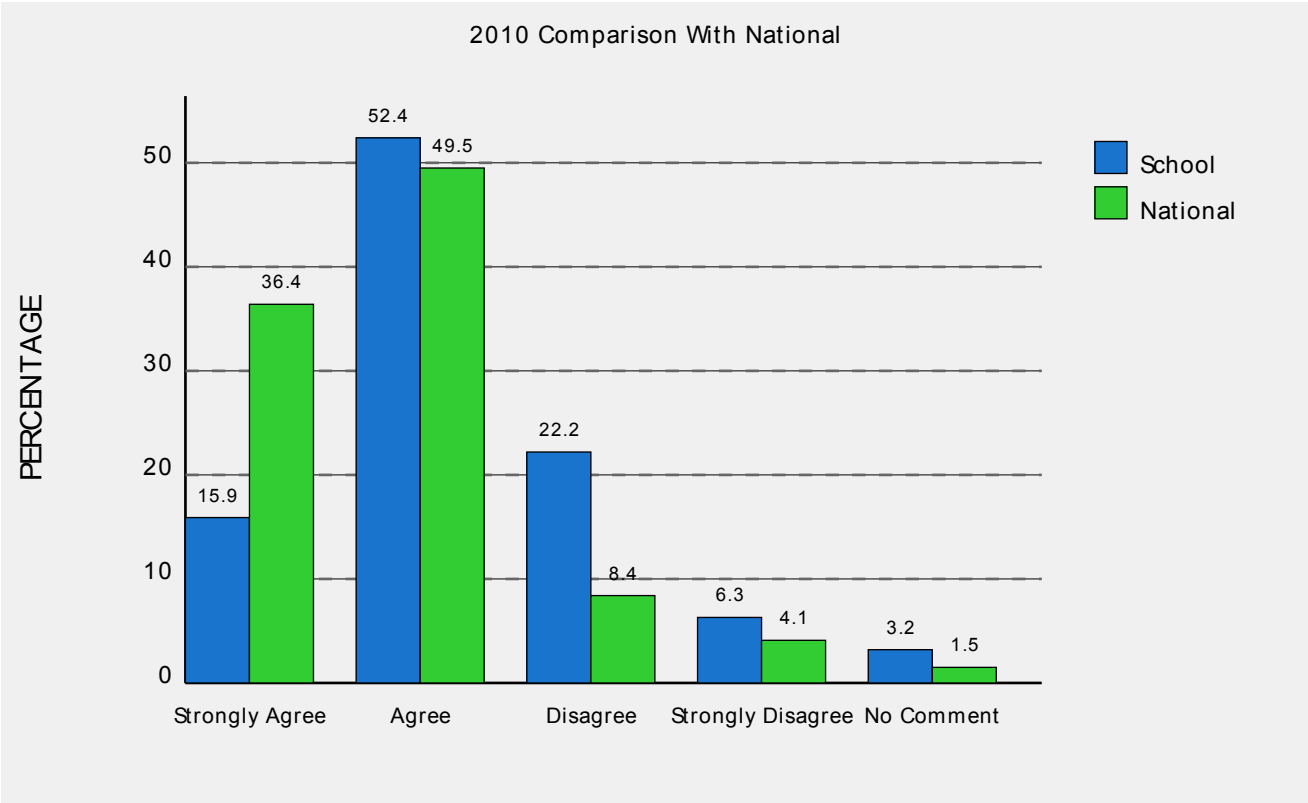
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 49. The process by which I was assigned sites for advanced pharmacy practice experiences was fair.





Question 49. The process by which I was assigned sites for advanced pharmacy practice experiences was fair.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	39.3%	22	50.0%	28	7.1%	4	3.6%	2	0.0%	0	56	68.3%
2008	41.7%	15	50.0%	18	2.8%	1	5.6%	2	0.0%	0	36	52.2%
2009	18.2%	6	42.4%	14	15.2%	5	18.2%	6	6.1%	2	33	39.3%
2010	15.9%	10	52.4%	33	22.2%	14	6.3%	4	3.2%	2	63	75.0%
National	36.4%	2796	49.5%	3801	8.4%	647	4.1%	313	1.5%	118	7675	71.2%

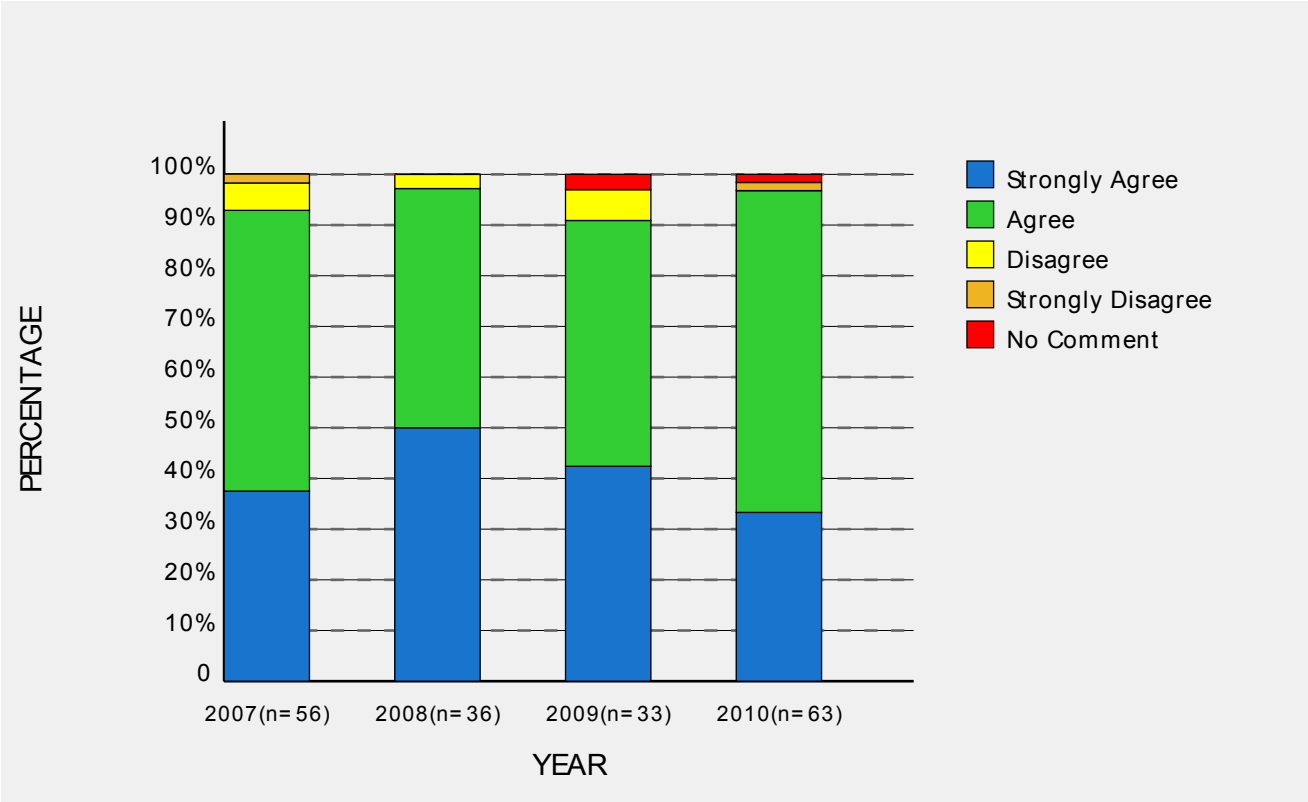
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

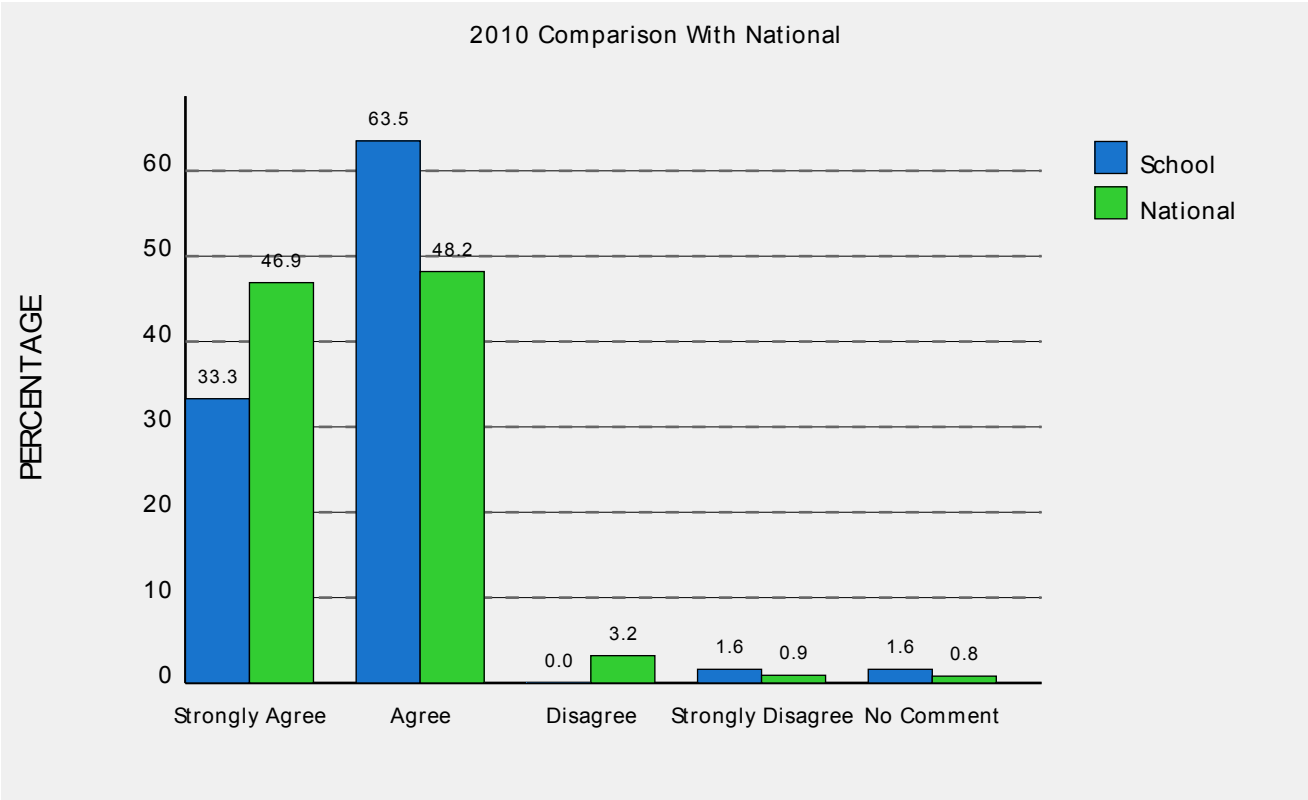
Program comments on this Data View:

Experiential programs has been working on this process since the arrival of the Director three years ago. Results from the 2011 GSS survey indicate that 11.8% and 3.9% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 50. Overall, my advanced practice experiences were valuable in helping me to achieve the professional competencies.





Question 50. Overall, my advanced practice experiences were valuable in helping me to achieve the professional competencies.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	37.5%	21	55.4%	31	5.4%	3	1.8%	1	0.0%	0	56	68.3%
2008	50.0%	18	47.2%	17	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	42.4%	14	48.5%	16	6.1%	2	0.0%	0	3.0%	1	33	39.3%
2010	33.3%	21	63.5%	40	0.0%	0	1.6%	1	1.6%	1	63	75.0%
National	46.9%	3598	48.2%	3703	3.2%	243	0.9%	71	0.8%	60	7675	71.2%

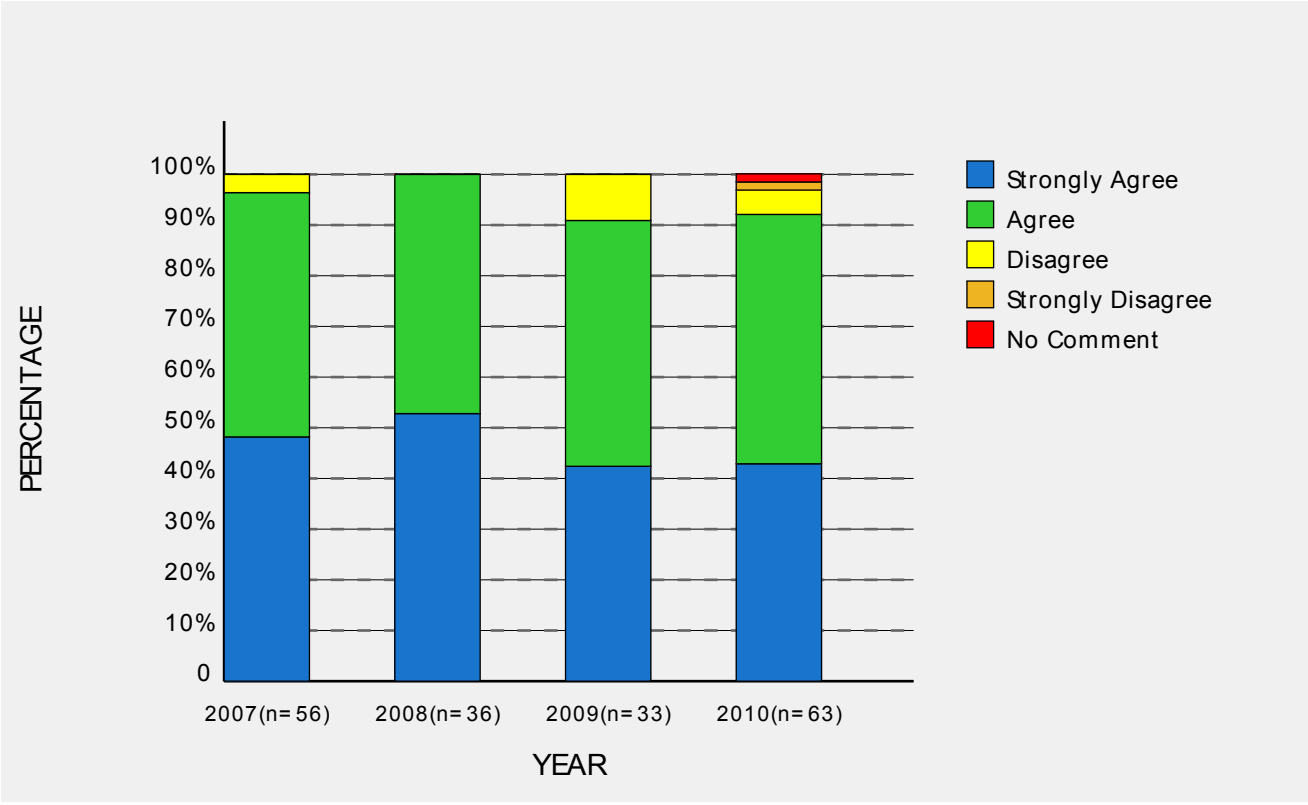
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

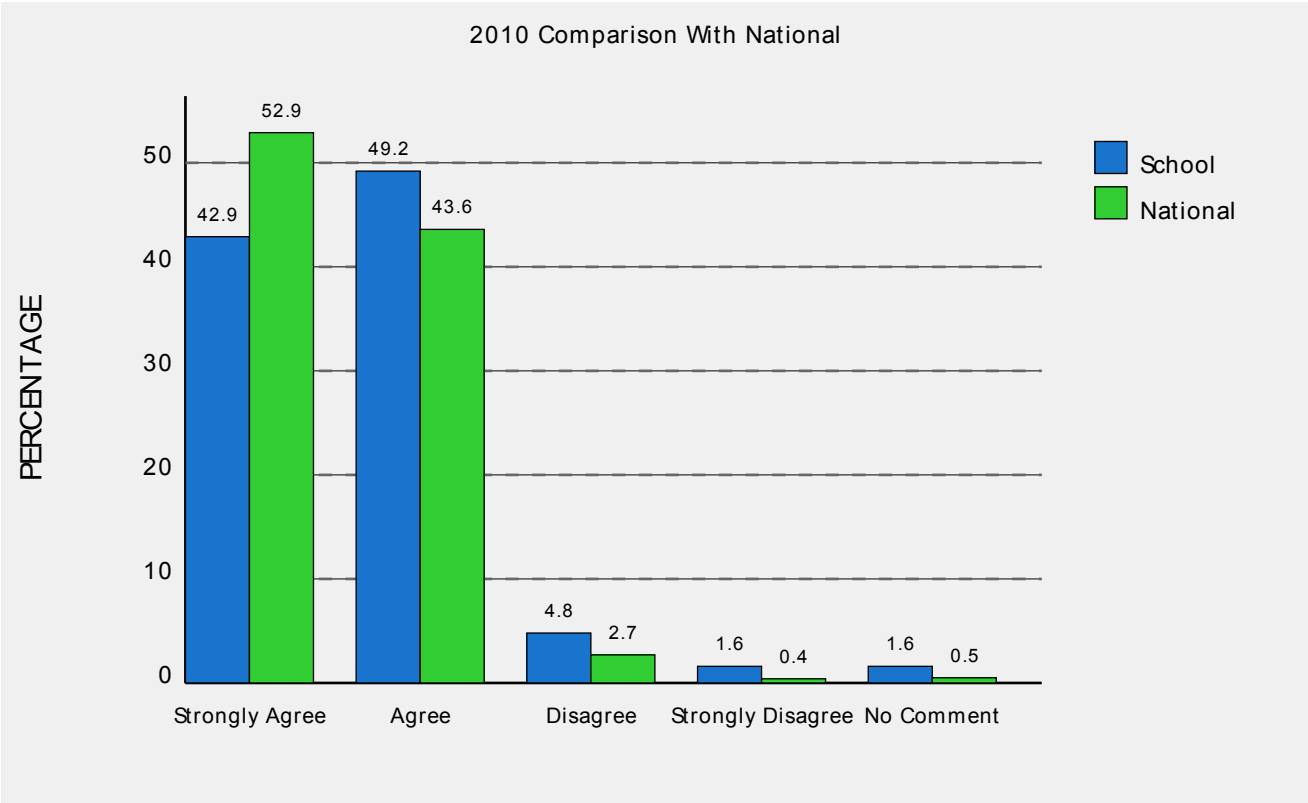
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 51. My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.).





Question 51. My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	48.2%	27	48.2%	27	3.6%	2	0.0%	0	0.0%	0	56	68.3%
2008	52.8%	19	47.2%	17	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	42.4%	14	48.5%	16	9.1%	3	0.0%	0	0.0%	0	33	39.3%
2010	42.9%	27	49.2%	31	4.8%	3	1.6%	1	1.6%	1	63	75.0%
National	52.9%	4060	43.6%	3343	2.7%	208	0.4%	29	0.5%	35	7675	71.2%

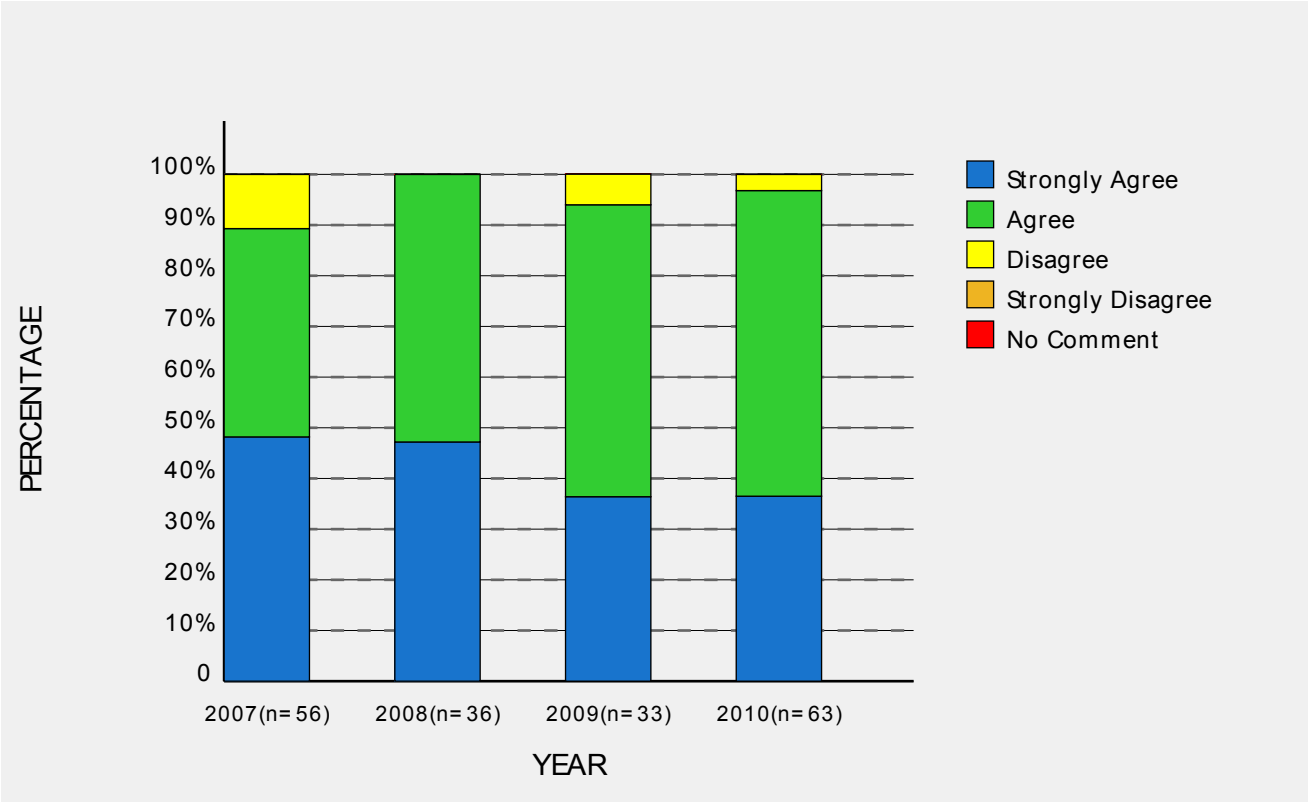
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

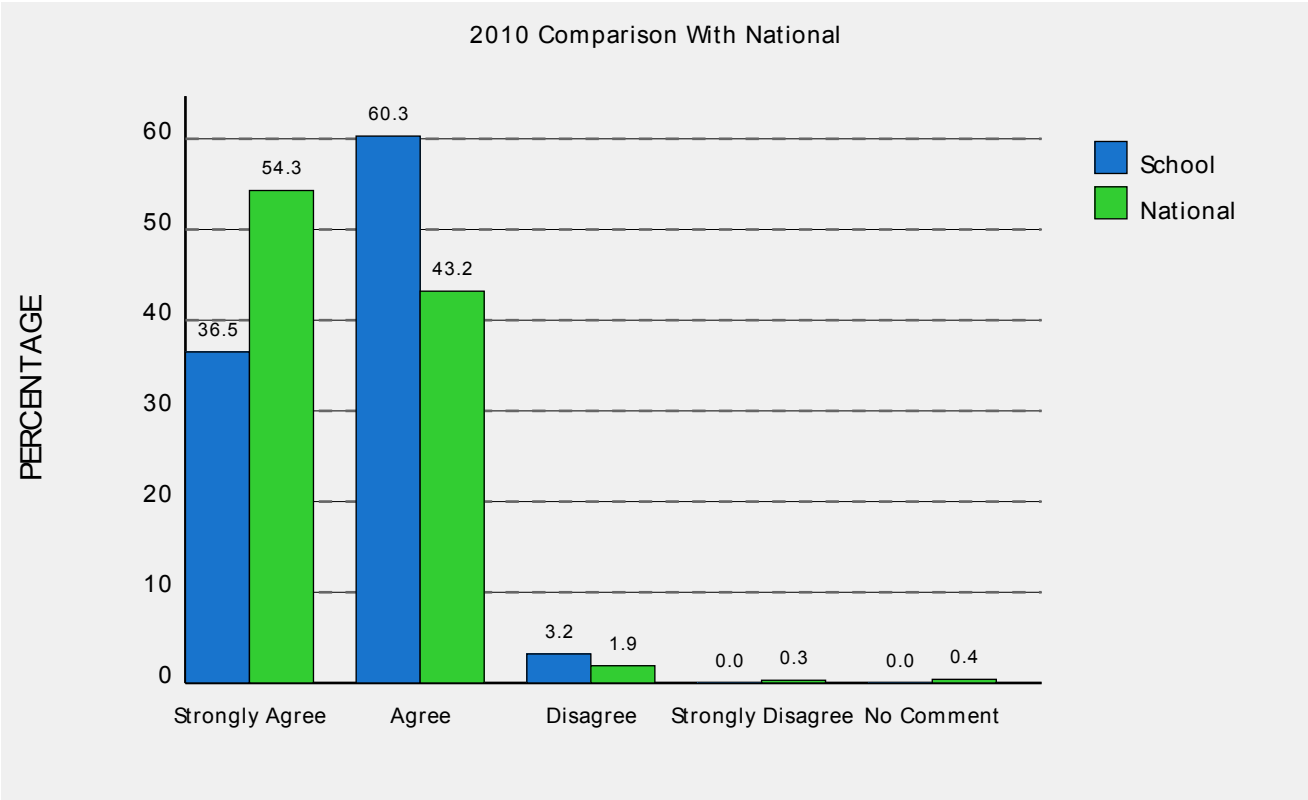
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 52. My pharmacy practice experiences allowed me to collaborate with other health care professionals.





Question 52. My pharmacy practice experiences allowed me to collaborate with other health care professionals.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	48.2%	27	41.1%	23	10.7%	6	0.0%	0	0.0%	0	56	68.3%
2008	47.2%	17	52.8%	19	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	57.6%	19	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	36.5%	23	60.3%	38	3.2%	2	0.0%	0	0.0%	0	63	75.0%
National	54.3%	4165	43.2%	3312	1.9%	142	0.3%	26	0.4%	30	7675	71.2%

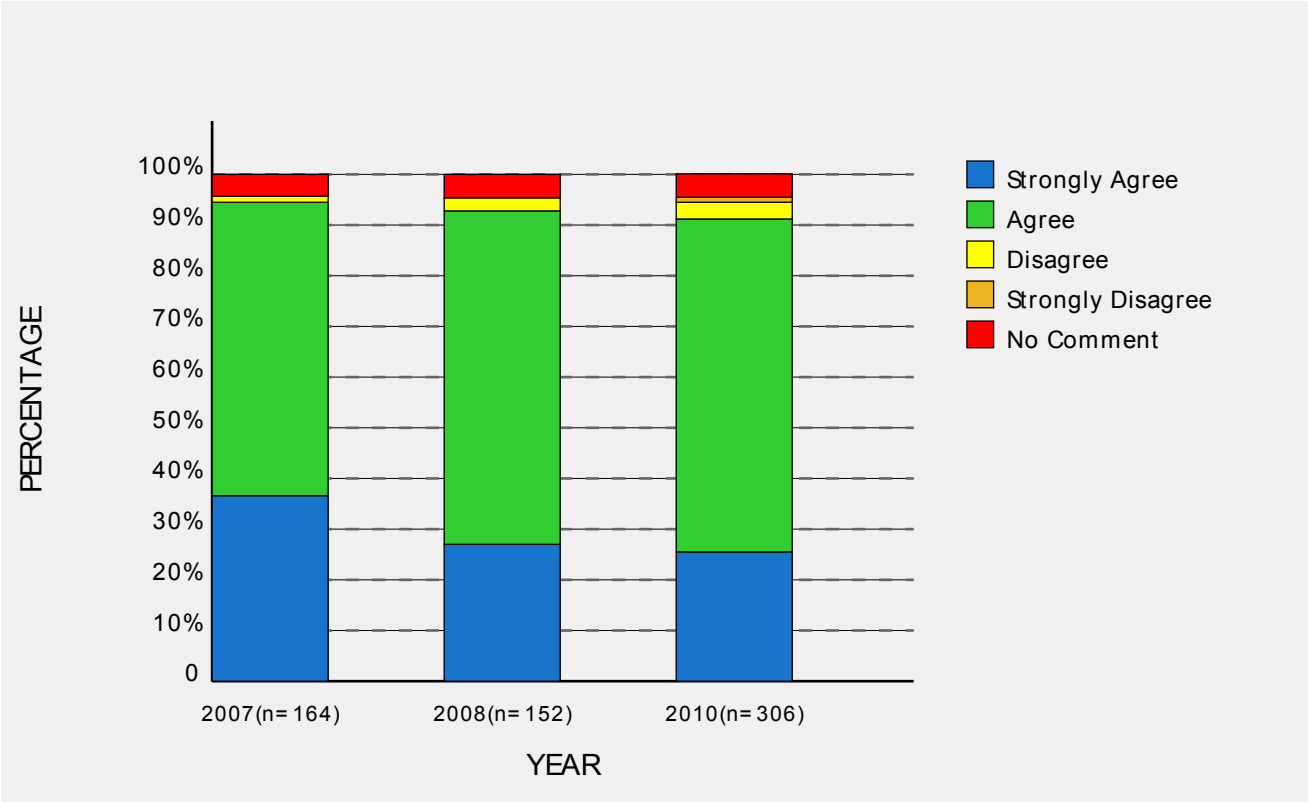
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

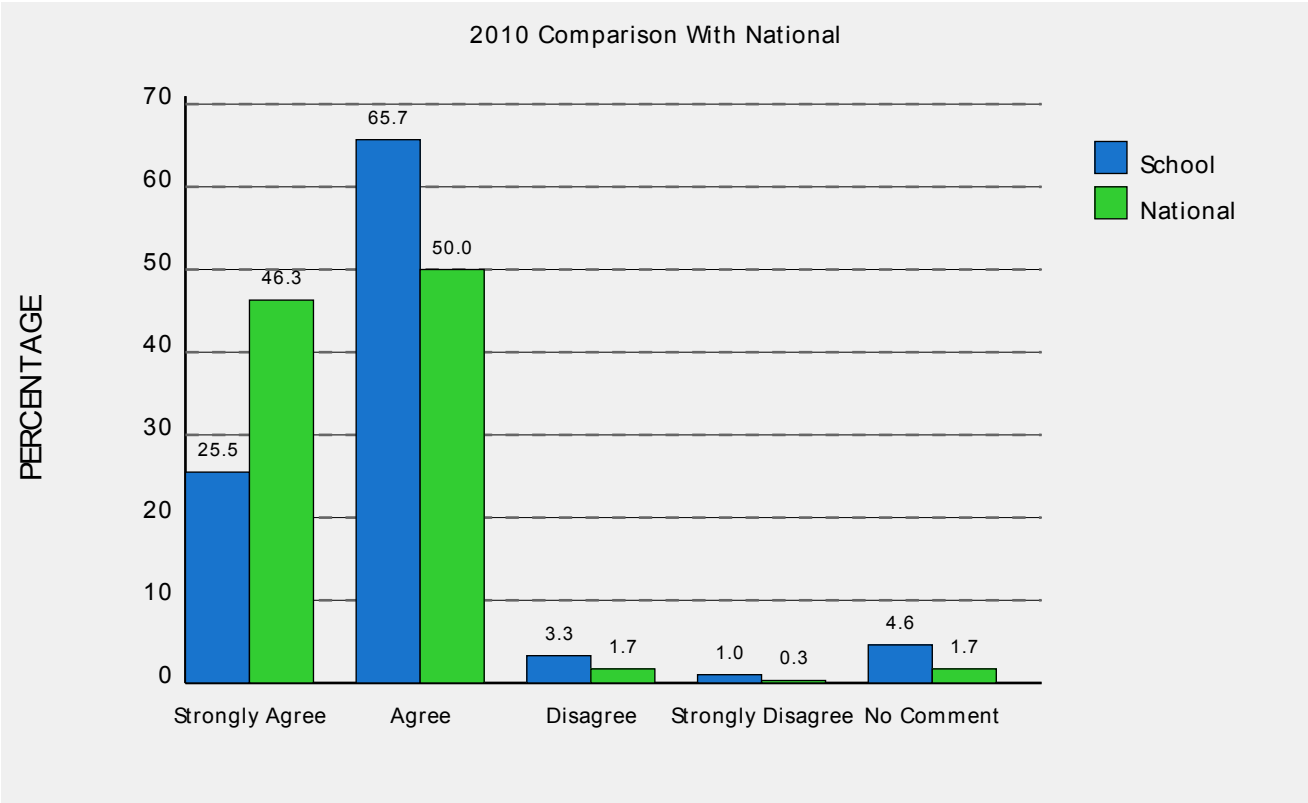
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Preceptor Survey

Question 11. I know the process for documenting and addressing student performance from the college/ school.





Question 11. I know the process for documenting and addressing student performance from the college/ school.

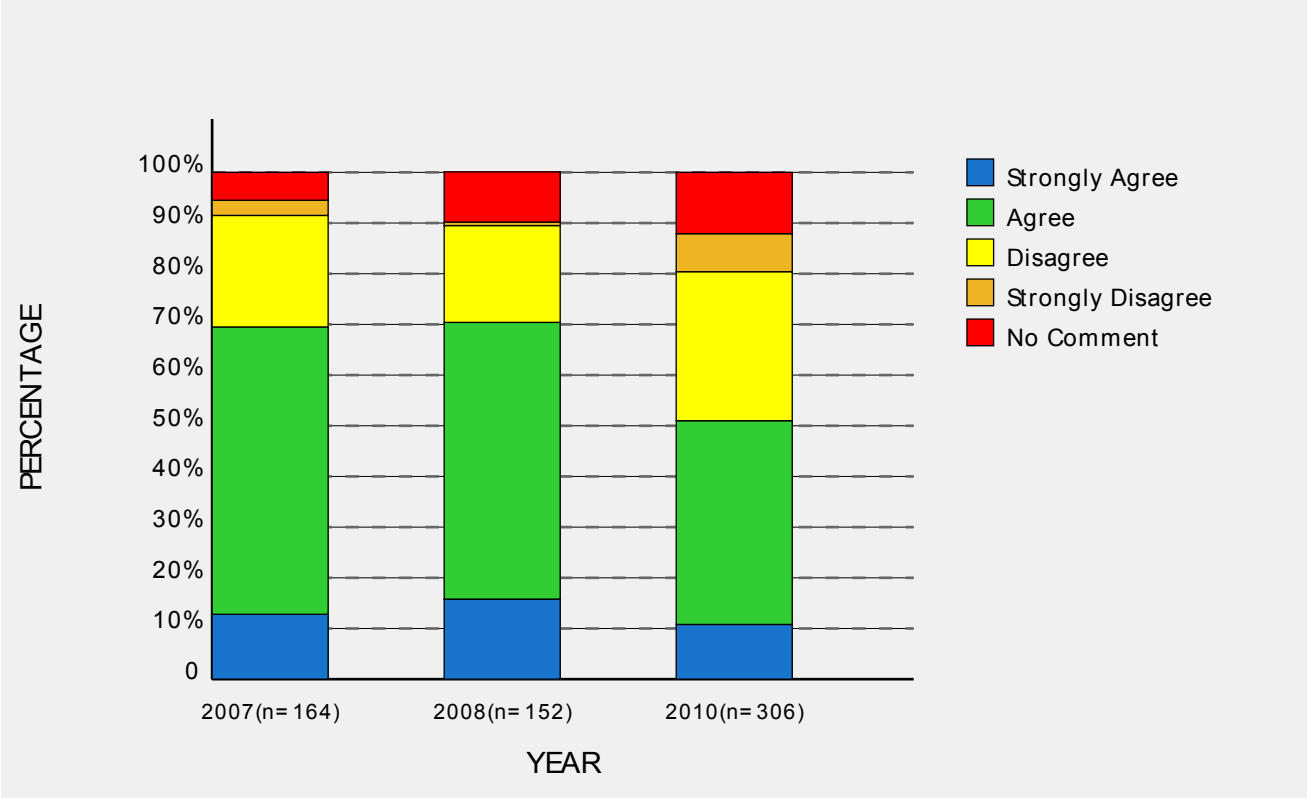
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	36.6%	60	57.9%	95	1.2%	2	0.0%	0	4.3%	7	164	35.0%
2008	27.0%	41	65.8%	100	2.6%	4	0.0%	0	4.6%	7	152	22.1%
2010	25.5%	78	65.7%	201	3.3%	10	1.0%	3	4.6%	14	306	23.8%
National	46.3%	3979	50.0%	4294	1.7%	144	0.3%	27	1.7%	150	8594	32.8%

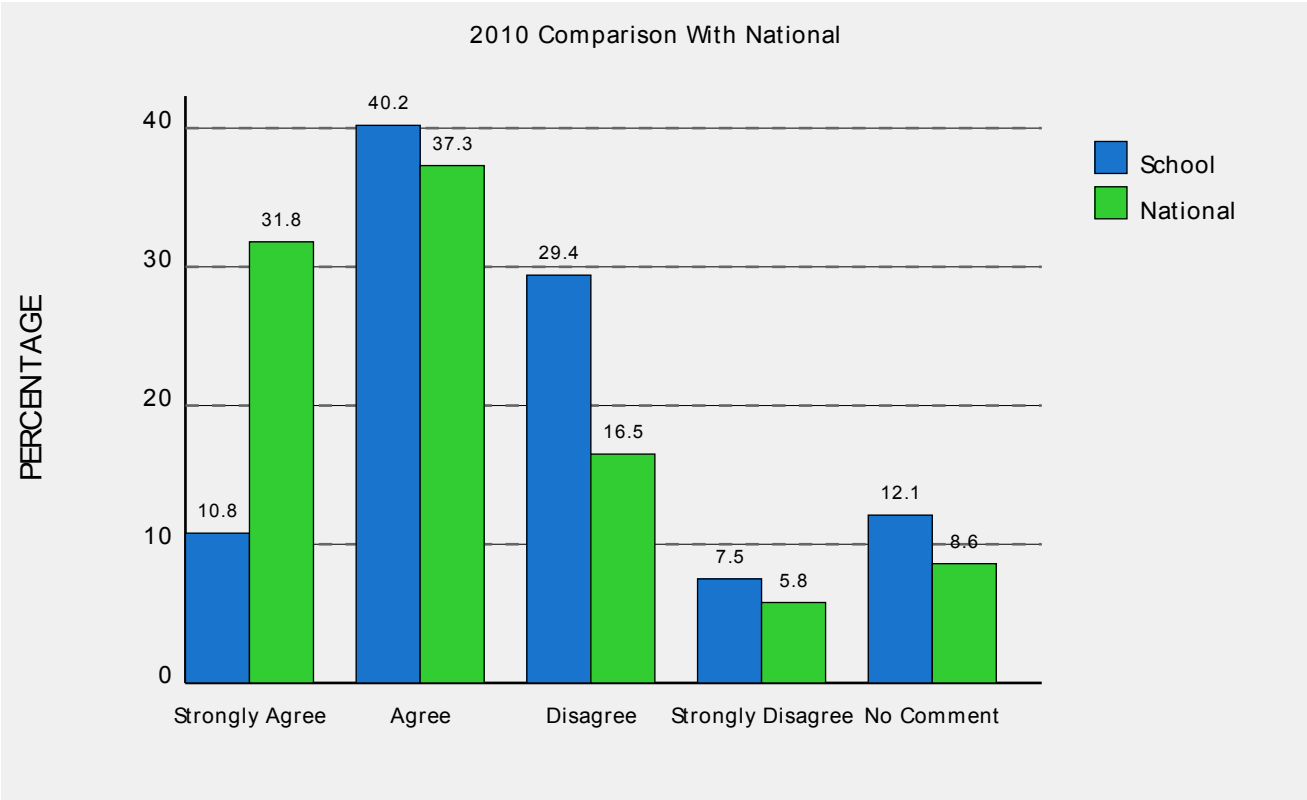
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 12. I receive the results from student evaluations of my rotation.





Question 12. I receive the results from student evaluations of my rotation.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	12.8%	21	56.7%	93	22.0%	36	3.0%	5	5.5%	9	164	35.0%
2008	15.8%	24	54.6%	83	19.1%	29	0.7%	1	9.9%	15	152	22.1%
2010	10.8%	33	40.2%	123	29.4%	90	7.5%	23	12.1%	37	306	23.8%
National	31.8%	2735	37.3%	3202	16.5%	1414	5.8%	500	8.6%	743	8594	32.8%

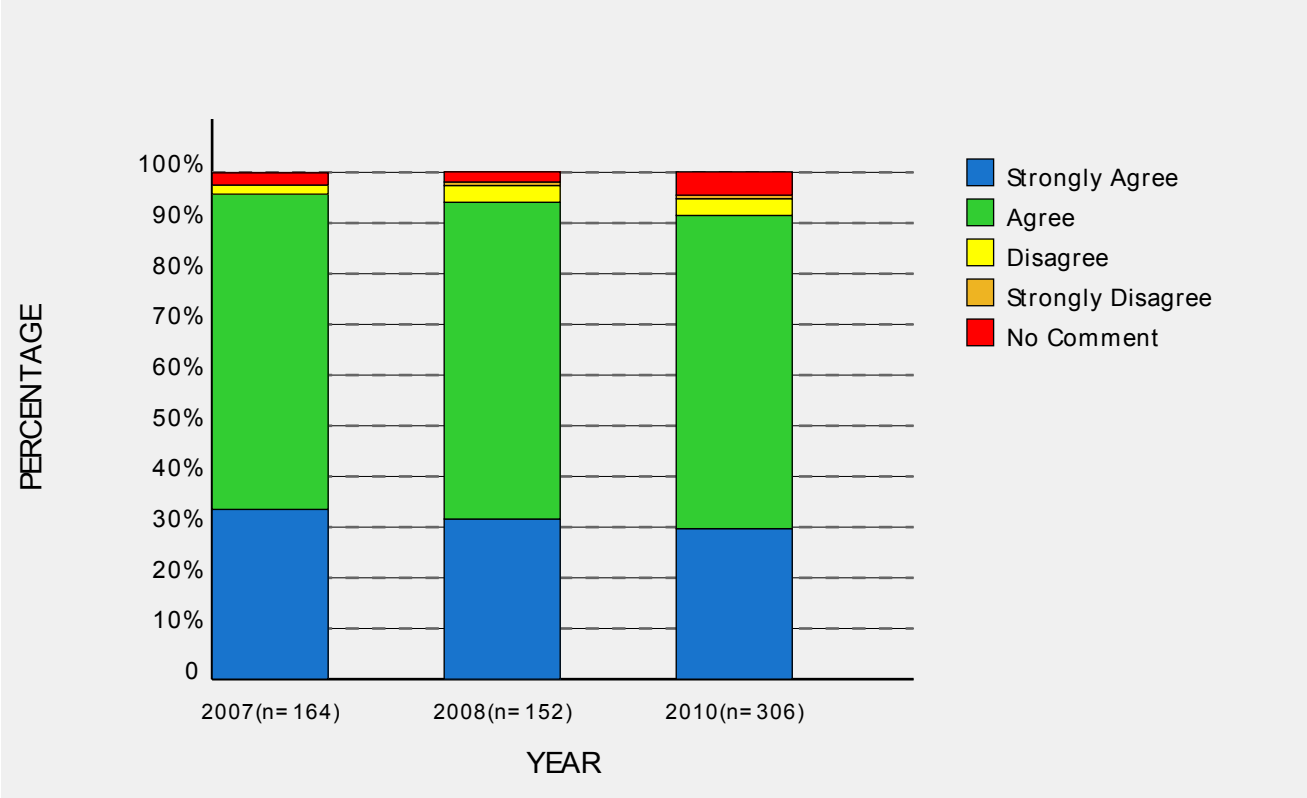
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

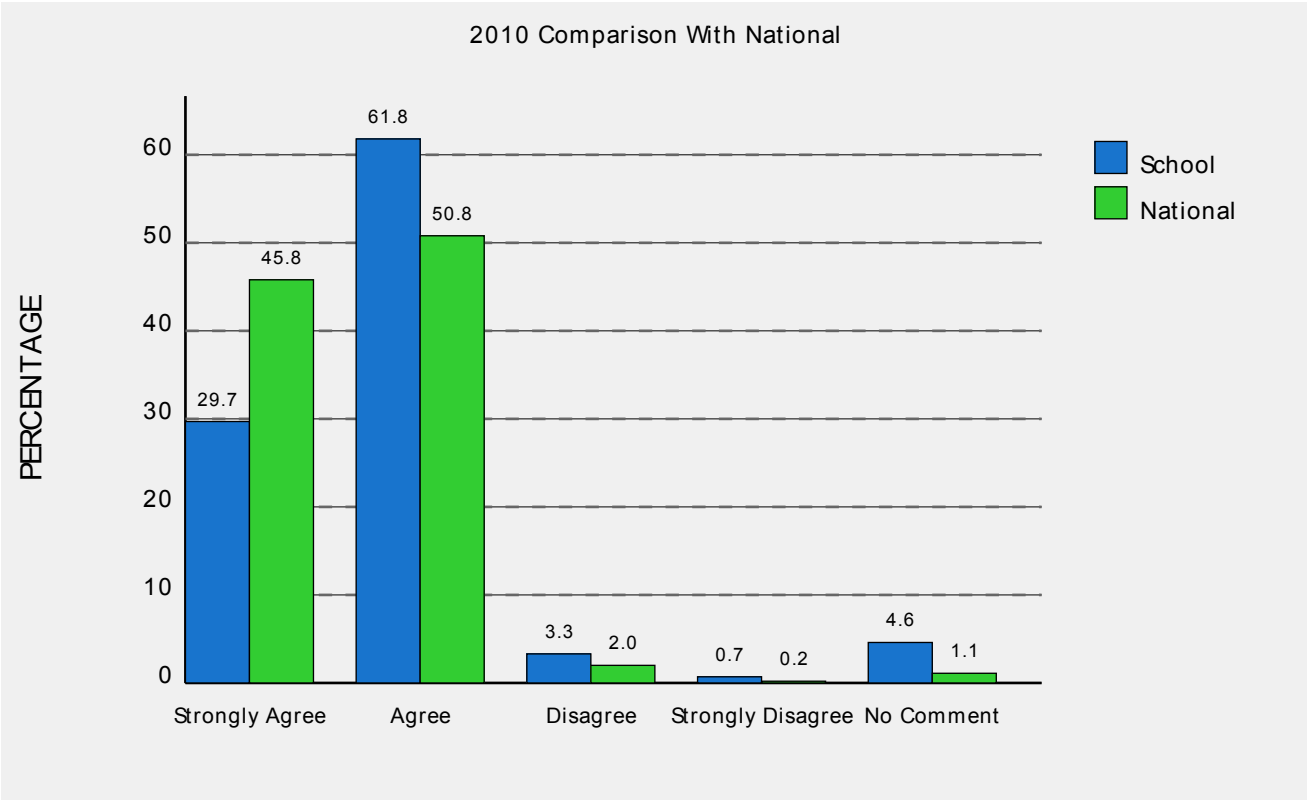
Program comments on this Data View:

Delivery of student evaluations was delayed in 2010, resulting in the survey response deadline falling before evaluations were distributed.See narrative and standard 28; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 18. The responsibilities of the student have been defined at my site.





Question 18. The responsibilities of the student have been defined at my site.

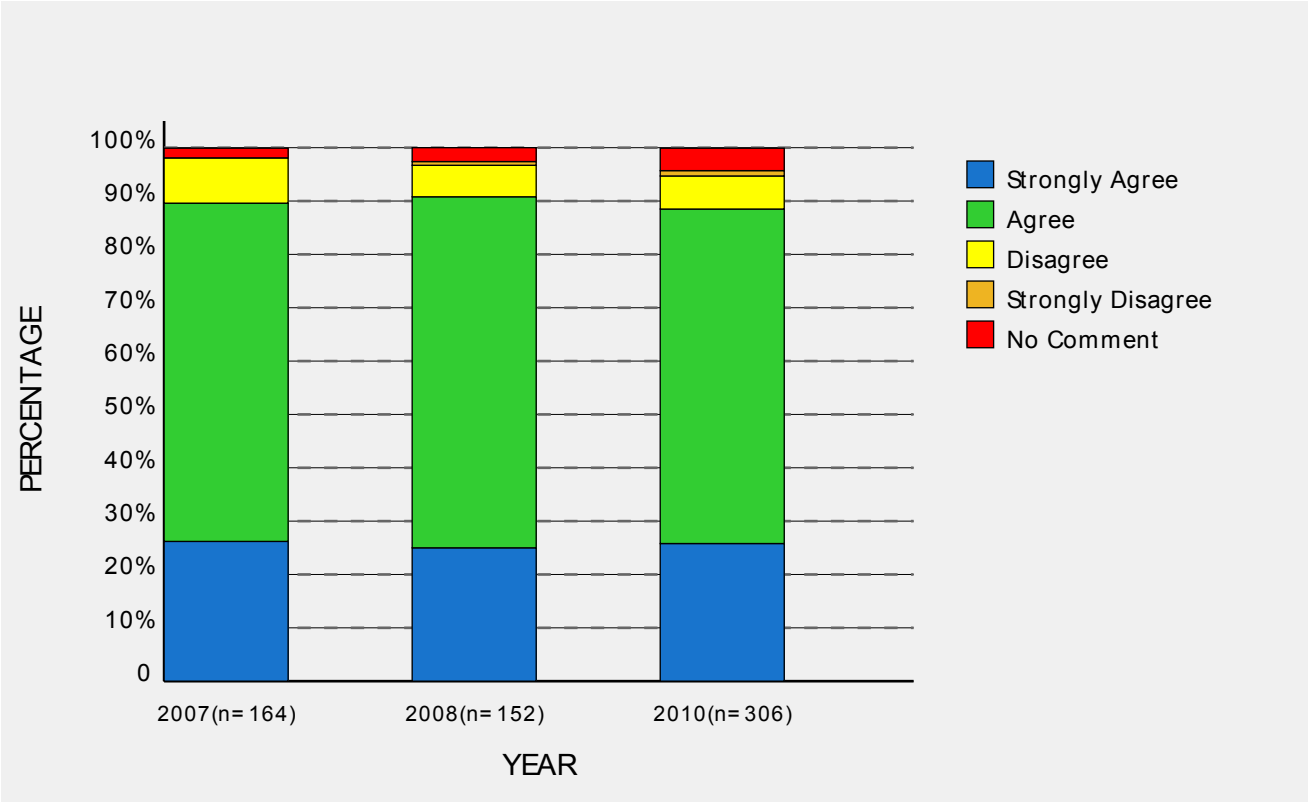
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	33.5%	55	62.2%	102	1.8%	3	0.0%	0	2.4%	4	164	35.0%
2008	31.6%	48	62.5%	95	3.3%	5	0.7%	1	2.0%	3	152	22.1%
2010	29.7%	91	61.8%	189	3.3%	10	0.7%	2	4.6%	14	306	23.8%
National	45.8%	3935	50.8%	4370	2.0%	175	0.2%	21	1.1%	93	8594	32.8%

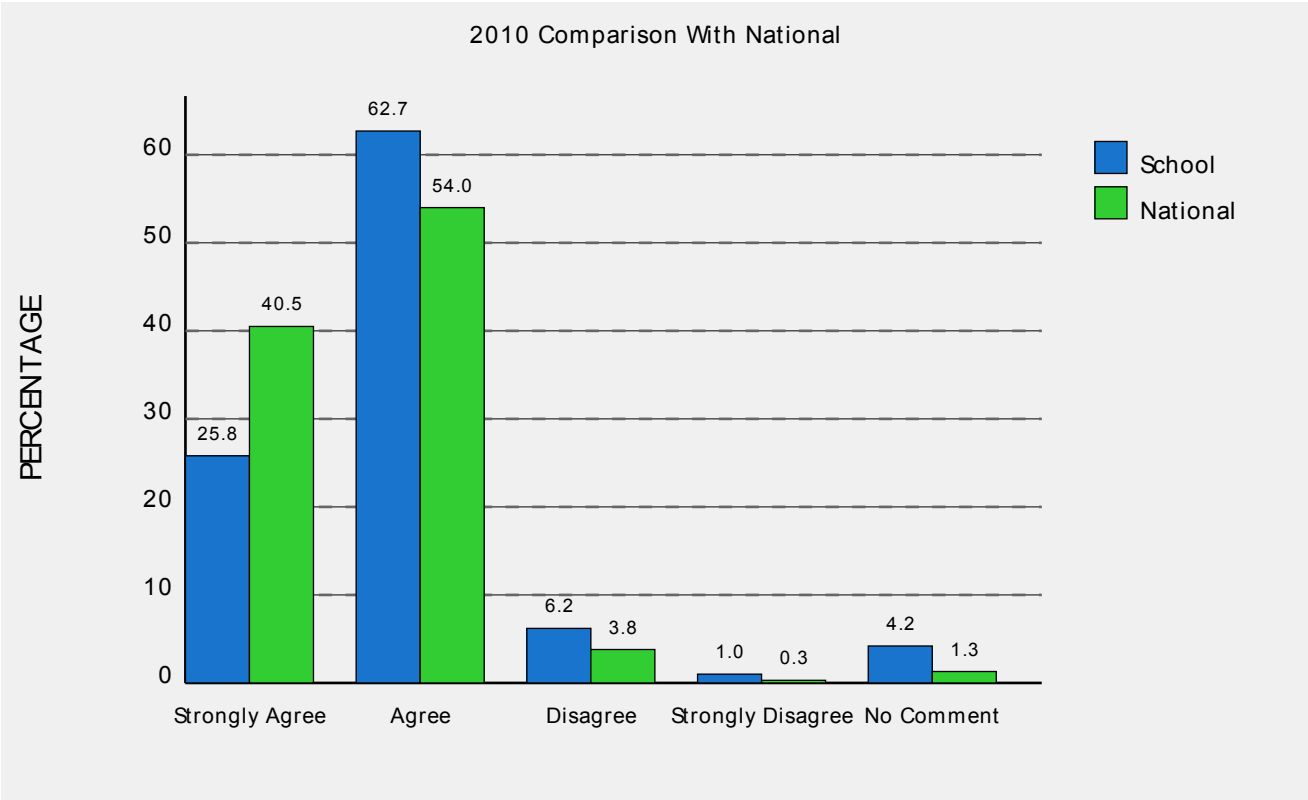
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 19. The responsibilities as a preceptor have been defined at my site.





Question 19. The responsibilities as a preceptor have been defined at my site.

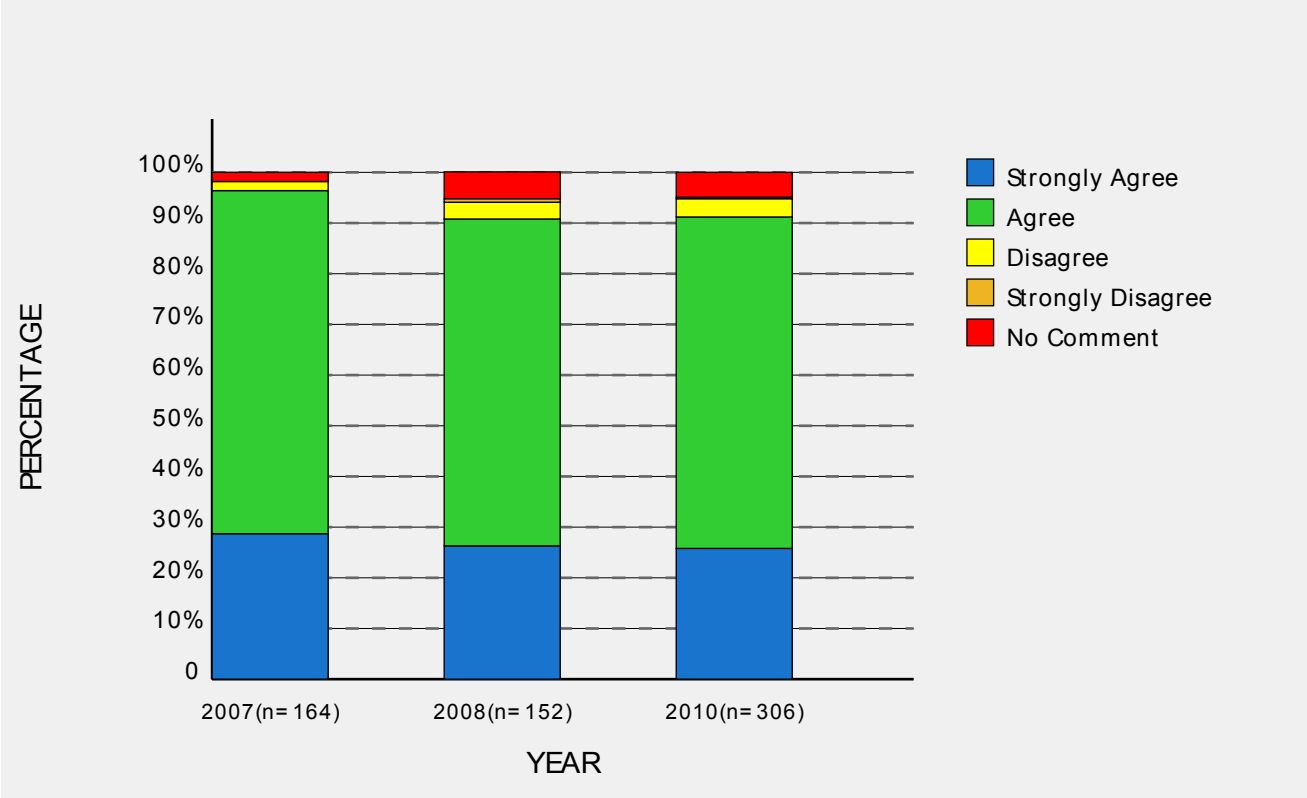
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	26.2%	43	63.4%	104	8.5%	14	0.0%	0	1.8%	3	164	35.0%
2008	25.0%	38	65.8%	100	5.9%	9	0.7%	1	2.6%	4	152	22.1%
2010	25.8%	79	62.7%	192	6.2%	19	1.0%	3	4.2%	13	306	23.8%
National	40.5%	3481	54.0%	4645	3.8%	327	0.3%	30	1.3%	111	8594	32.8%

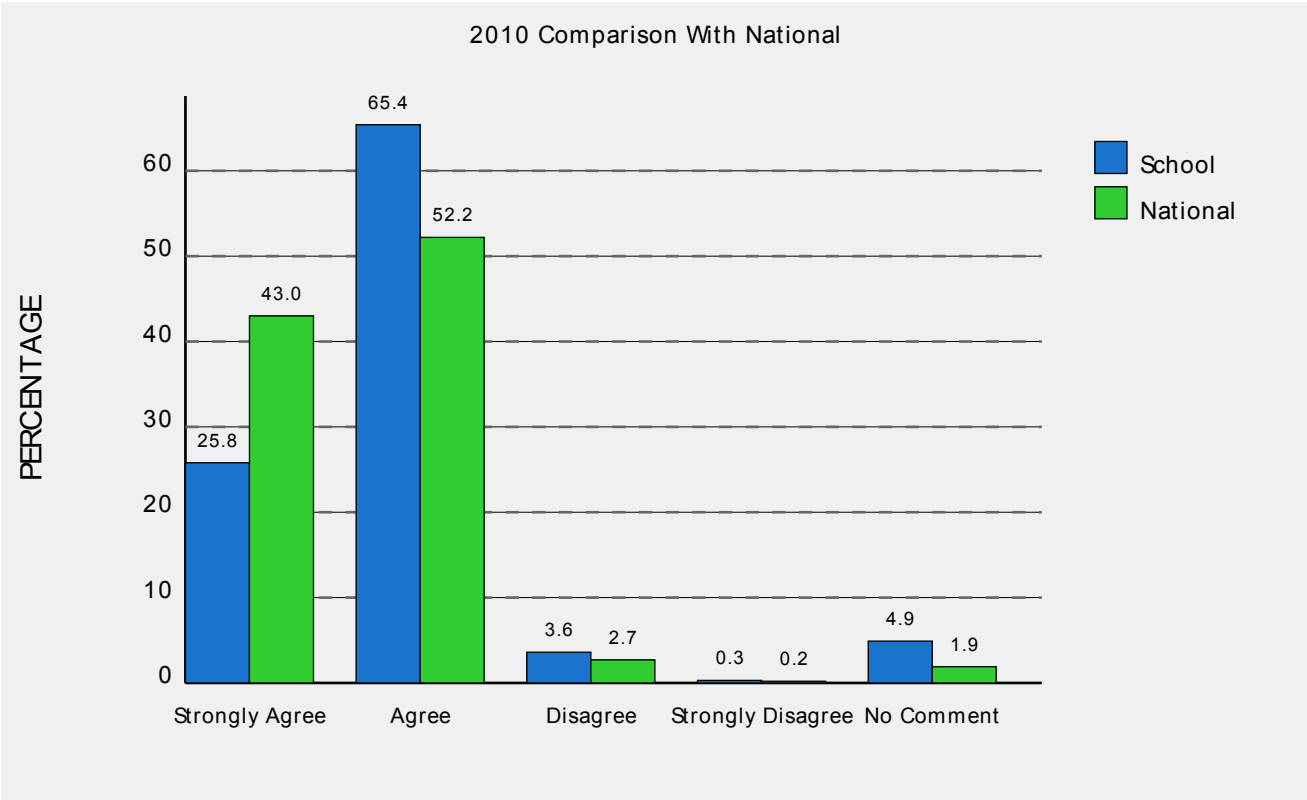
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 20. The objectives for my pharmacy practice experience have been defined at my site.





Question 20. The objectives for my pharmacy practice experience have been defined at my site.

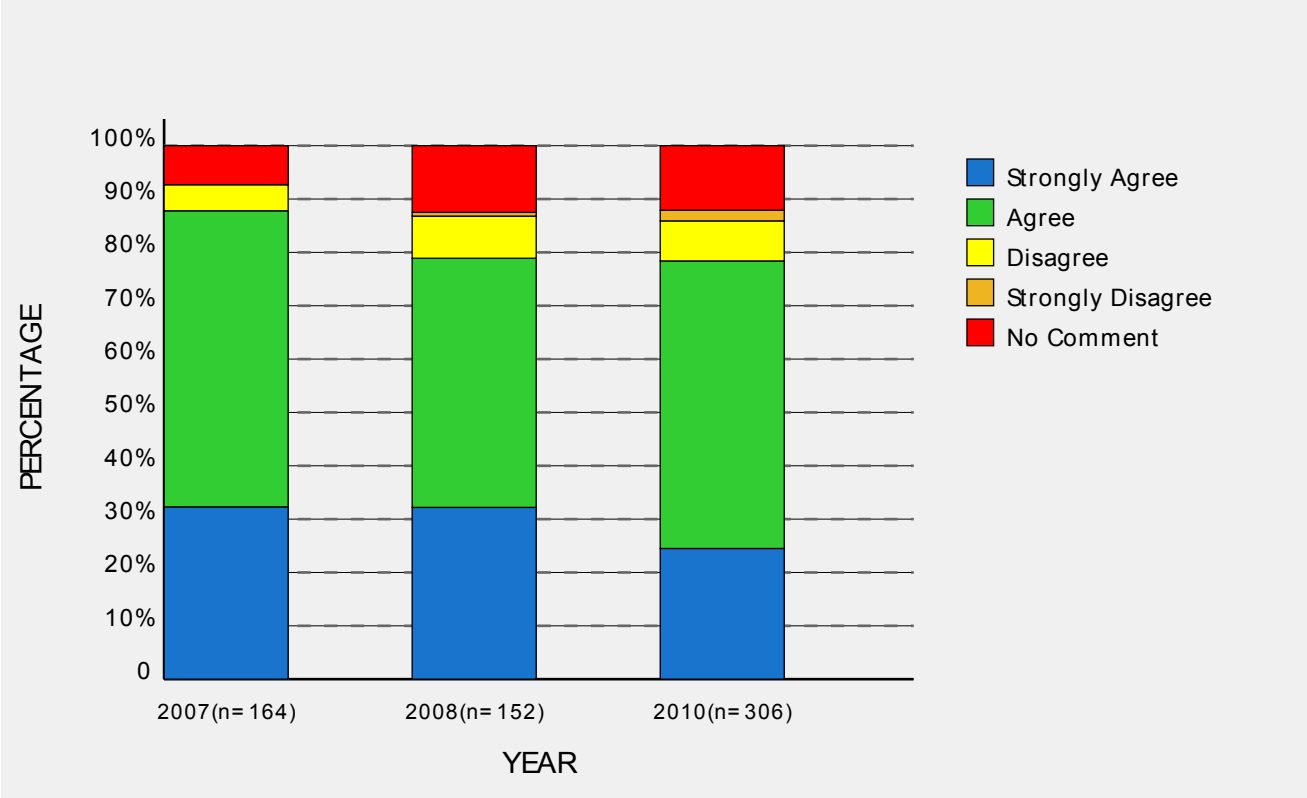
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	28.7%	47	67.7%	111	1.8%	3	0.0%	0	1.8%	3	164	35.0%
2008	26.3%	40	64.5%	98	3.3%	5	0.7%	1	5.3%	8	152	22.1%
2010	25.8%	79	65.4%	200	3.6%	11	0.3%	1	4.9%	15	306	23.8%
National	43.0%	3698	52.2%	4486	2.7%	232	0.2%	19	1.9%	159	8594	32.8%

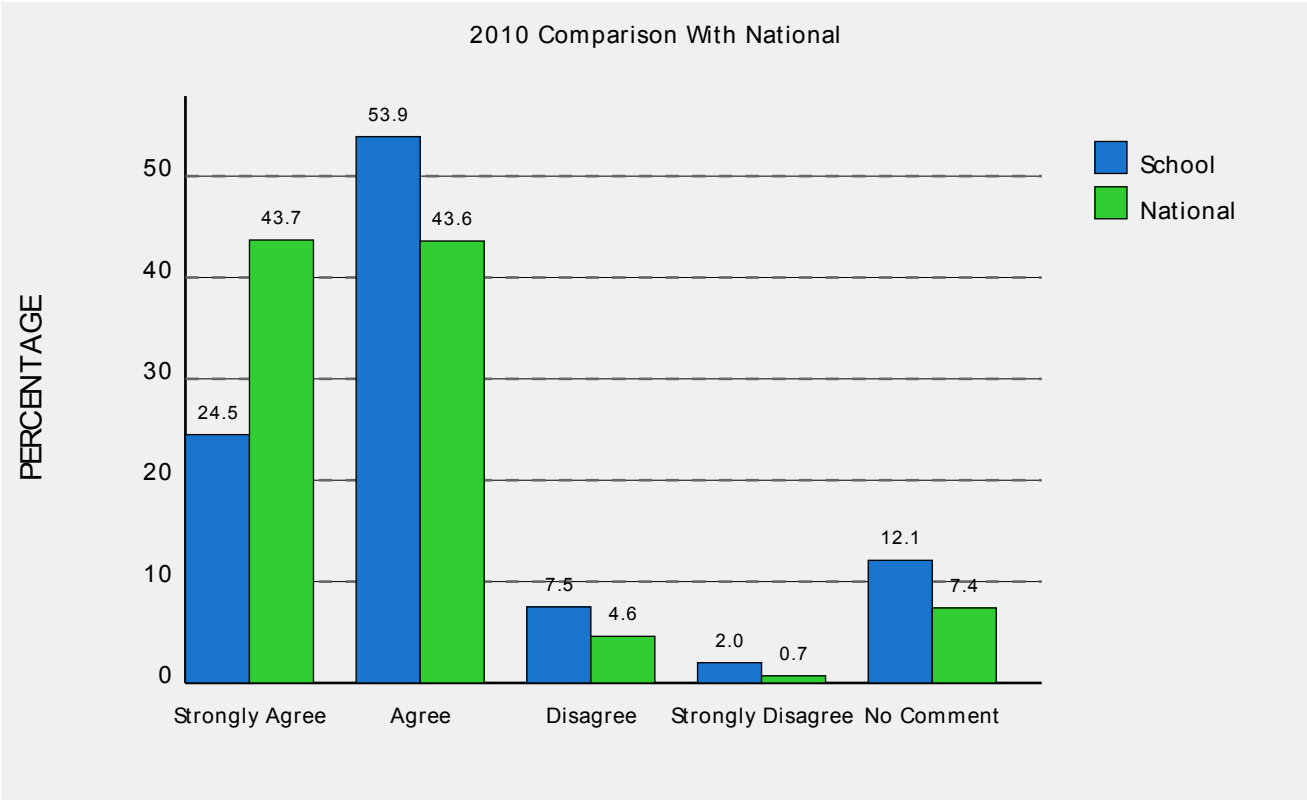
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 21. I use feedback about my site to make improvements to my student practice experience.





Question 21. I use feedback about my site to make improvements to my student practice experience.

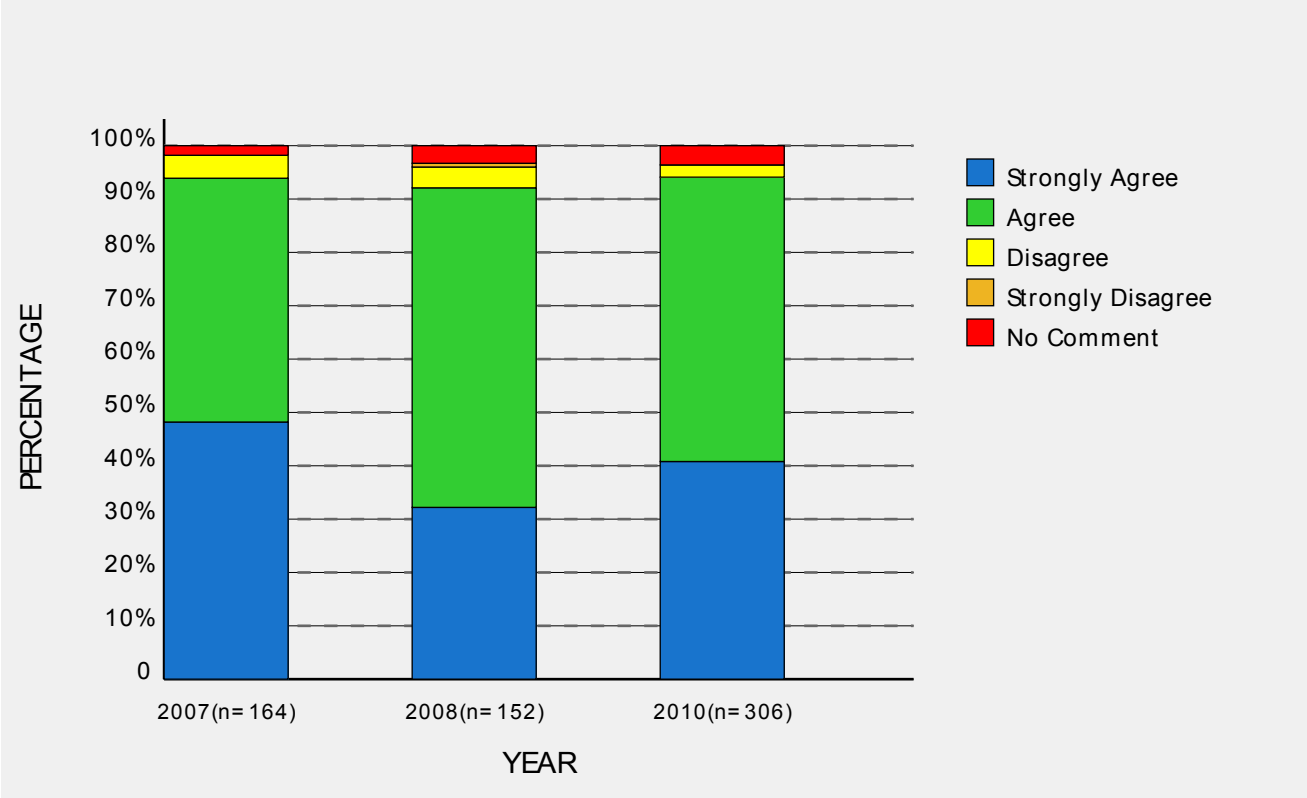
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	32.3%	53	55.5%	91	4.9%	8	0.0%	0	7.3%	12	164	35.0%
2008	32.2%	49	46.7%	71	7.9%	12	0.7%	1	12.5%	19	152	22.1%
2010	24.5%	75	53.9%	165	7.5%	23	2.0%	6	12.1%	37	306	23.8%
National	43.7%	3755	43.6%	3750	4.6%	393	0.7%	57	7.4%	639	8594	32.8%

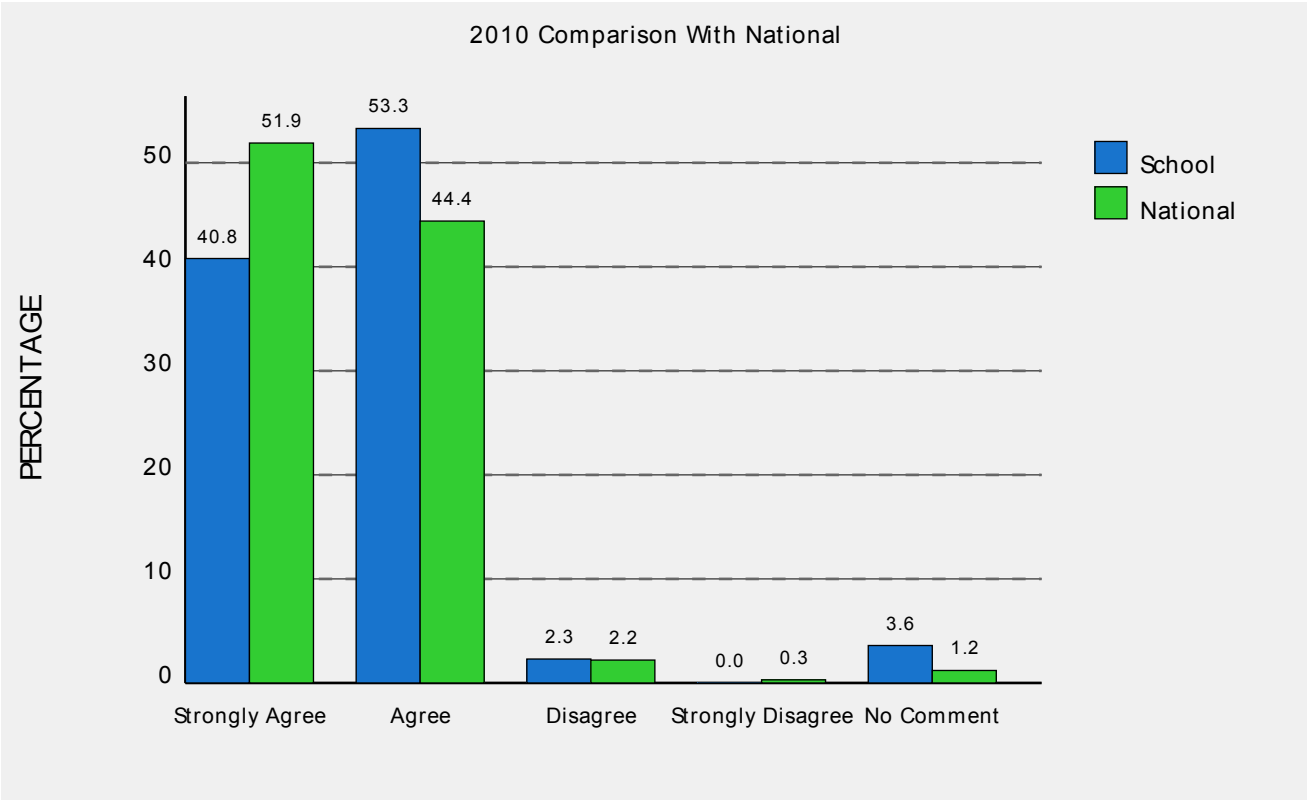
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 23. Students at my site are encouraged to assume responsibility for their own learning.





Question 23. Students at my site are encouraged to assume responsibility for their own learning.

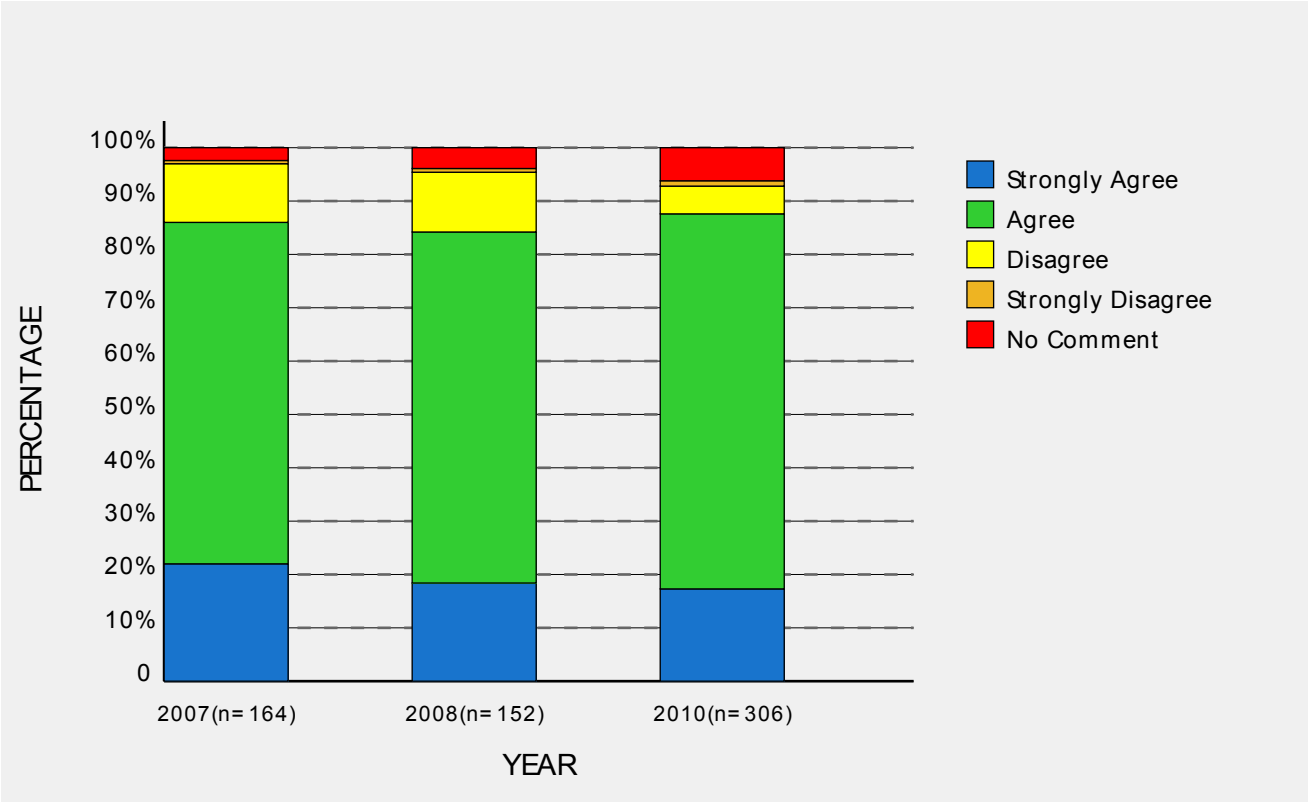
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	48.2%	79	45.7%	75	4.3%	7	0.0%	0	1.8%	3	164	35.0%
2008	32.2%	49	59.9%	91	3.9%	6	0.7%	1	3.3%	5	152	22.1%
2010	40.8%	125	53.3%	163	2.3%	7	0.0%	0	3.6%	11	306	23.8%
National	51.9%	4458	44.4%	3818	2.2%	192	0.3%	24	1.2%	102	8594	32.8%

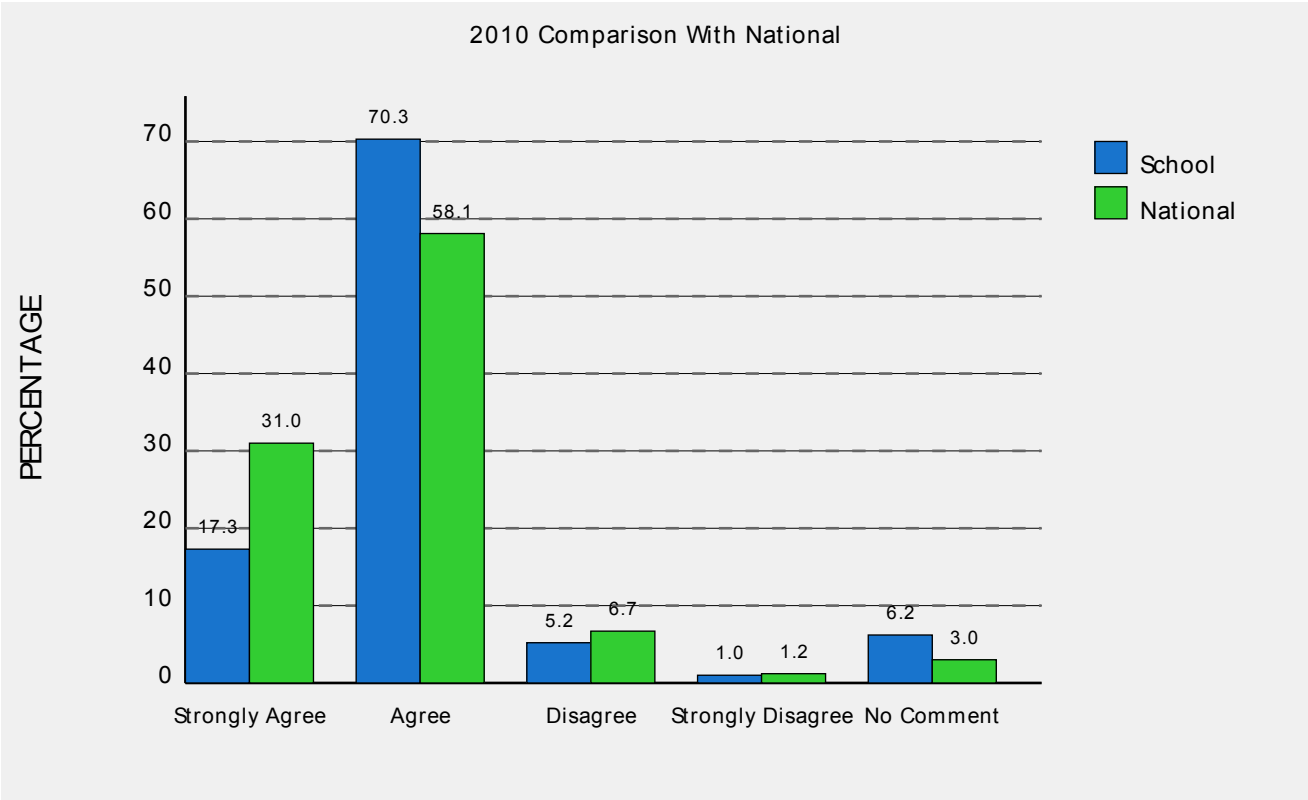
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 24. The assessment tools provided to me for my site are suitable for measuring student performance.





Question 24. The assessment tools provided to me for my site are suitable for measuring student performance.

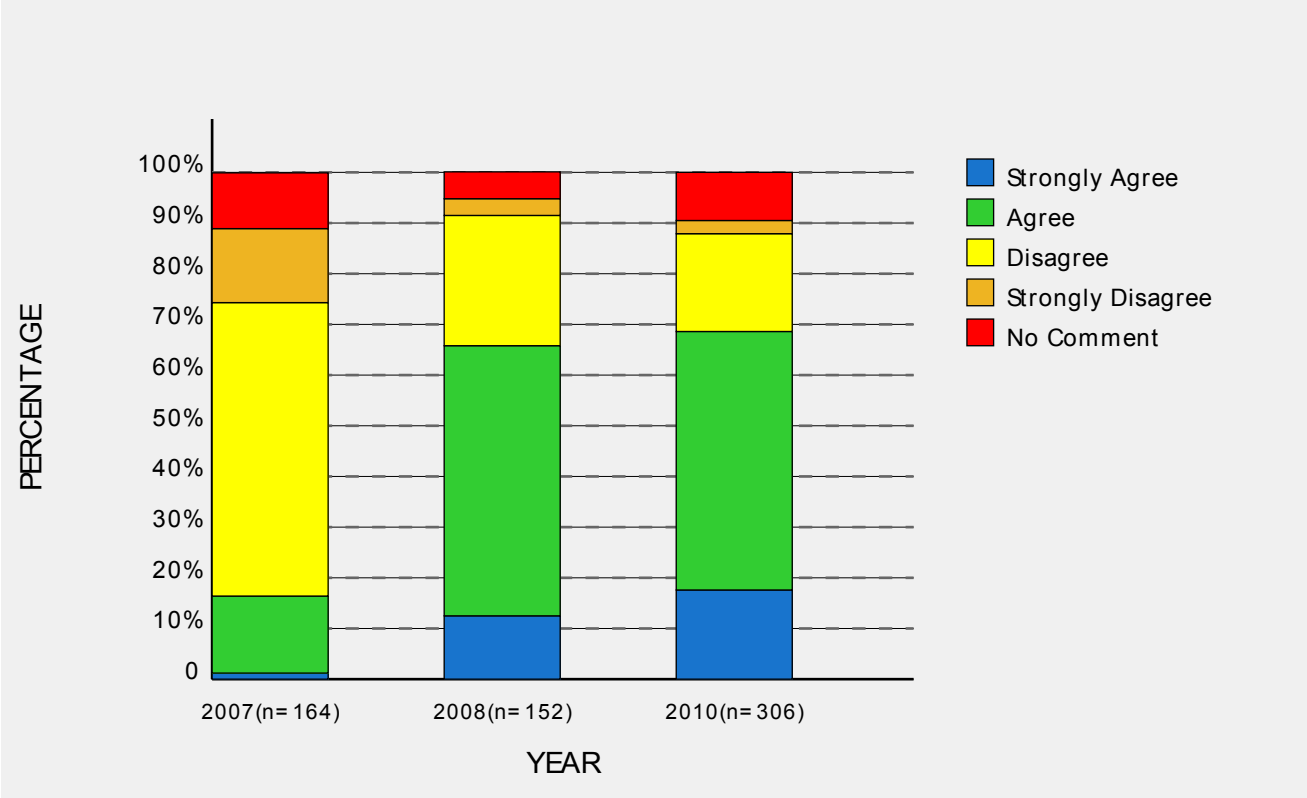
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	22.0%	36	64.0%	105	11.0%	18	0.6%	1	2.4%	4	164	35.0%
2008	18.4%	28	65.8%	100	11.2%	17	0.7%	1	3.9%	6	152	22.1%
2010	17.3%	53	70.3%	215	5.2%	16	1.0%	3	6.2%	19	306	23.8%
National	31.0%	2660	58.1%	4994	6.7%	580	1.2%	106	3.0%	254	8594	32.8%

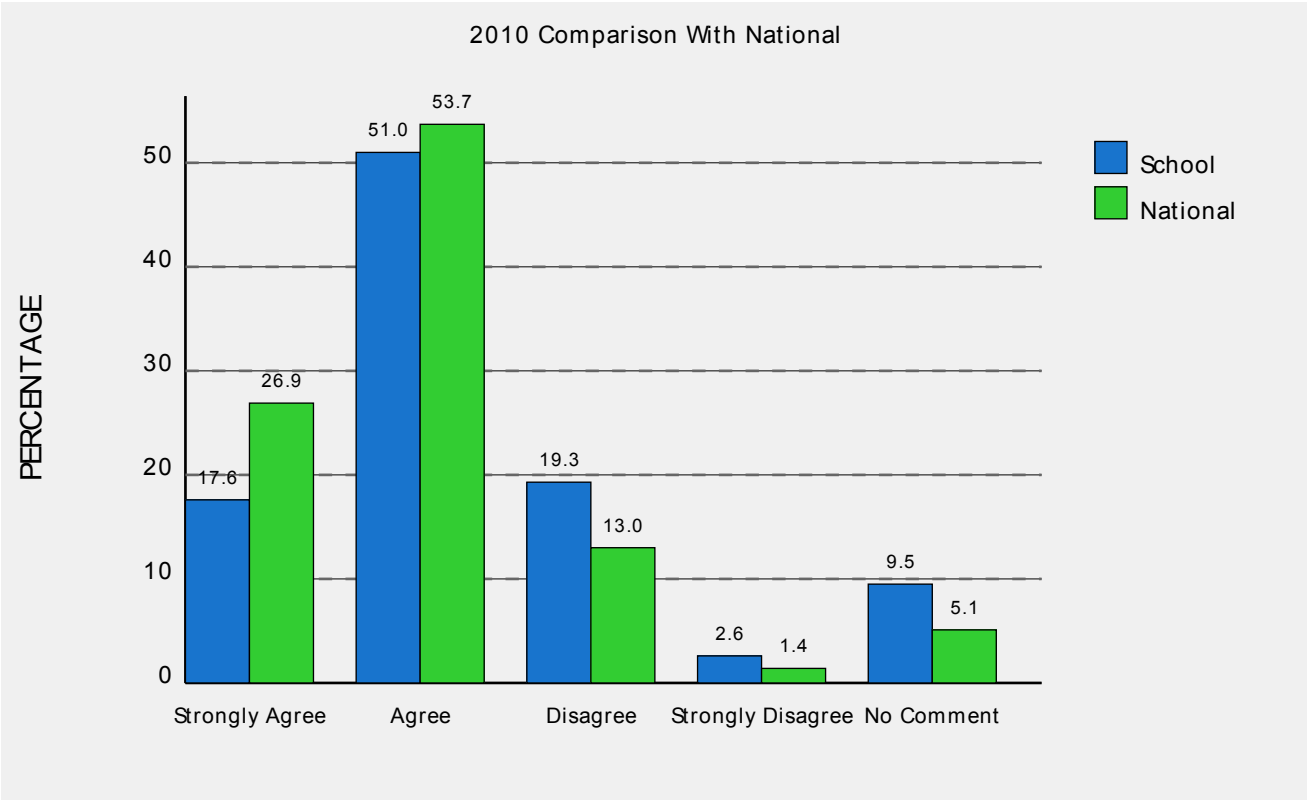
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 36. I have ongoing contact with the Office of Experiential Education.





Question 36. I have ongoing contact with the Office of Experiential Education.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	1.2%	2	15.2%	25	57.9%	95	14.6%	24	11.0%	18	164	35.0%
2008	12.5%	19	53.3%	81	25.7%	39	3.3%	5	5.3%	8	152	22.1%
2010	17.6%	54	51.0%	156	19.3%	59	2.6%	8	9.5%	29	306	23.8%
National	26.9%	2308	53.7%	4614	13.0%	1121	1.4%	117	5.1%	434	8594	32.8%

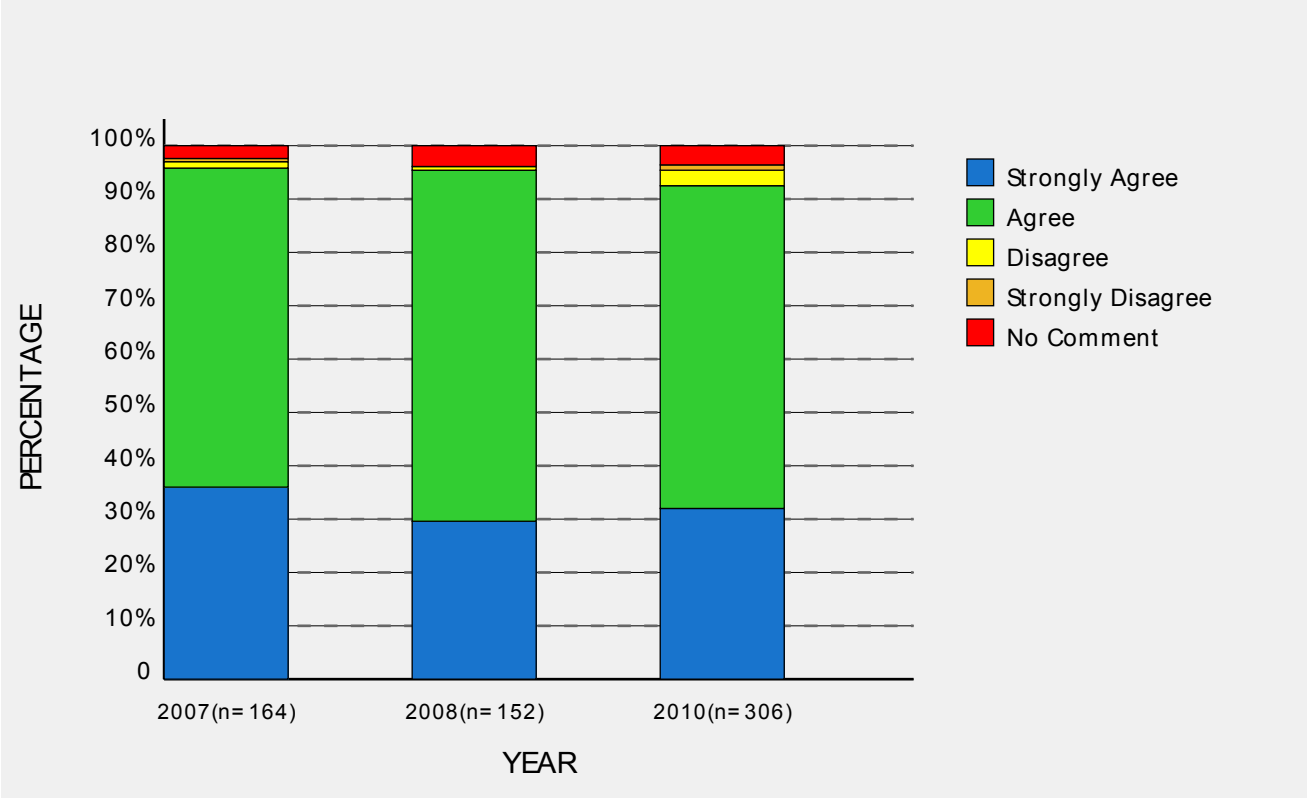
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

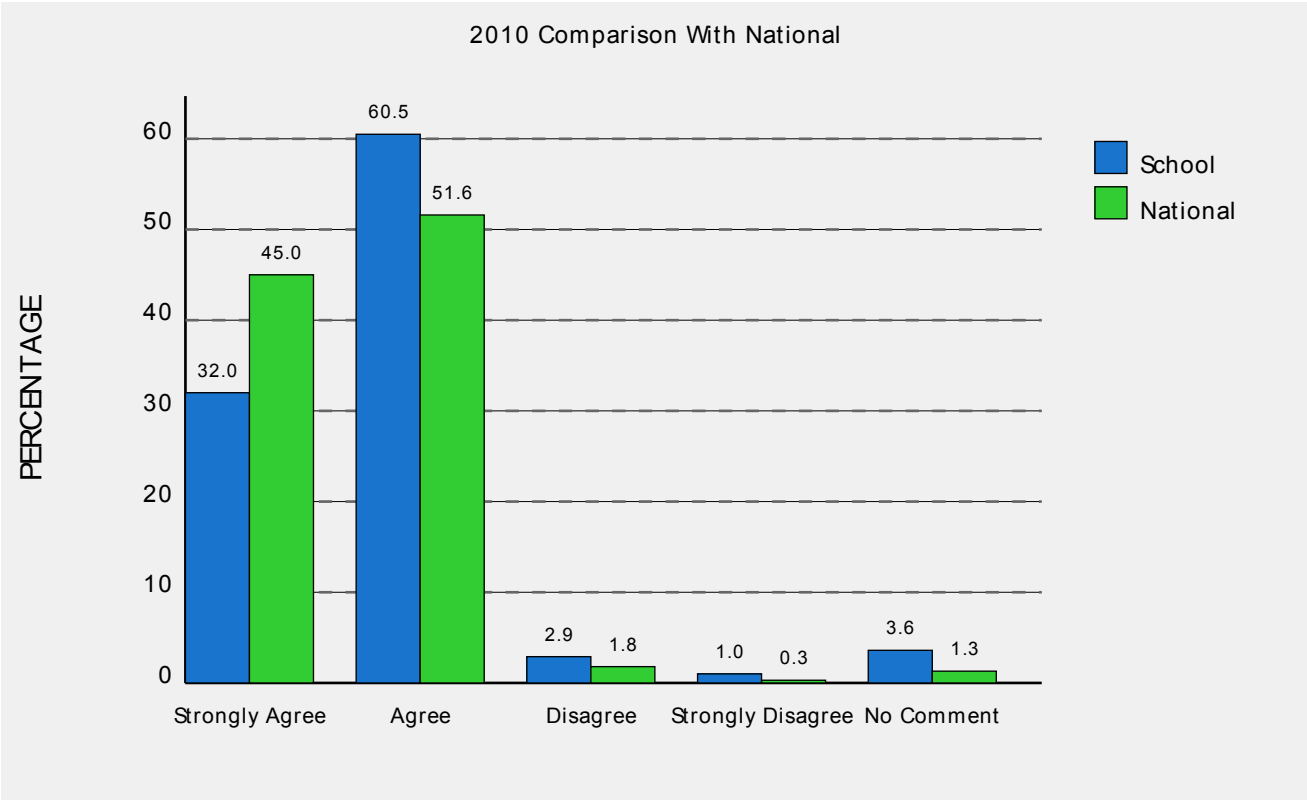
Program comments on this Data View:

See narrative and standard 28; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 38. The student-to-preceptor ratios at my site are appropriate to maximize learning.





Question 38. The student-to-preceptor ratios at my site are appropriate to maximize learning.

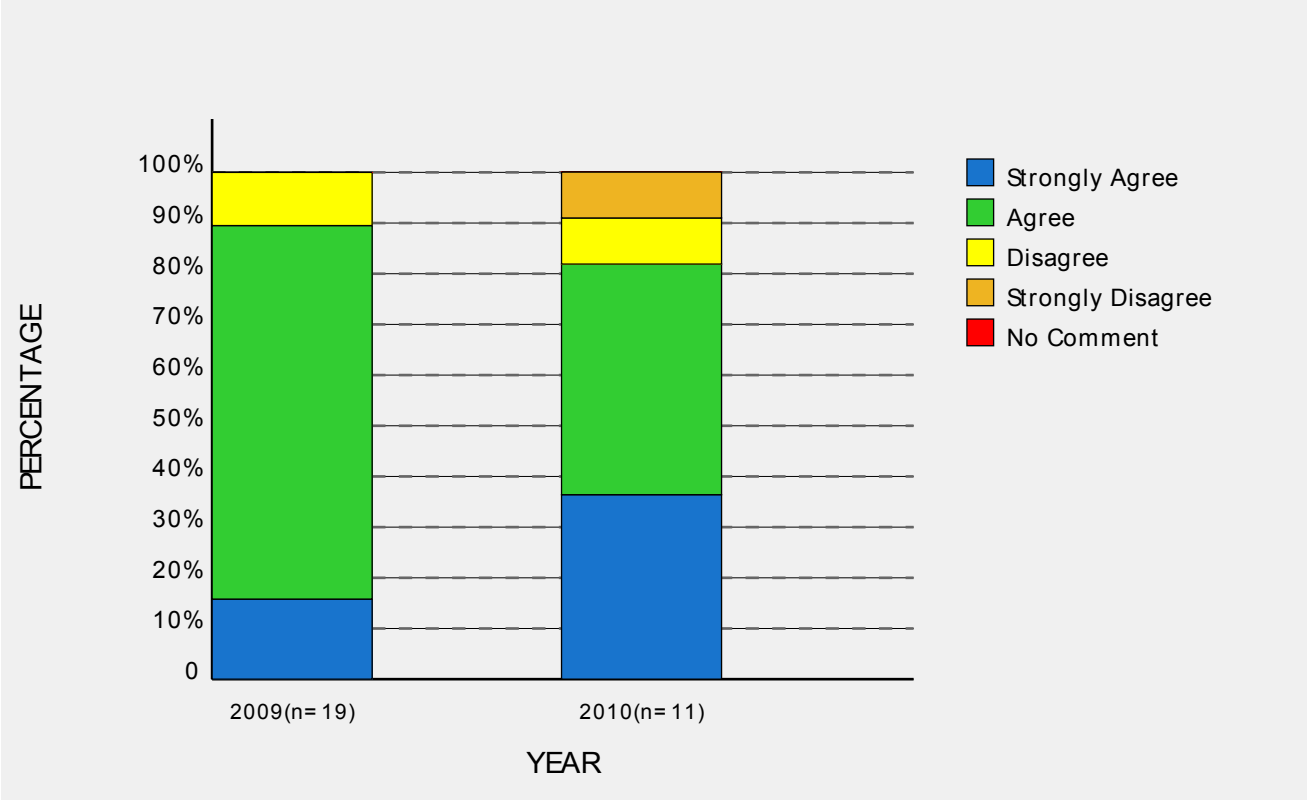
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	36.0%	59	59.8%	98	1.2%	2	0.6%	1	2.4%	4	164	35.0%
2008	29.6%	45	65.8%	100	0.7%	1	0.0%	0	3.9%	6	152	22.1%
2010	32.0%	98	60.5%	185	2.9%	9	1.0%	3	3.6%	11	306	23.8%
National	45.0%	3865	51.6%	4436	1.8%	151	0.3%	28	1.3%	114	8594	32.8%

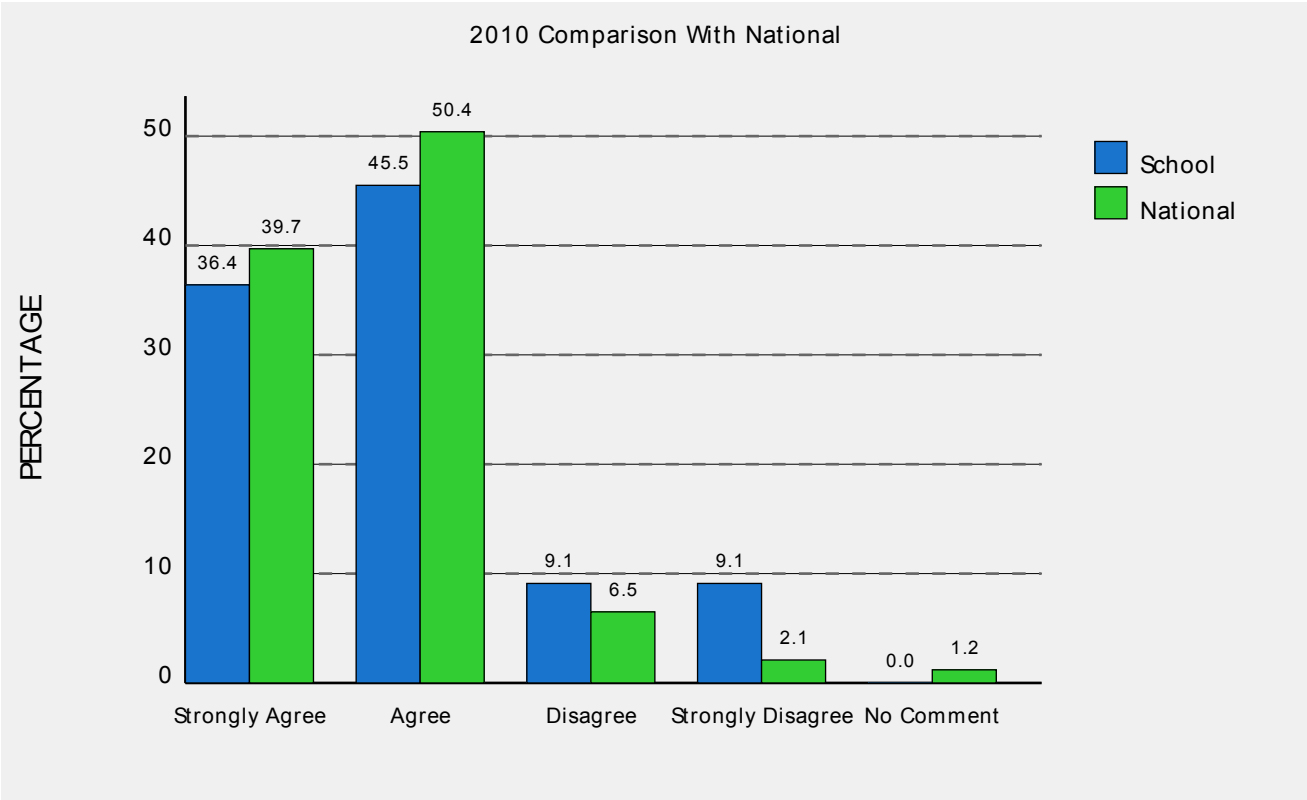
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 25. When I was a student the courses I took prepared me to enter my first pharmacy job.





Question 25. When I was a student the courses I took prepared me to enter my first pharmacy job.

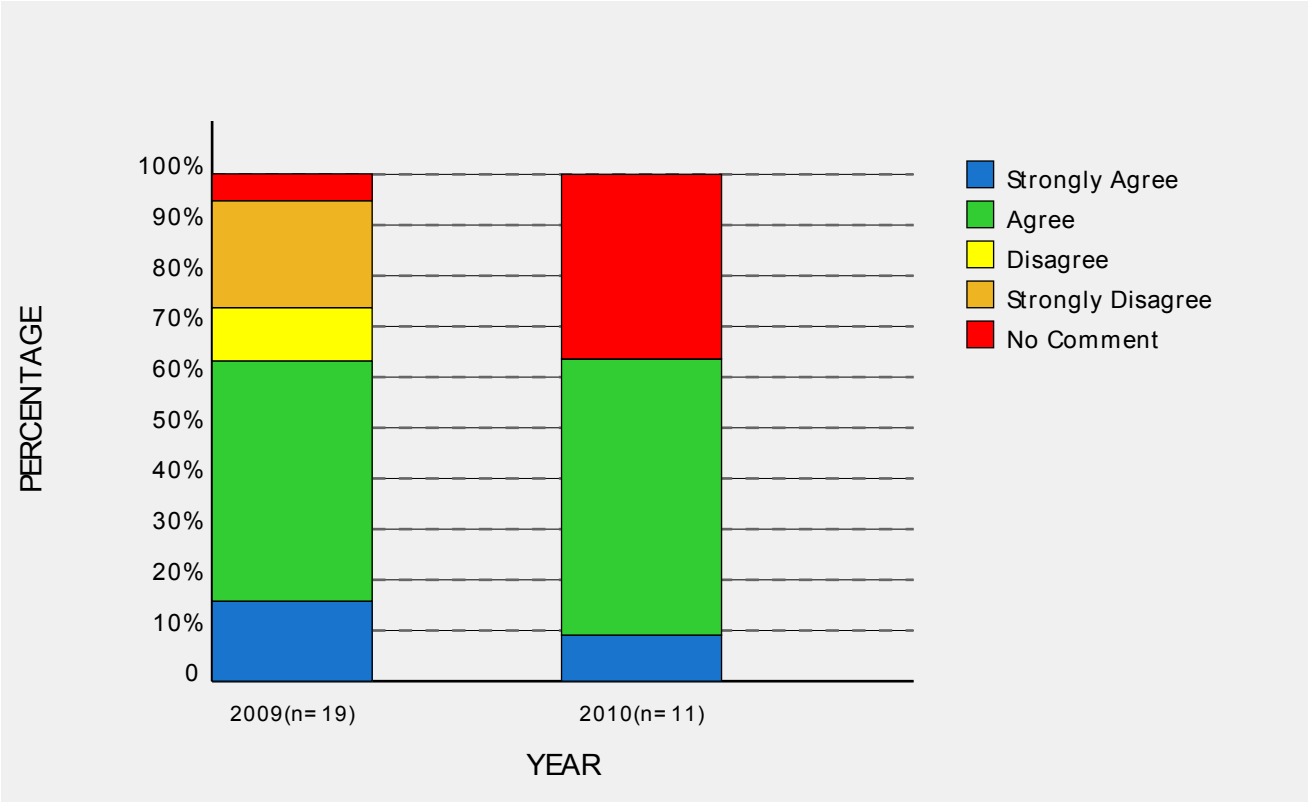
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	15.8%	3	73.7%	14	10.5%	2	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	9.1%	1	9.1%	1	0.0%	0	11	20.8%
National	39.7%	978	50.4%	1244	6.5%	161	2.1%	53	1.2%	30	2466	19.7%

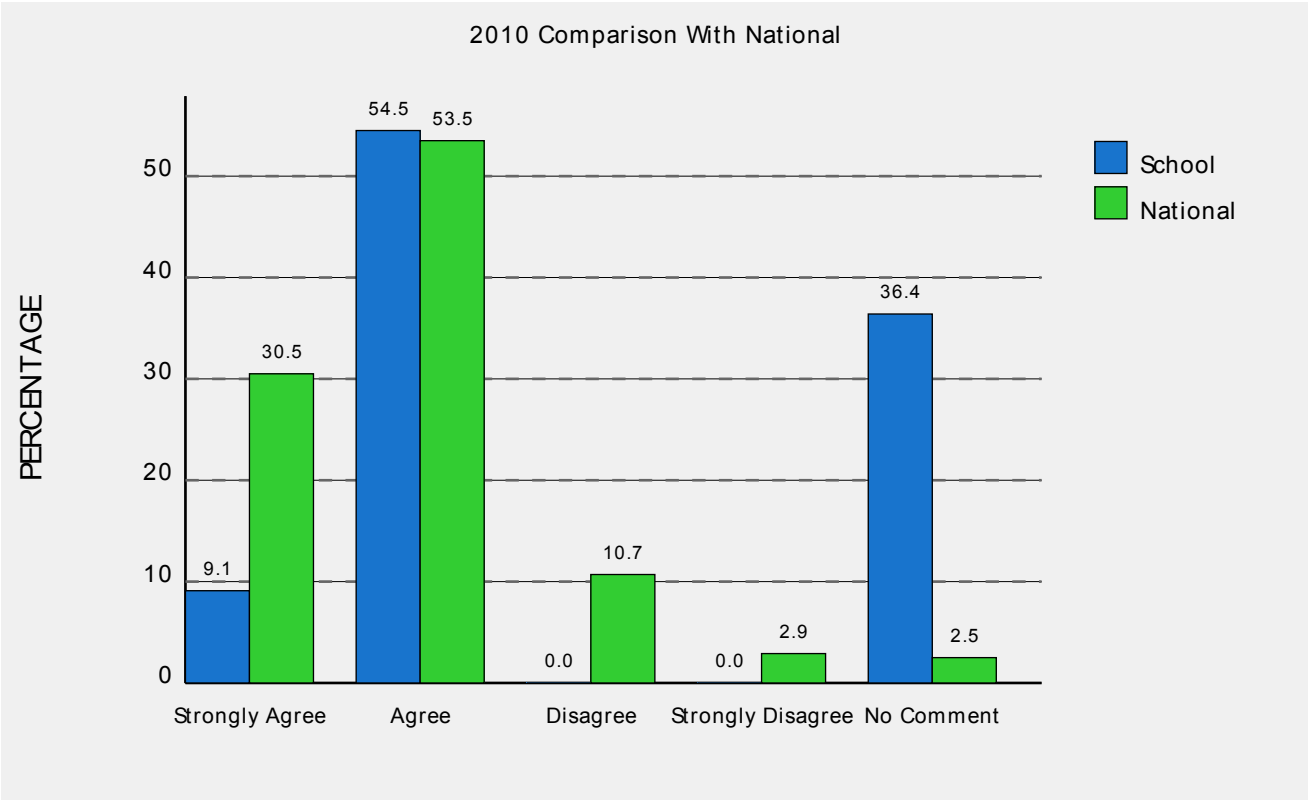
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 27. When I was a student pharmacy related elective courses met my needs as a Pharm.D. student.





Question 27. When I was a student pharmacy related elective courses met my needs as a Pharm.D. student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	15.8%	3	47.4%	9	10.5%	2	21.1%	4	5.3%	1	19	29.7%
2010	9.1%	1	54.5%	6	0.0%	0	0.0%	0	36.4%	4	11	20.8%
National	30.5%	751	53.5%	1320	10.7%	263	2.9%	71	2.5%	61	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Please note the first class to graduate with an elective requirement throughout their program will be the 2012 graduating class.

2. College or School's Self-Assessment

The college or school provides a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.	Satisfactory
The pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum.	Satisfactory
Pharmacy practice experiences include periods for preparation and guided reflection.	Satisfactory
The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site are defined.	Satisfactory
Goals and outcomes for each pharmacy practice experience are mapped to activities listed in Appendix C to ensure that students' experience will cover, at a minimum, all the listed activities.	Satisfactory
Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes are documented and assessed.	Satisfactory
In aggregate, the pharmacy practice experiences include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.	Satisfactory
Most pharmacy practice experiences are under the supervision of qualified pharmacist preceptors licensed in the United States.	Satisfactory
The college or school ensures that all preceptors (especially first-time preceptors prior to assuming their responsibilities) receive orientation regarding the outcomes expected of students and the pedagogical methods that enhance learning, ongoing training, and development.	Satisfactory
A quality assurance procedure is in place that facilitates standardization and consistency of experiences and outcomes while allowing for individualization of instruction, guidance, and remediation by the preceptor based on student needs.	Satisfactory
Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned.	Satisfactory
The introductory pharmacy practice experiences involve actual practice experiences in community and institutional settings and permit students, under appropriate supervision and as permitted by practice regulations, to assume direct patient care responsibilities.	Satisfactory
Introductory pharmacy practice experiences account for not less than 300 hours over the first three professional years. The majority of students' time (minimum 150 hours) is balanced between community pharmacy and institutional health system settings.	Satisfactory
The length of the advanced pharmacy practice experiences is not less than 1440 hours (36 weeks) during the last academic year and after all pre-advanced pharmacy practice experience requirements (i.e., introductory pharmacy practice experiences and required core didactic course work) are completed.	Satisfactory
All required advanced pharmacy practice experiences in all program pathways are conducted in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands).	Satisfactory

Required experiences include primary, acute, chronic, and preventive care among patients of all ages and develop pharmacist-delivered patient care competencies in the following settings: • community pharmacy • hospital or health-system pharmacy • ambulatory care • inpatient/acute care general medicine	Satisfactory
Simulation is used appropriately as a component of introductory pharmacy practice experiences; it does not account for greater than 20% of total introductory pharmacy practice experience time and does not substitute for the hours devoted to actual experiences in community pharmacy and institutional health system settings.	

3. College or School's Comments on the Standard

Focused Questions
☑ How student performance is assessed and documented, including the nature and extent of patient and health care professional interactions, and the attainment of desired outcomes
☑ How, in aggregate, the practice experiences assure that students have direct interactions with diverse patient populations in a variety of health care settings
☑ How the college or school ensures that the majority of students' IPPE hours are provided in and balanced between community pharmacy and institutional health system settings
☑ How the college or school uses simulation in the curriculum
☑ How the college or school establishes objectives and criteria to distinguish introductory from advanced practice experiences.
☑ How the college or schools assures, measures, and maintains the quality of site used for practice experiences
☑ How quality improvements are made based on assessment data from practice sites
☑ How the goals and outcomes for each pharmacy practice experience are mapped to the activities listed in Appendix C of Standards 2007 to ensure that students' experience will cover, at a minimum, all the listed activities
☑ How the college or school is applying the guidelines for this standard, and the additional guidance provided in Appendix C, in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
An Office for Pharmacy Practice Experiences Programs was created in 2010, giving the experiential team a distinct identity, visibility and access to resources within the College. This office reports to the Dean and is comprised of two faculty members who are designated as Director of Experiential Programs and Director of IPPE, two Program Specialists and hundreds of volunteer faculty, most of whom have Affiliate faculty appointments. The Director of Experiential Programs is responsible for administrative and academic leadership of all experiential education. Experiential program faculty and staff are distributed across both campuses to facilitate timely response to student and preceptor needs.

The experiential program allows students to interact with a diverse array of healthcare professionals and patient populations. The progression of IPPE to APPE is designed to integrate, apply, reinforce, and advance knowledge, skills, attitudes, and values as student progress. IPPE requires a minimum of 322 hours (exclusive of simulations); providing foundational knowledge of community, hospital and ambulatory care settings (see optional documents: APPE/IPPE spreadsheet). APPE requires 1680 hours, including community, hospital or health system, inpatient/acute general adult medicine and ambulatory care as core components of the seven required experiences. Specific objectives for each experience and responsibilities for students and preceptors are detailed in each course syllabus. Students do not receive remuneration for IPPE or APPE experiences.

The College and Director played lead roles in the development of the Northwest Pharmacy Education Consortium, which is comprised of seven colleges and schools of pharmacy (OSU, Pacific University, University of Washington, Washington State University, Wyoming, Idaho, and Montana). The Consortium is a valuable resource for supporting continuous quality improvement, developing common evaluation tools for preceptors, and identifying tools for preceptor development. The consortium also promotes scholarly activity among its members, fostering OSU's participation in several presentations or panels at state and national association meetings.

A competency-based student evaluation form was developed by the Consortium in 2008. A four-point Likert scale is used to assess students under five main competency categories: Knowledge Application, Professionalism, Communication, Patient Care and Management of Systems. The rubric is clearly defined on the form and matches outcomes on experiential course syllabuses, which in turn are mapped to Appendix C. The online evaluation form accepts both formative and summative evaluations that allow students and preceptors to identify deficiencies and tailor lessons or teaching styles to individual student needs. Individual aspects of a student evaluation can be compared to peer aggregate data at any point in time to assess progress in specific areas. The form has been used for P3s and P4s since 2010 and will be used for all cohorts in 2011-12, which will provide continuity and consistency for both student and preceptors. AACP preceptor surveys indicate our preceptors are familiar with documenting and addressing student performance.

In addition to the Preceptor Evaluation of Student forms, a Site/Preceptor evaluation form is completed by the student. This online form is activated at the conclusion of the student experience. The data is reviewed by the Directors and is used to help improve the quality of the student experience. The result in aggregate form is accessible to all preceptors through their respective E*Value account.

The College purchased and implemented E*Value in 2009. E*Value is a web based student/ faculty management system which tracks all student and preceptor demographics, academic performance, and professional information such as professional certifications and licensure information. The system facilitates student placements, preceptor communication and supports online evaluation processes for student and preceptor performance. E*Value has additional capabilities to support curricular mapping and student portfolios. Starting in 2011-2012, E*Value portfolios will be used for all P3 and P4 students, with plans to add an additional cohort to the system each successive year.

The Experiential Office carefully tracks individual student progress in each competency. Manuals for required IPPE rotations provide explicit requirements for completion. Students must complete all IPPE requirements and submit a portfolio with required documentation by the end of the P3 year, and prior to starting APPE. Portfolios also include required self-reflections for each experiential rotation. Students write a reflection paper at the beginning of each rotation, describing their previous experiences and specific goals for the rotation. A summary reflection at the end of each rotation describes what goals were met and any additional insights.

IPPE experiences begin in the fall of the P1 year and are organized into four categories: community; hospital; ambulatory care; and professional development. Simulation activities are not counted toward IPPE hours, although they are a component of instruction in pharmacy practice labs. Students complete 105 hours of hospital (P1-2 = 90; P3 = 15) and 184 hours of community (P1-2 = 94; P3 = 90) practice. Ambulatory care experiences are a third area of focus (P1-2 =14hrs) and are facilitated within 340b/Federally Qualified Health Care Centers such as the Benton County Clinic, In Reach/Out Reach Clinics and Central City Concern. Patient intake and interviewing, preparing medications, performing consultations, physical assessment, and adjusting therapy under collaborative protocols (sometimes in ‘drugless pharmacies’), primarily with underserved populations, are components of these experiences. The fourth focus area establishes a foundation for professional development in terms of fostering patient care, teamwork, and wellness. P1 and P2 students are required to complete 19 hours of patient care outreach and attend professional meetings.

Experiences from the P1 to P3 years foster student progression through a series of competencies and ability based outcomes that are matched to the appropriate level of learner. Students and preceptors follow syllabuses and manuals for each corresponding stage of IPPE (i.e. IPPE 1, 2, 3; see IPPE Manuals). Students participate in both direct and indirect patient care, involving interactions with diverse populations and other health professionals. The P1 and P2 year IPPE courses focus on the development and integration of knowledge, skills, behavior and attitudes. The Director of IPPE experiences works closely with faculty in the first two years of the program to coordinate activities with didactic course content. For example, self-care topics and immunization training taught in pharmacy practice courses are reinforced by OTC product evaluations and immunization clinics, respectively, in IPPE rotations. Surveys indicate IPPE experiences provide a strong foundation in patient care and inter-professional practice.

The P3 IPPE rotations are a transition period where ability based outcomes focus on the management of medication and other higher level skills found in both the hospital and community pharmacy settings. P3 students are required to complete 90 hours in a community pharmacy, 10 hours with a medication reconciliation team, and five hours in an Introduction to Hospital Clinical Services experience. Another opportunity was recently implemented for students to participate in patient discharge counseling in a large metropolitan hospital system (see optional documents: Providence Discharge Manual). This activity provides students with the vital task of educating a patient and/or caregiver on newly prescribed drug therapies to enhance the quality of patient care upon discharge. The IPPE manual requires documentation of all activities and projects to assure all pre-advanced pharmacy practice experience requirements are fulfilled.

Students are gradually introduced to the P4 year through a series of formal and informal meetings that occurs during the P3 year. They learn about the syllabuses, student policies, types of experiences and the rotation matching process. In addition, starting 2011-12, P3 students will be matched with P4 students as part of the Introduction to Hospital Clinical Service Experience. The goal is to better prepare students for their P4 year. Results pertaining to the experiential program from the AACP graduating student survey compare favorably and strongly with that of our peers. Over 95% of students agree with statements pertaining to the value

of experiences in helping to achieve professional goals, and collaborating with other health professionals.

The fourth year of the curriculum consists entirely of advanced pharmacy practice experiences. Each P4 student completes seven 6-week advanced pharmacy practices experiences, totaling a minimum of1680 hours. Four required experience categories (community, ambulatory care, hospital and adult general acute care medicine) are conducted in the United States or its territories and possessions. Examples of patient and non-patient care electives include: anticoagulation, medication therapy management, primary care, critical care, neonatal care, geriatric care, infectious disease, inpatient, intensive care, emergency room, home infusion, long term care, travel clinic, compounding, specialty pharmacy, nuclear, mental health, drug information, research, teaching, managed care, pharmaceutical industry, pharmacy management, regulatory. A few students (< 10%) elect to choose experiences outside the state, but the vast majority of experiences occur within the state of Oregon at OSU developed sites. Most of these sites are easily reached from the Corvallis or Portland campus allowing the Director to communicate directly with preceptors about student issues and to develop their respective teaching plans. A syllabus and APPE manual assist by outlining a description of the experience, learning objectives, mandatory activities/projects and suggested topics.

In addition to self-reflection requirements for IPPE and APPE experiences, an elective course (PHAR 775: Professional Transitions) for the P4 year was recently developed. Offered during the 'off block,' this 1 credit course directs students to reflect and self-assess personal strengths and weaknesses in a personal written statement and develop a personal development plan for post-graduation using an electronic portfolio. The documents are reviewed by the course coordinator and facilitate discussions that prepare students for their transition to professional life.

Outcomes defined for the experiential program could not be met without an enthusiastic cadre of external partners within and outside the State of Oregon. The College has made an intentional decision to use practicing pharmacists as the predominant source of preceptors for the experiential program. Preceptors are pharmacists licensed as such by the State Board of Pharmacy and appointed as Affiliate Faculty of the College of Pharmacy. Student to preceptor ratios do not exceed 2:1. Recruitment and retention of preceptors committed to advancing the abilities of students and the profession is critical to the program.

Preceptors supervise all pharmacy practice experiences. Other members of the medical team and other professionals (MD, OD, PhD, RN) are utilized as preceptors for non-pharmacy practice related activities, as permitted by the Board of Pharmacy. The Office of Pharmacy Practice Experiential Program utilizes manuals, live training and web based training to deliver a comprehensive preceptor training and development program. All new preceptors receive training to orient them to the experiential program and educational processes prior to being assigned students. Orientation includes introduction to policies and procedures, guidance on how to complete the online evaluation form, coordination of student schedules, and acquisition of access to the library and online preceptor training.

Continuing support and instruction is provided by the Directors, both of whom are active in reaching out to provide contact and site visits. Program specialists are available to preceptors at all times and are empowered to act immediately to resolve minor concerns. Preceptors have a personal account on E*Value and access to the Experiential Programs webpage. Online and live training programs are offered year round to improve teaching skills and understand the changing needs of students. Online training through Collaborative Education Institute (CEI) is accessed through the preceptor's personal E*Value account. Education programming has been provided to over 500 preceptors since 2008. A Preceptor Development Fund, created in 2011, will annually support up to fifteen preceptors interested in pursuing professional certification. Enhanced efforts to reach out to preceptors were made as a result of 2008 surveys. Some improvements in contact and support are noted in the 2010 survey. It is expected that recent changes in organization, staffing and resources of the Experiential Education Office will continue to strengthen preceptor relationships.

Quality improvement – Reorganization and expansion of the experiential education faculty, and staff; leadership in the Consortium; transition to E*Value; contracting with the Collaborative Education Institute; establishment of a Preceptor Development Fund; and improved access to Oregon Health and Science University library reflect a College commitment to long term stability and excellence in experiential education.

Quality improvement – IPPE experiences have been revised substantively, providing an unusual diversity of practice experiences, and clearly establishing a progression of experiences that prepare students for transition to APPE experiences.

Notable achievement – The College and Director have played a lead role in the creation and expansion of the Northwest Consortium, and continue to share advances made by the Consortium with the academy.

Summary – The Office for Pharmacy Practice Experiences Programs is reorganized and has stronger resources to support excellence in experiential education. Experiential objectives provide for the application and progression of knowledge, professionalism, communication, patient care and management of systems as a continuum through IPPE and APPE. Processes are in place to accurately evaluate and assure continuing high quality of sites, preceptors, and student experiences.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

15. Assessment and Evaluation of Student Learning and Curricular Effectiveness

As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

The college or school must systematically and sequentially evaluate its curricular structure, content, organization, and outcomes. The college or school must use the analysis of outcome measures for continuous improvement of the curriculum and its delivery.

1. Documentation and Data

Supporting Documents

1. Performance of graduates (passing rates of first-time candidates on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years broken down by campus/branch/pathway (only required for multi-campus and/or multi-pathway programs) [SAME DATA ARE USED FOR STANDARD 3, 9, AND 15]

Appendix	Title	File Name
Appendix 15.1.1	No Branch Campuses	Performance_of_Graduates_on_NAPLEX_by_

2. Performance of graduates (passing rate of first-time candidates) on Multistate Pharmacy Jurisprudence Examination# (MPJE®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 15.2.1	MPJE Five Year Report	MPJE_FiveYearReport OSU.pdf

3. Performance of graduates (passing rate of first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 15.3.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

4. Performance of graduates (Competency Area 1 scores for first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 15.4.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

5. Performance of graduates (Competency Area 2 scores for first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 15.5.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

6. Performance of graduates (Competency Area 3 scores for first-time candidates) on North American Pharmacist Licensure Examination# (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15]

Appendix	Title	File Name
Appendix 15.6.1	NAPLEX Five Year Report	Naplex_FiveYearReport OSU.pdf

7. Examples of instructional tools, such as portfolios used by students to assist them in assuming responsibility for their own learning and for measuring their achievement

Appendix	Title	File Name
No files uploaded		

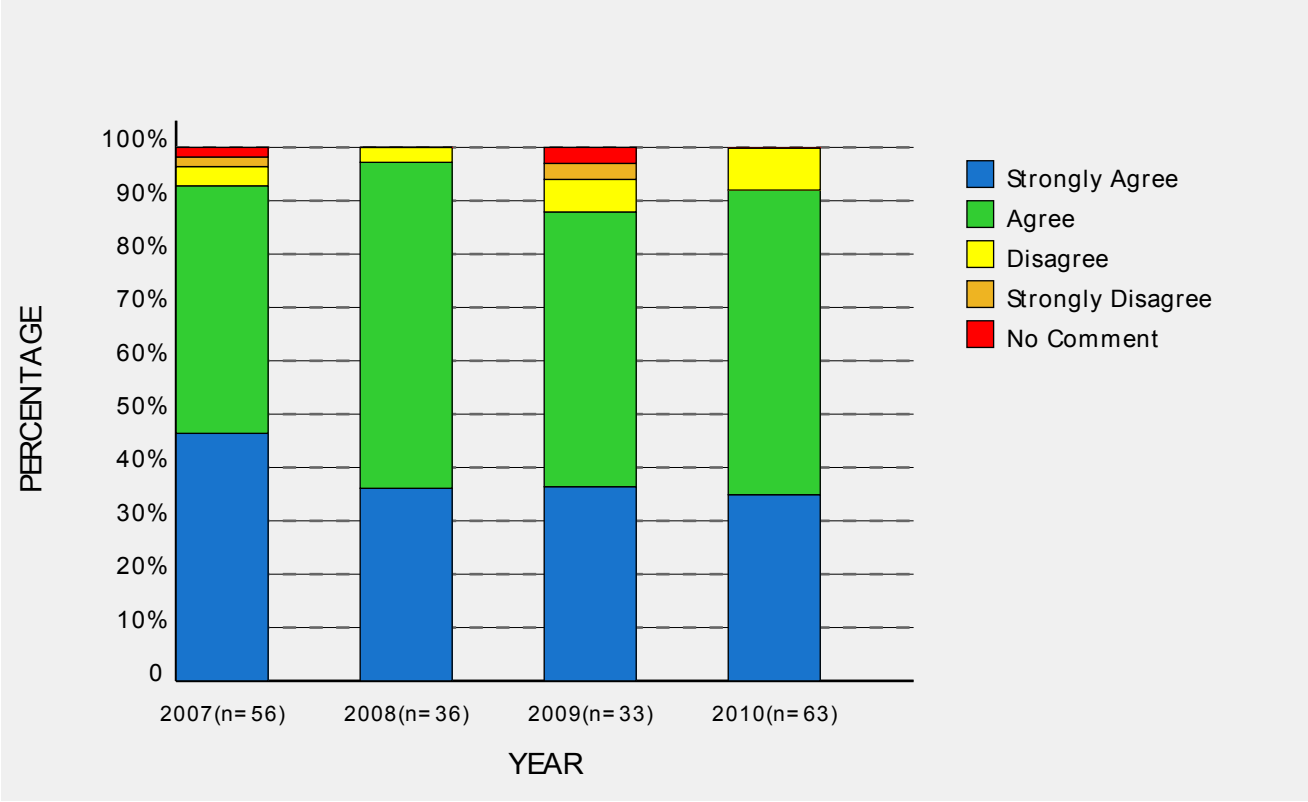
8. Other documentation or data that provides supporting evidence of compliance with the standard Examples of assessment and documentation of student performance, nature and extent of patient and health care professional interactions, and the attainment of desired outcomes; examples of how assessment data has been used to improve student learning and curricular effectiveness

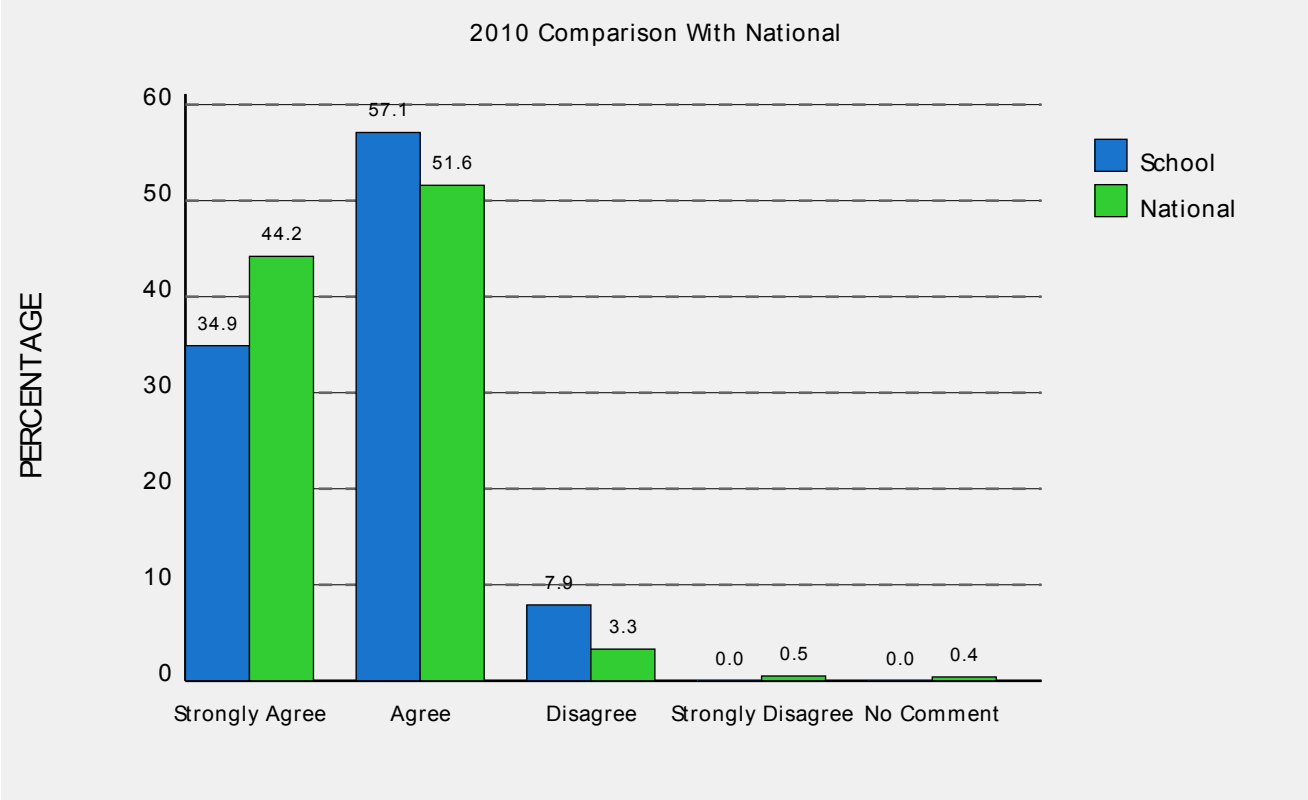
Appendix	Title	File Name
Appendix 15.8.1	Assessment Report January 2011	Assessment_Report_January_2011.pdf
Appendix 15.8.2	Sample Course Evaluation	PHAR729_Course_Eval_-_Fall_2010.pdf
Appendix 15.8.3	Mapping Subcommittee Report	Mapping_Subcommittee_Reportx.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 28. The Pharm.D. Program prepared me to reflect critically on personal skills and actions and make plans to improve when necessary.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
34.9
44.2
57.1
51.6
7.9
3.3
0.0
0.5
0.0
0.4
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 28. The Pharm.D. Program prepared me to reflect critically on personal skills and actions and make plans to improve when necessary.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	46.4%	26	46.4%	26	3.6%	2	1.8%	1	1.8%	1	56	68.3%
2008	36.1%	13	61.1%	22	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	51.5%	17	6.1%	2	3.0%	1	3.0%	1	33	39.3%
2010	34.9%	22	57.1%	36	7.9%	5	0.0%	0	0.0%	0	63	75.0%
National	44.2%	3390	51.6%	3961	3.3%	250	0.5%	40	0.4%	34	7675	71.2%

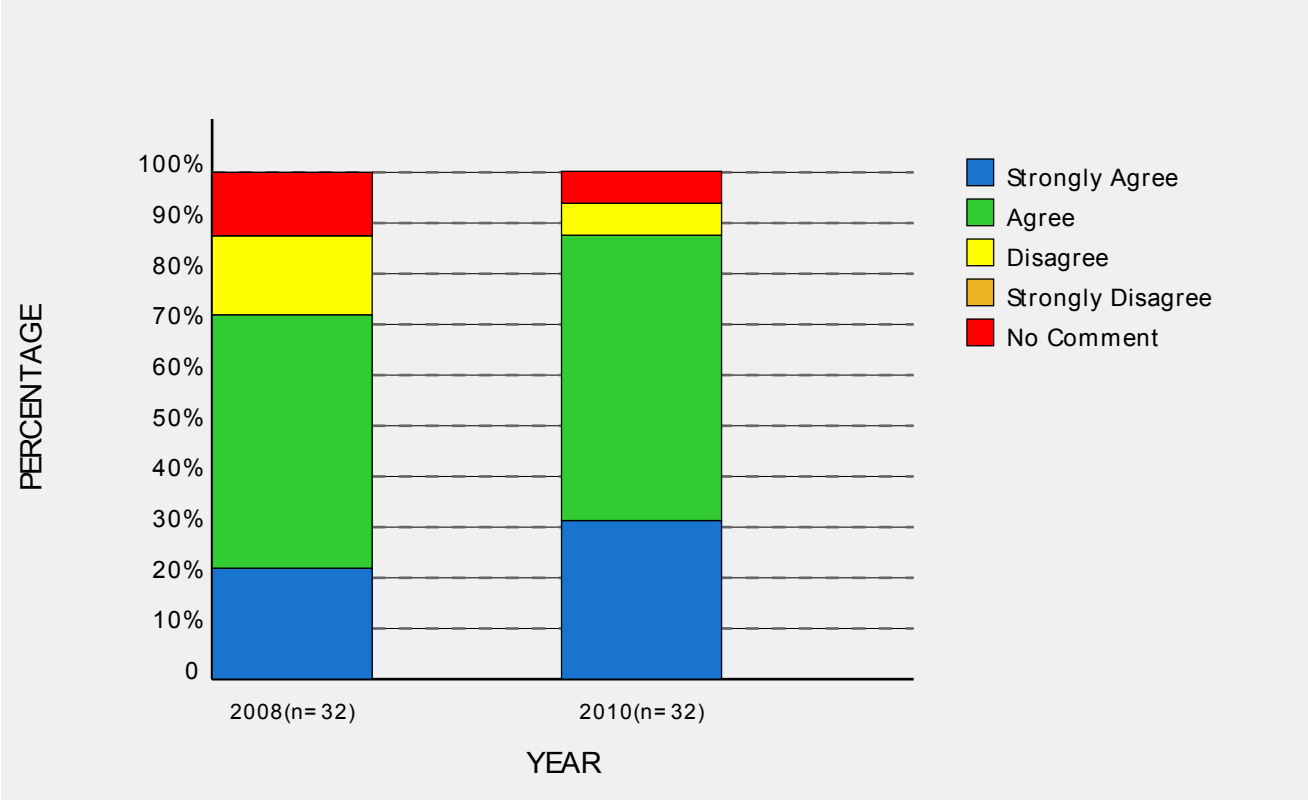
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

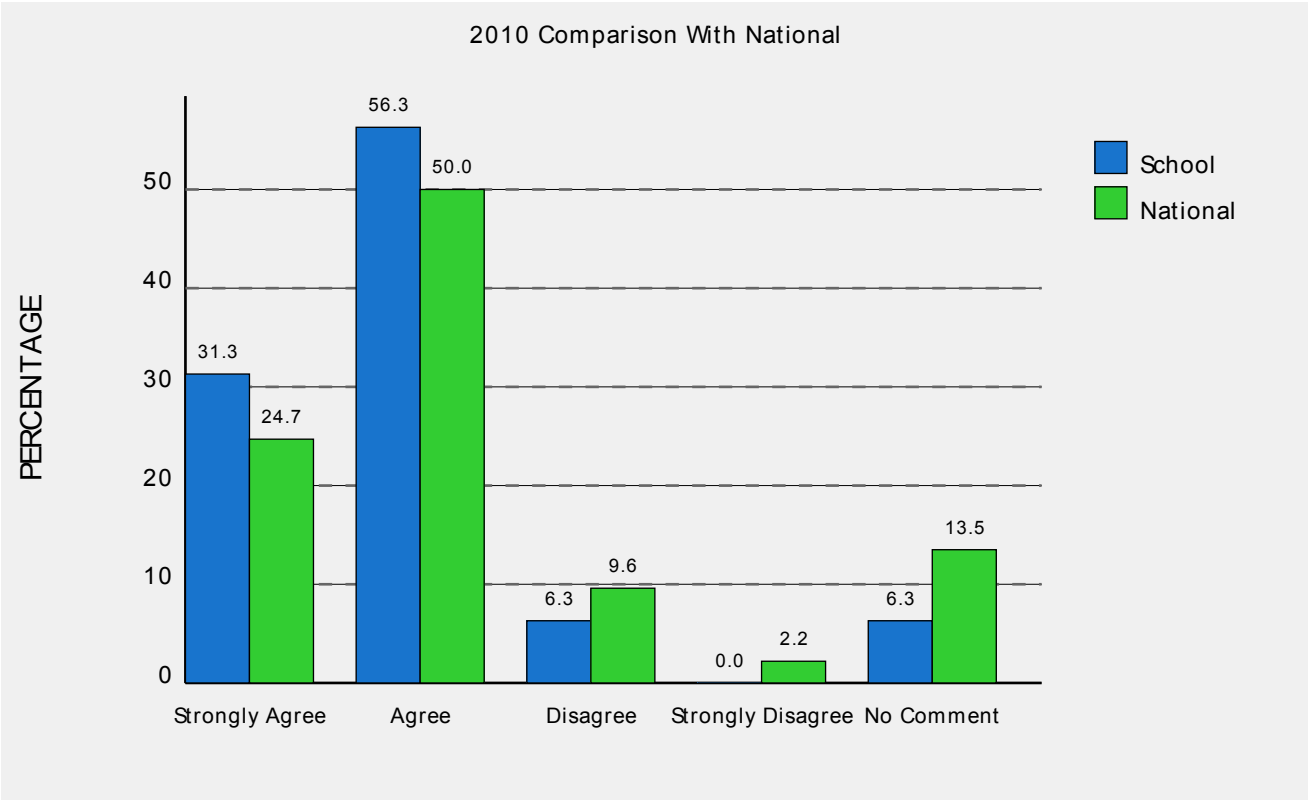
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 46. The college/school uses programmatic assessment data to improve the curriculum.





Question 46. The college/school uses programmatic assessment data to improve the curriculum.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	50.0%	16	15.6%	5	0.0%	0	12.5%	4	32	82.1%
2010	31.3%	10	56.3%	18	6.3%	2	0.0%	0	6.3%	2	32	82.1%
National	24.7%	675	50.0%	1368	9.6%	264	2.2%	60	13.5%	369	2736	69.1%

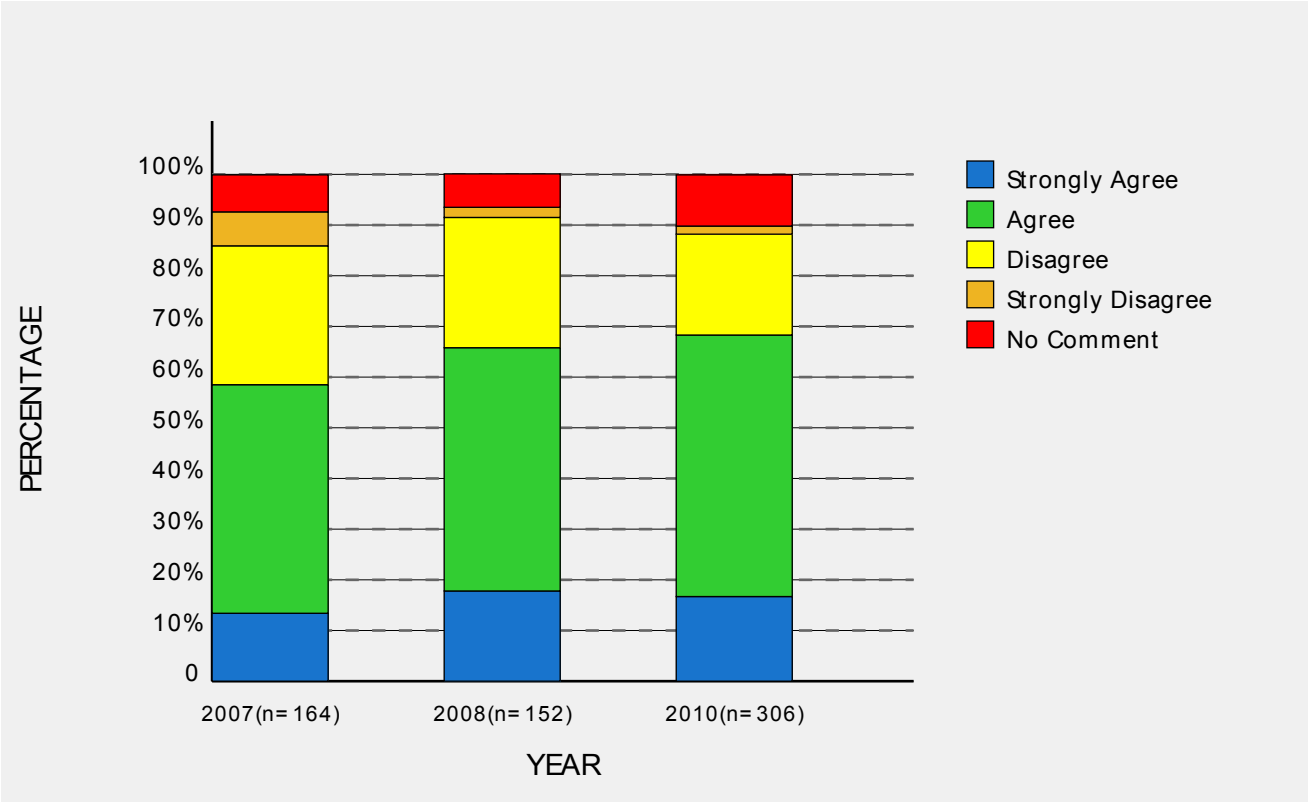
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

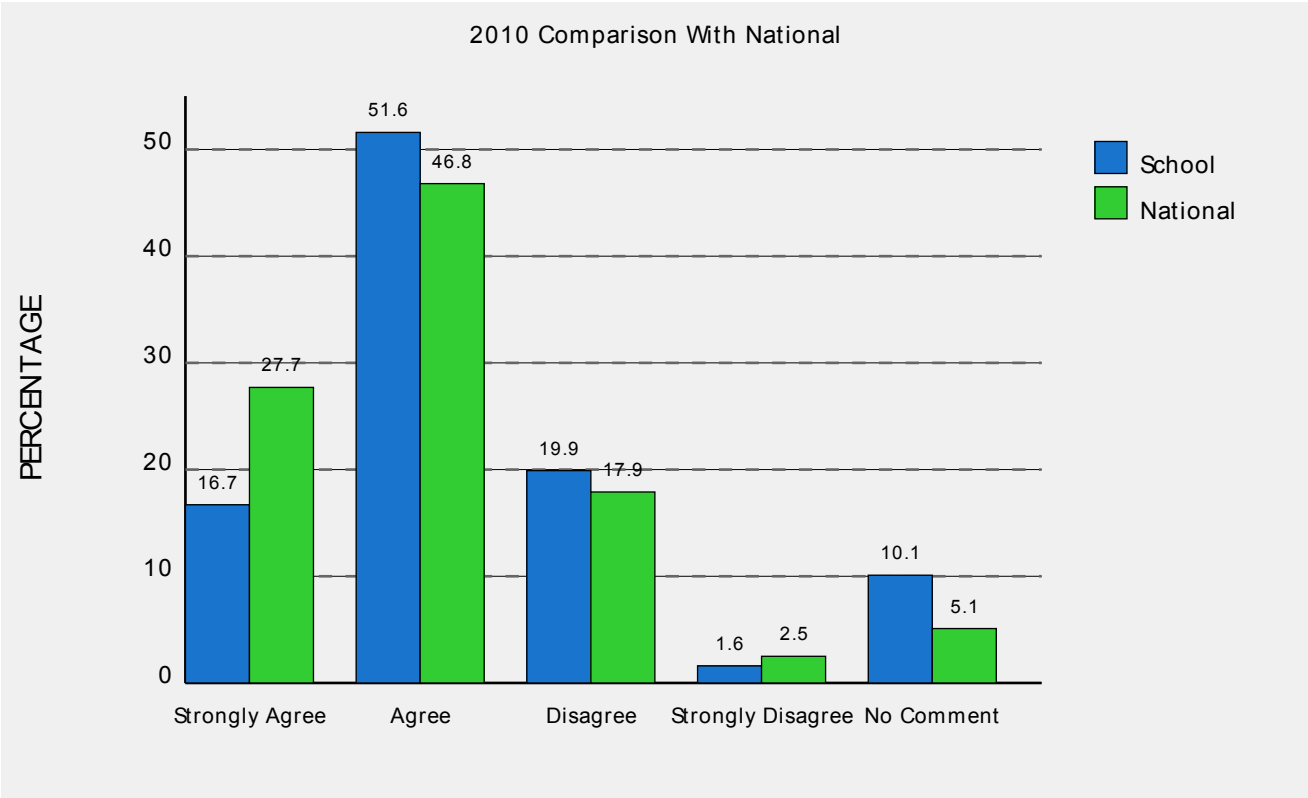
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Preceptor Survey

Question 22. I am aware of the mechanism to provide feedback to the college/school regarding the Pharm.D. curriculum.





Question 22. I am aware of the mechanism to provide feedback to the college/school regarding the Pharm.D. curriculum.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	13.4%	22	45.1%	74	27.4%	45	6.7%	11	7.3%	12	164	35.0%
2008	17.8%	27	48.0%	73	25.7%	39	2.0%	3	6.6%	10	152	22.1%
2010	16.7%	51	51.6%	158	19.9%	61	1.6%	5	10.1%	31	306	23.8%
National	27.7%	2378	46.8%	4018	17.9%	1540	2.5%	219	5.1%	439	8594	32.8%

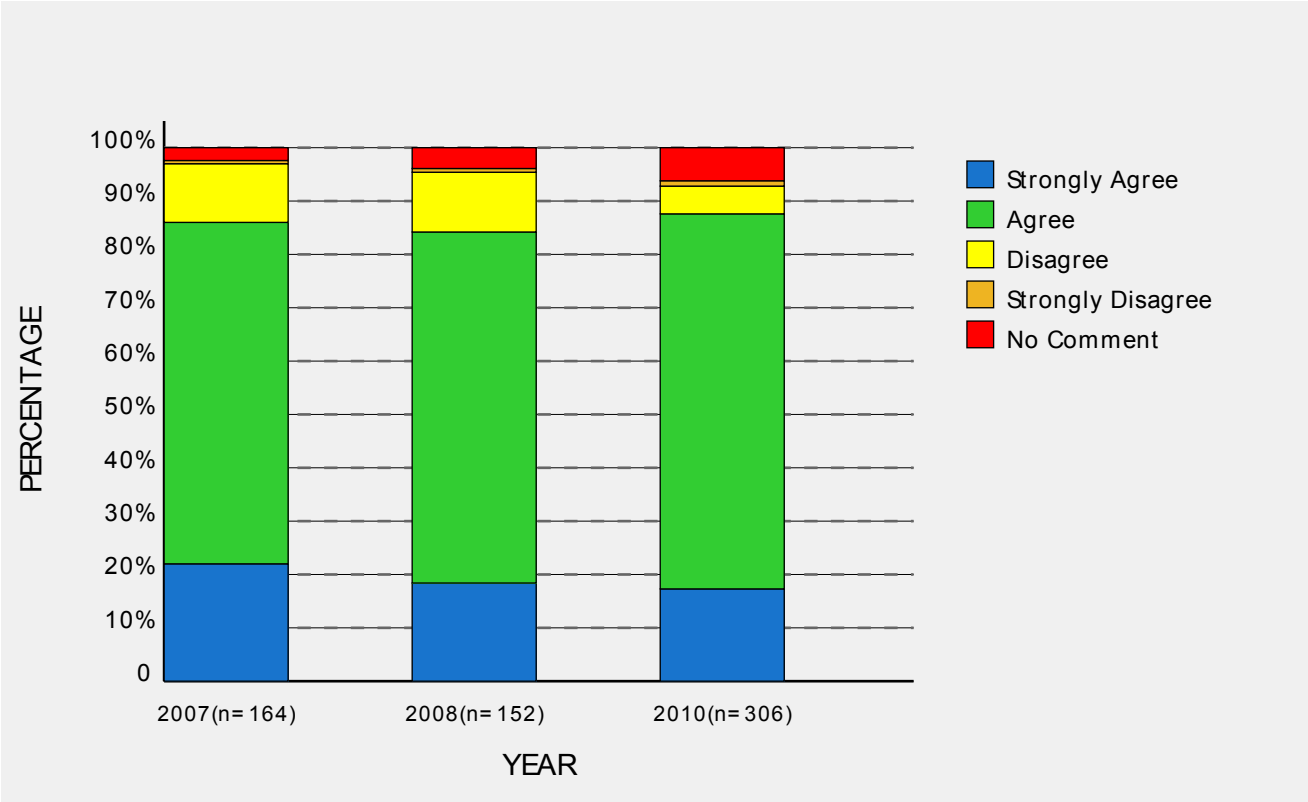
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

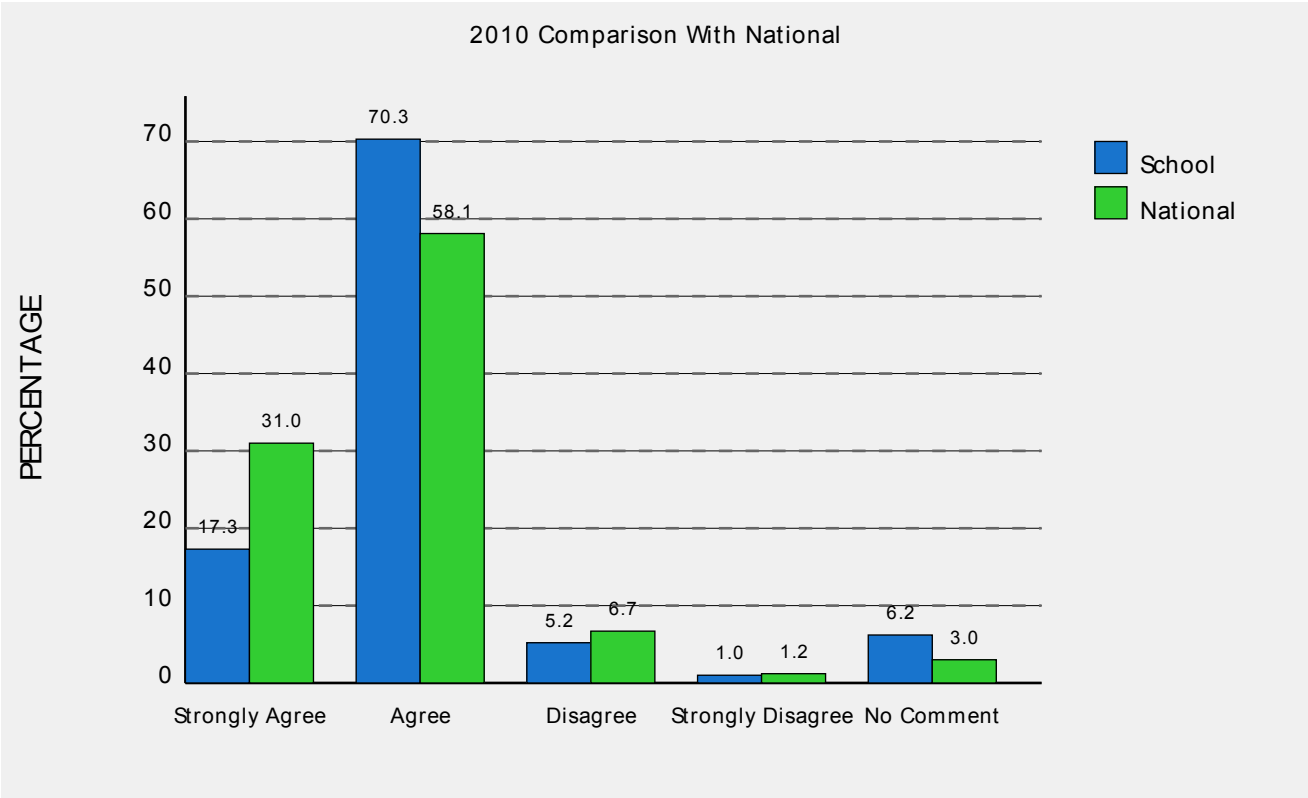
Program comments on this Data View:

See Standard 14 and 28; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 24. The assessment tools provided to me for my site are suitable for measuring student performance.





Question 24. The assessment tools provided to me for my site are suitable for measuring student performance.

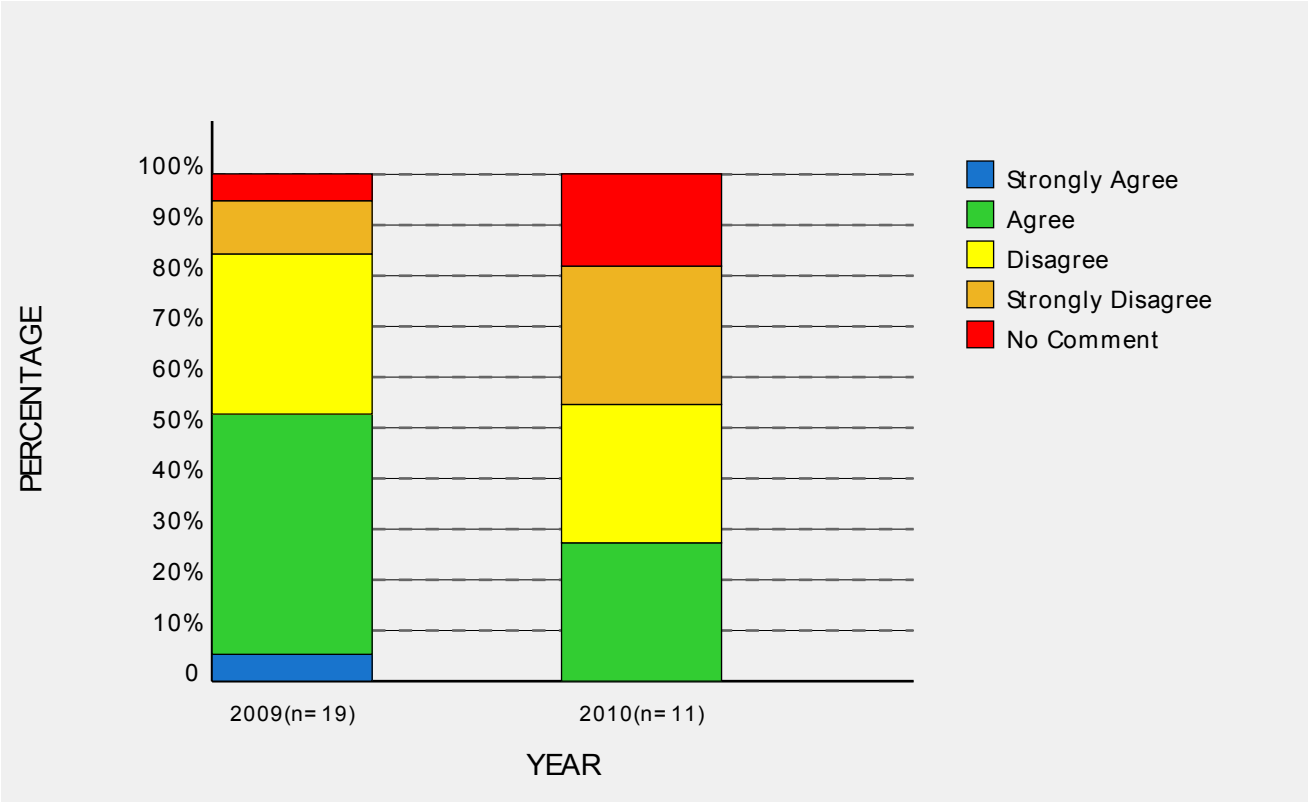
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	22.0%	36	64.0%	105	11.0%	18	0.6%	1	2.4%	4	164	35.0%
2008	18.4%	28	65.8%	100	11.2%	17	0.7%	1	3.9%	6	152	22.1%
2010	17.3%	53	70.3%	215	5.2%	16	1.0%	3	6.2%	19	306	23.8%
National	31.0%	2660	58.1%	4994	6.7%	580	1.2%	106	3.0%	254	8594	32.8%

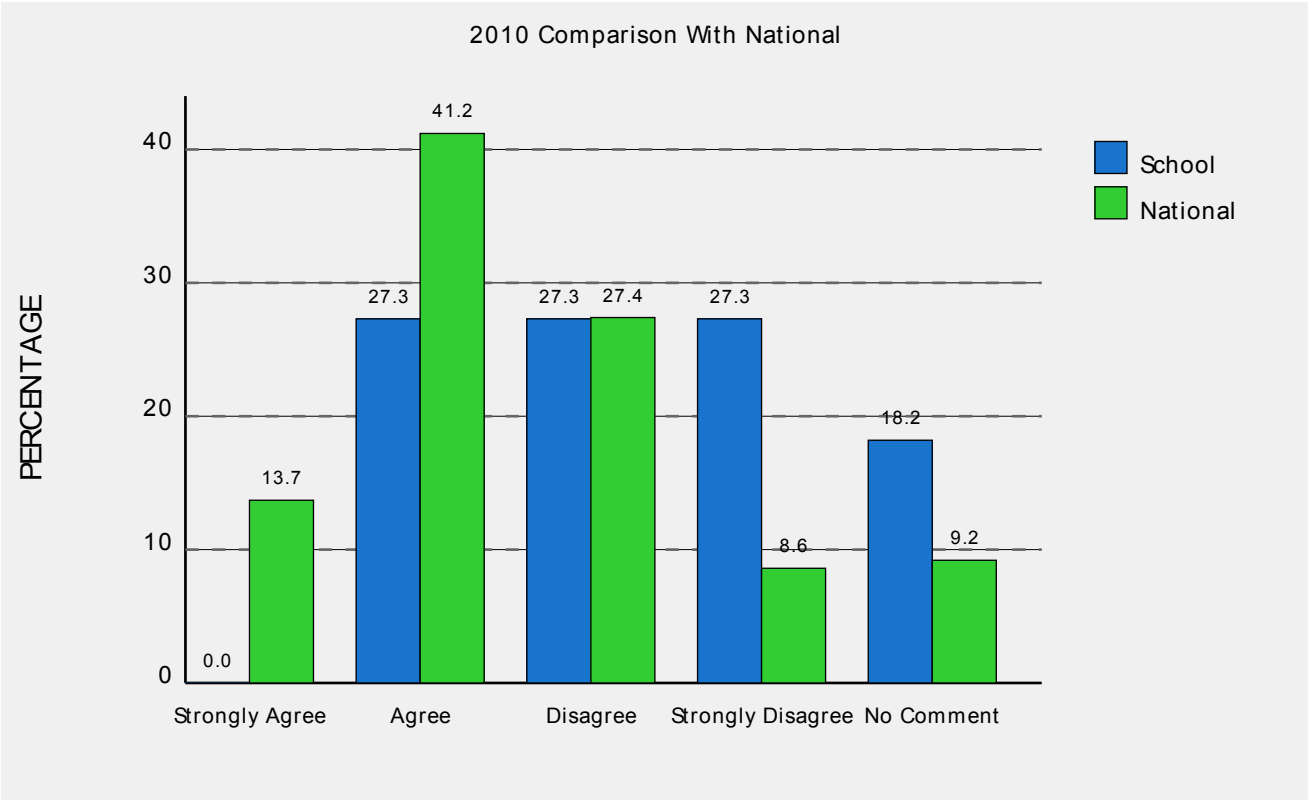
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 17. Since graduation, the college/school has solicited my input/feedback for programmatic improvement.





Question 17. Since graduation, the college/school has solicited my input/feedback for programmatic improvement.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	5.3%	1	47.4%	9	31.6%	6	10.5%	2	5.3%	1	19	29.7%
2010	0.0%	0	27.3%	3	27.3%	3	27.3%	3	18.2%	2	11	20.8%
National	13.7%	337	41.2%	1015	27.4%	676	8.6%	211	9.2%	227	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Recent hire of an alumnus as Director of Alumni Relations and Professional Development is expected to dramatically increase communications with alumni.

2. College or School's Self-Assessment

The college or school develops and carries out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program.	Satisfactory
The college or school's evaluation of student learning determines student achievement at defined levels of the professional competencies, in aggregate and at the individual student level	Satisfactory
The college or school uses the analysis of assessment measures to improve student learning and the achievement of the professional competencies.	Satisfactory
The college or school systematically and sequentially evaluates its curricular structure, content, organization, pedagogy, and outcomes.	Satisfactory
The college or school uses the analysis of outcome measures for continuous improvement of the curriculum and its delivery.	Satisfactory
The college or school has developed a system to evaluate curricular effectiveness.	Satisfactory
The college or school ensures the credibility of the degrees it awards and the integrity of student work.	Satisfactory
The college or school has mechanisms to assess and correct underlying causes of ineffective learning experiences.	Satisfactory
The college or school's assessments include measurement of perceived stress in faculty, staff, and students, and evaluate the potential for a negative impact on programmatic outcomes and morale.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of formative and summative assessments and measures used to evaluate teaching and learning methods and curricular effectiveness, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)
☑ A description of the assessment measures and methods used to evaluate student learning and, achievement at defined levels of the professional competencies and educational outcomes, both in aggregate and at the individual student level
☑ How achievement of required competencies by all students is assessed and assured on completion of the program
☑ Comparisons with national data and selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time
☑ How feedback from the assessments is used to improve student learning, outcomes, and curricular effectiveness
☑ The mechamisms in place to assess and correct causes of ineffective learning experiences, including the measurement of perceived stress in faculty, staff, and students and evaluation of the potential for a negative impact on programmatic outcomes and morale
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College has continued to expand a comprehensive assessment plan for all aspects of the College mission, as detailed in Standard 3. Assessment activities specific to evaluation of student learning and curricular effectiveness are overseen by the Assessment committee. Student, faculty, preceptor, and alumni perceptions are utilized by the Assessment committee and drive a continuous improvement loop for the professional curriculum.

The evolution of distinct responsibilities for the Assessment and Curriculum committees has been critical in establishing a diversity of assessment tools and a system of checks and balances. The Assessment committee has developed or identified a wide range of tools to evaluate student learning, curricular effectiveness, and learning environment. The Assessment committee analyzes results and requests a formal response from the Curriculum committee on matters related to student learning or curriculum issues. Concerns related to learning environment may also be referred instead to the College Executive committee, College Council or Student Services office. In addition to independent periodic reviews initiated by standing committees, this has been an effective means to highlight a variety of potential concerns and initiate discussion. Examples of changes initiated through this feedback loop are detailed throughout the self study documents, but include expansion of the Foundations of Drug Action sequence, addition of an Introduction to Therapeutics course, and movement of instructor/

course assessments to an online process. Faculty members agree that assessment processes are effective in improving the professional curriculum. The Assessment committee produces an annual report of their activities for faculty review (see optional documents: 2011 Annual Assessment Report).

Assessment of individual student performance, with respect to curricular outcomes, is driven by faculty members in their individual courses. Appropriate safeguards to ensure academic integrity, such as the presence of a proctor and multiple exams forms, are utilized for assessments. Academic integrity is also addressed annually in the review of the *Essential Characteristics of a Student Pharmacist* at student orientations. The University Student Conduct committee and College Academic and Professional Standards committee have established procedures to address lapses in academic integrity. These are included in every course syllabus.

As noted in Standard 11, across the professional program, a broad diversity of approaches are utilized by faculty members to achieve and assess student learning. A sampling of specific examples of the diversity of assessments in required courses is below:

Formative Assessments

In class discussions, such as Write – Pair – Share activities

Iterative writing assignments

Patient counseling videotapes, self and instructor evaluation

Preliminary oral case study discussions and development of SOAP notes

Practice quizzes and having students propose examination questions

Journal Club presentations (recent primary literature)

Computer simulations (Pharmacokinetic/Pharmacodynamic/Pharmacogenomic)

Computer modeling (Pharmacokinetic/Pharmacodynamic/Pharmacogenomic)

Summative Assessments

Quizzes, midterm and final examinations (multiple choice, short answer)

Minimum competency-based grading requirements

Brief and extended written assignments

Formal oral presentations, individual and group

Skills-based, year-end, close-out exams

Oral case study presentations

Debates on current topics or risk / benefit analysis

An important aspect of self awareness that crosses formative and summative assessment is the use of rubrics to evaluate student learning. Examples of individual or group projects that utilize scoring rubrics, include:

Individual Writing assignments in Information Science

Rx to OTC project encompassing Information Science and Pharmacy Practice

Alternative Medicine Poster Project (P1)

Debates in Health Care Systems

Formulary evaluation project in Drug Policy

The recent acquisition of E*Value by the College enhances capabilities to expand the use of student portfolios. Currently, the portfolio portion of E*Value has been used primarily as a repository for resumes and examples of best work. The Assessment committee and Directors of Experiential programs continue to evaluate other opportunities to utilize portfolios in assessment activities.(see optional documents Standard 11: IPPE portfolio summary)

Assessment of student learning in aggregate utilizes a number of different assessment tools or surveys. National survey tools for graduating students, faculty, preceptors and alumni are administered on a regular schedule. The College has also developed assessment tools specific for the professional program at OSU. Preeminent among tools are student completion of Faculty/Course evaluations; Curricular surveys; and Learning Environment surveys.

Student evaluation for individual courses and instructors has been moved to an online, ‘opt out’ process. All professional students are required to log into the online system, but at that point can choose to opt out of evaluation. The University does not permit colleges to require students to complete evaluations. This methodology has increased student participation in course and instructor evaluation from previous lows of as few as 20% of students to consistent participation of over 70% of enrolled students. Faculty members may also request that additional questions be added to evaluations in order to solicit feedback from students about specific learning strategies or other aspects of teaching effectiveness. Some faculty members have used this mechanism, or other evaluation tools, to gather data to assess levels of student learning. Student evaluations of individual faculty are returned to faculty members as a formative development opportunity. Numerical components of the evaluation are included in each faculty member’s annual review with their department chair. Student evaluation conducted by a student committee is also included as a formal component of a faculty member’s promotion dossier.

Student assessment of whether, and at what level, course outcomes are achieved has been added as a component of course evaluations, separate from evaluation of instructors (see

optional documents: Sample course evaluation). The value and best means to utilize this information is still under review by the Mapping subcommittee. It is hoped that this additional component will assist course coordinators, the Assessment committee, and Curriculum committees in evaluating progression of learning more fully.

Curriculum surveys developed by the faculty are completed by students following each professional year. Curriculum surveys allow students to rate their perceptions of their current abilities. Items in the survey are developed from specific curricular outcomes identified for their particular year in the program. This tool appears to be valuable in learning whether students feel they have mastered specific outcomes, because the desired level of competency is specifically stated. Results of these surveys, for example, have helped to clarify for faculty the progression of student understanding in the pharmacokinetics course sequence. Curricular surveys are completed by P2, P3, and P4 students at the beginning of fall term and have been particularly helpful in identifying whether students have achieved specific outcomes identified for the previous professional year.

The Learning Environment Survey is administered annually and provides students a similar opportunity to evaluate the learning environment. The *Learning Environment Survey* allows students to evaluate the curriculum, instructional technology and methods, the learning environment, professional development and overall experience in the College. Among other items, students are asked to rate their perceptions of how effectively the College has addressed the stated goals of the curriculum and the effectiveness of various teaching methods used in the past year. Perhaps considered a small adjustment, but responses from these surveys hastened the transition of faculty presentations from overhead projectors to PowerPoint and data projectors. The Student Services office, Executive Council and College Council are asked by the Assessment committee to respond to any concerns raised in the *Learning Environment Survey* that might reveal an ineffective learning experience. Individual faculty members, organizational advisors, and professional advisors are attentive to student or faculty concerns on an ongoing basis. The Student Services office and, if necessary, the Academic and Professional Standards or Diversity committees move proactively to address any concerns. Generally, as summarized in Standard 23, students, faculty, and staff interact well to provide an effective learning environment. Significant advances have been made over the past several years to establish a common level of comfort for students across the entire professional curriculum. Student government and student representation on standing committees provide additional opportunities for students to raise concerns with the College. Faculty members are invited to share student specific or aggregate concerns with department chairs or the Academic and Professional Standards committee. Overall, faculty members report that students are respectful and engaged in the professional program.

An important joint activity of the Assessment and Curriculum committees over the past two years has been the reexamination of curricular mapping used at the College. As noted in Standard 12, there was a renewed interest in how to best maintain curricular mapping following attendance of several faculty at the 2009 AACP Institute. The result has been an 18 month review of mapping by a joint ad hoc sub-committee involving members of both committees. A report of the subcommittee's work and recommendations is included (optional

documentation: Mapping Subcommittee Report). The deliverables from this committee have been significant and not wholly anticipated. They include: greater consistency and clarity of course syllabi, improved course objectives, revised mapping to appendices B and C, and improved course evaluations that include preliminary assessments of student mastery. The subcommittee recommends that it be expanded and become an ongoing subcommittee. During their discussions, subcommittee members have established an iterative progression that is expected to improve mapping to course specific objectives and an evolution to clearer and more specific curricular outcomes.

Assessment activities have been very valuable and the faculty has been active in responding to potential concerns related to the professional program. National examinations appear to confirm programmatic strengths observed. From 2006 through 2008, graduates had a 100% first time passing rate on the NAPLEX examination. In the past two years, pass rates still exceed 90% with a five year average over 95%. First time pass rates for the MPJE exam show similar strength. Approximately 15–20% of students in each graduating class have chosen to pursue postgraduate education. Student success in obtaining residency positions has paralleled national trends.

Nationally standardized *Preceptor* and *Alumni* surveys reveal confidence in the professional program, but break from Faculty and Graduating Student surveys by indicating they are not always confident about how to share their perceptions of student learning, curricular effectiveness and learning environment. As described elsewhere (see Standard 14), the College has made significant investments in the experiential program and it is hoped that this will help to better inform preceptors in the future. In addition to standardized tools, ad hoc discussions have been held to solicit feedback from preceptors within specific areas of practice during the past year. Preceptors do believe that appropriate tools are in place to allow them to evaluate student performance. As discussed previously, the response rate for the alumni survey has made it difficult to make a meaningful analysis, but alumni do express concern on mechanisms available for them to provide feedback to the College. It is hoped that the new Director for Alumni Relations and Professional Development will help to reverse this perception.

Quality improvement – Attendance at the 2009 AACP Curricular Institute triggered an intensive reexamination of mapping activities. Expected and unexpected outcomes have strengthened assessment efforts overall. An iterative process has been established that will likely lead to great clarity in curricular outcome measurement.

Summary – The College has an active Assessment committee that effectively engages faculty members and other committees in the College to continually improve the professional curriculum. The diversity of tools used is adequate to evaluate effectiveness and to address student learning, curricular effectiveness and learning environment. Standardized national surveys and benchmark assessments, such as NAPLEX and MJPE, provide ample evidence for a rigorous and engaging academic experience that provides graduates with perspectives that ensure a foundation to enter the workforce or pursue postgraduate education.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

16. Organization of Student Services

The college or school must have an organizational element(s) devoted to student services. The administrative officer responsible for this organizational element must oversee and coordinate the student services of the college or school.

1. Documentation and Data

Supporting Documents

1. Synopsis of the Curriculum Vitae of the student affairs administrative officer

Appendix	Title	File Name
Appendix 16.1.1	Resume of Director of Student Services/Head Advisor	Angela_Austin_Haney_Resume_2011x.pdf

2. An organizational chart depicting student services and the corresponding responsible person(s)

Appendix	Title	File Name
Appendix 16.2.1	Student Services Organizational Chart	Student_Services_Org_Chart_2011ax.pdf

3. Professional Technical Standards for the school, college and/or university (as they relate to the professional degree program in pharmacy) (if applicable)

Appendix	Title	File Name
Appendix 16.3.1	Essential Characteristics of a Student Pharmacist	Essential_Characteristics_of_Student_Pharmac

4. The Student Handbook

Appendix	Title	File Name
No files uploaded		

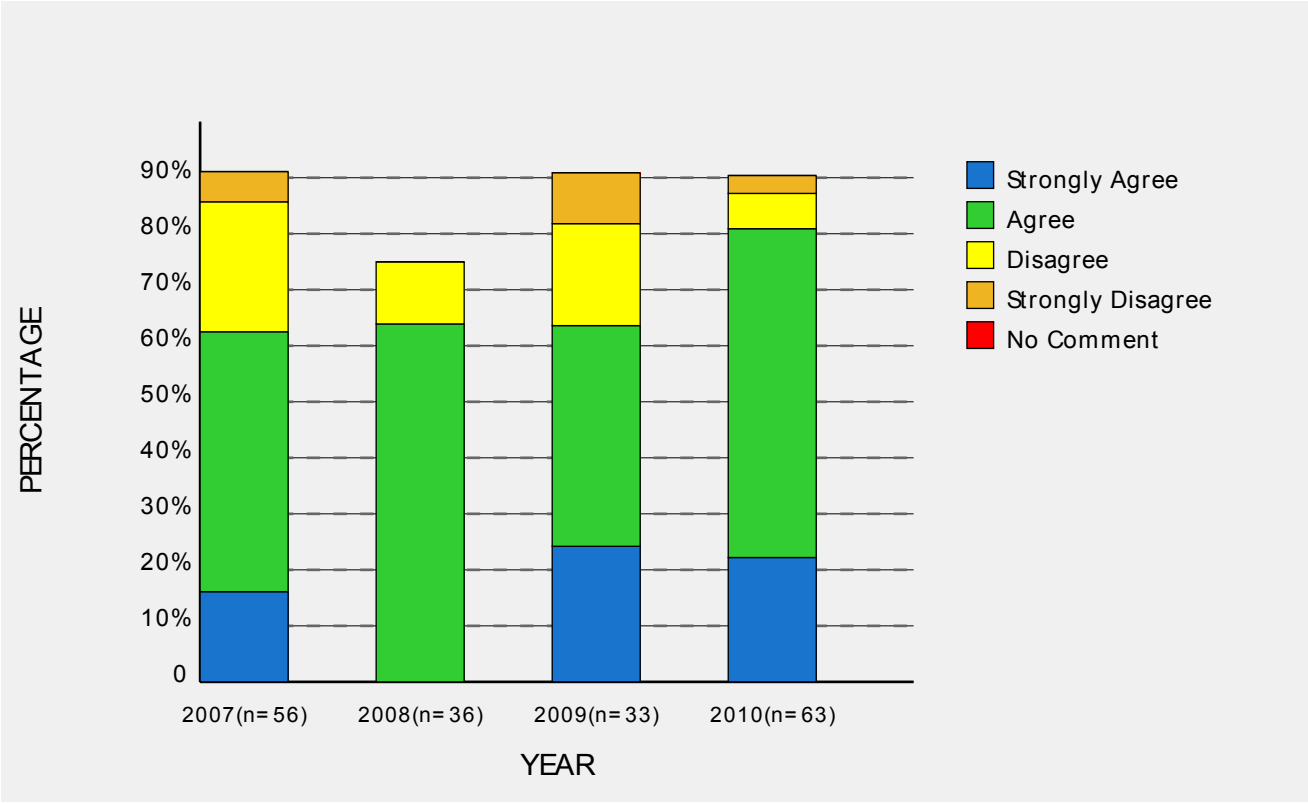
5. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include documents used for student orientation, guidance and counseling.

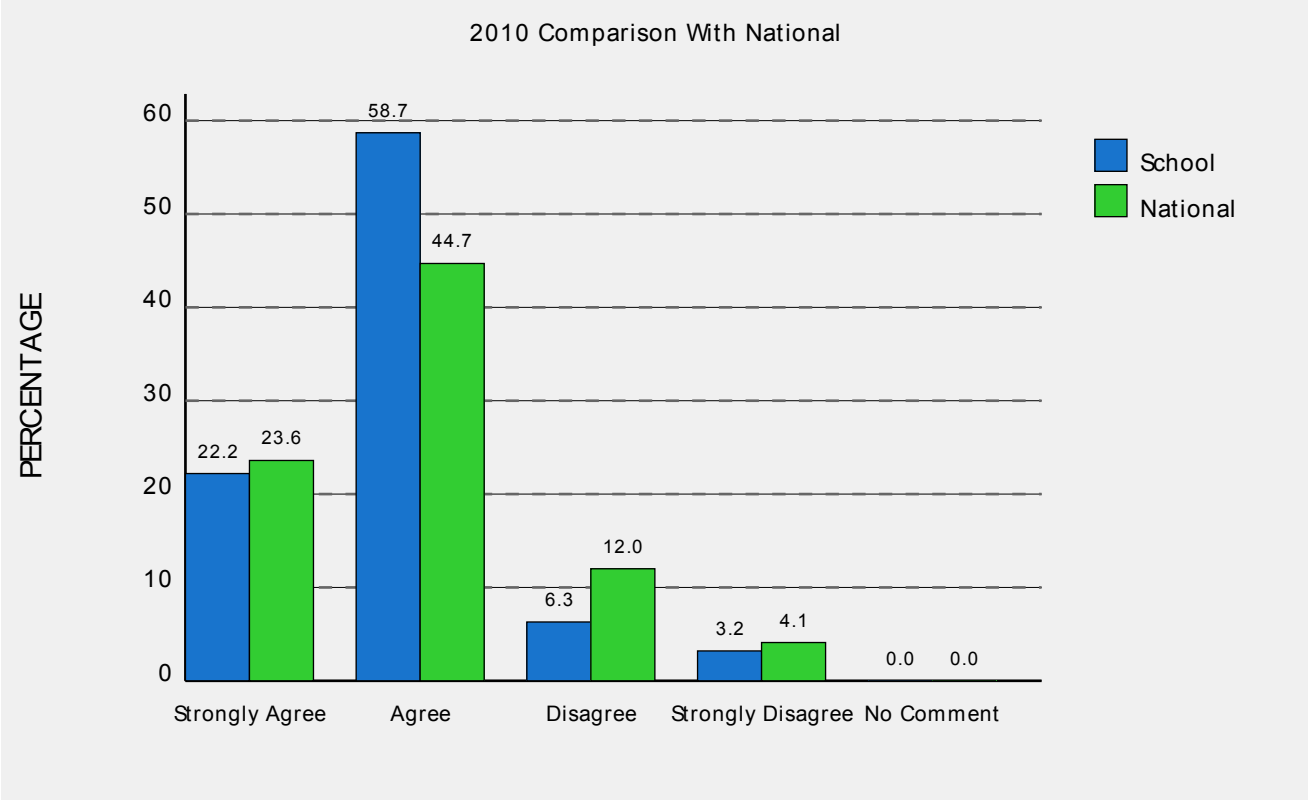
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 53. Academic advising met my needs.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
58.7
44.7
22.2
23.6
12.0
6.3
3.2
4.1
0.0
0.0
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 53. Academic advising met my needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	16.1%	9	46.4%	26	23.2%	13	5.4%	3	0.0%	0	56	68.3%
2008	0.0%	0	63.9%	23	11.1%	4	0.0%	0	0.0%	0	36	52.2%
2009	24.2%	8	39.4%	13	18.2%	6	9.1%	3	0.0%	0	33	39.3%
2010	22.2%	14	58.7%	37	6.3%	4	3.2%	2	0.0%	0	63	75.0%
National	23.6%	1812	44.7%	3431	12.0%	920	4.1%	317	0.0%	0	7675	71.2%

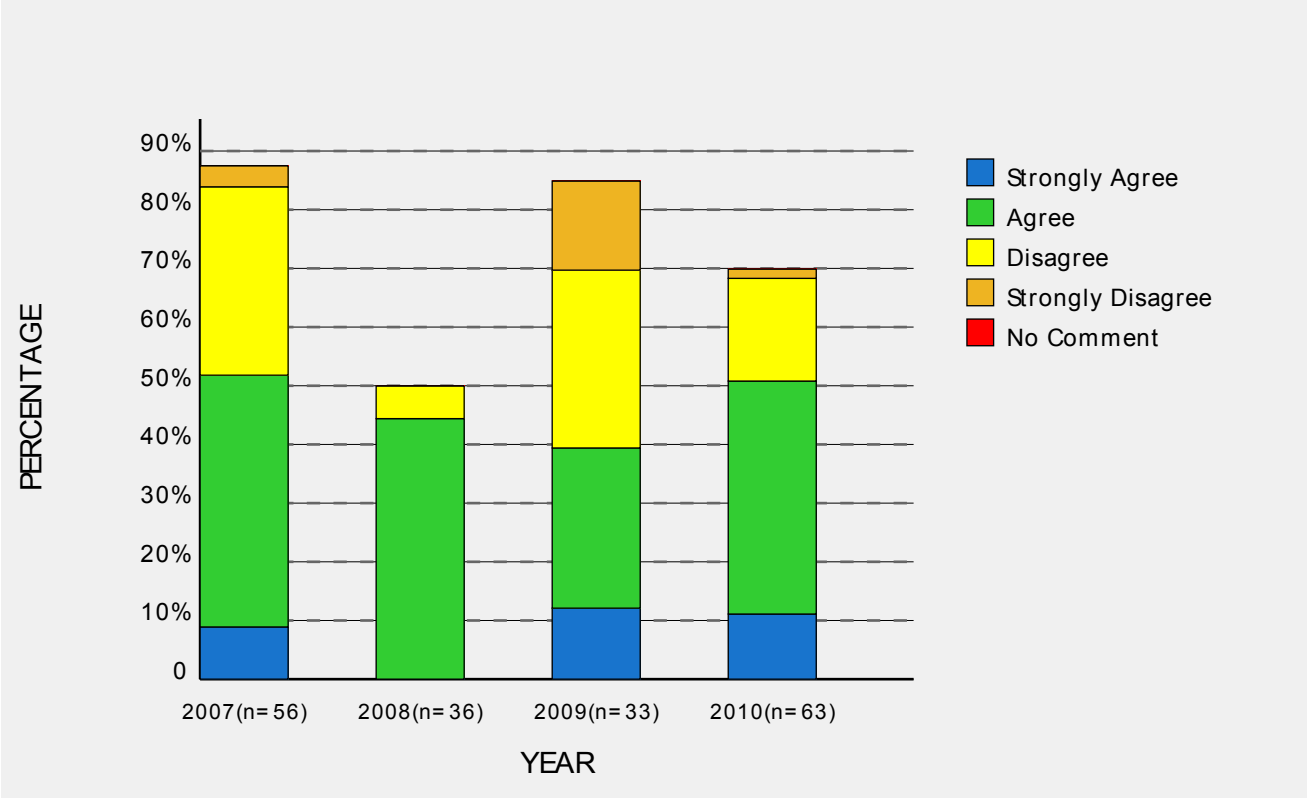
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

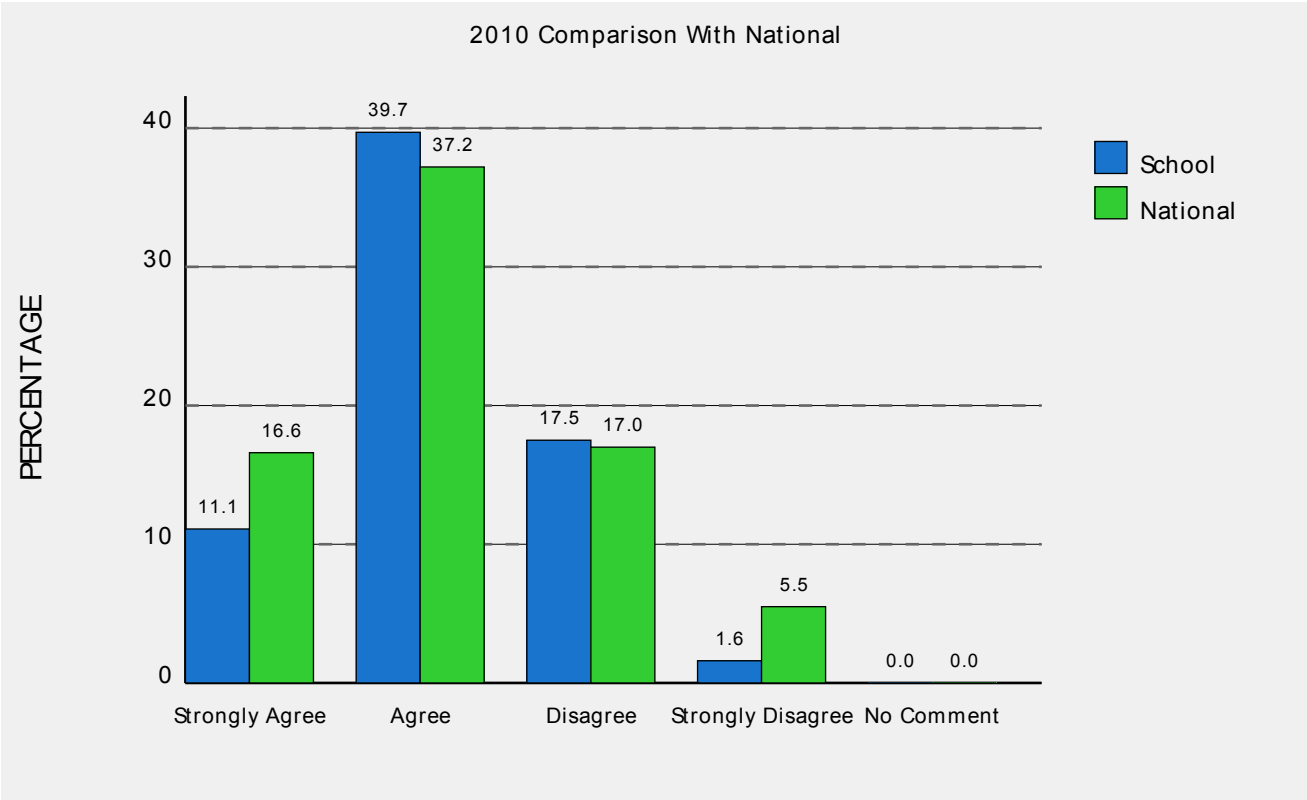
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 2.6% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 54. Career planning and guidance met my needs.





Question 54. Career planning and guidance met my needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	8.9%	5	42.9%	24	32.1%	18	3.6%	2	0.0%	0	56	68.3%
2008	0.0%	0	44.4%	16	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	12.1%	4	27.3%	9	30.3%	10	15.2%	5	0.0%	0	33	39.3%
2010	11.1%	7	39.7%	25	17.5%	11	1.6%	1	0.0%	0	63	75.0%
National	16.6%	1277	37.2%	2855	17.0%	1308	5.5%	419	0.0%	0	7675	71.2%

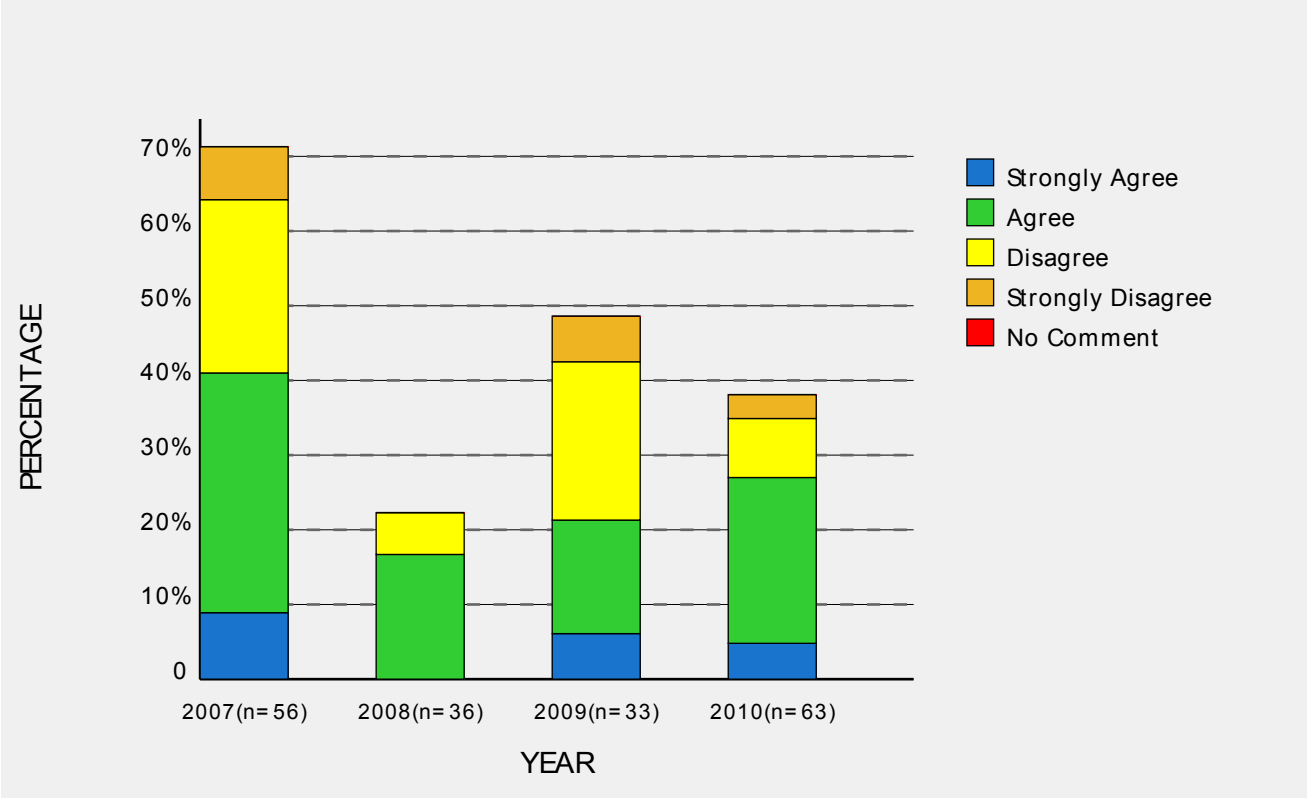
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

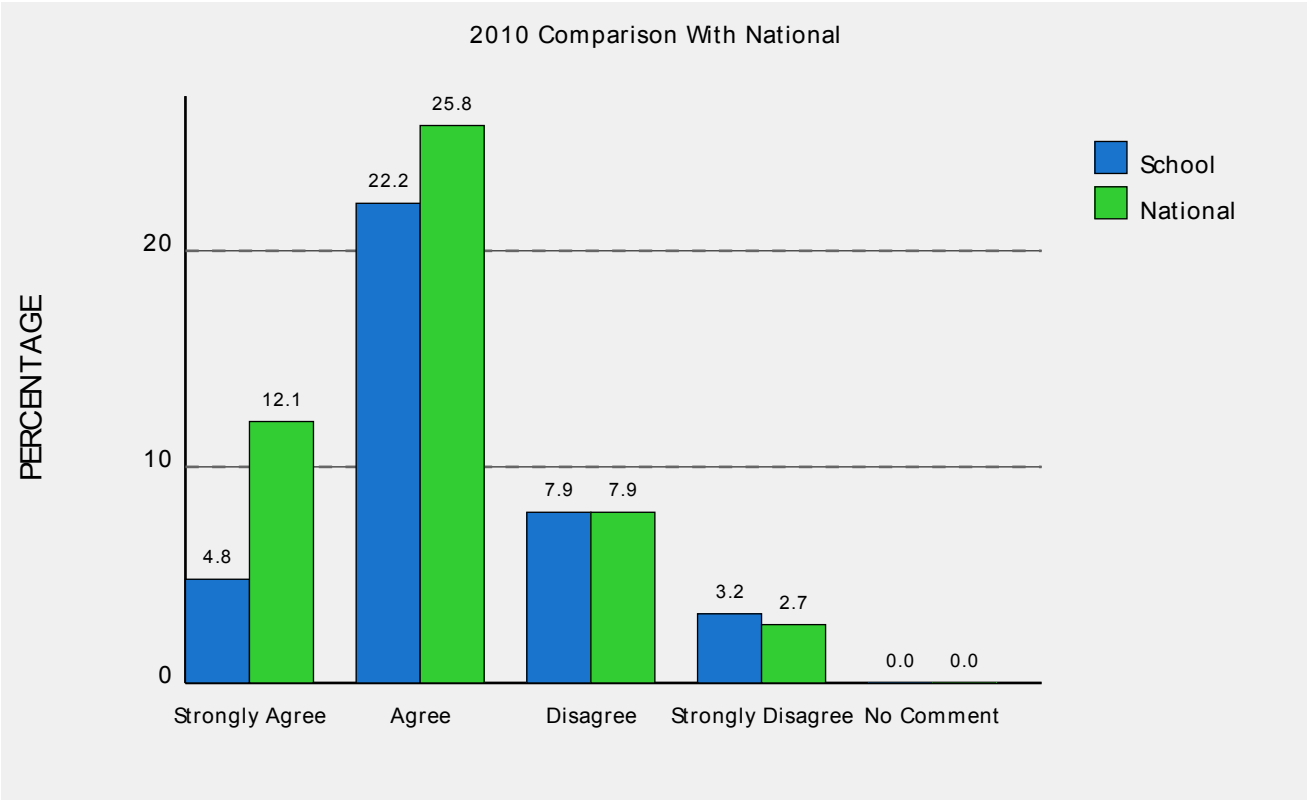
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 14.5% and 2.6% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 55. Tutoring services met my needs.





Question 55. Tutoring services met my needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	8.9%	5	32.1%	18	23.2%	13	7.1%	4	0.0%	0	56	68.3%
2008	0.0%	0	16.7%	6	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	6.1%	2	15.2%	5	21.2%	7	6.1%	2	0.0%	0	33	39.3%
2010	4.8%	3	22.2%	14	7.9%	5	3.2%	2	0.0%	0	63	75.0%
National	12.1%	930	25.8%	1981	7.9%	610	2.7%	206	0.0%	0	7675	71.2%

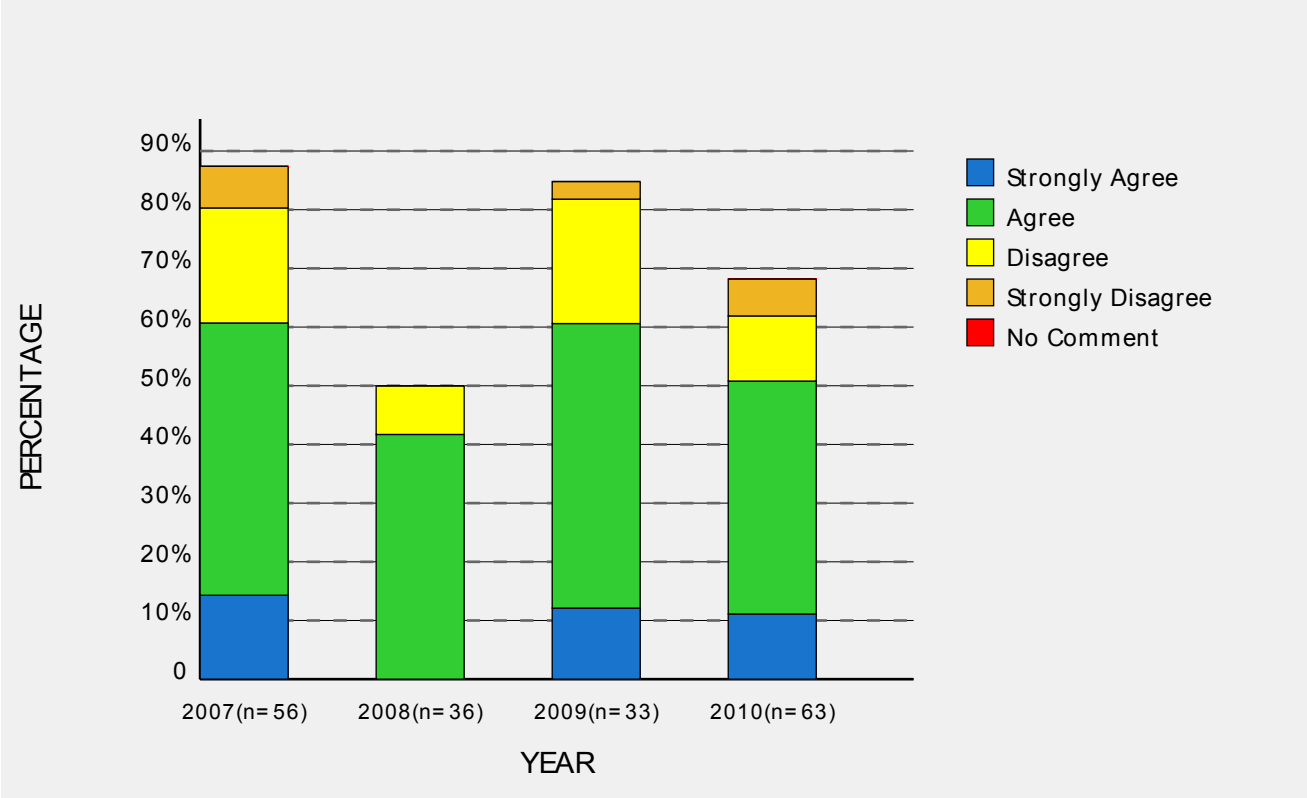
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

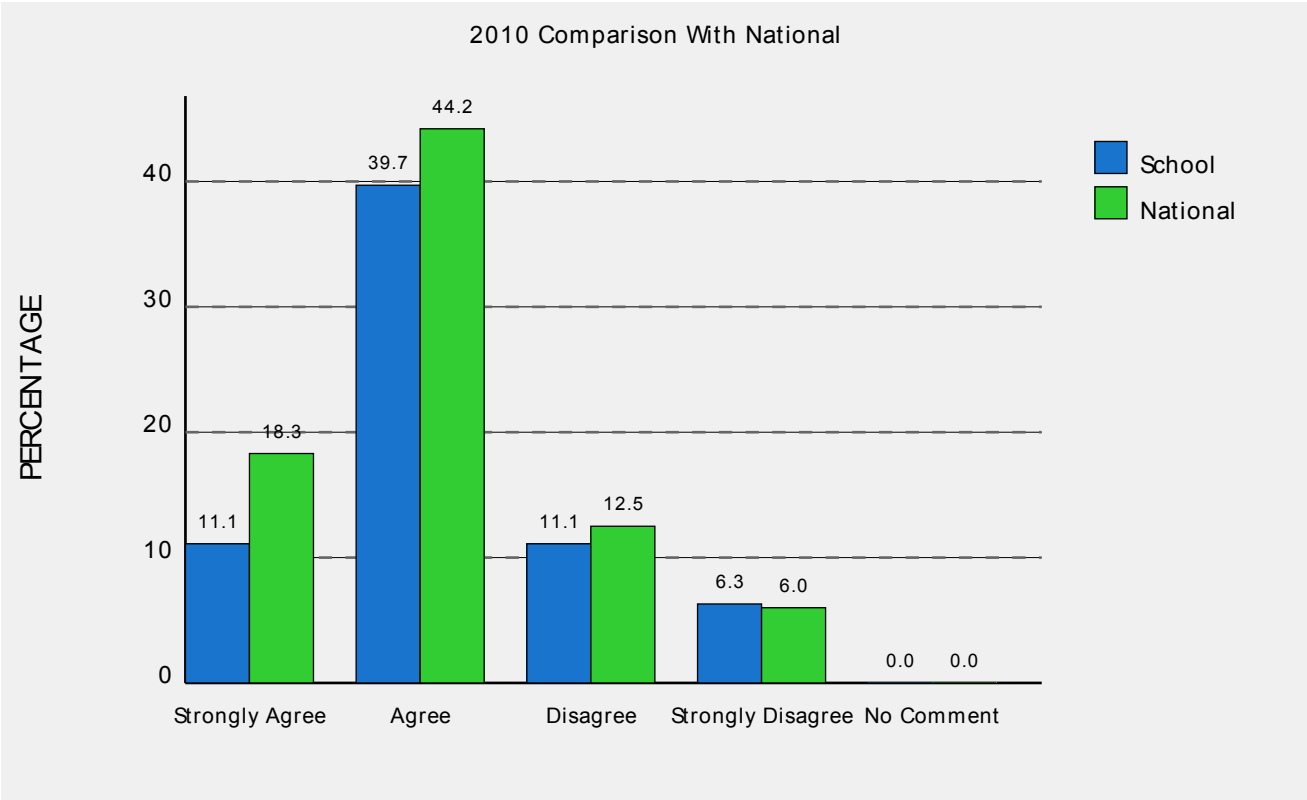
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 6.6% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 56. Financial aid advising met my needs.





Question 56. Financial aid advising met my needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	14.3%	8	46.4%	26	19.6%	11	7.1%	4	0.0%	0	56	68.3%
2008	0.0%	0	41.7%	15	8.3%	3	0.0%	0	0.0%	0	36	52.2%
2009	12.1%	4	48.5%	16	21.2%	7	3.0%	1	0.0%	0	33	39.3%
2010	11.1%	7	39.7%	25	11.1%	7	6.3%	4	0.0%	0	63	75.0%
National	18.3%	1403	44.2%	3390	12.5%	961	6.0%	464	0.0%	0	7675	71.2%

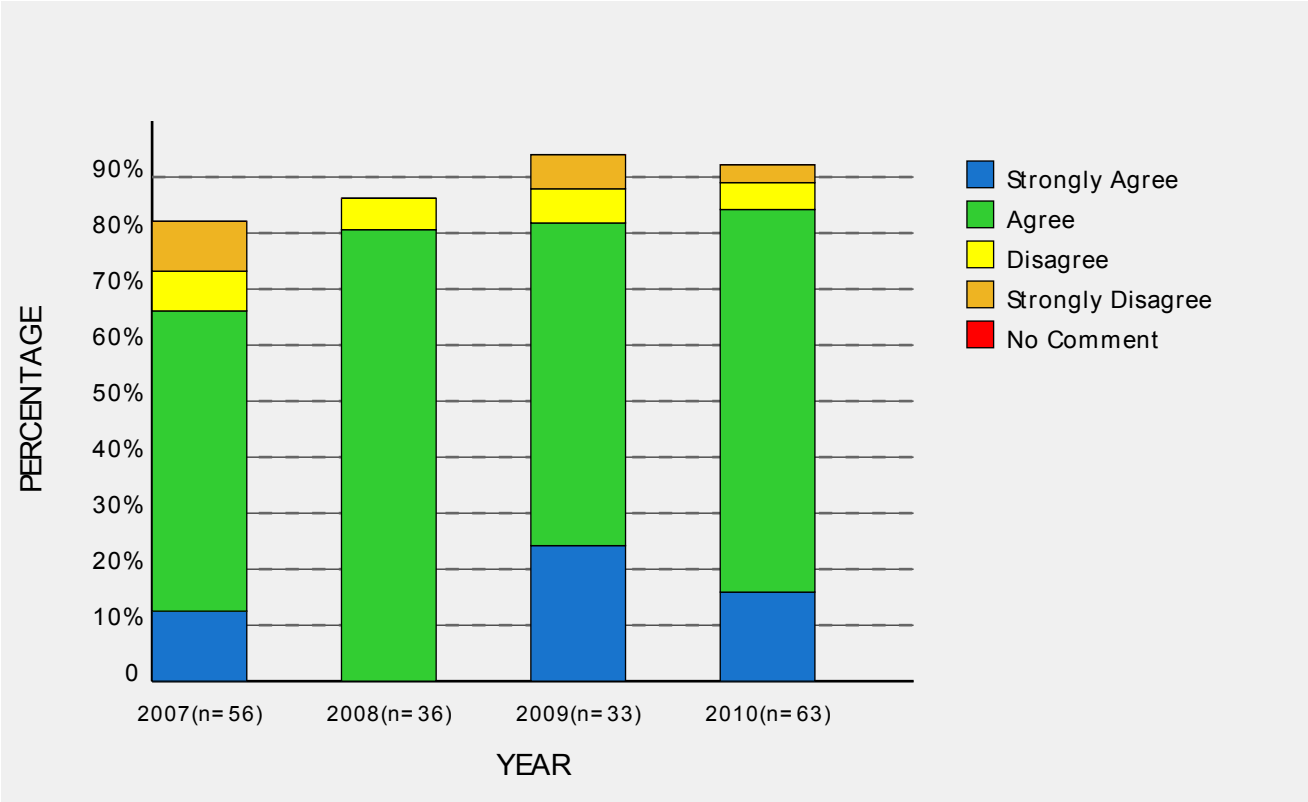
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

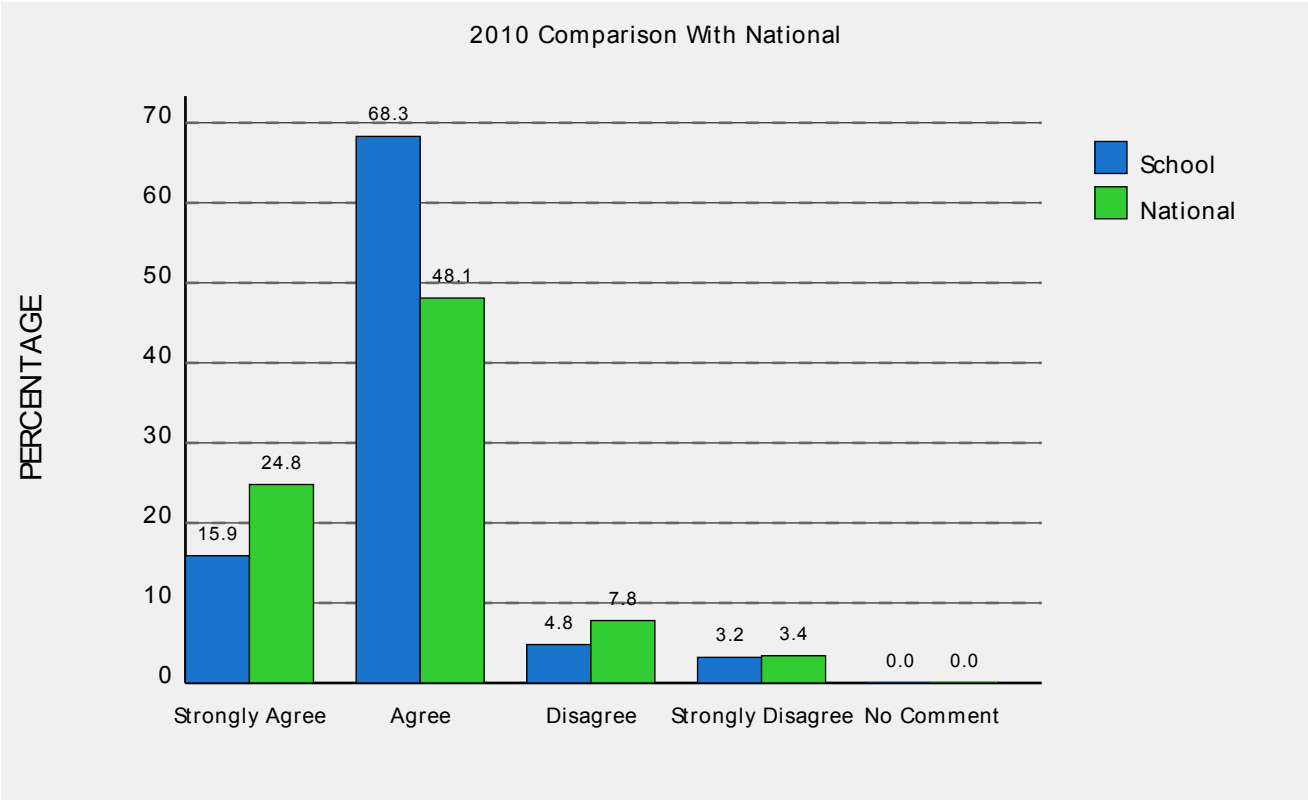
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 57. Student health and wellness services (e.g. immunizations, counseling services, campus pharmacy, primary care clinics, etc.) met my needs.





Question 57. Student health and wellness services (e.g. immunizations, counseling services, campus pharmacy, primary care clinics, etc.) met my needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	12.5%	7	53.6%	30	7.1%	4	8.9%	5	0.0%	0	56	68.3%
2008	0.0%	0	80.6%	29	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	24.2%	8	57.6%	19	6.1%	2	6.1%	2	0.0%	0	33	39.3%
2010	15.9%	10	68.3%	43	4.8%	3	3.2%	2	0.0%	0	63	75.0%
National	24.8%	1907	48.1%	3693	7.8%	600	3.4%	261	0.0%	0	7675	71.2%

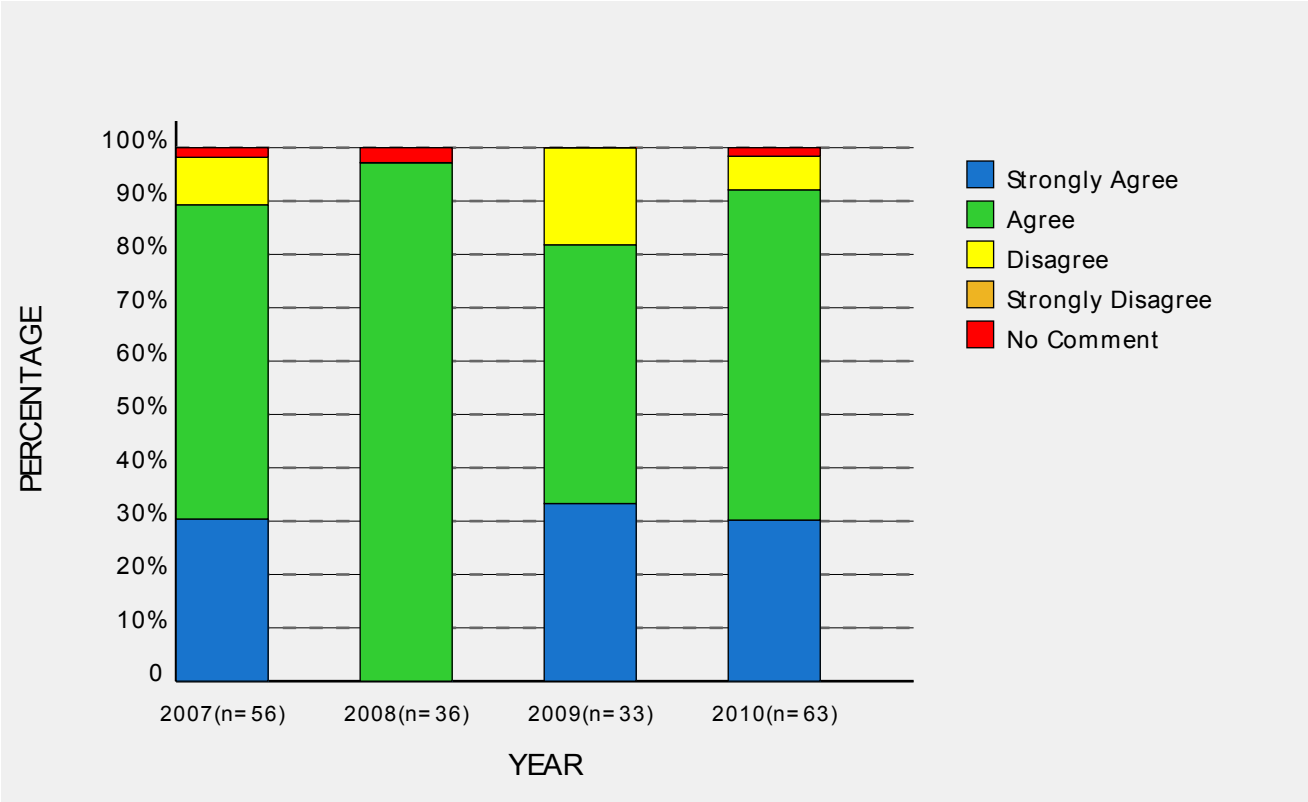
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

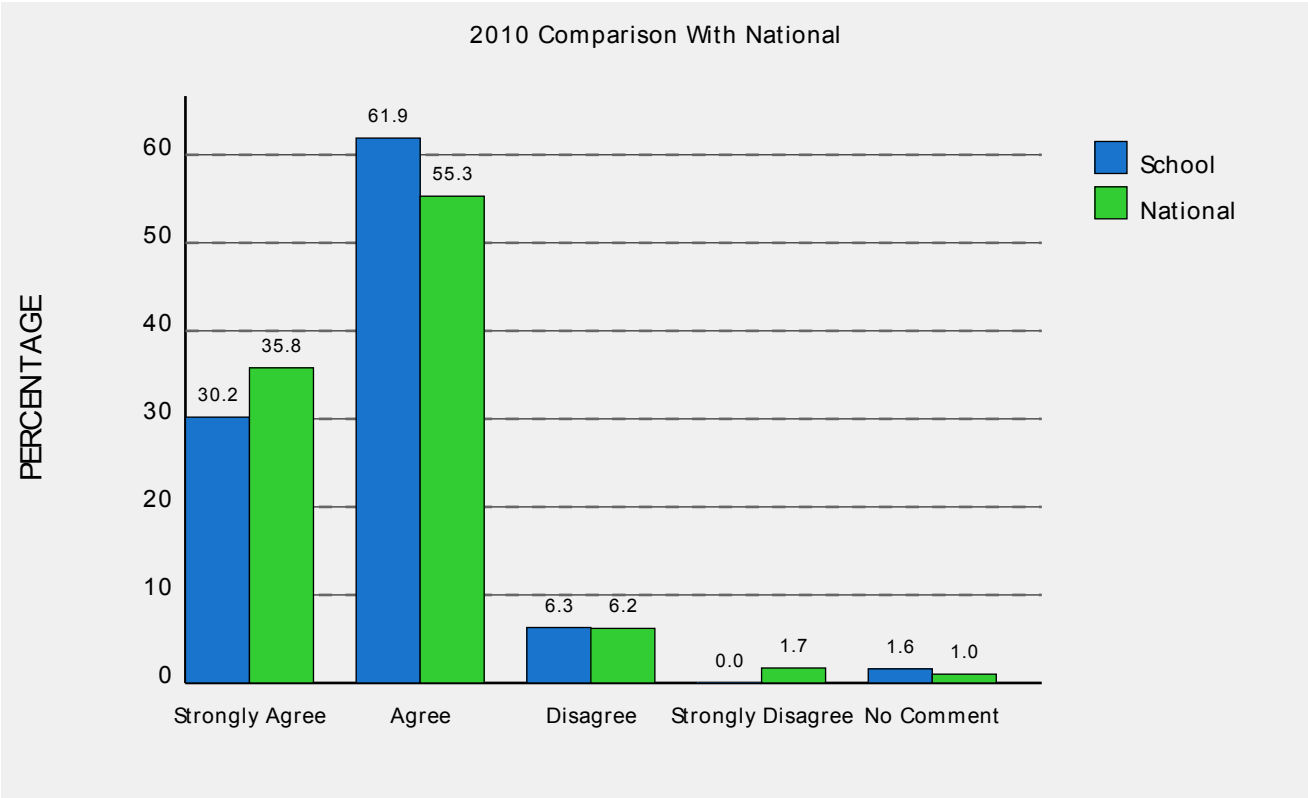
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.





Question 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	58.9%	33	8.9%	5	0.0%	0	1.8%	1	56	68.3%
2008	0.0%	0	97.2%	35	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	33.3%	11	48.5%	16	18.2%	6	0.0%	0	0.0%	0	33	39.3%
2010	30.2%	19	61.9%	39	6.3%	4	0.0%	0	1.6%	1	63	75.0%
National	35.8%	2747	55.3%	4247	6.2%	477	1.7%	127	1.0%	77	7675	71.2%

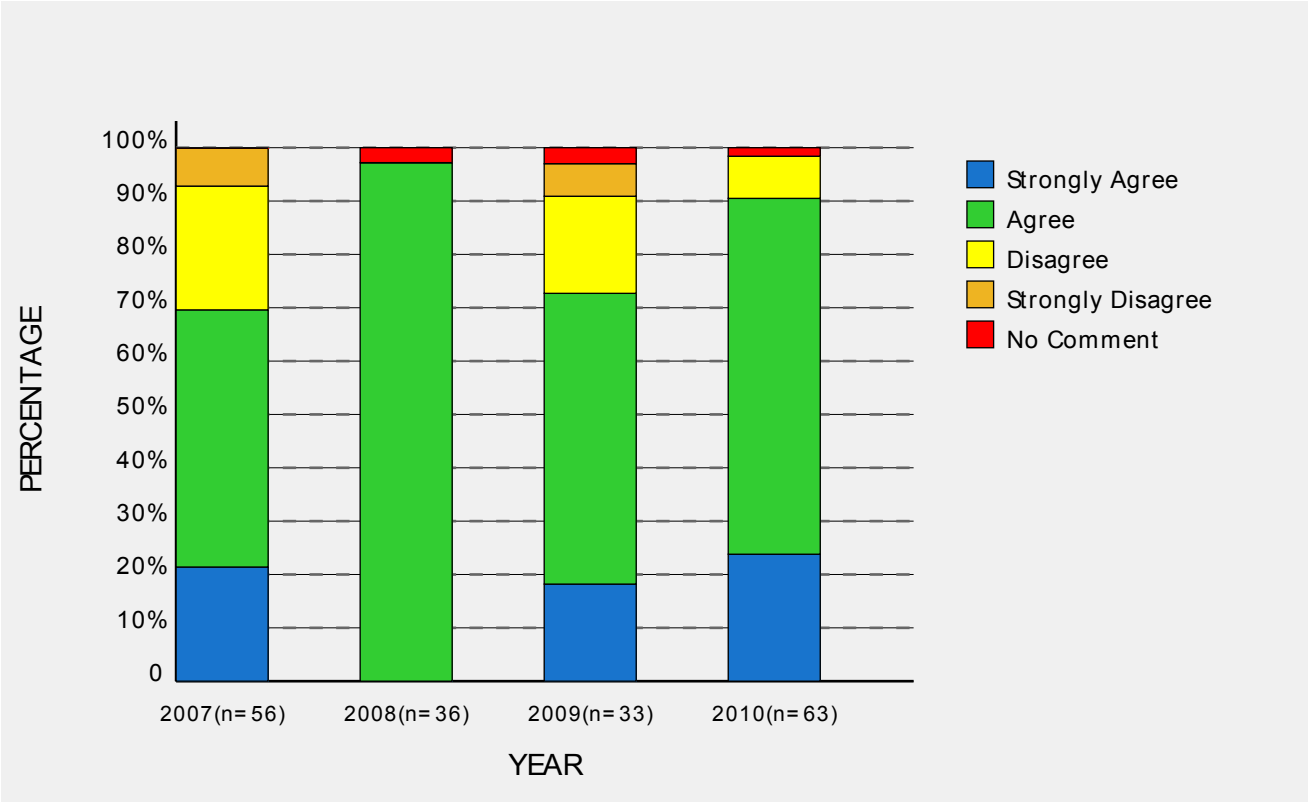
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

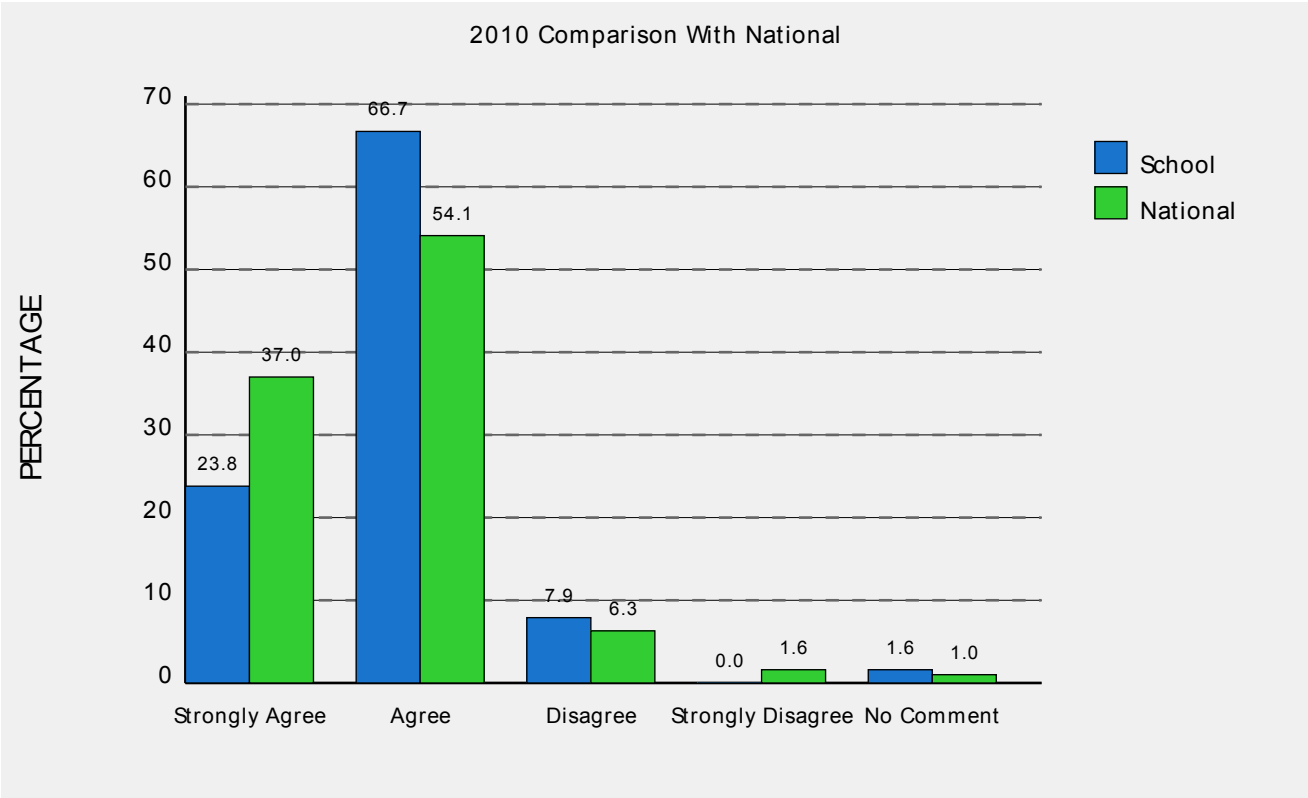
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 59. Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).





Question 59. Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	21.4%	12	48.2%	27	23.2%	13	7.1%	4	0.0%	0	56	68.3%
2008	0.0%	0	97.2%	35	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	18.2%	6	54.5%	18	18.2%	6	6.1%	2	3.0%	1	33	39.3%
2010	23.8%	15	66.7%	42	7.9%	5	0.0%	0	1.6%	1	63	75.0%
National	37.0%	2843	54.1%	4152	6.3%	482	1.6%	119	1.0%	79	7675	71.2%

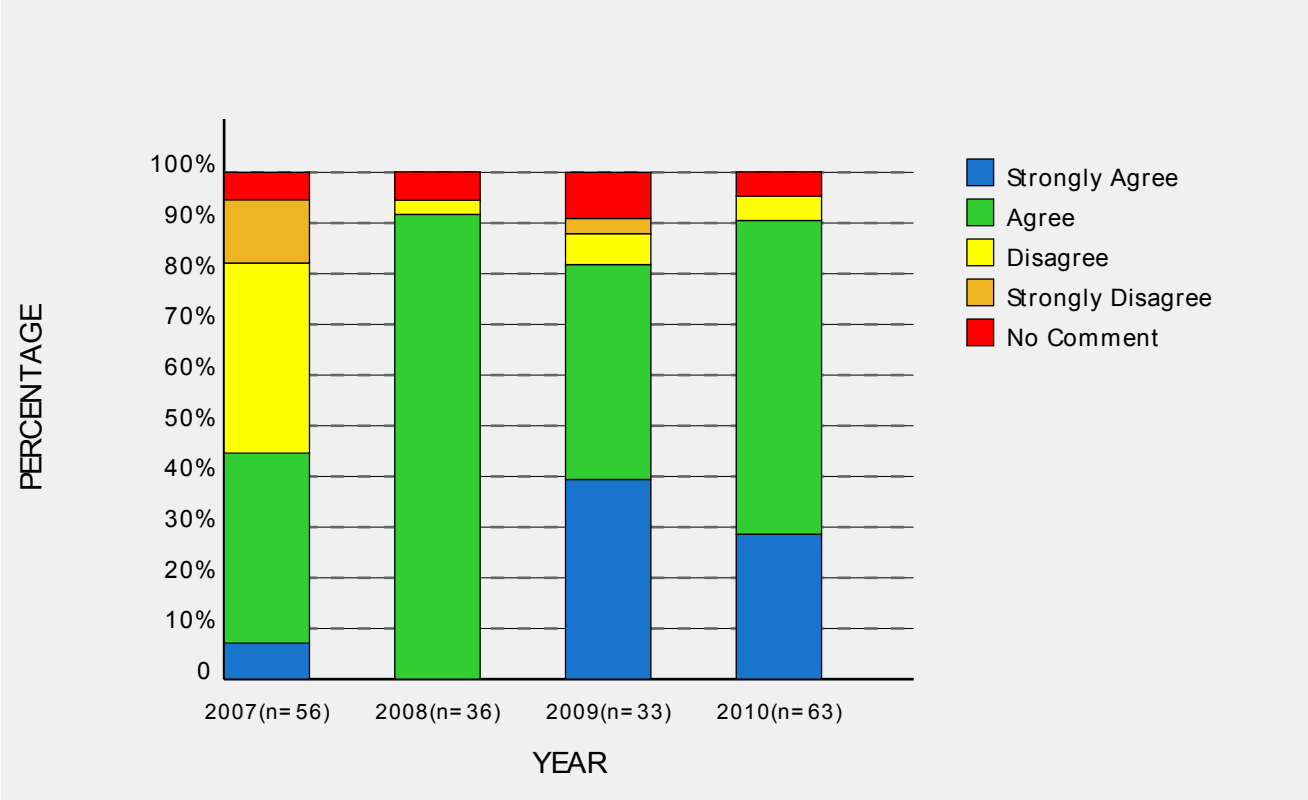
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

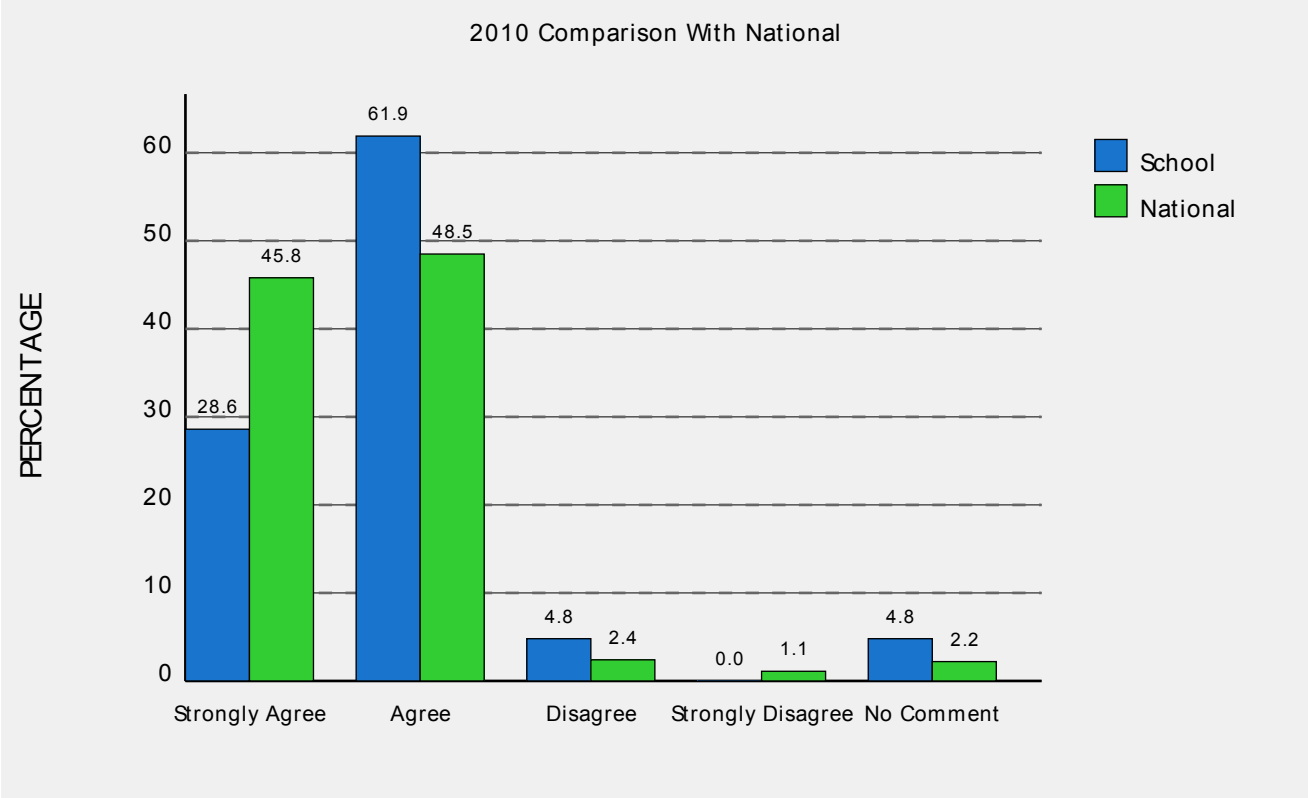
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 7.9% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 63. The college/school of pharmacy is welcoming to students with diverse backgrounds.





Question 63. The college/school of pharmacy is welcoming to students with diverse backgrounds.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	7.1%	4	37.5%	21	37.5%	21	12.5%	7	5.4%	3	56	68.3%
2008	0.0%	0	91.7%	33	2.8%	1	0.0%	0	5.6%	2	36	52.2%
2009	39.4%	13	42.4%	14	6.1%	2	3.0%	1	9.1%	3	33	39.3%
2010	28.6%	18	61.9%	39	4.8%	3	0.0%	0	4.8%	3	63	75.0%
National	45.8%	3513	48.5%	3725	2.4%	184	1.1%	82	2.2%	171	7675	71.2%

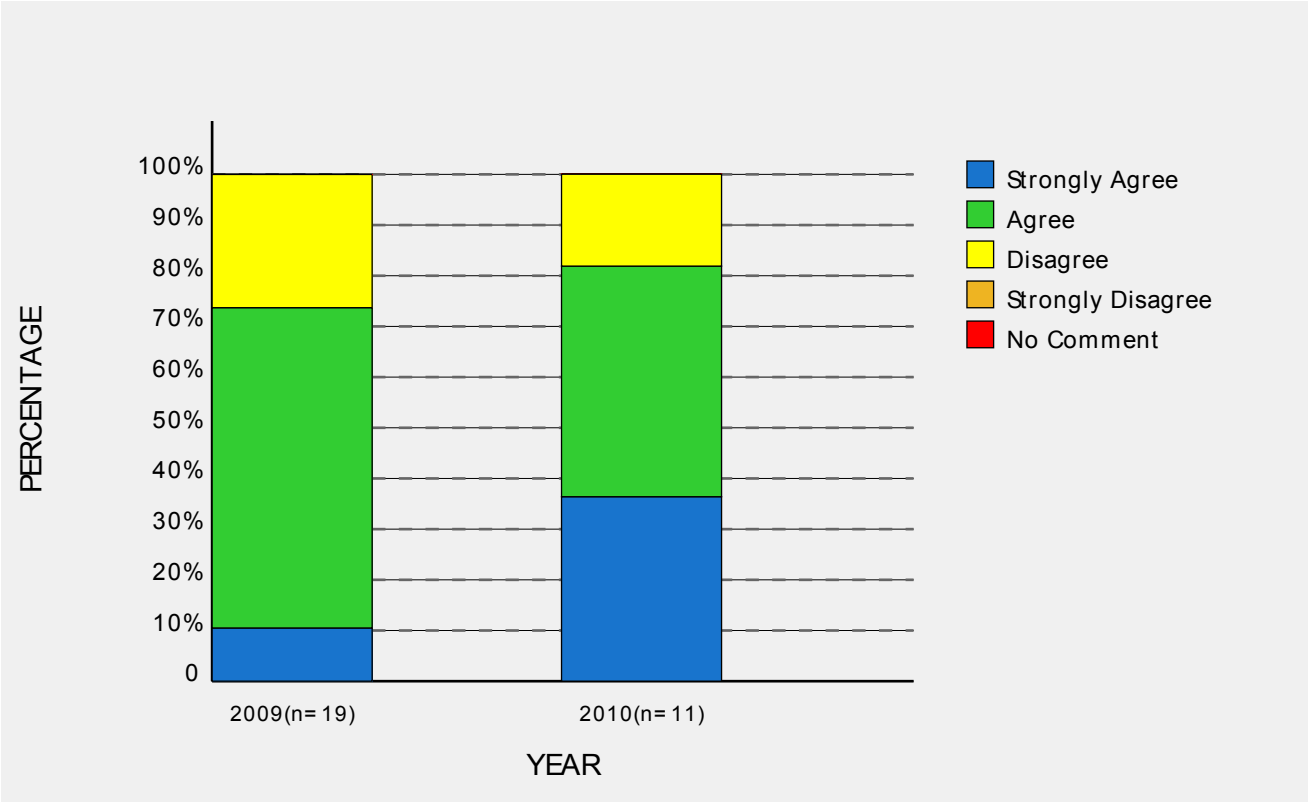
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

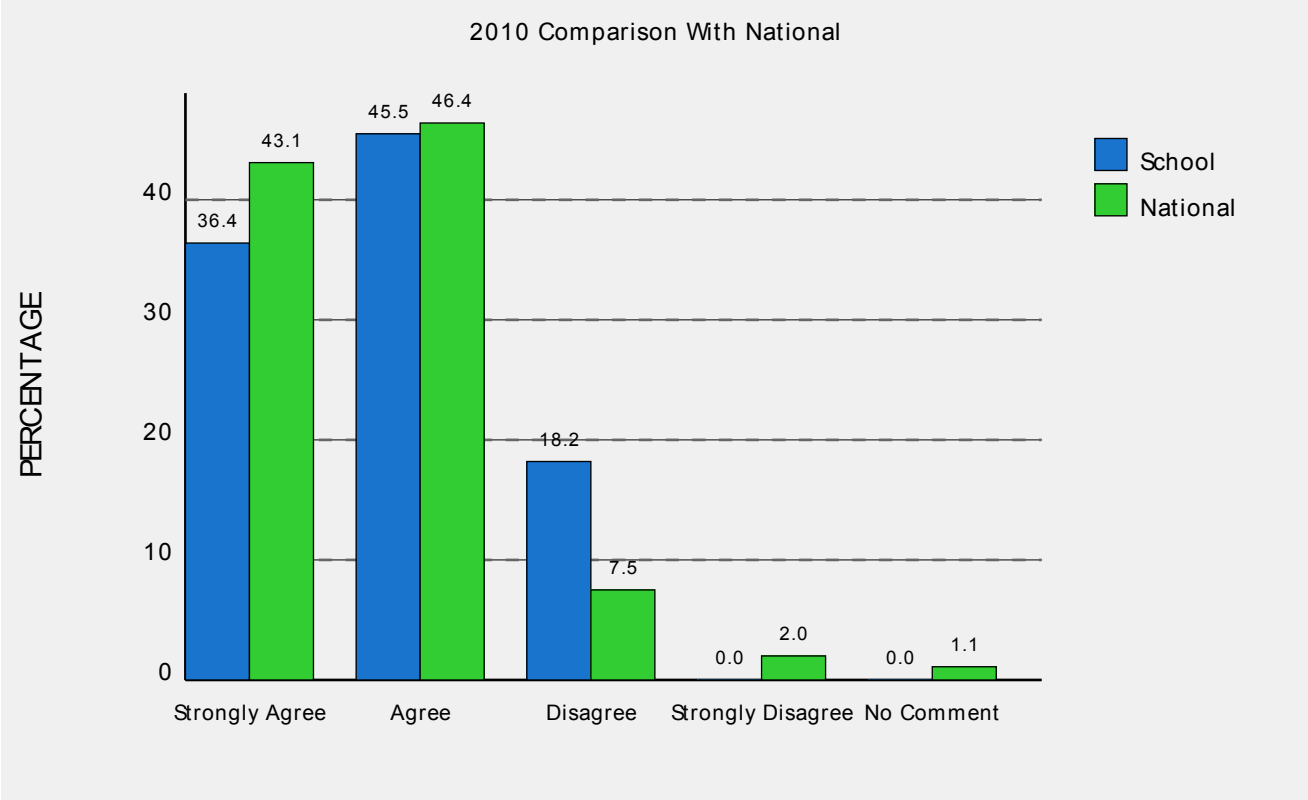
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Alumni Survey

Question 26. When I was a student information was made available to me about additional educational opportunities (e.g. residencies, fellowships, graduate school).





Question 26. When I was a student information was made available to me about additional educational opportunities (e.g. residencies, fellowships, graduate school).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	10.5%	2	63.2%	12	26.3%	5	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	43.1%	1063	46.4%	1143	7.5%	184	2.0%	50	1.1%	26	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

The college or school has an organizational element(s) devoted to student services.	Satisfactory
The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.	Satisfactory
The budget assigned to student services is sufficient to provide needed services.	Satisfactory
The college or school has an ordered, accurate, and secure system of student records which are confidential and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA).	Satisfactory
Student services personnel are knowledgeable regarding FERPA law and its requirements.	Satisfactory
The college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities, e.g., residencies, fellowships, and graduate school.	Satisfactory
The college or school offers access to adequate health and counseling services for students. Appropriate immunization standards exist, along with the means to ensure that such standards are satisfied.	Satisfactory
The college or school has policies in place so that students who have off-campus classes or pharmacy practice experiences fully understand their insurance coverage and where and how to access health and counseling services.	Satisfactory
The college or school has a policy on student services, including admissions and progression, that ensures nondiscrimination as defined by state and federal laws and regulations, such as on the basis of race, religion, gender, lifestyle, sexual orientation, national origin, or disability.	Satisfactory
The college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling).	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of student services offered and, if applicable, how the college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling)
☑ A description of the sections of the student handbook that deal with specific requirements of the standard and guidelines
☑ How the college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The Office of Student Services is responsible for assuring that students have adequate access to personal, academic and career advising. Student Services oversees recruiting, admissions and progression of students. Non-academic concerns are also handled by Student Services. Student Services is directed by Ms. Angela Austin Haney, Director of Student Services and Head Advisor. Ms. Nicole Kent serves as Assistant Head Advisor. Ms. Austin Haney and Ms. Kent are located in Corvallis. Mr. Jeffrey Ruder was hired in June 2011 into a new advisor position and is based on the Portland campus. All College advisors hold Masters of Education degrees. Additional support is provided by a Graduate Assistant (0.49), an Administrative Program Specialist (0.25 FTE), and other classified staff. The current design of Student Services reflects several adjustments since the last full accreditation visit, including expanded staffing and opportunities for professional development.

The Director leads day to day management, is chair of the Admissions committee, co-Chair of the Academic and Professional Standards committee (APSC) and lead advisor for professional students on the Corvallis campus. The Assistant Head Advisor focuses on pre-pharmacy and Pharm.D. candidate advising, assists with the admissions process, and has led the College Awards and Scholarship committee. The new advisor has primary responsibility for advising third and fourth year professional students and will allow the College to increase its recruiting efforts, especially among underrepresented groups. All advisors provide students with academic and career advising.

Student records are securely maintained in the main office in Corvallis. Files for pre-professional and professional students contain documentation of coursework, progress reports, degree information, transcripts, copies of correspondence between the student and college faculty/ staff, and advising notes. Students have the right to access their file and can do so under the

supervision of a member of the Office of Student Services. Students are not allowed to remove any original documents from their file.

The University assigns each student a unique identification number. Student academic files are updated annually. All discarded paperwork is shredded and files are archived in accordance with University policy. Records pertaining to non-academic issues are stored separately in the Head Advisor's office. The Director of Experiential Programs maintains records specific to experiential education.

Access to student records is limited to members of the faculty and staff. Individuals with access to student information are required to comply with the Family Educational Rights and Privacy Act (FERPA) protecting students' confidential information. Anyone with access to the online advising system must complete FERPA training before being given access. Records of FERPA training are stored by the Registrar.

The College complies with the OSU policy of non-discrimination based on race, religion, gender, lifestyle, sexual orientation, national origin, or disability. College policies are reviewed by legal counsel as needed. The College admits a diverse student population, with surveys showing that over 90% of graduating students believe the College is welcoming to students with diverse backgrounds.

Orientation sessions are provided to students at all levels at the start of the academic year. Academic expectations, health insurance and access to care, counseling services, financial aid, and other support resources available to students are reviewed. Students are introduced or reminded of the contents of The Student Handbook and, in particular, *The Essential Characteristics of a Student Pharmacist (ECSP)* (see required documents #3).

The *ECSP* was adopted by faculty in 2008 as a comprehensive document to guide evaluation of acceptable student behavior and academic performance. Students failing to meet either behavioral or academic expectations are at risk for being placed on warning, probation, or being dismissed from the program. This document also addresses technical standards that students must be capable of to progress in the program. The *ECSP* has been an extremely valuable tool for the APSC to assure that decisions made with respect to progression are applied consistently, in a non-discriminatory manner and meet legal standards.

Each professional student is assigned a faculty advisor. Students retain the same faculty advisor for the first two years of the program and are then assigned a Portland-based faculty advisor for the third and fourth years. Faculty members serve primarily as resources for academic and career advice. For issues concerning University policy/regulations or when non-academic concerns arise, faculty advisors are encouraged to refer students to Student Services. Students that appear to potentially benefit from counseling are referred to counseling services. Faculty members are reminded via email about OSU/OHSU healthcare resources for students.

Opportunities for professional students to explore career pathways are numerous and occur inside and outside of the classroom. Corvallis and Portland campuses hosts lunch/lecture series featuring guest speakers, most of whom are in less traditional practice settings. Orientation

to research opportunities has also been increasingly emphasized. Residency opportunities are presented to students through interactions with residents and by fourth year students on teaching rotations. Portland-based faculty members encourage and support third year students seeking post-graduate training. Surveys indicate that career planning and advice met the needs of most recent graduates, but the College intends to bring additional emphasis to this discussion. The presence of an advisor on the Portland campus is expected to bring greater structure and more consistent delivery of information about post-graduate training.

Student Services actively requests that faculty make advisors aware of students who have significant difficulty with individual assessments. If a pattern of difficulty is observed, or if academic performance seems inconsistent with past behavior, advisors intervene during the term to determine if there are other concerns limiting the student's performance. Students who have been placed on a warning or probationary status by the APSC are asked to meet with advisors in Student Services each term.

University-based support services are available to students on both OSU and OHSU campuses. OSU's Disability Access Services, Student Health Center, and Dixon Recreation Center are all available to students and used regularly by professional students. Students in Portland have access to comparable recreation and healthcare facilities at OHSU's Wellness center.

The College ensures that students have access to health services throughout their professional curriculum. Corvallis-based students have access to health care through OSU Student Health Services and, effective Fall 2011, major medical insurance is required of all students. Portland-based students access health care services through OHSU and fourth year students have access to several Oregon University System institutions for health care. This information is provided to students during orientations and throughout the academic year.

OSU and OHSU Student Health Services require all Pharm.D. students to maintain current immunizations and to complete tuberculosis screening each fall. Fourth year students must satisfy immunization requirements of each experiential site. Immunization requirements are monitored and enforced by the Director of Student Services, in conjunction with reports from the student health centers.

The College of Pharmacy recognizes the financial challenges faced by students. Student Services interacts with the financial aid officers regularly to assure advisors are current on financial aid processes. The College collaborates with financial aid to assure that 'cost of attendance' calculations are accurate, facilitating increased loan eligibility resulting from requirements of the professional program. The College sponsors presentations by a financial aid advisor for students in each professional year. The OSU Office of Financial Aid distributes award letters to students and maintains detailed records of awards, repayment, and default rates. All students have access to financial aid advisors.

In addition to federal sources of financial aid, the College administers a scholarship and award program for professional students. The Student Awards and Scholarships committee select recipients based on donor intent, academic performance, professional involvement, and financial need. Over $150,000 in scholarship money is awarded annually by the College.

Increasing the availability of privately-funded scholarships, particularly in the form of an increased endowment base, is a College priority for the University capital campaign.

Notable achievement - Development of *The Essential Characteristics of a Student Pharmacist,* addressing technical, behavioral and academic expectations is a significant accomplishment. This document provides clarity for students and faculty regarding professional expectations and has proved to be a valuable, defensible tool in challenging conversations.

Summary - Organization of Student Services effectively meets the needs of the professional program. The Executive Associate Dean, Director of Student Services and Head Advisor, and other personnel in the Student Services office assure consistent guidance and availability of resources for all students. Student records are kept secure and confidential. Resources for financial aid, health services, and counseling services are available to students regardless of location.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

17. Admission Criteria, Policies, and Procedures

The college or school must produce and make available to students and prospective students criteria, policies, and procedures for admission to the professional degree program. Admission materials must clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation. As a component of its evaluation plan, the college or school must regularly assess the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.

Student enrollment must be managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources. The dean and a duly constituted committee of the college or school must share the final responsibility for enrollment and selection of students.

1. Documentation and Data

Supporting Documents

1. The list of preprofessional requirements for admission into the professional degree program

Appendix	Title	File Name
Appendix 17.1.1	Preprofessional Requirements	2012_prereq_worksheet_and_instructions.pdf

2. Copies of instruments used during the admissions interview process

Appendix	Title	File Name
Appendix 17.2.1	File Review Worksheet	File_Review_Worksheetx.pdf
Appendix 17.2.2	Interview Evaluation Form Sample	Interview_Evaluation_Form_Samplex.pdf
Appendix 17.2.3	Writing Question Example	Writing_Question_Example.pdf

3. Copies of Early Assurance Program agreement(s) between the college or school and the associated institution(s) or student (if applicable)

Appendix	Title	File Name
Appendix 17.3.1	Early Assurance Program Agreement	Early_Admit_statementx.pdf

4. Enrollment projections for the next five years (if applicable, broken down by branch/campus and by pathway)

Appendix	Title	File Name
Appendix 17.4.1	Enrollment Projections for the Next Five Years	Enrollment_Projections_for_the_Next_Five_Ye

5. Enrollment data for the past five years by year and branch/campus (only applicable to multi-campus programs)

Appendix	Title	File Name
No files uploaded		

6. Enrollment data for the past five years by year and program pathway (only applicable to multi-pathway programs)

Appendix	Title	File Name
No files uploaded		

7. PCAT Composite Percentile Score(s) (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

8. GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
Appendix 17.8.1	GPA for Admitted Class Past Five Years	gpa.png

9. Math GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
Appendix 17.9.1	Math GPA for Admitted Class Past Five Years	math.png

10. Science GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
Appendix 17.10.1	Science GPA for Admitted Class Past Five Years	science.png

11. Mean PCAT Composite Percentile Score(s) for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

12. Mean GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

13. Mean Math GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

14. Mean Science GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 AND 17]

Appendix	Title	File Name
No files uploaded		

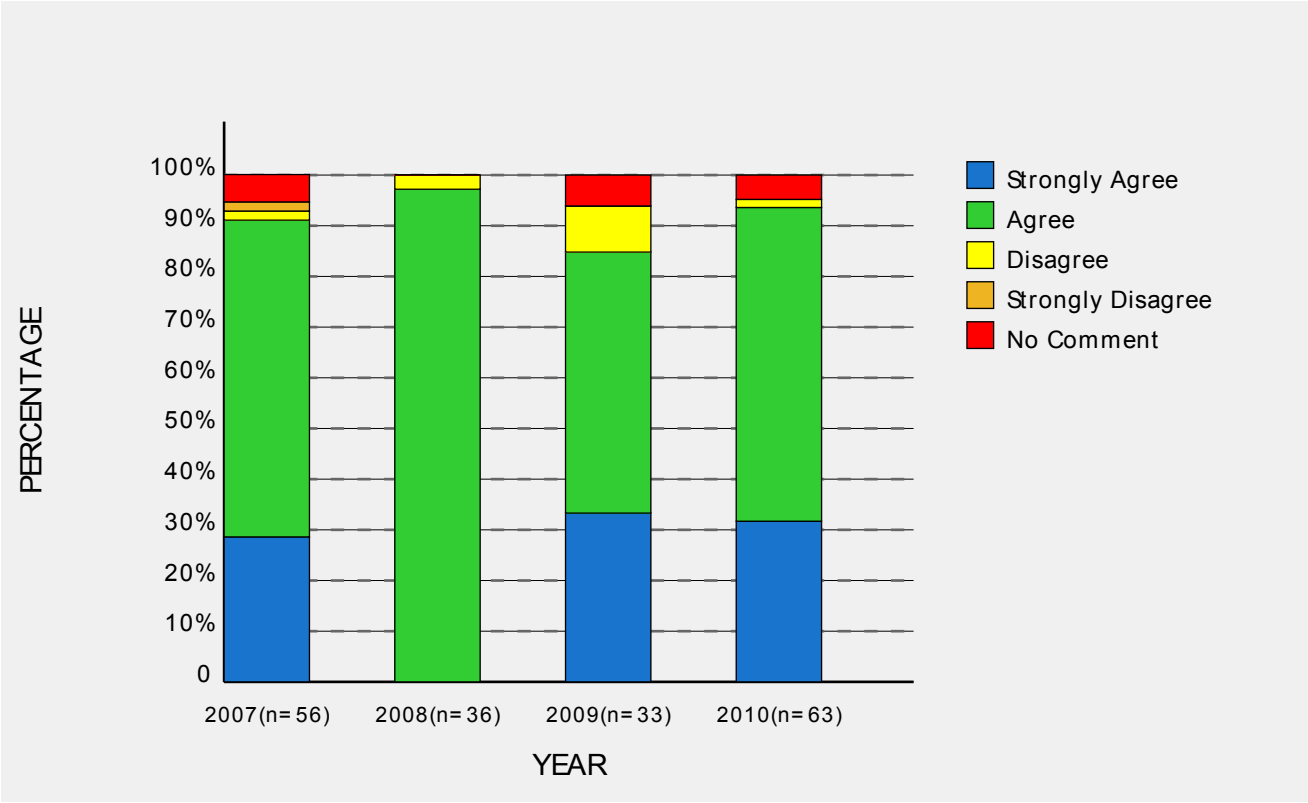
15. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include recruitment aids, extracts from the college or school's catalog, brochures, screenshots from the college or school website; data on student employment after graduation; and curricular outcomes data correlated with admissions data.

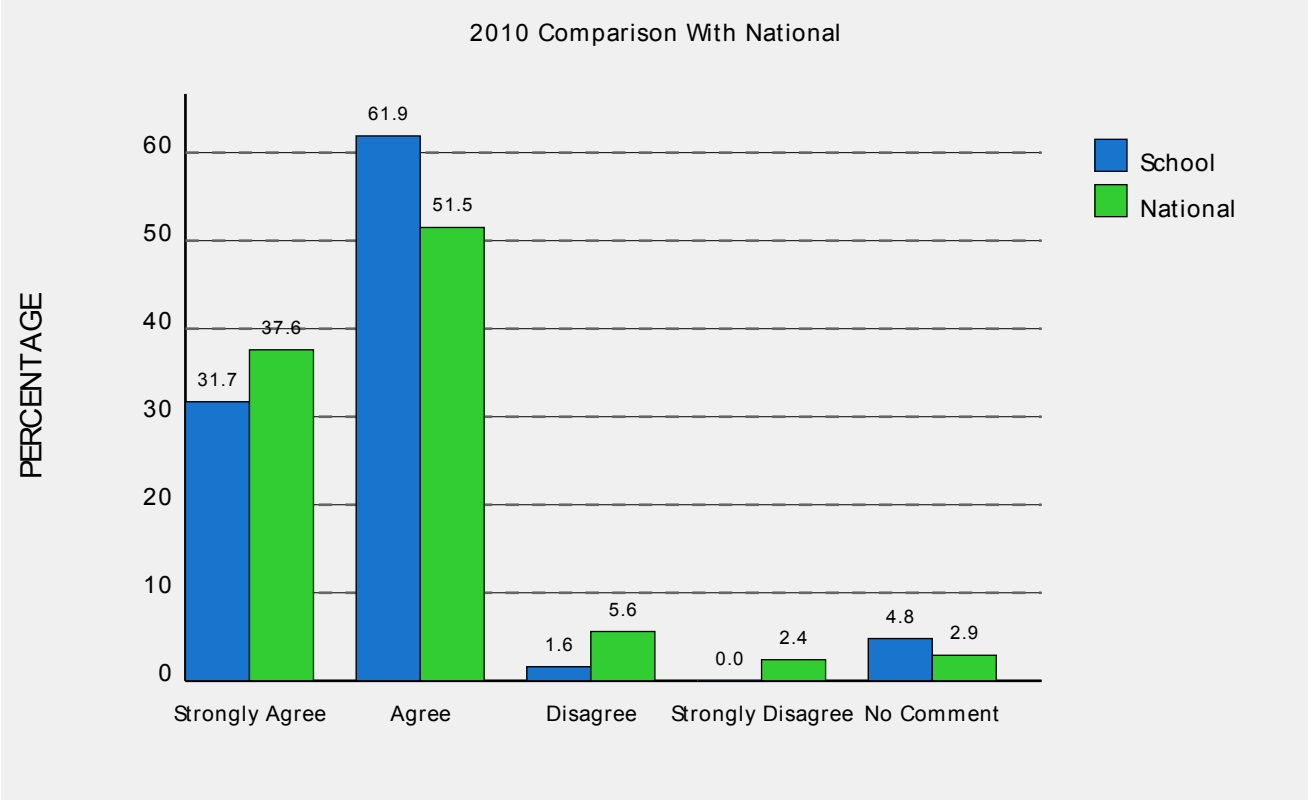
Appendix	Title	File Name
Appendix 17.15.1	Degree Equivalency Letter/ Willamette Univ	Degree_Equivalency_Letter_May_2009_WUX_
Appendix 17.15.2	Degree Equivalency Letter/Univ Portland	Degree_Equivalency_Letter_May_2009_UPX_
Appendix 17.15.3	Degree Equivalency Letter/ Concordia Univ	Degree_Equivalency_Letter_May_2009_CUX_
Appendix 17.15.4	EAP Program Review	EAP_SubComm_Report.pdf
Appendix 17.15.5	Admissions Data Correlations	Admissions_Data_Correlations_-_Final3x.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 64. The admissions process of the college/school of pharmacy was well organized.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
61.9
51.5
37.6
31.7
5.6
1.6
0.0
2.4
4.8
2.9
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

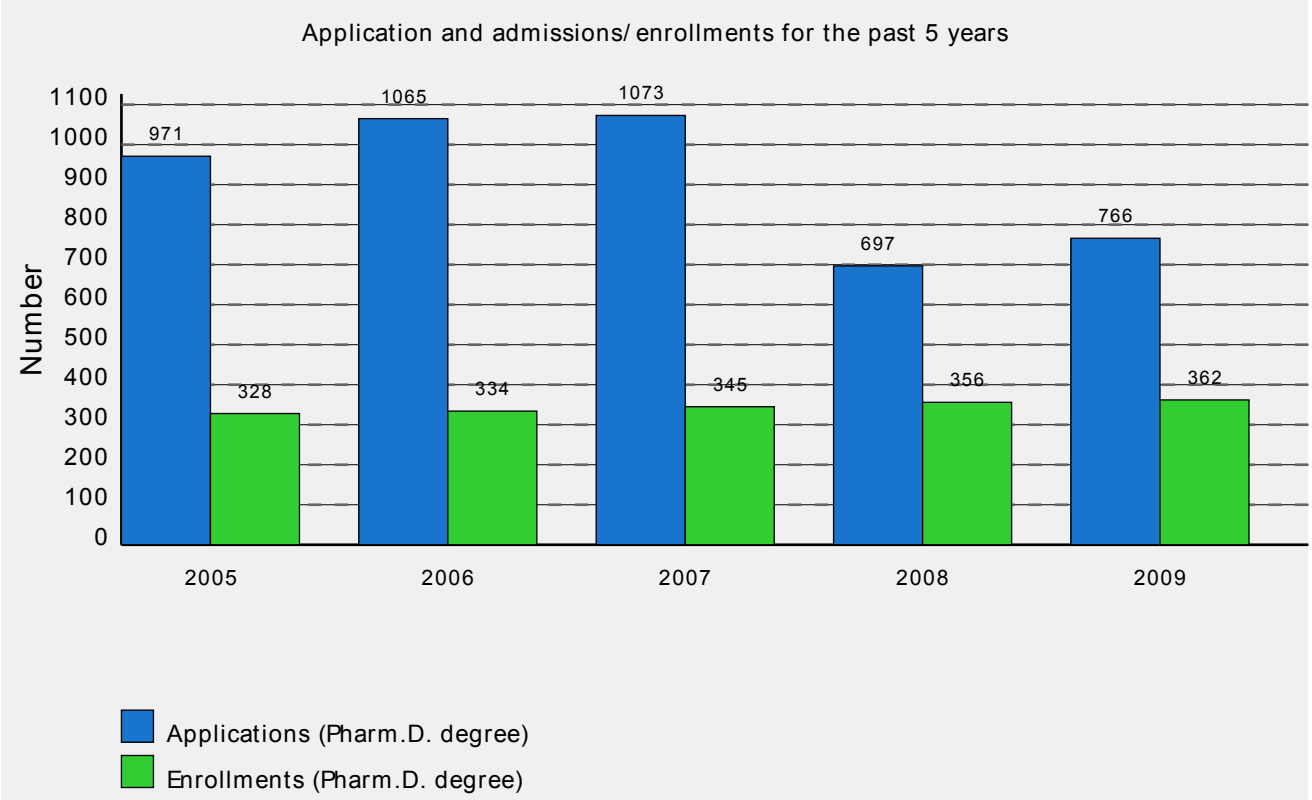
Question 64. The admissions process of the college/school of pharmacy was well organized.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	28.6%	16	62.5%	35	1.8%	1	1.8%	1	5.4%	3	56	68.3%
2008	0.0%	0	97.2%	35	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	51.5%	17	9.1%	3	0.0%	0	6.1%	2	33	39.3%
2010	31.7%	20	61.9%	39	1.6%	1	0.0%	0	4.8%	3	63	75.0%
National	37.6%	2885	51.5%	3951	5.6%	427	2.4%	188	2.9%	224	7675	71.2%

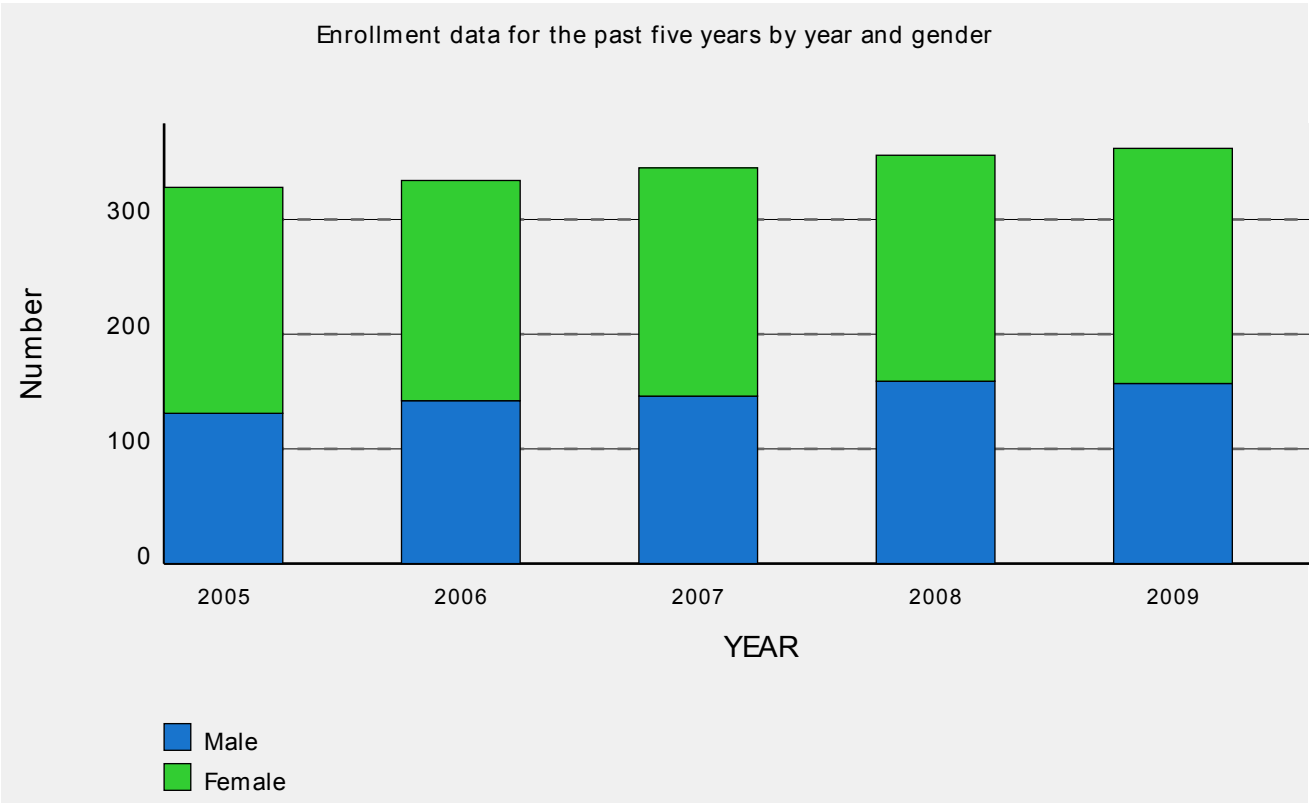
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

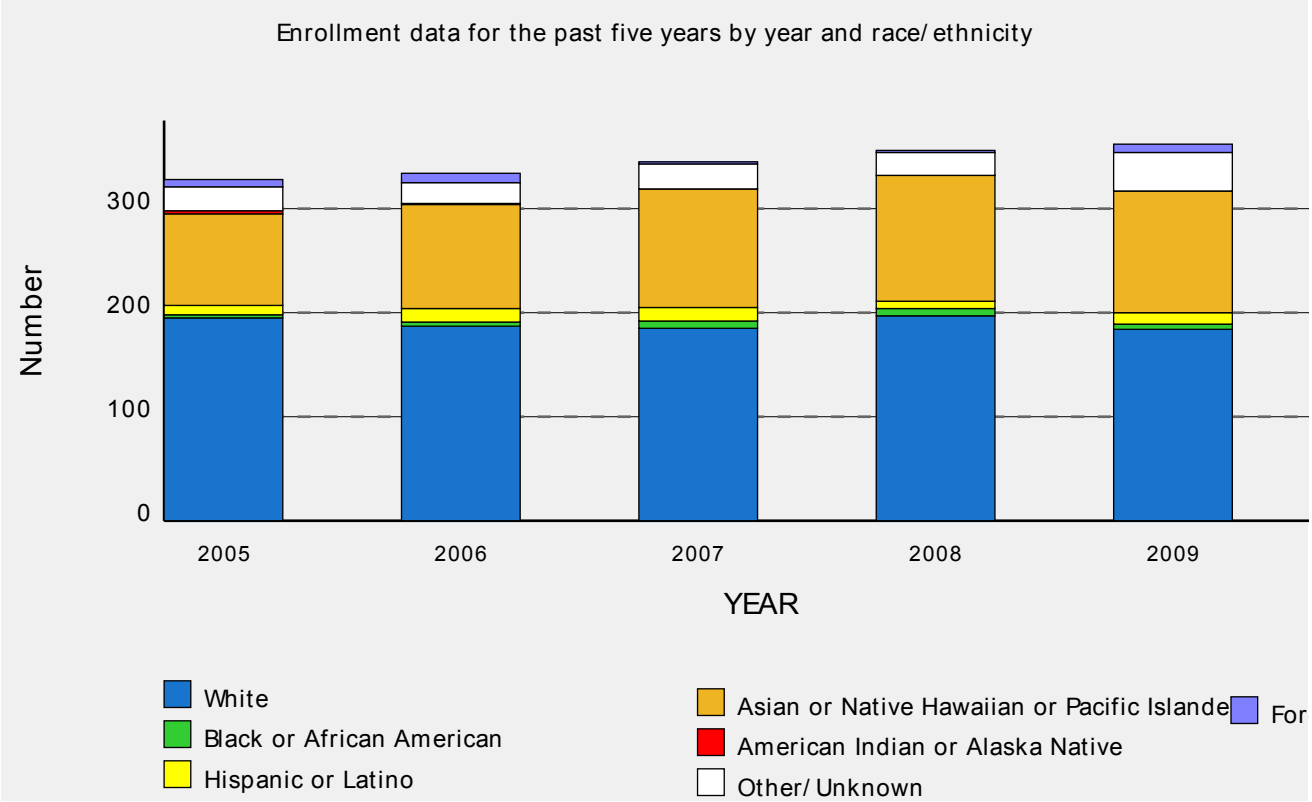
Program comments on this Data View:

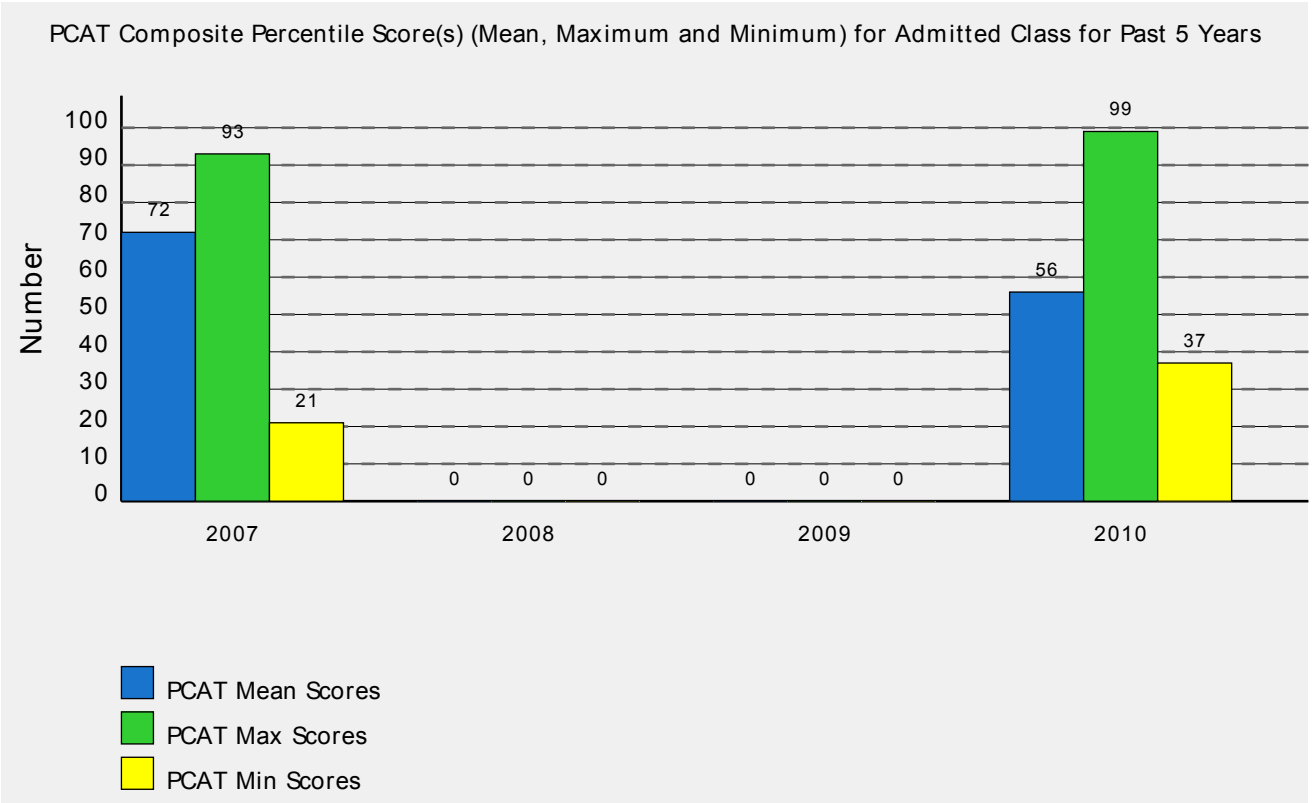
Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.



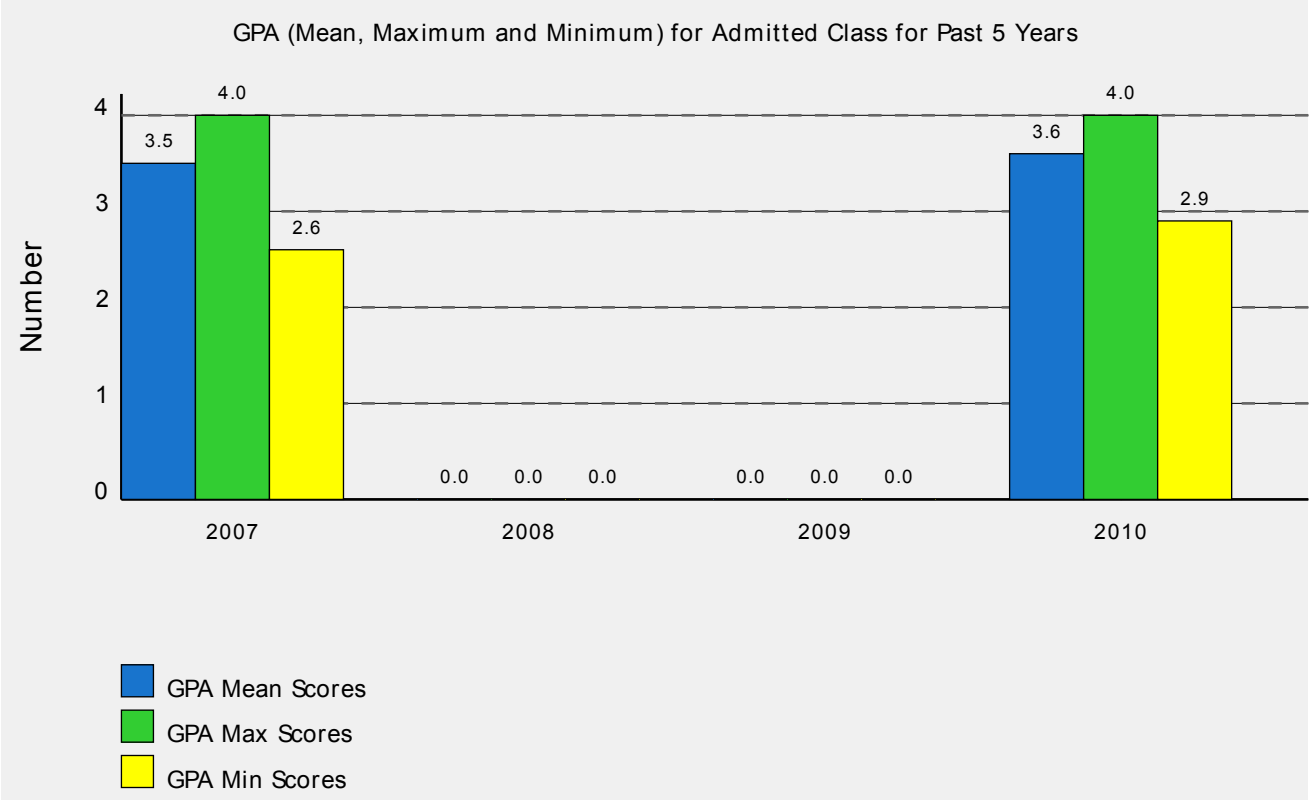
Noted in narrative: High numbers of initial applications in mid-90's thought to be a anomoly of early years using PharmCAS, in which applicants did not carefully review program prerequisites. Numbers of well qualified applicants moving forward to file reviews has slowly increased, but is relatively constant at approximately 400..



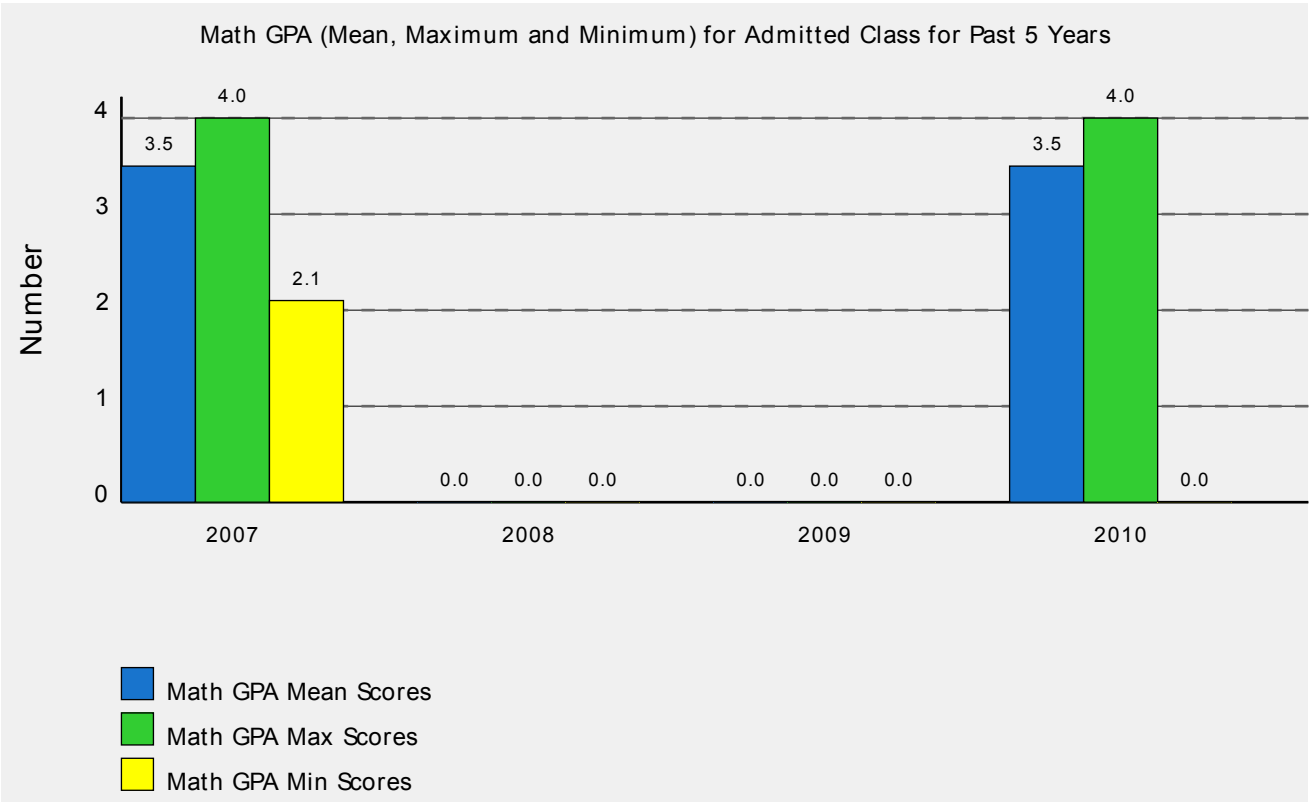




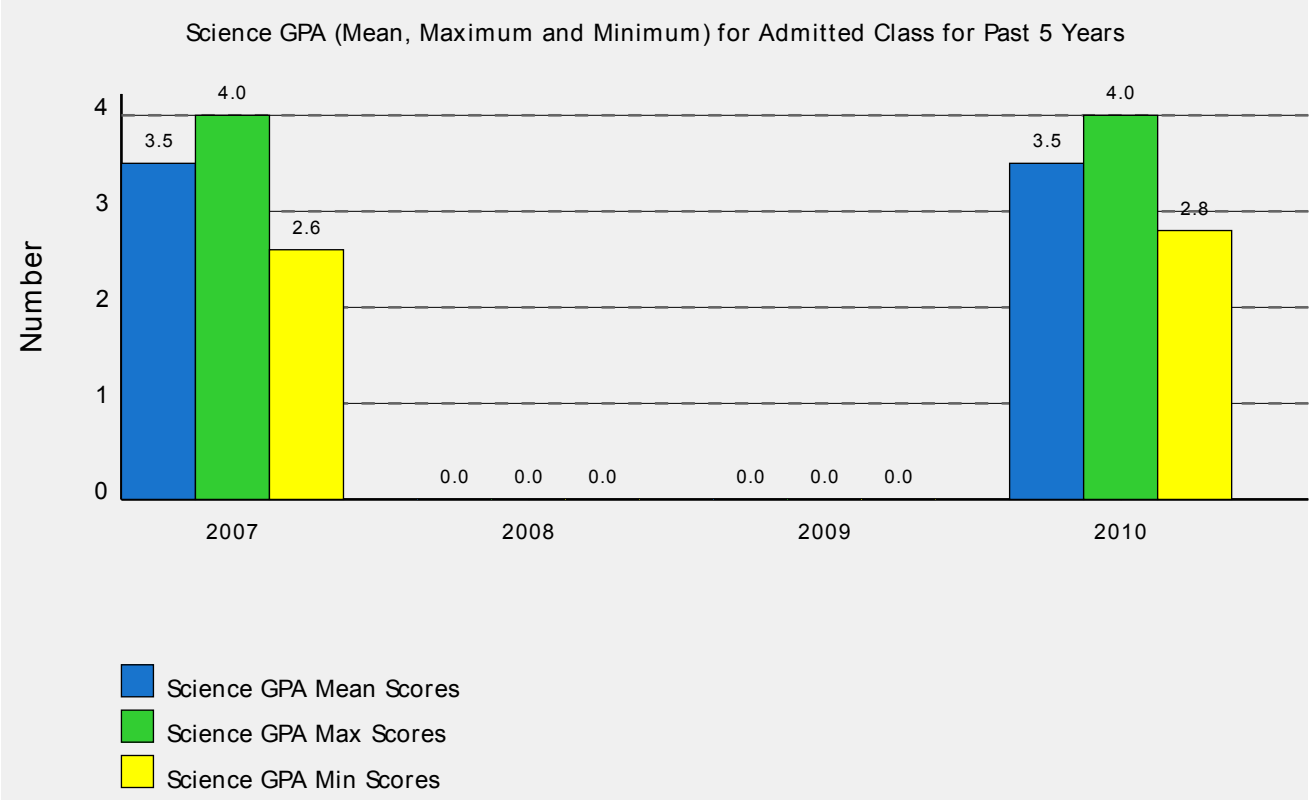
PCAT is not required of candidates applying for admission at OSU



Complete data set is found under optional documents #8.



Complete data set is found under optional documents #9.



Complete data set is found under optional documents #10.

2. College or School's Self-Assessment

The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students.	Satisfactory
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional technical standards for graduation.	Satisfactory
As a component of its evaluation plan, the college or school regularly assesses the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program, the ability to achieve the professional competencies, and the disposition to practice in culturally diverse environments.	Satisfactory
Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	Satisfactory
The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.	Satisfactory
Written and verbal communication skills are assessed for student admissions in a standardized manner.	Satisfactory
Interviews are structured to consistently address key admission criteria for each applicant.	Satisfactory
Interviewers have appropriate credentials and are trained in successful interview strategies and techniques.	Satisfactory
Evaluation of professional attitudes and behaviors is a component of the student selection process.	Satisfactory
The college or school develops and employs admission criteria that set performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession.	Satisfactory
The admission evaluation of students is documented and records are maintained by the college or school.	Satisfactory
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool.	Satisfactory
In accordance with United States Department of Education regulations, the college or school has a process in place through which the college or school establishes that the student who registers in a distance education course or program is the same student who participates in and completes all course or program requirements and receives academic credit.	
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs.	
The college or school ensures that early assurance students are at least as well qualified as students accepted for direct entry into the first professional year. Early assurance agreements and policies allow the college or school to manage student enrollment in alignment with physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ Admissions and enrollment Information, highlighting how specific requirements of the standards and guidelines are met, including those for early admission agreements or policies, if applicable
☑ How admission evaluations of students is documented and how records are maintained.
☑ A description of the college or school's recruitment methods
☑ A description of methods used to assess verbal and written communication skills of applicants to the program
☑ How enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources
☑ How curricular outcomes data are correlated with admissions data
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
Admission to the Pharm.D. professional program is managed by the Admissions and Recruitment committee. The committee is chaired by the Director of Student Services and includes other Student Services faculty, instructional faculty from both departments and campuses, and one or more practitioners. The Executive Associate Dean is an ex-officio member. Additional practitioners, students, and all faculty members are involved in the interview process.

The Dean and Executive committee work with the faculty to establish desired admissions goals. The College currently targets a class size of approximately 90 incoming students annually. Optimal class size is based upon the size of practice laboratory facilities and classrooms, faculty size, faculty perspectives on desired class size, and projected experiential site capacity. The Admissions committee operates independently, on behalf of the faculty, in making specific admissions decisions. Admissions procedures are adhered to and not compromised regardless of the size of the applicant pool.

Student interactions with the College often begin with outreach activities related to recruiting. Student Services personnel participate in off-campus career events upon request, selected University recruiting events (Beaver Open House, Fall Preview Day, a series of Spring Visit Days, Health Career Fairs, and the Kaleidoscope of College and Culture), present an annual College Open House, conduct application workshops, and host individuals potentially interested in pharmacy by appointment. The College partners with University pre-college programs to provide over a dozen workshops each year to middle school and high school students; often geared toward rural, underserved or underrepresented students. The College has also created matriculation agreements for graduates from Willamette University, University of Portland, and Concordia College (see optional documentation). The Office of Student Services works

collaboratively with the office of the College of Pharmacy Director of Alumni Relations and Professional Development in the preparation of recruiting materials.

Applications to the College remain strong, but the Executive Associate Dean and Office of Student Services have identified recruiting as an area for improvement. Active outreach has been limited by available personnel and, although the student population is quite diverse with respect to women, nontraditional, first generation, rural, and ethnic background; specific minority populations are still underrepresented relative to statewide demographics. An additional advisor was recently hired for the Portland campus which should increase capacity for recruiting efforts and, in particular, assist in strategizing for recruitment of underrepresented minorities.

Applications to the College have remained relatively stable over the past five years. PharmCAS summaries show a large increase and then decline in applications between 2004 and 2008. This is likely an anomaly of applicants becoming familiar with PharmCAS in the initial years and applying to multiple programs, without determining whether they had appropriate prerequisites. The College has consistently had approximately 400 applicants who met prerequisites and for whom the committee has conducted a thorough file review, and approximately 180 applicants invited for an interview. As observed in survey questions, characteristics of admitted students have remained quite constant with respect to number, gender, race/ethnicity and academic qualifications. Math, science and overall GPA averages are consistently reported to be approximately 3.5. (PCAT scores are not required of applicants.)

The admissions process is comprehensive and rigorous to assure admission of the most qualified applicants. PharmCAS and PharmADMIT are used to identify and screen candidates in terms of academic ability, written communication skills, professional behaviors, and commitment to patient care. Applications are initially sorted by the PharmCAS science GPA. Applicants meeting minimum standards advance to a file review process conducted by members of the Admissions committee. The file review is designed to identify candidates who are likely to be successful in the program and whose characteristics align with the mission of the College and University. The file evaluation form scores candidates on academic strength, writing skills, leadership, motivation for a career in pharmacy, and reference letters. Based on the file review, applicants are selected for an interview to further evaluate oral and written communication skills, intellectual curiosity, professional attitudes and behaviors (ethics and integrity), and motivation for a patient-care career. Interviews are structured in that specific areas are identified for inquiry and questions, unique to each interview day, are provided to interviewers. Interviewers are given freedom to also ask additional questions or expand upon responses. Forms used in the admissions process can be found in required documentation. Records of all applicants and admitted students are maintained securely in the Student Services Office (see Standard 16).

A comprehensive assessment of the admissions process took place during the summer of 2010. Separate subcommittees were formed to review application and interview processes, and make recommendations to the Admissions committee for revisions. The Application subcommittee evaluated the application timeline and file evaluation tools. The file review form was altered to improve assessment of desirable candidate attributes and consistency. Ratings for writing skills were more clearly articulated, and rubrics provided. File reviewers were given the option to

request a second blind review of an applicant, and to suggest specific questions to be asked of a candidate during their interview to clarify information from the file that may have been unclear. These changes were approved by the Admissions committee and the revised form was used for the 2010 -11 admissions cycle.

The Interview subcommittee reviewed the interview process and assessment tools. The primary outcome was standardization of the interview process and evaluation tools used to assess candidates' communication, motivation, professional attitudes, and intellectual curiosity. Standardized questions for each category were developed, along with scoring rubrics to improve consistency. Similarly, writing prompts were revised to allow candidates to develop more thoughtful and meaningful responses. Interview training for all faculty members was provided during the December 2010 all-faculty meeting.

An Early Admission Program (EAP) has been in place since 2001. The purpose is to capture highly qualified students early and establish a commitment to OSU. Originally the program was available to high school seniors and first and second year college students, but was limited to high school seniors effective 2009. EAP applicants must meet a minimum GPA, have completed honors or AP courses, and achieve a minimum SAT or ACT score. The application process mimics the regular application process in that essays and references are evaluated, and applicants are interviewed and evaluated on similar criteria. Students admitted to the EAP program are guaranteed a place in the first professional year following their third or fourth year at OSU, but are required to maintain minimum academic performance standards during their prepharmacy courses. A maximum of 20% of projected enrollment to the professional program is admitted to the EAP program. Historically, approximately 13% of each first year professional class has been comprised of EAP students. EAP student success is monitored and a comprehensive review of the program took place in 2008 (see supplemental documents). All aspects of the program were evaluated using multiple assessment tools. The ad hoc committee determined the program should be continued, but recommended modifications to program requirements (minimum GPA and pharmacy experience) to increase EAP students' success and to understanding of the profession.

Students Services monitors the success of all admitted students. Students who 'flex' or experience difficulty are carefully tracked and offered support. College administration and student services personnel monitor student progression issues and their potential relationship to the admissions process on an ongoing basis. Less than 10% of admitted students fail to complete the program in four years. Many delays in graduation are non-academic, reflecting the challenges faced by an 'older than average' student population. Delays, academic or non-academic, seem unrelated to factors identifiable in the admissions process (see optional documentation: Admissions/Progression correlation) Dismissal of students for academic reasons appears to occur less frequently than for other colleges of pharmacy. The approximately 95% graduation rate, close monitoring of curricular outcomes throughout the program, and strong performance of our graduates on the NAPLEX attest to the strength of the admissions process.

Quality improvement - Admissions policies and evaluation tools were carefully reviewed summer 2010. Multiple changes were implemented to file review and interview procedures to assure consistency in assessment and selection of students with the highest potential to contribute to their colleagues, college and profession.

Summary - The Admissions committee clearly articulates and applies standards, policies and procedures for admission. The information is readily available to prospective and current students. EAP is structured to parallel processes used for standard admissions and students admitted to Early Admissions must meet benchmarks for academic success. Total student enrollment is limited to align with facilities, faculty, and quality standards for the College and professional program.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing

The college or school must produce and make available to students and prospective students transfer credit and course-waiver policies, based on rational procedures and defensible assessments.

1. Documentation and Data

Supporting Documents

1. Student transfer credit and course waiver policies

Appendix	Title	File Name
Appendix 18.1.1	Oregon State University Transfer Policy	Oregon_State_University_Transfer_Policyx.pdf

2. Other documentation or data that provides supporting evidence of compliance with the standard

Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

2. College or School's Self-Assessment

The college or school produces transfer credit and course-waiver policies, based on rational procedures and defensible assessments and makes that information available to students and prospective students.	Satisfactory
The college or school implements policies and procedures for the evaluation of the equivalency of educational courses (preprofessional or professional) prior to admission or transfer to the professional degree program.	Satisfactory
Requisites are only waived based upon an educationally sound assessment of the professional competencies (as set forth in Standard 12) that have been achieved through continuing pharmacy education, other postgraduate education and training, and previous pharmacy practice experience.	Satisfactory
The college or school has established and implemented policies and procedures for students who request to transfer credits or who wish to change from one program pathway to another.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ The number of transfer students, including (if applicable) international students or graduates of other professional degree programs admitted with advanced standing, and an assessment of the correlation between the criteria in the transfer policy and success in the program. If applicable, comparative performance data should be provided
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements

(School comments begin here)
The College of Pharmacy will consider applications from students currently enrolled in another Pharm.D. program who wish to transfer to OSU. Transfer applications are only considered for fall term. Transfer applicants must submit the following materials to the Office of Student Services: complete transcripts of all college coursework (pre-professional, professional, and any other programs of study), a formal statement of interest in the OSU College of Pharmacy, and a letter of support from the Dean of their current School/College of Pharmacy indicating that the applicant is in good standing and eligible to continue in the program. The entire record is reviewed by the Office of Student Services and, if deemed appropriate, a recommendation for admission is forwarded to the Admissions committee for their consideration.

If admission is approved, course syllabi and, if needed, additional documentation is forwarded to OSU Pharmacy course coordinators for an assessment as to whether specific courses completed at the originating institution meets the course requirements of specific courses at OSU. The Academic and Professional Standards committee is consulted prior to a final decision. The Director of Student Services and Executive Associate Dean determine an appropriate program of study based on the advice of course coordinators, consideration of other elements of the professional program, and consideration of the student’s background. The student is then notified which of the professional courses completed at the transferring institution will satisfy course requirements at OSU and which professional courses remain to be completed. The College has accepted three transfer students over the past 10 years and each has successfully completed the professional program or is on track to do so.

Similarly, for students admitted through normal admission processes, determination of course equivalencies and approval of course waivers for specific prepharmacy or pharmacy courses are determined by advisors in the Office of Student Services, following consultation with course instructors best positioned to determine equivalency. Requests for any deviation from approved courses by students already enrolled in the professional program must be petitioned to the Academic and Professional Standards committee and approval must be received prior to enrolling in the replacement course or experience.

Summary - The College of Pharmacy has established procedures to evaluate course equivalencies or waivers for prospective and current students, and students transferring from a professional program at another accredited School/College of Pharmacy. Evaluations

are conducted by faculty members best qualified to determine equivalency. The Director of Student Services and Executive Associate Dean, in consultation with the Academic and Professional Standards committee, make final determinations to assure that, in addition to course equivalency, the academic plan fulfills programmatic expectations and outcomes, as detailed in Standard 12.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

19. Progression of Students

The college or school must produce and make available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.

1. Documentation and Data

Supporting Documents

1. The policy(ies) that address student progression, academic probation, remediation, missed course work or credit, dismissal, readmission, due process and appeals

Appendix	Title	File Name
Appendix 19.1.1	Academic Progression and Performance Policies	APS_final_020111x.pdf

2. Section of the student handbook that covers the student progression policy

Appendix	Title	File Name
Appendix 19.2.1	Student Progression Policy in handbook is identical to required upload #1.	Student_Progression_Policy_in_handbook_is_i

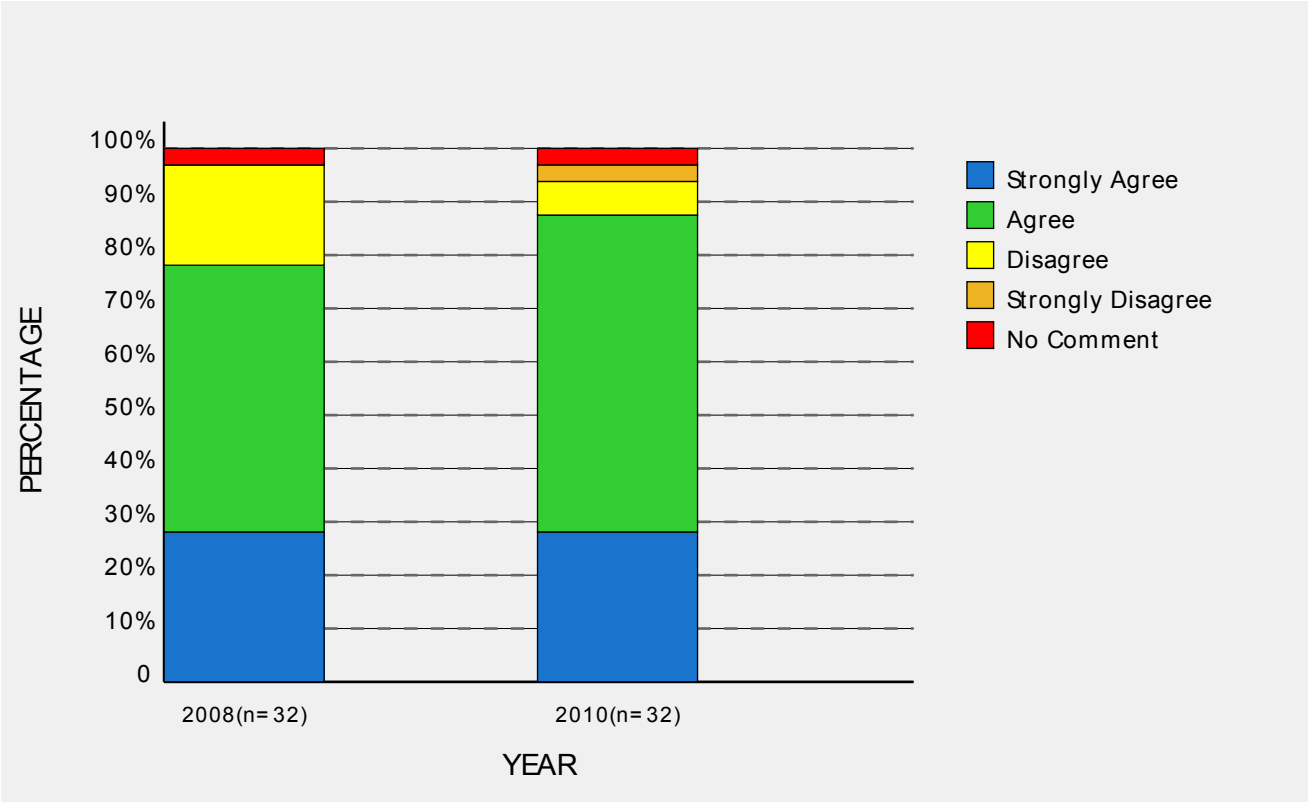
3. Other documentation or data that provides supporting evidence of compliance with the standard

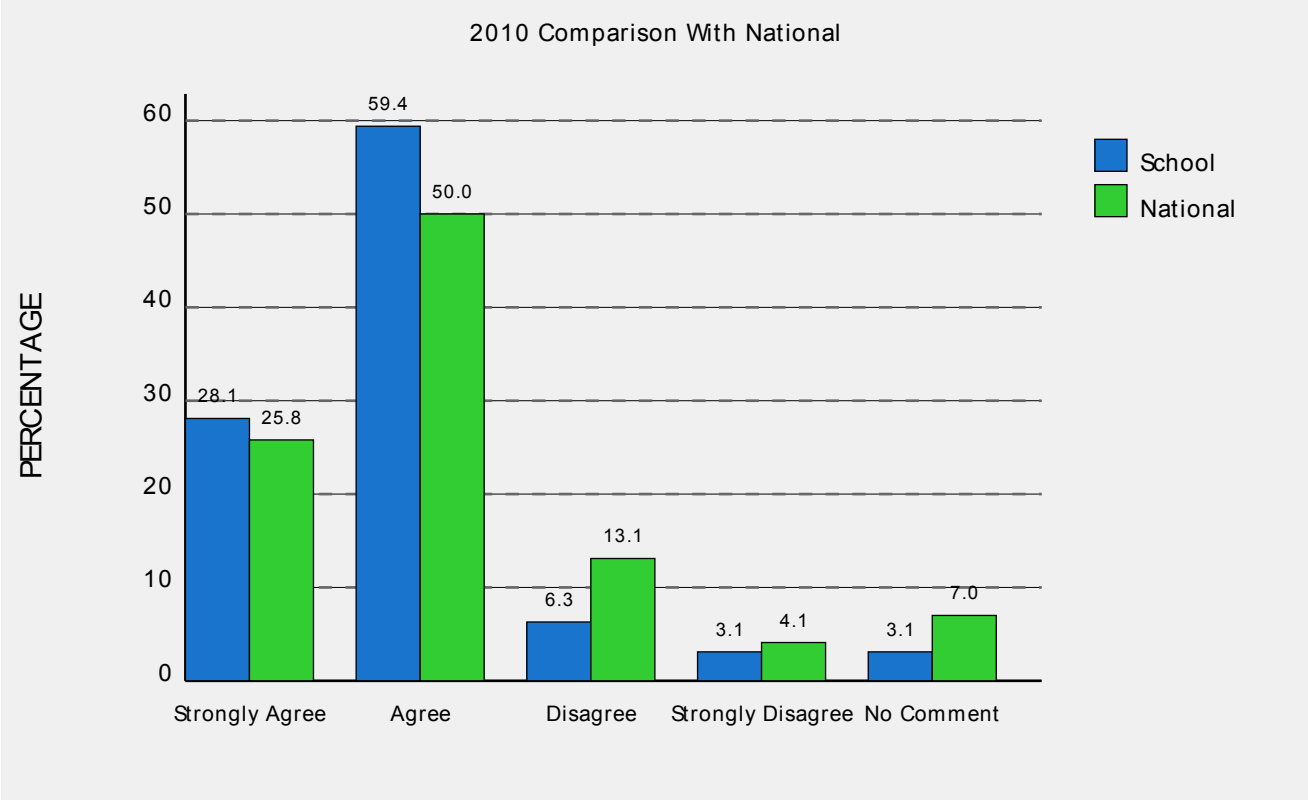
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Faculty Survey

Question 61. The college/school effectively manages poor academic performance of students.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
59.4
50.0
28.1
25.8
13.1
6.3
3.1
4.1
3.1
7.0
School
National
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment

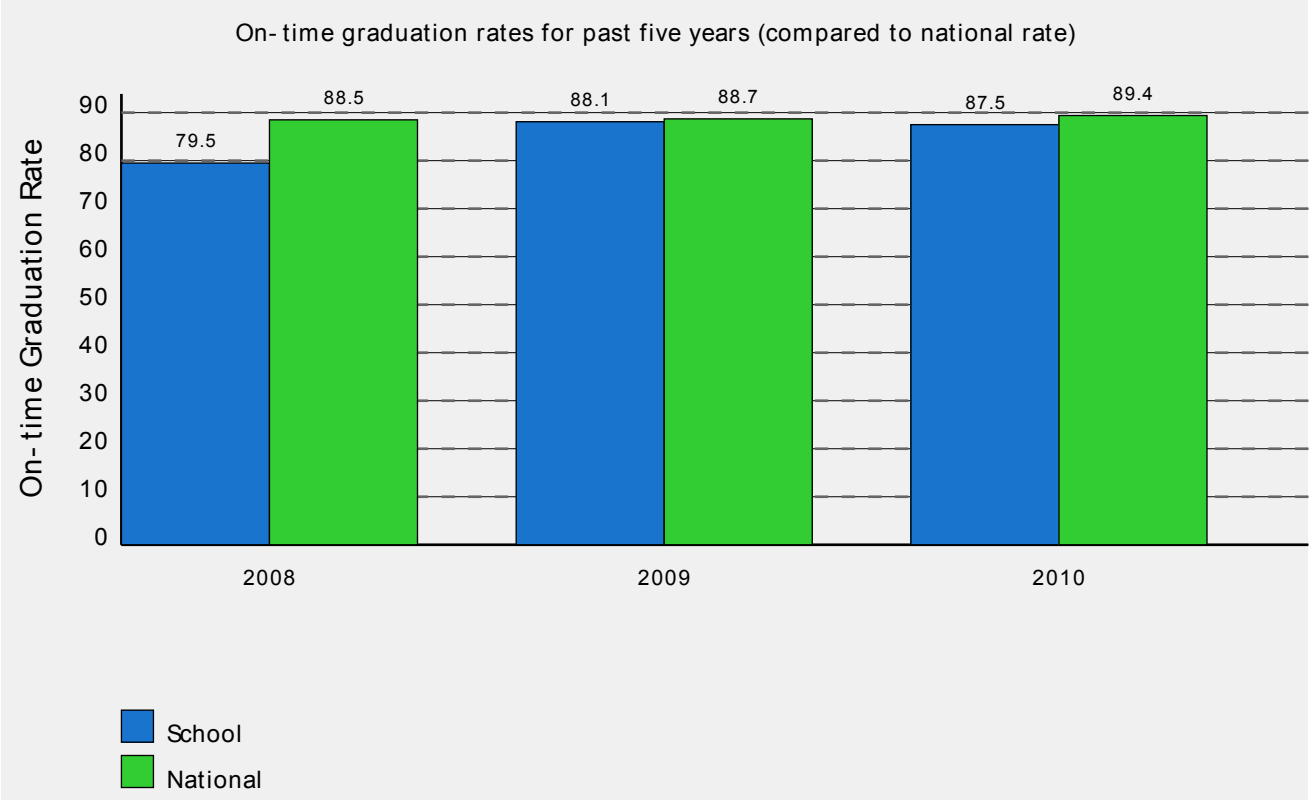
Question 61. The college/school effectively manages poor academic performance of students.

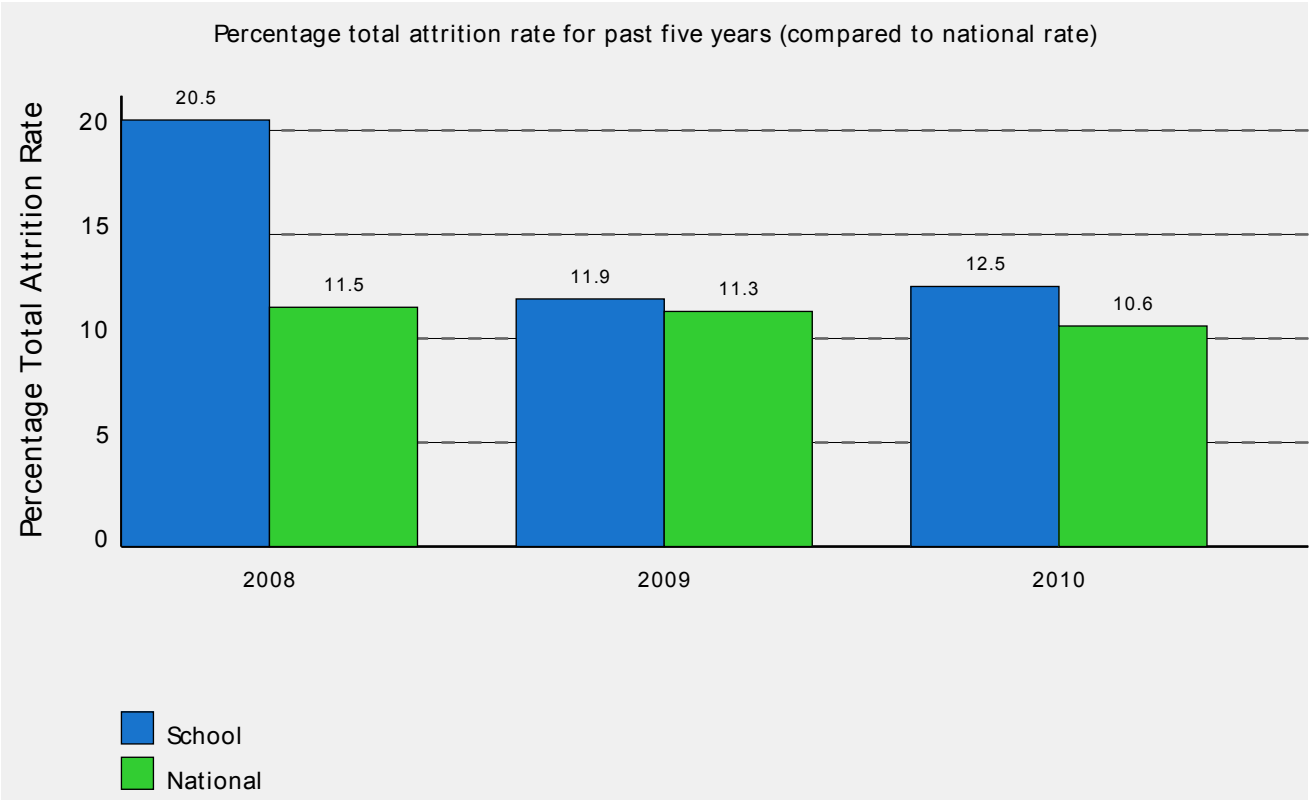
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	28.1%	9	50.0%	16	18.8%	6	0.0%	0	3.1%	1	32	82.1%
2010	28.1%	9	59.4%	19	6.3%	2	3.1%	1	3.1%	1	32	82.1%
National	25.8%	707	50.0%	1369	13.1%	358	4.1%	111	7.0%	191	2736	69.1%

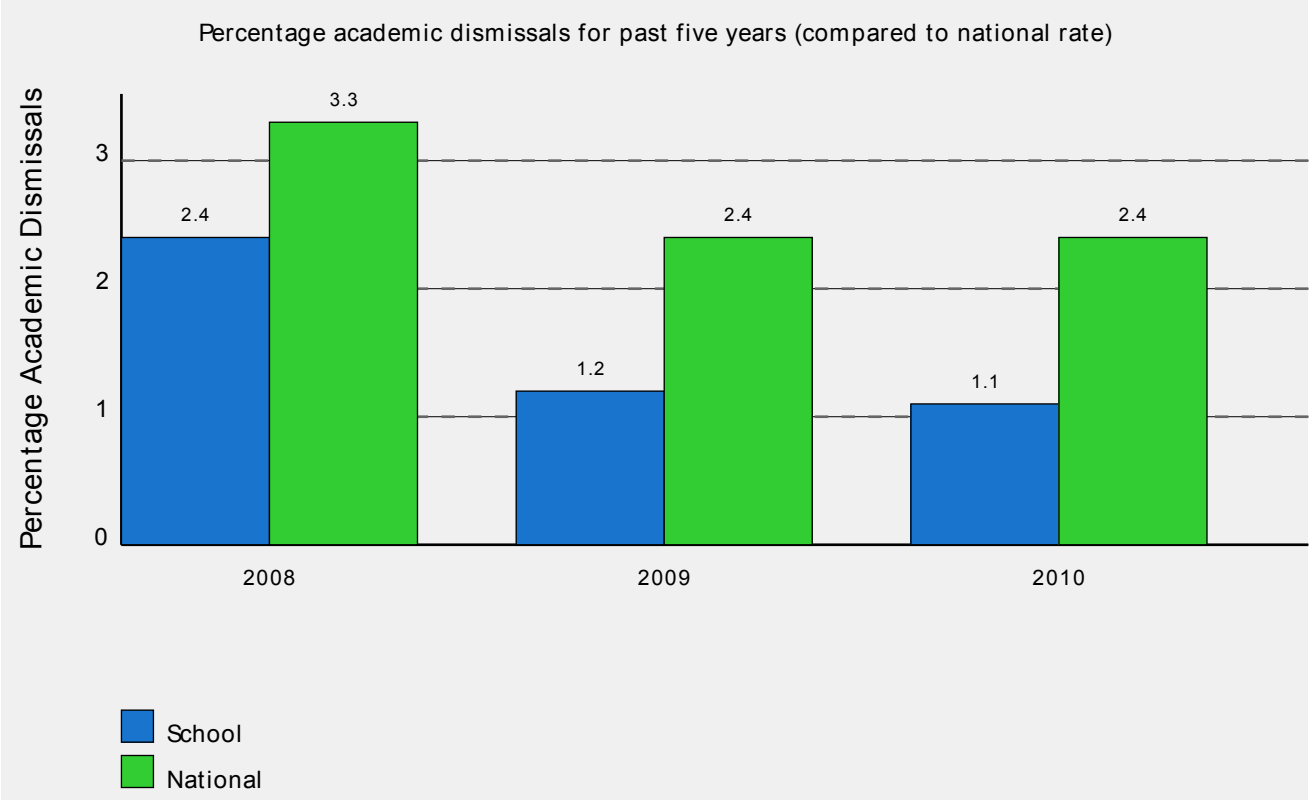
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

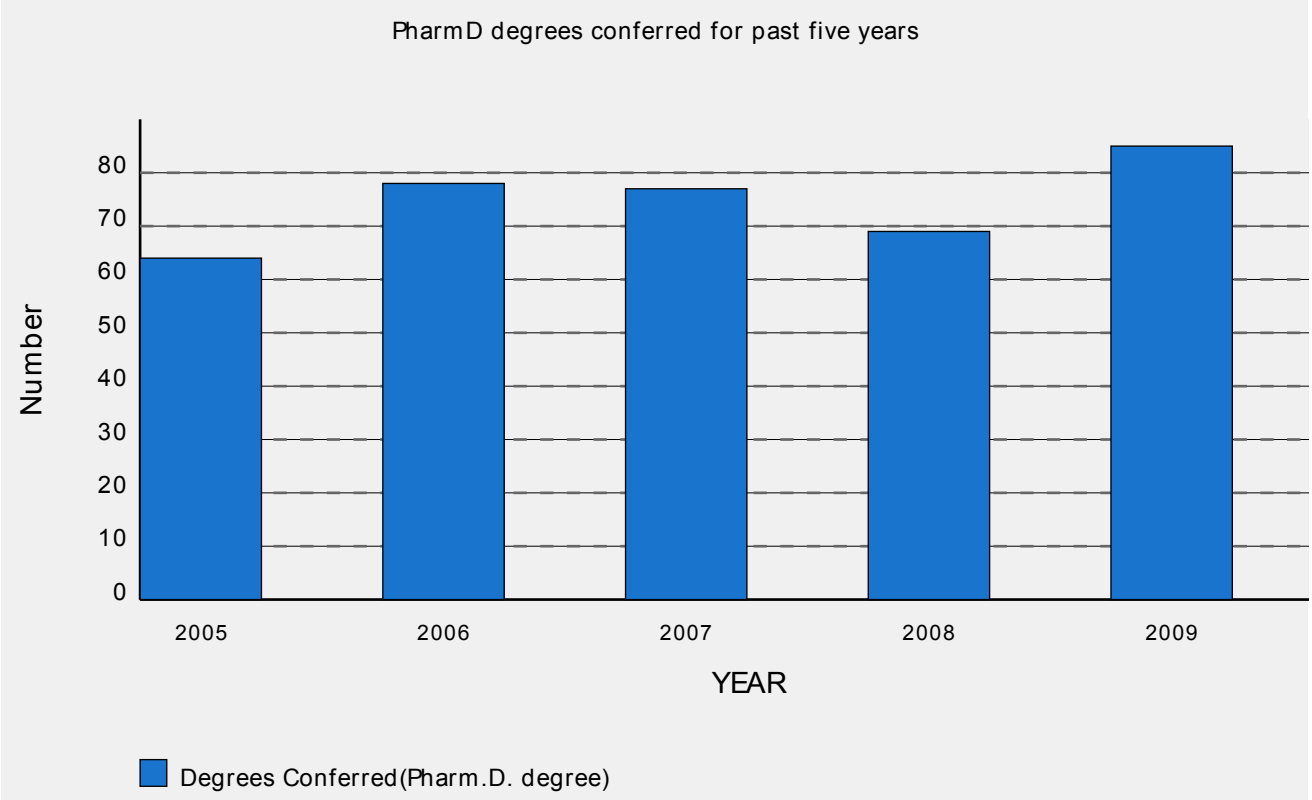
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.


On- time graduation rates for past five years (compared to national rate)
On- time Graduation Rate
90
80
70
60
50
40
30
20
10
0
79.5
88.5
88.1
88.7
87.5
89.4
2008
2009
2010
School
National


Percentage total attrition rate for past five years (compared to national rate)
Percentage Total Attrition Rate
20
15
10
5
0
20.5
11.5
11.9
11.3
12.5
10.6
2008
2009
2010
School
National


Percentage academic dismissals for past five years (compared to national rate)
Percentage Academic Dismissals
0
1
2
3
2.4
3.3
1.2
2.4
1.1
2.4
2008
2009
2010
School
National


PharmD degrees conferred for past five years
Number
0
10
20
30
40
50
60
70
80
2005
2006
2007
2008
2009
YEAR
Degrees Conferred(Pharm.D. degree)

2. College or School's Self-Assessment

The college or school produces and makes available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.	Satisfactory
The college or school's system of monitoring student performance, based on formative assessments of learning outcomes provides for the early detection of academic difficulty.	Satisfactory
The college or school maintains a record of student retention, attrition, and on-time graduation, identifies and analyzes trends, and makes programmatic adjustments as needed.	Satisfactory
The college or school ensures that all students have comparable access to individualized student services such as comprehensive academic success counseling, tutoring and faculty advising.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ How student matriculation, progression and graduation rates correlate to admission and transfer policies and the college or school's mission
☑ The academic counseling and/or student support staff available to work with students seeking to retain or regain good academic standing, and how extensively they are utilized
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
Admissions and Recruitment, Assessment, Curriculum, and Academic and Professional Standards committees are aware of programmatic outcomes, behavioral expectations and technical standards defined by the faculty for professional students and work to assure that all students will be successful in achieving programmatic goals. The Office of Student Services maintains all records regarding student progression, retention and attrition; and attempts to correlate admissions data with progression (see Standard 17). Retention and graduation rates compare favorably to national comparators. Data is available to all appropriate committees for analysis to guide future decision making.

Expectations for student performance and behavior are detailed in the *Essential Characteristics of a Student Pharmacist* found in the Student Handbook, reviewed during orientation sessions and available on the website. College standards and policies governing student progression related to deviations from the *Essential Characteristics of a Student Pharmacist* are similarly published in the Student Handbook and discussed at orientation sessions for first year and advanced professional students.

Early detection of academic difficulties in the professional program is made possible by close coordination between the Director of Student Services/Head Advisor and course coordinators. Throughout each academic term, the advisor asks for lists of students who have performed poorly on midterm exams or major assignments. The Director of Student Services contacts these students inviting them to meet and assess what changes might improve performance. If a pattern of difficulty is observed, or if academic performance seems inconsistent with past behavior, advisors require a meeting and intervene with students during the term to determine if there are non-academic concerns limiting the student’s performance.

Student status, or standing, in the College and the consequences of less than 'good standing' are defined in the Student Handbook. The Executive Associate Dean and Director of Student Services monitor student progress during the term, and maintain a Watch List of students that are already identified as having less than 'good standing' or whose progression has been delayed previously. The Academic and Professional Standards committee meets at the end of

each term, or more frequently if needed, to review student performance for the term and status of students on the Watch List, and to make decisions regarding changes in student standing. The committee is comprised of the Director of Student Services, the Executive Associate Dean, and at least one faculty representative from each department. A historical version of the Watch List is also reviewed by the Executive Associate Dean and Director of Student Services in an attempt to identify trends that may suggest programmatic or policy changes.

Students with a term GPA of 2.35 or less are placed on warning. Students who earn less than a C- in any course or who have a GPA of less than 2.0 are placed on probation. The Academic and Professional Standards committee may also determine that a student should be placed on warning or probation for non-academic concerns. Changes in a student's status are communicated in writing to the student by the Executive Associate Dean. The committee may dismiss students who are on probation for two terms during their tenure in the college or who fail to make satisfactory progress toward a degree. Suspension is rarely utilized, but prohibits a student from progressing in the program. Typically, suspension is invoked until concerns unrelated to academics are resolved. Students on suspension are reviewed following each term to evaluate if a decision can be made regarding their future status in the College. Students on probation or suspension are required to see the Director of Student Services for academic advising.

An appeals process exists for any student who disagrees with decisions made by the Academic and Professional Standards committee or any faculty member in the College. The procedure is outlined in the Academic Standards section of the Student Handbook. If a student disagrees with an academic decision by a member of the faculty they can appeal, in sequence, to the department chair and Academic and Professional Standards committee. If a student disagrees with a decision of the Academic and Professional Standards committee they can appeal, in sequence, to the Dean and the University Provost and Executive Vice President, or designee. The petition, grievance and appeals process is outlined in the Student Handbook.

Academic support and tutoring services are available to pre-professional and professional students. Advisors in the Office of Student Services are available for consultation regarding study methods and non-academic concerns. The recent addition of an advisor based in the Portland office will significantly enhance availability. If appropriate, advisors may refer students to the Office of Disability Access Services for assessment and assistance related to learning disabilities. For academic concerns, professional students are encouraged to visit faculty members during office hours for individual or small group tutoring. As early as the first professional year orientation program, students are strongly encouraged to form study groups, work collaboratively, and to support their classmates as they progress through the program.

Summary - Student progression standards and procedures are clearly defined for students and faculty. Faculty members generally maintain an open door policy to assist students with academic concerns and the Office of Student Services assists or facilitates resolution of non-academic concerns. The College is active in efforts to identify student difficulty early by encouraging faculty members to proactively communicate academic and non-academic concerns to professional advisors. The Academic and Professional Standards committee

provides consistent guidance and assessment as to whether student performance meets programmatic outcomes defined by the faculty.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

20. Student Complaints Policy

The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.

1. Documentation and Data

Supporting Documents

1. Copy of policy and procedures for handling complaints related to ACPE Standards

Appendix	Title	File Name
Appendix 20.1.1	Student Complaints Policy	ACPE_Complaints_Policyx.pdf

2. The Student Complaints File

Appendix	Title	File Name
No files uploaded		

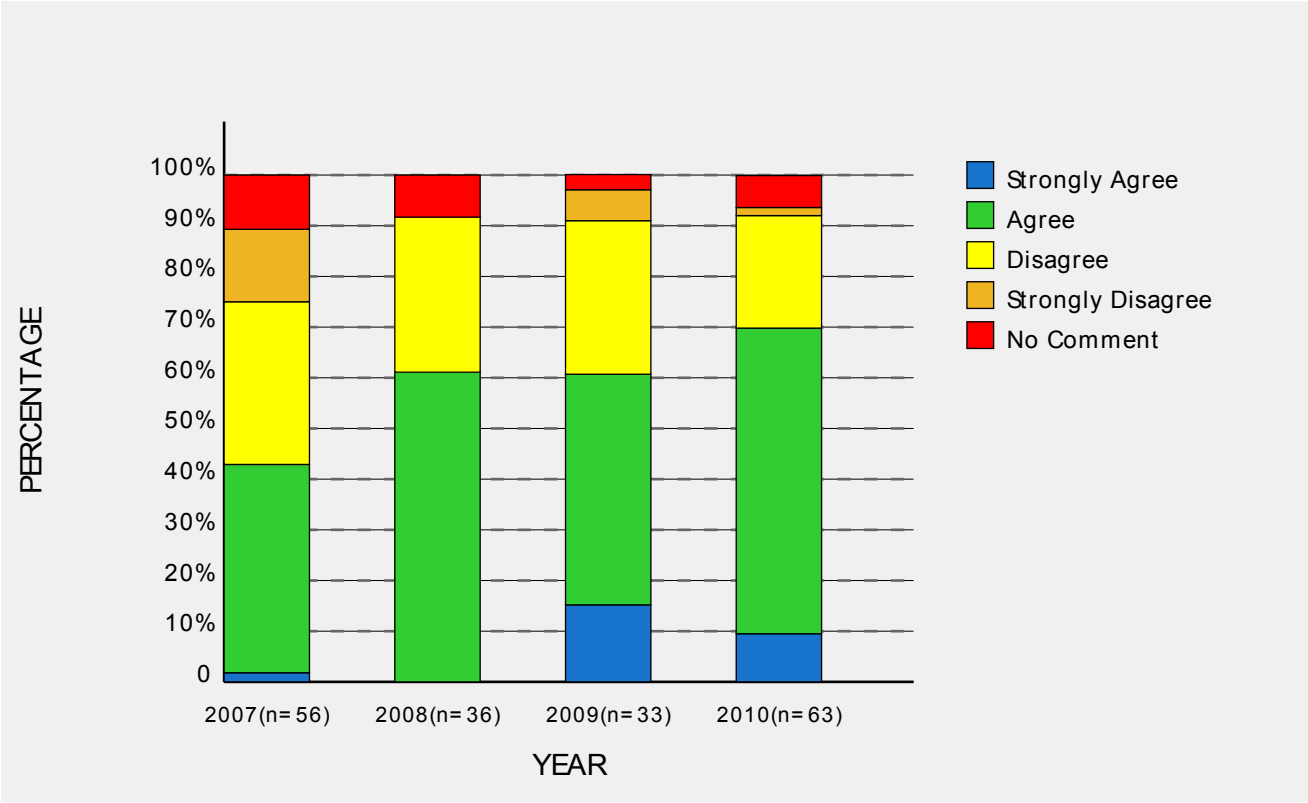
3. Other documentation or data that provides supporting evidence of compliance with the standard

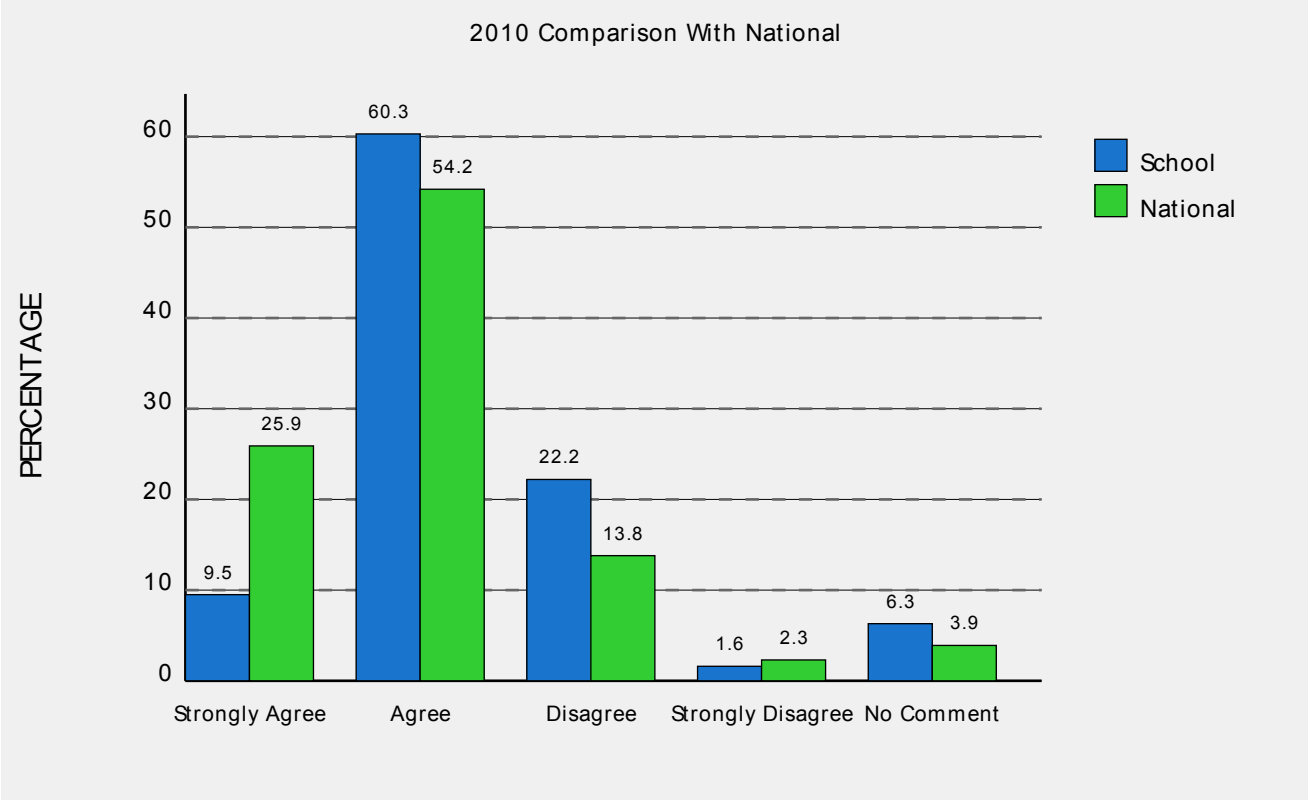
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 61. I was aware of the process for raising issues with the college/school administration.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
9.5
25.9
60.3
54.2
22.2
13.8
1.6
2.3
6.3
3.9
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 61. I was aware of the process for raising issues with the college/school administration.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	1.8%	1	41.1%	23	32.1%	18	14.3%	8	10.7%	6	56	68.3%
2008	0.0%	0	61.1%	22	30.6%	11	0.0%	0	8.3%	3	36	52.2%
2009	15.2%	5	45.5%	15	30.3%	10	6.1%	2	3.0%	1	33	39.3%
2010	9.5%	6	60.3%	38	22.2%	14	1.6%	1	6.3%	4	63	75.0%
National	25.9%	1987	54.2%	4157	13.8%	1056	2.3%	179	3.9%	296	7675	71.2%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Results from the 2011 GSS survey indicate that 9.2% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23..

2. College or School's Self-Assessment

The college or school produces and makes available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms.	Satisfactory
Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.	Satisfactory
The college or school includes information about the complaint policy during student orientation.	Satisfactory
The college or school maintains a chronological record of student complaints related to matters covered by the accreditation standards and allows inspection of the records during on-site evaluation visits by ACPE.	Satisfactory
The college or school informs ACPE during an on-site evaluation if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ How the complaint policy is communicated to students
☑ The number of complaints since the last accreditation visit and the nature of their resolution
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College provides students with a clear mechanisms by which they may petition for a deviation from the established professional program, grieve an academic decision, appeal a decision of the Academic and Professional Standards committee, or submit a complaint to ACPE. These processes are published within the Student Handbook and, separately, in the Academic and Professional Standards (http://pharmacy.oregonstate.edu/sites/default/files/APS_final_092110.pdf. Academic and Professional Standards are highlighted during first year orientation and students are reminded during orientations in subsequent years of the professional program.

The Executive Associate Dean and Director of Student Services review all petitions, grievances, appeals, or complaints and direct them to the appropriate committees. A file for all complaints directed to ACPE is maintained in the Office of Student Services. One complaint was filed in 2007. The complaint was reviewed and addressed during the last focused site visit.

Summary - The College of Pharmacy meets the standards for the Student Complaints Policy. The policy is readily available to students and a file is maintained for any complaints directed to ACPE related to accreditation standards.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

21. Program Information

The college or school must produce and make available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.

1. Documentation and Data

Supporting Documents

1. URL or link to program information on the college or school's website

Appendix	Title	File Name
Appendix 21.1.1	Link to College Website	Link_to_the_College_websitex.pdf

2. College or school's Catalog

Appendix	Title	File Name
No files uploaded		

3. Recruitment brochures

Appendix	Title	File Name
No files uploaded		

4. Student Handbook

Appendix	Title	File Name
No files uploaded		

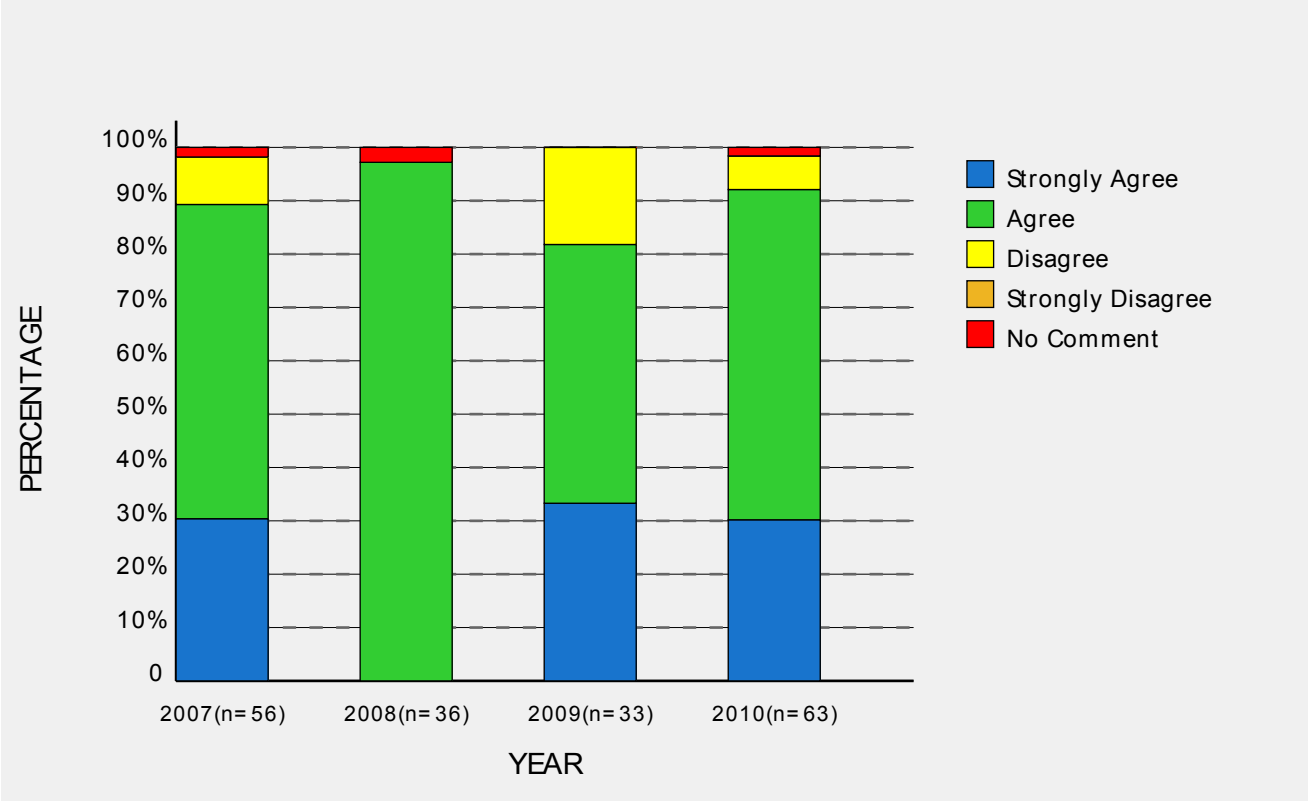
5. Other documentation or data that provides supporting evidence of compliance with the standard

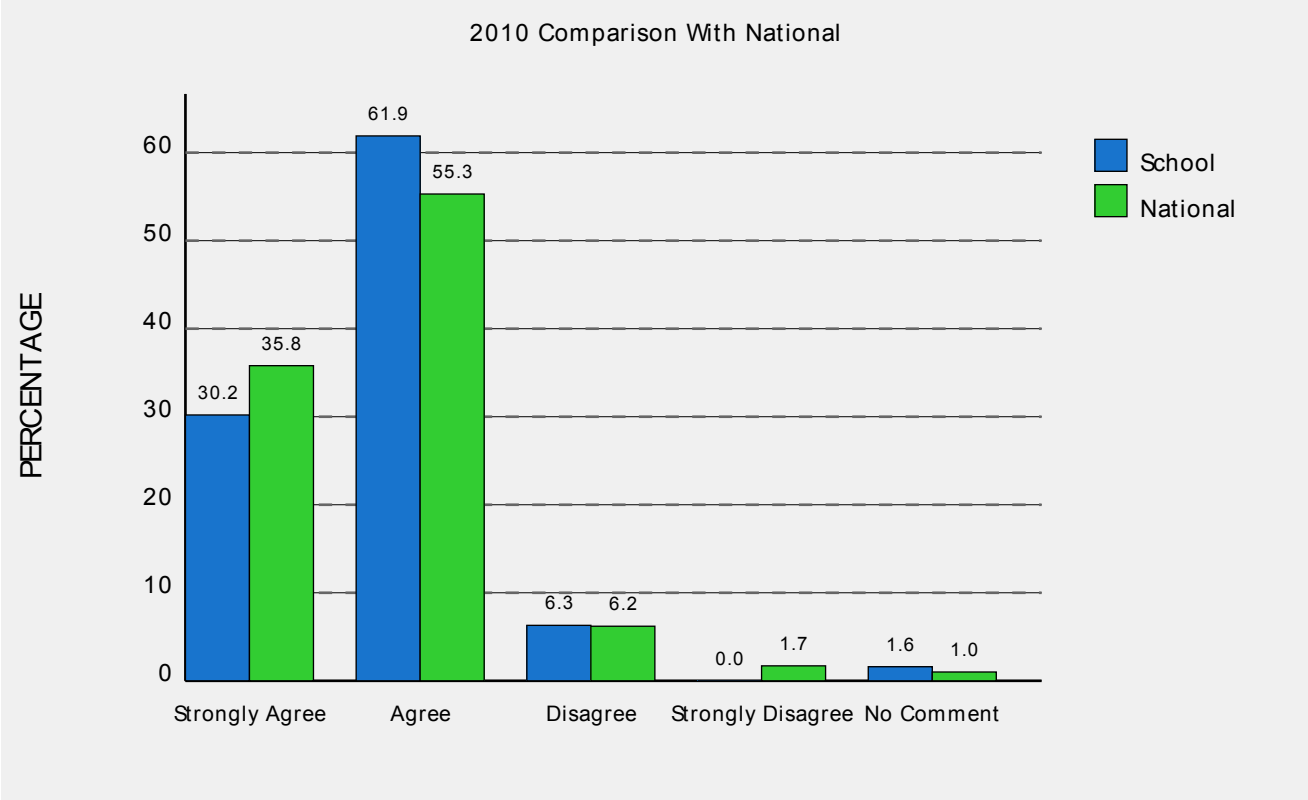
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.




2010 Comparison With National
PERCENTAGE
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61.9
55.3
35.8
30.2
6.3
6.2
0.0
1.7
1.6
1.0
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	58.9%	33	8.9%	5	0.0%	0	1.8%	1	56	68.3%
2008	0.0%	0	97.2%	35	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	33.3%	11	48.5%	16	18.2%	6	0.0%	0	0.0%	0	33	39.3%
2010	30.2%	19	61.9%	39	6.3%	4	0.0%	0	1.6%	1	63	75.0%
National	35.8%	2747	55.3%	4247	6.2%	477	1.7%	127	1.0%	77	7675	71.2%

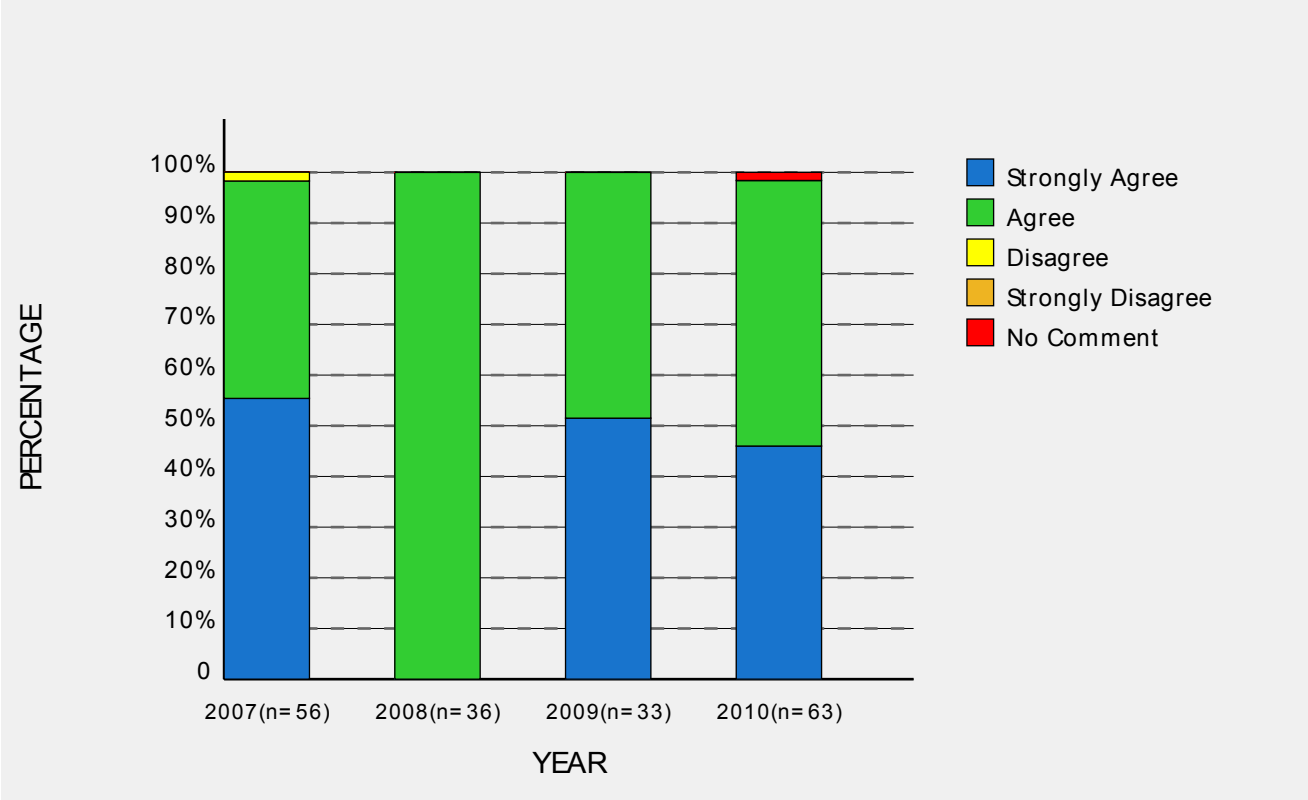
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

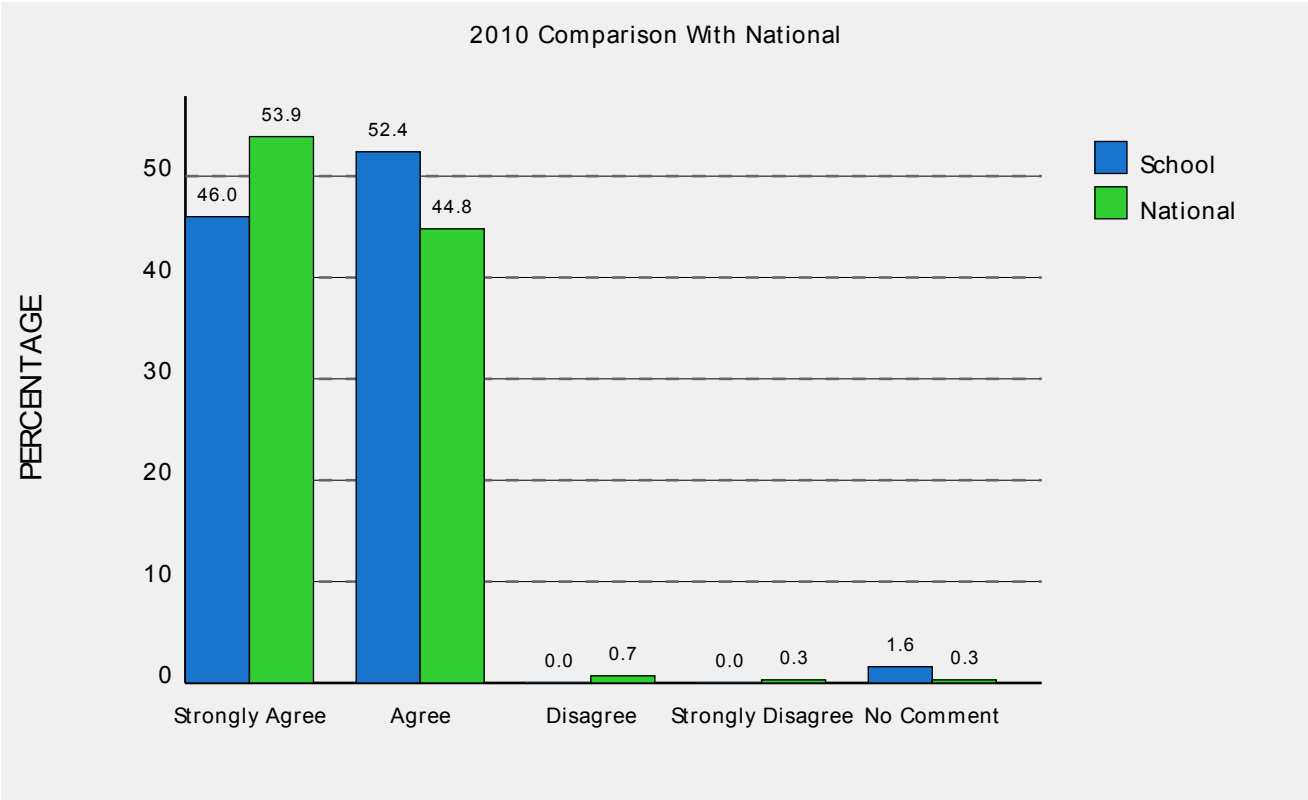
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 70. I was aware of expected behaviors with respect to professional and academic conduct.





Question 70. I was aware of expected behaviors with respect to professional and academic conduct.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	55.4%	31	42.9%	24	1.8%	1	0.0%	0	0.0%	0	56	68.3%
2008	0.0%	0	100.0%	36	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	51.5%	17	48.5%	16	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	46.0%	29	52.4%	33	0.0%	0	0.0%	0	1.6%	1	63	75.0%
National	53.9%	4133	44.8%	3442	0.7%	51	0.3%	25	0.3%	24	7675	71.2%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

2. College or School's Self-Assessment

The college or school produces and makes available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.	Satisfactory
Admissions policies, procedures, and practices fully and clearly represent the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance.	

3. College or School's Comments on the Standard

Focused Questions
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College provides essential information to students and prospective students in a variety of ways. The website, http://pharmacy.oregonstate.edu/ is a primary means of communication with prospective and current students, alumni, faculty and other interested parties. The College of Pharmacy website provides general information in *About the College*, including its current ACPE accreditation status, mission, vision and value statements. The *Future Students* and *Current Students* sections contain descriptions of the professional degree program, including detailed information about pre-requisite courses, the Pharm.D. curriculum, and elective offerings.

The College provides information to prospective students through the website, with printed recruitment materials, during advising appointments, and through a variety of outreach and orientation programs. The College hosts events throughout the year, and provides advising and registration programs to groups of incoming and transfer students every summer. Programs emphasize the professional nature of a pharmacy career and the standards for admission and progression in the program. In addition to describing career opportunities in pharmacy, printed materials outline pre-requisite coursework and the Pharm.D. curriculum. Prospective students are encouraged to schedule an appointment with an advisor at the College for a more individualized review of their current status and to build a plan toward admission.

The Pharm.D. Student Handbook and Academic and Professional Standards, both available on the website, provide current and prospective students with program information and expectations. In addition to being available on the website, the Student Handbook is provided in print, or on a flash drive (2011), to all incoming students at orientation. The Student Handbook includes complete information about mission, goals, objectives of the program, curriculum, resources available to students, policies and procedures related to progression. It also describes access to student records, graduation requirements, student code of conduct as detailed in *The Essential Characteristics of a Student Pharmacist*, financial aid guidance, policies relating to disabilities and civility, and immunization and other health practice site requirements.?

The Academic and Professional Standards are provided to all first year students at orientation and reviewed during the orientation program for each of the first three years. The Academic and Professional Standards document provides detailed descriptions of essential characteristics of a student pharmacist, requirements for progression, and academic and professional policies. This comprehensive resource offers information about disability access services, the College's academic requirements, student and patient safety (including background checks, training

requirements for confidentiality, diversity, harassment, CPR and blood borne pathogens, and immunization requirements). The Academic and Professional Standards document also includes information about licensing, malpractice insurance, and health insurance, as well as policies for petitions, grievances, appeals and ACPE complaints. Emphasizing the importance of professional behavior expectations, appendices include The Oath of a Pharmacist, Code of Ethics, and Pledge of Professionalism.

Key policies are introduced or reinforced in each Pharm.D. course syllabus. Course syllabi (see Standard 12) are standardized to contain the following components: the mission statement of the College; learning outcomes and course content; student requirement for credit and performance evaluation; resources; policies on students with disabilities and civility and student behavior; reference to academic and professional standards; and exam and quiz policies. Most faculty members spend a few minutes during the first class period to remind students of the information found in the syllabus. The College adheres to OSU's GPA calculation and repeat policy; *http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2885*.

The Experiential Programs office makes multiple efforts to provide adequate information in several ways to prepare students for both Introductory and Advanced Pharmacy Practice Experiences. The Student Handbook, and a review during the P1 orientation program, gives incoming students an overview of required hours, sites, and types of experiences needed to complete the Pharm.D. program. An introduction to the rotation site matching process and requirements is provided during the P3 orientation program. The Director of Experiential Programs meets with the class several times over the year to provide additional information and clarification of expectations and resources. Descriptions of each clerkship site, location, and resources are available on E*Value to assist students with the site selection and matching process. Generally students are not required to relocate for rotations in the fourth year, however, assistance with finding housing in remote areas is often available upon request.

Graduating student surveys indicate students are provided with timely information about events and important matters. Students are well aware of expected behaviors with respect to professional and academic conduct.

Summary - The College effectively provides program information to current and prospective students. Efforts are made to ensure that all information is available from a variety of sources. Written materials are available on the website and in print. Informational programs and individual appointments with academic advisors allow for personalized explanations and opportunities to obtain answers to specific questions.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

22. Student Representation and Perspectives

The college or school must consider student perspectives and include student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.

1. Documentation and Data

Supporting Documents

1. A list of committees involving students and the names and professional years of students involved on committees

Appendix	Title	File Name
Appendix 22.1.1	Student Committee Members	Student_Committee_Membersx.pdf

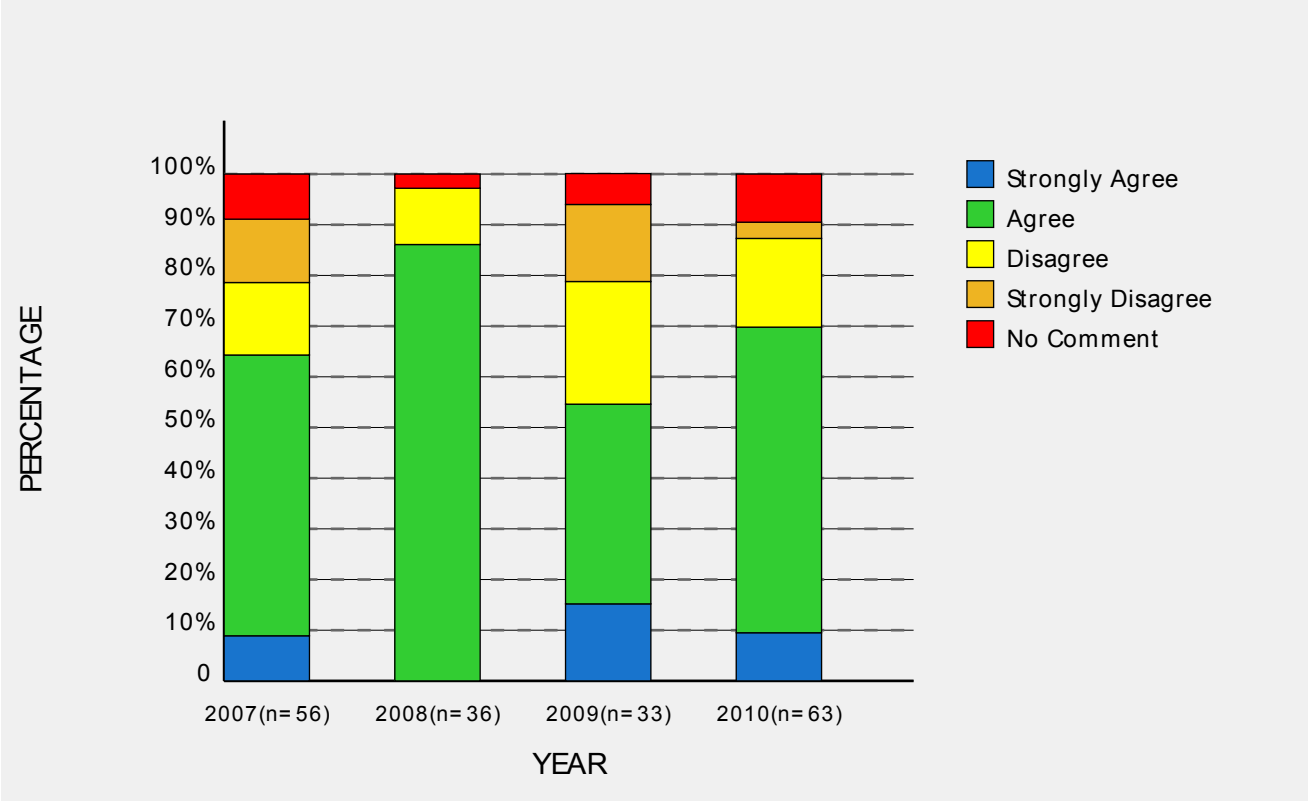
2. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee meeting minutes that demonstrate active participation by students.

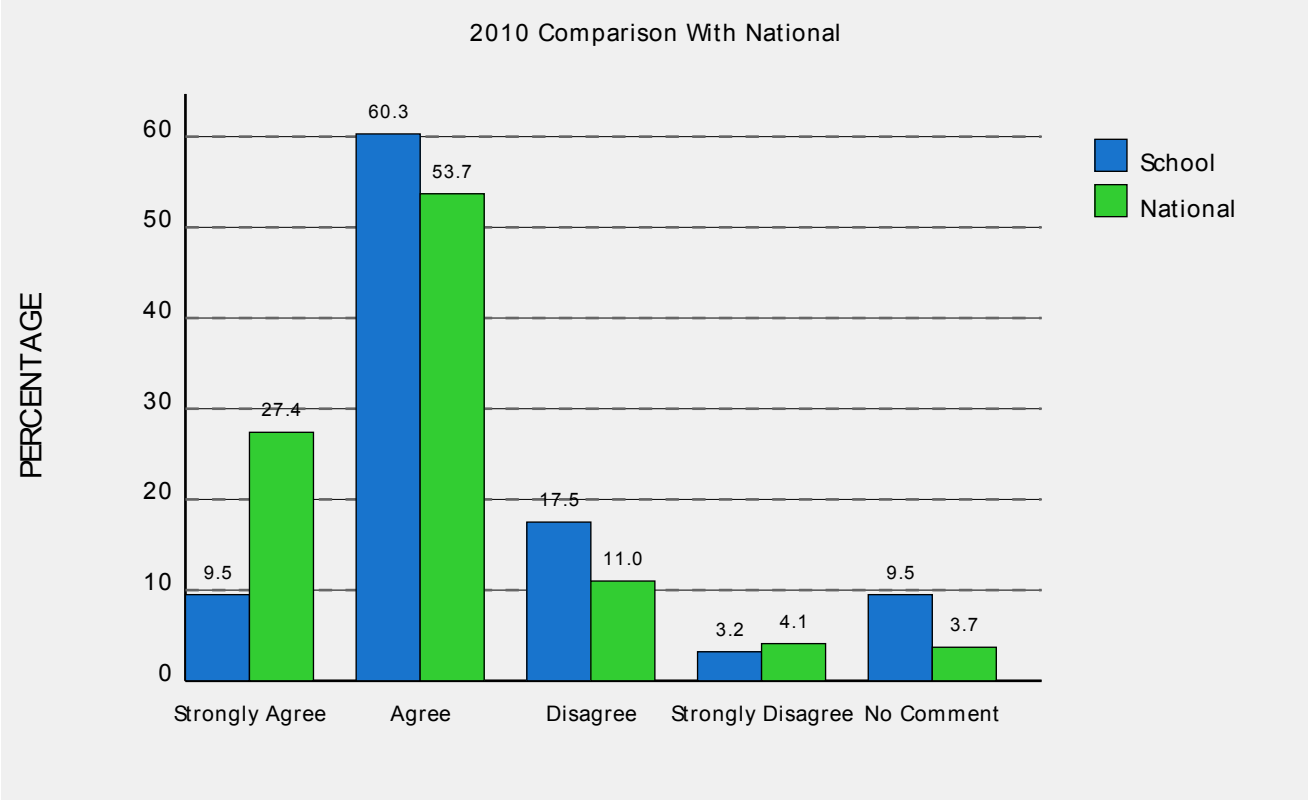
Appendix	Title	File Name
Appendix 22.2.1	Student Executive Council Organizational Chart	EC_Flow_Chart_Compatibility_Mode_.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 60. The college/school's administration responded to problems and issues of concern to the student body.




2010 Comparison With National
PERCENTAGE
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9.5
27.4
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11.0
3.2
4.1
9.5
3.7
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 60. The college/school's administration responded to problems and issues of concern to the student body.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	8.9%	5	55.4%	31	14.3%	8	12.5%	7	8.9%	5	56	68.3%
2008	0.0%	0	86.1%	31	11.1%	4	0.0%	0	2.8%	1	36	52.2%
2009	15.2%	5	39.4%	13	24.2%	8	15.2%	5	6.1%	2	33	39.3%
2010	9.5%	6	60.3%	38	17.5%	11	3.2%	2	9.5%	6	63	75.0%
National	27.4%	2105	53.7%	4124	11.0%	848	4.1%	315	3.7%	283	7675	71.2%

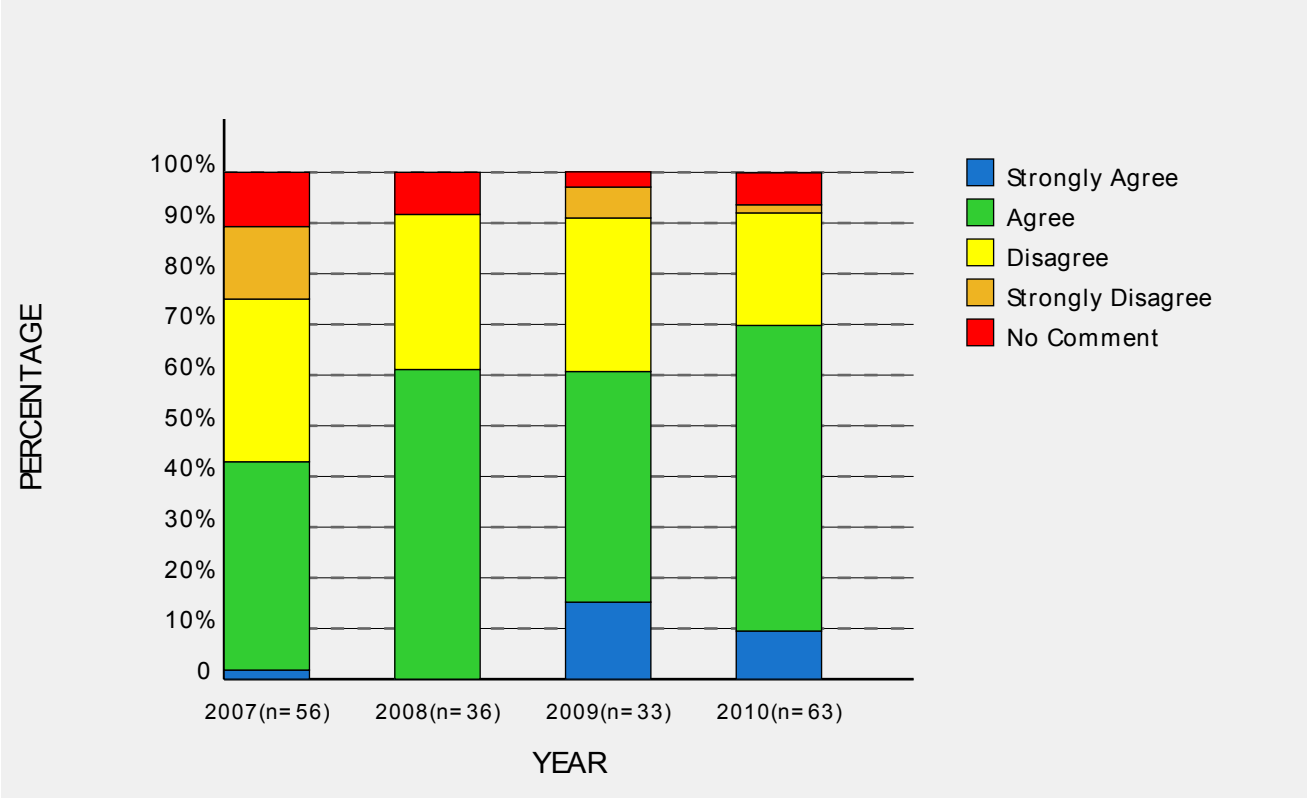
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

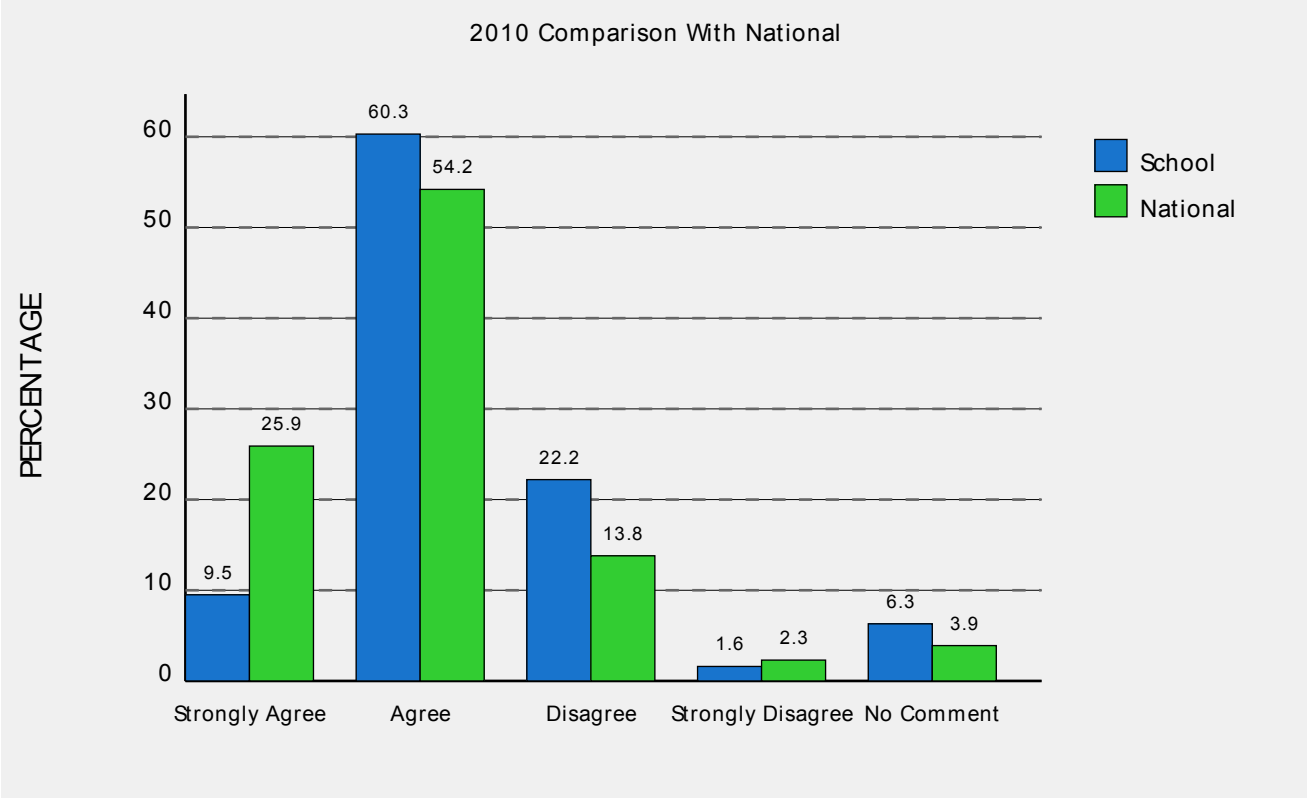
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 6.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 61. I was aware of the process for raising issues with the college/school administration.





Question 61. I was aware of the process for raising issues with the college/school administration.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	1.8%	1	41.1%	23	32.1%	18	14.3%	8	10.7%	6	56	68.3%
2008	0.0%	0	61.1%	22	30.6%	11	0.0%	0	8.3%	3	36	52.2%
2009	15.2%	5	45.5%	15	30.3%	10	6.1%	2	3.0%	1	33	39.3%
2010	9.5%	6	60.3%	38	22.2%	14	1.6%	1	6.3%	4	63	75.0%
National	25.9%	1987	54.2%	4157	13.8%	1056	2.3%	179	3.9%	296	7675	71.2%

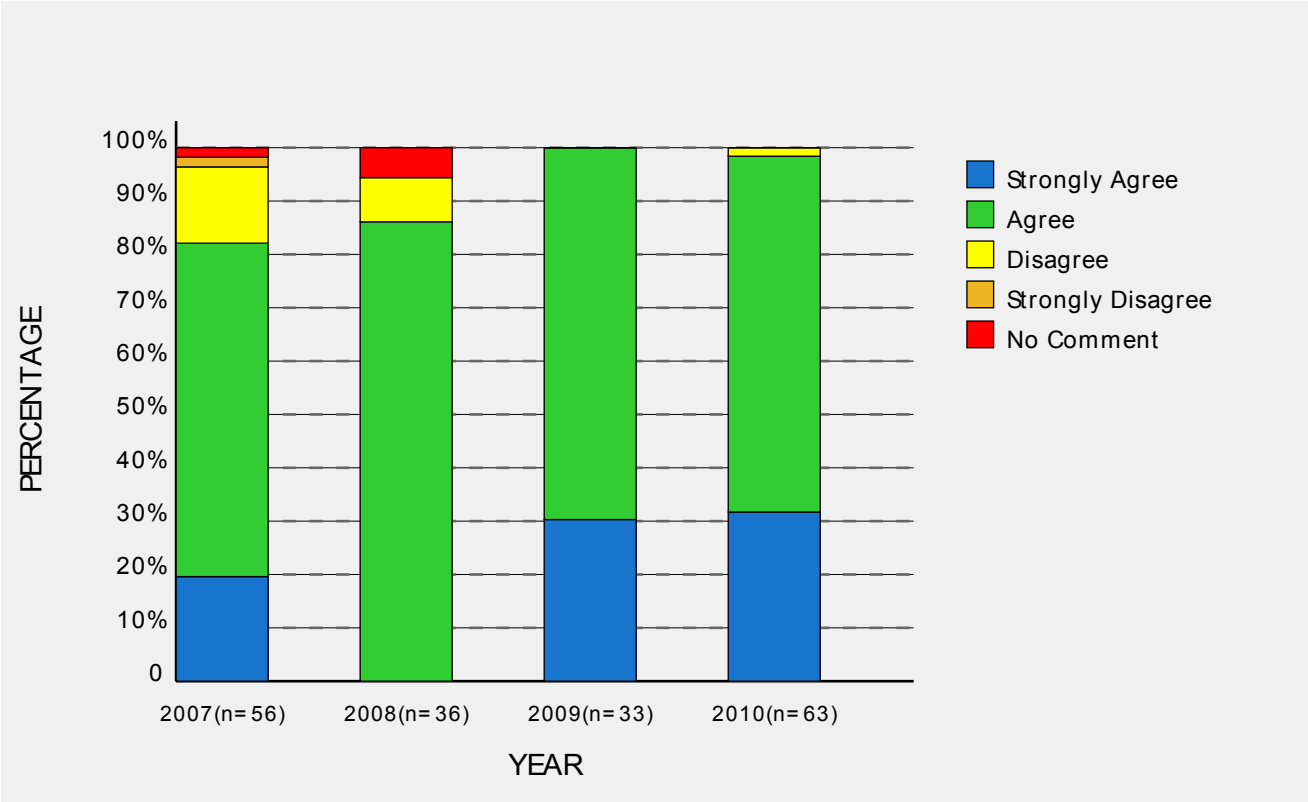
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

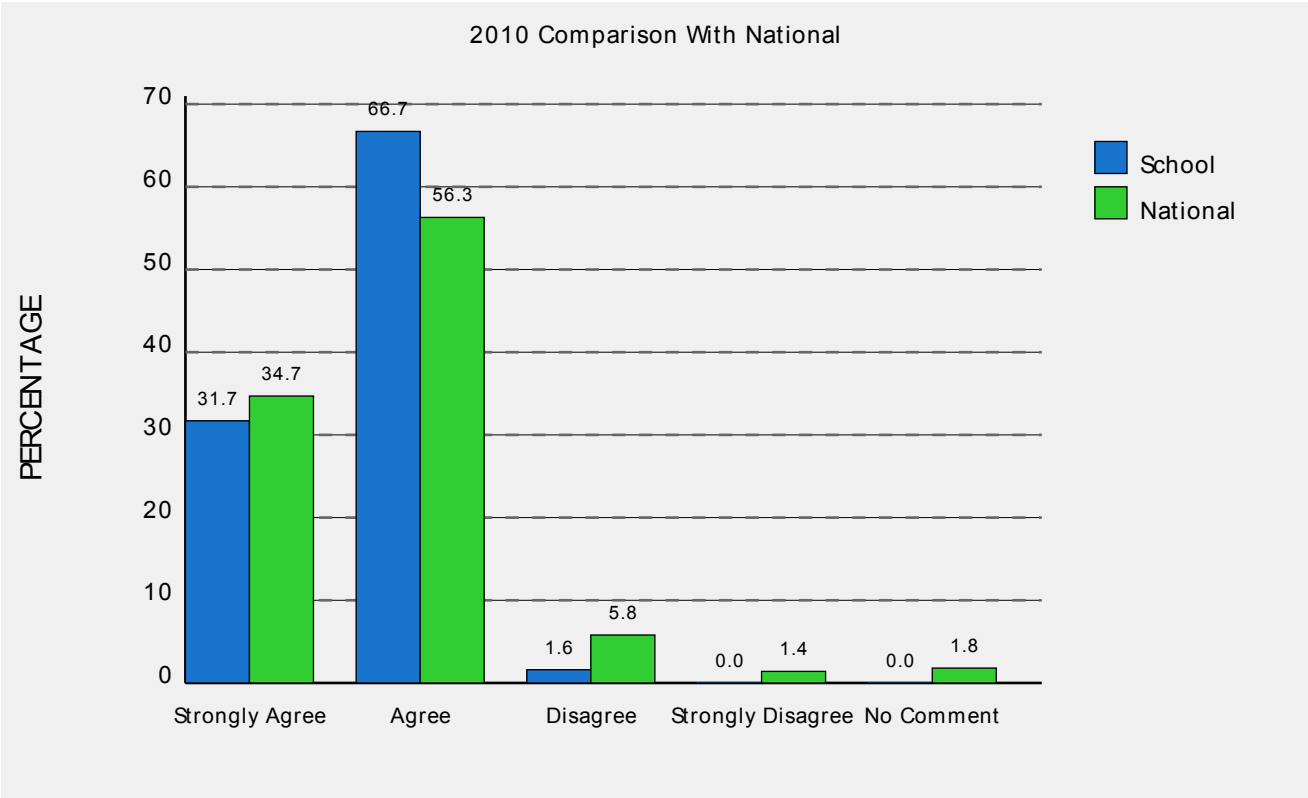
Program comments on this Data View:

Data for 2011 GSS survey is included in optional documentation for standard 23. The 2011 survey shows 9.2% disagree and 0% strongly disagree with the statement.

Graduating Student Survey

Question 62. I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters.





Question 62. I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	19.6%	11	62.5%	35	14.3%	8	1.8%	1	1.8%	1	56	68.3%
2008	0.0%	0	86.1%	31	8.3%	3	0.0%	0	5.6%	2	36	52.2%
2009	30.3%	10	69.7%	23	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	31.7%	20	66.7%	42	1.6%	1	0.0%	0	0.0%	0	63	75.0%
National	34.7%	2660	56.3%	4321	5.8%	448	1.4%	108	1.8%	138	7675	71.2%

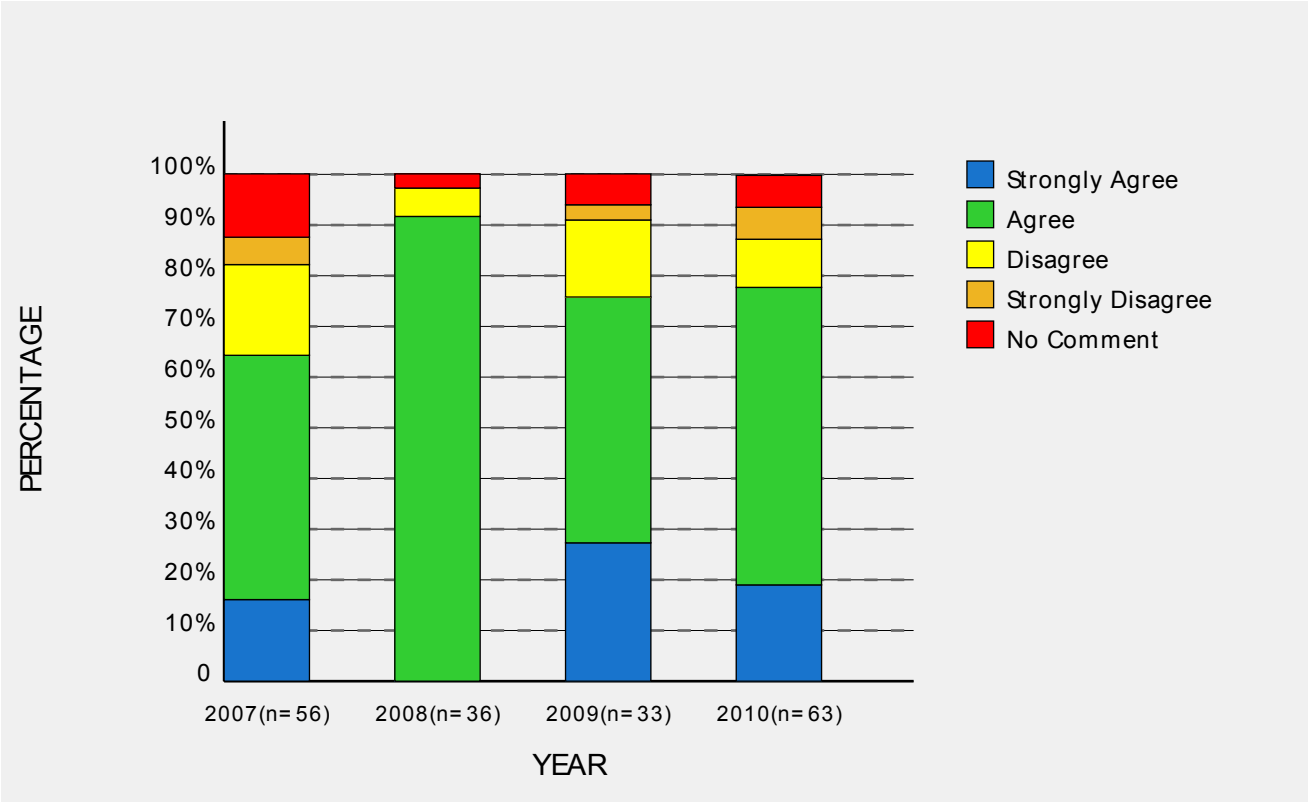
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

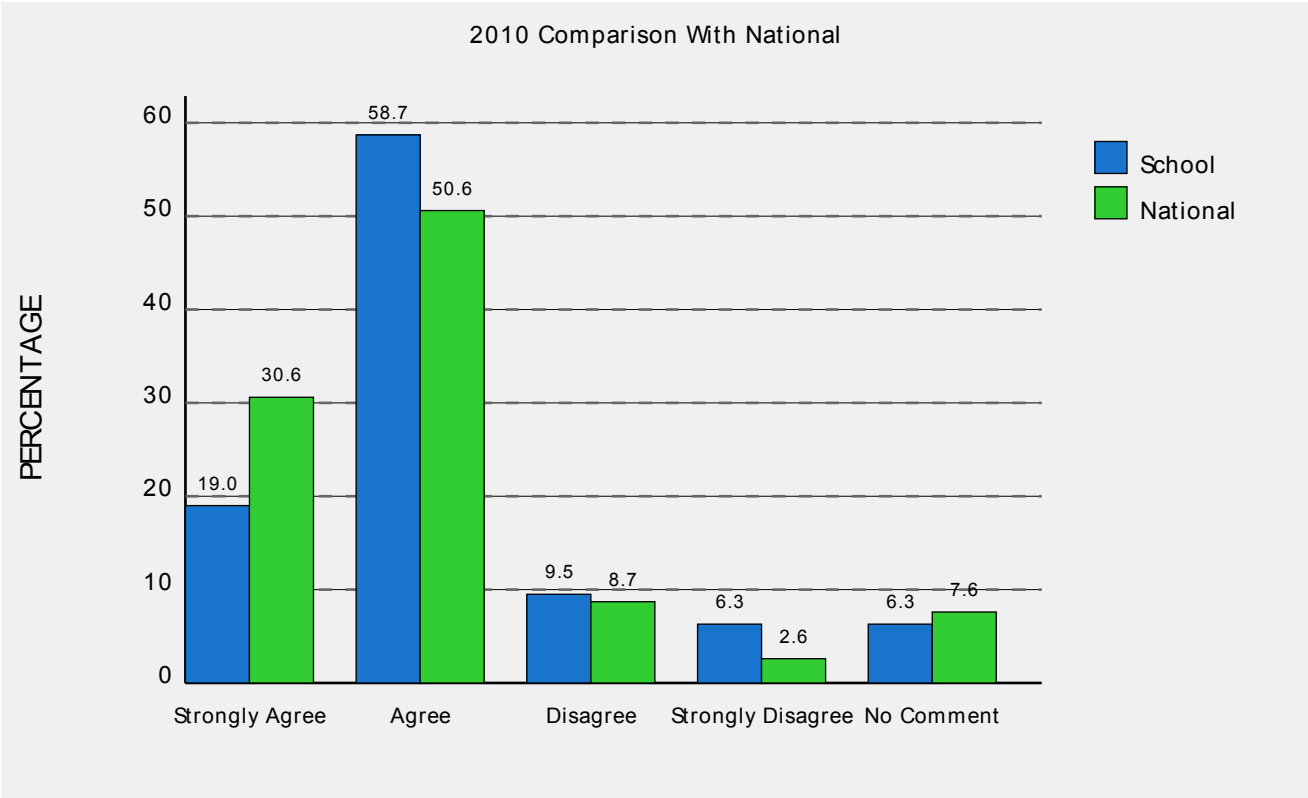
Program comments on this Data View:

Data for 2011 GSS survey is included in optional documentation for standard 23. The 2011 survey shows 0% disagree and 0% strongly disagree with the statement.

Graduating Student Survey

Question 65. The college/school of pharmacy had a student government that effectively communicated student opinions and perspectives to the faculty or administration.





Question 65. The college/school of pharmacy had a student government that effectively communicated student opinions and perspectives to the faculty or administration.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	16.1%	9	48.2%	27	17.9%	10	5.4%	3	12.5%	7	56	68.3%
2008	0.0%	0	91.7%	33	5.6%	2	0.0%	0	2.8%	1	36	52.2%
2009	27.3%	9	48.5%	16	15.2%	5	3.0%	1	6.1%	2	33	39.3%
2010	19.0%	12	58.7%	37	9.5%	6	6.3%	4	6.3%	4	63	75.0%
National	30.6%	2345	50.6%	3881	8.7%	666	2.6%	200	7.6%	583	7675	71.2%

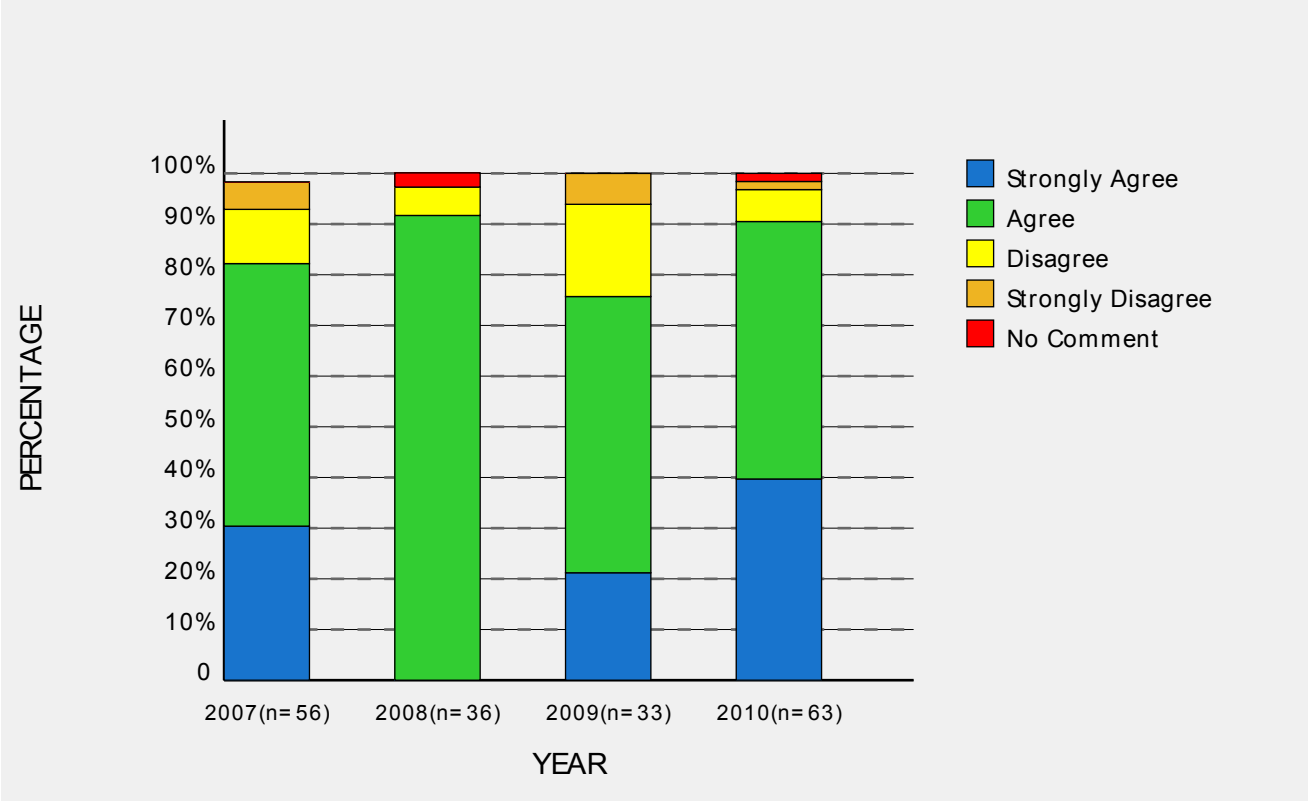
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

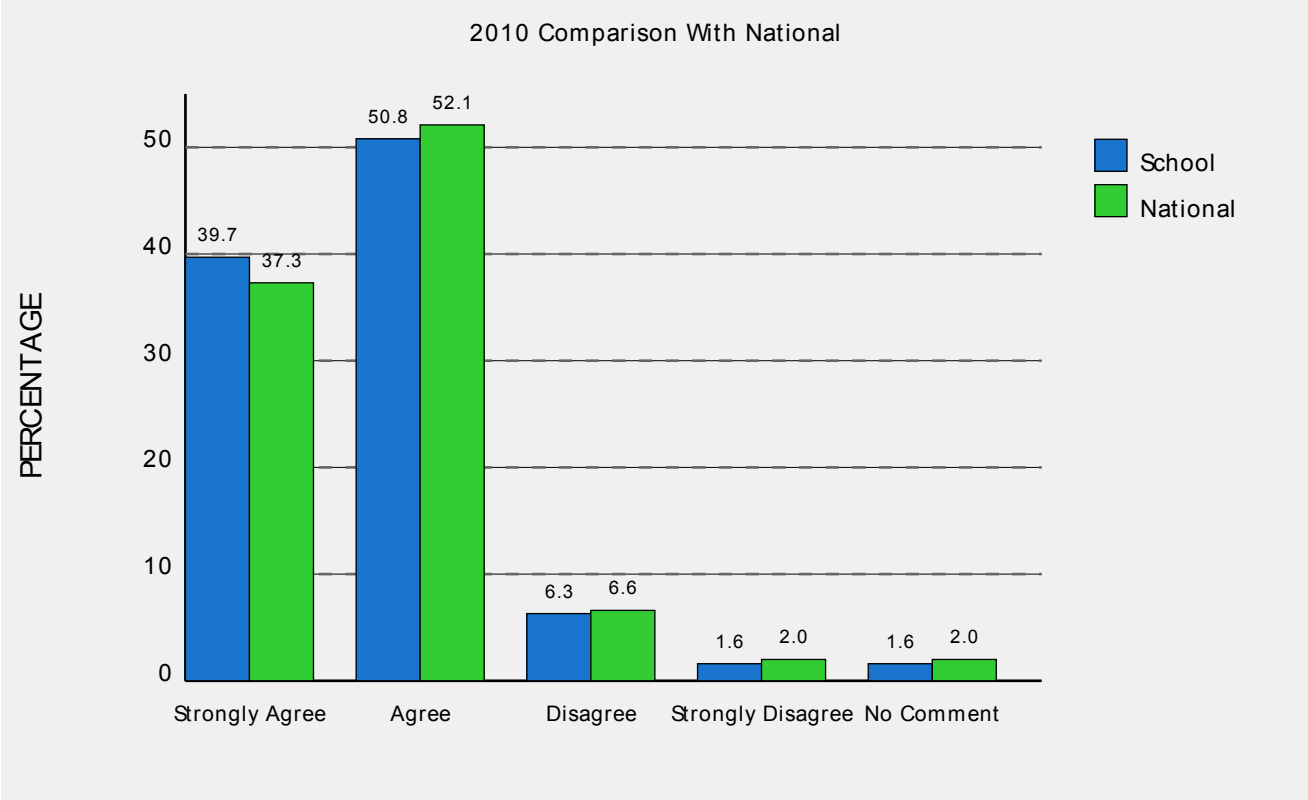
Program comments on this Data View:

Data for 2011 GSS survey is included in optional documentation for standard 23. The 2011 survey shows 6.6% disagree and 0% strongly disagree with the statement.

Graduating Student Survey

Question 66. The college/school of pharmacy made use of a variety of means (e.g., course evaluations, student surveys, focus groups, meetings with administrative leaders) to obtain student perspectives on curriculum, student services, faculty/student relationships and other aspects of the program.




2010 Comparison With National
PERCENTAGE
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39.7
37.3
50.8
52.1
6.3
6.6
1.6
2.0
1.6
2.0
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 66. The college/school of pharmacy made use of a variety of means (e.g., course evaluations, student surveys, focus groups, meetings with administrative leaders) to obtain student perspectives on curriculum, student services, faculty/student relationships and other aspects of the program.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	30.4%	17	51.8%	29	10.7%	6	5.4%	3	0.0%	0	56	68.3%
2008	0.0%	0	91.7%	33	5.6%	2	0.0%	0	2.8%	1	36	52.2%
2009	21.2%	7	54.5%	18	18.2%	6	6.1%	2	0.0%	0	33	39.3%
2010	39.7%	25	50.8%	32	6.3%	4	1.6%	1	1.6%	1	63	75.0%
National	37.3%	2864	52.1%	4001	6.6%	503	2.0%	154	2.0%	153	7675	71.2%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Data for 2011 GSS survey is included in optional documentation for standard 23. The 2011 survey shows 5.3% disagree and 0% strongly disagree with the statement.

2. College or School's Self-Assessment

The college or school considers student perspectives and includes student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.	Satisfactory
The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities.	Satisfactory
The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner.	Satisfactory
A clear process exists for students to follow to raise issues with the college or school administration.	Satisfactory
The college or school administration responds to problems and issues of concern to the student body.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ The participation and contribution of students on college or school committees
☑ The organization, empowerment, and implementation of a student government association or council
☑ The other methods (e.g., focus groups, meetings with the Dean or other administrators, involvement in self study activities, review of student complaints) used to gather student perspectives
☑ Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College of Pharmacy encourages and values student representation and perspectives. At least one student from each professional year is appointed to Curriculum, Assessment and Diversity standing committees. P1 students are invited to apply for membership during winter term. Students expressing interest are evaluated by a group of faculty led by the Executive Associate Dean. Selected students are asked to confirm their interest and are reminded that the appointment will continue throughout their tenure in the College. Students are full committee members with equal opportunity for input. All students in each professional year class are made aware of whom their representatives are on standing committees. Students are not on the Admissions committee as full members, due to the confidential nature of discussions. Students do participate in admissions interviews and on panels to relate student experiences in the College to candidates. Students also participate on ad hoc committees, as appropriate. The most recent examples include student representation on the Dean Search committee, Orientation Planning subcommittee, Admissions Process Review subcommittees, Strategic Planning and all Accreditation Self-Study committees. [Note: A graduate student also sits on the College Graduate Studies standing committee]

Perspectives from students on standing committees are often the key to understanding how proposed changes will enhance student learning or impact student experience while in the professional program. Specific examples are noted in other standards, but include: student perceptions of the admissions process, student perspectives to improve first year orientation sessions, advocacy for student grants from the Diversity committee funds, improvement of evaluation processes for faculty members and courses, and evaluation of curricular changes over the past several years designed to ease student transitions between professional years.

Professional students in the College have a robust structure for student governance. The Pharmacy Student Executive Council is a registered organization on the Corvallis campus, and represents students across all professional years. Membership on the Student Executive

Council is elected by students and an organizational chart is found in optional documentation. In addition to Executive Council officers, membership includes representatives from each professional class and each professional organization. An advisor from each campus, including the Executive Associate Dean, meets with the Council to facilitate communications with the College administration and provide historical perspectives.

The primary purpose of the Student Executive Council is to serve as a communication conduit between students and College administration. Additional responsibilities of the Council include coordination of student activities, sponsorship of College-wide events, and oversight of expenditures in support of student activities. The budget of the Executive Council is seeded each year by the College administration and supplemented by Executive Council sponsored fundraising.

Professional students were also invited to participate in student governance on the OHSU campus approximately four years ago. Students in the third professional year are represented on the OHSU All Hill Council (the student governing body at OHSU) and the OHSU Student Health Service Advisory committee. Increasingly, pharmacy students have also sought or been invited to participate in OHSU campus activities, such as interprofessional outreach activities and the annual OHSU Student Research Forum.

Recent surveys indicate that a clear majority of students believe opportunities for student input to College operations exist and that the faculty and administration are responsive to student concerns. A significant minority of graduating students in 2010, however, expressed concern in this regard. Students are encouraged during orientations to utilize their advisor or other trusted faculty, the Office of Student Services, and the Student Executive Council to communicate concerns. Faculty members, in turn, are encouraged to pass through to Student Services or College administration significant student concerns. As part of an overall review of Orientation programs, the Office of Student Services is investigating how to more effectively share with students paths that exist to communicate concerns.

Summary - Students in the College of Pharmacy serve as full members on key standing committees of the College and participate in representing the College in several varied forums. Students have several opportunities to communicate concerns to faculty and College administration. A strong structure of student governance actively represents student perspectives and coordinates student activities. Recently, students have also been invited to participate in key student governance forums at OHSU.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

23. Professional Behavior and Harmonious Relationships

The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.

1. Documentation and Data

Supporting Documents

1. The college or school's codes of conduct addressing professional behavior and harmonious relationships.

Appendix	Title	File Name
Appendix 23.1.1	Essential Characteristics of a Student Pharmacist	Essential_Characteristics_of_Student_Pharmac

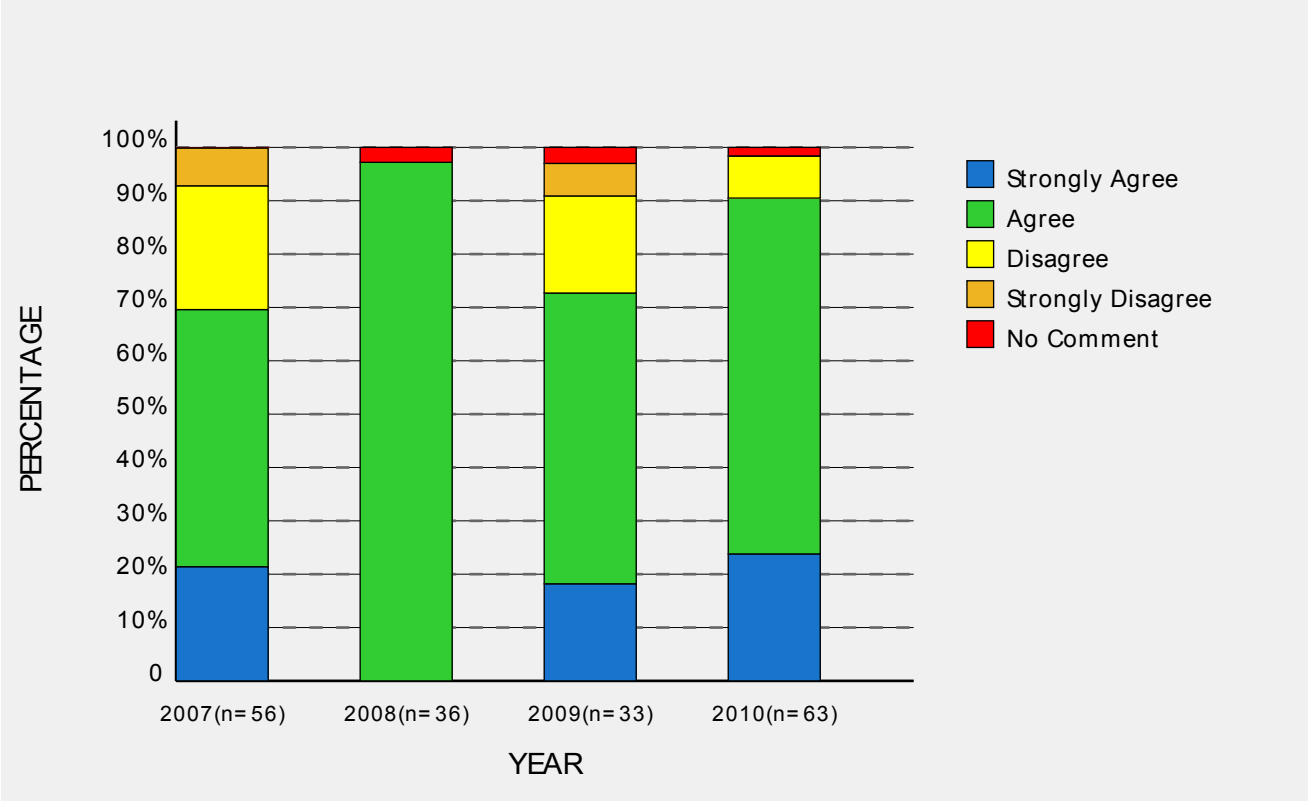
2. Other documentation or data that provides supporting evidence of compliance with the standard

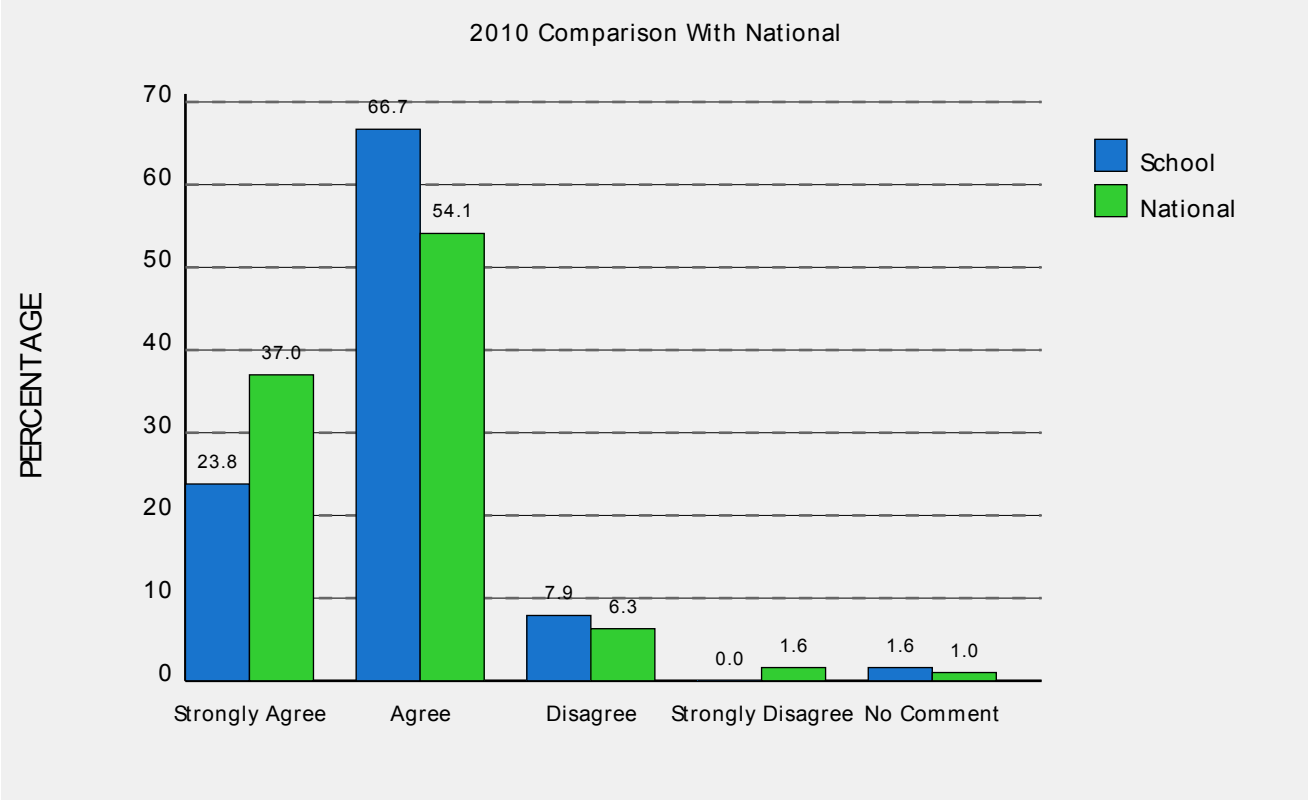
Appendix	Title	File Name
Appendix 23.2.1	Student Officers and Committee Chairs	Student_Officers_and_Committee_Chairs.pdf
Appendix 23.2.2	2011 Graduating Student Survey	AACP_graduating_student_survey_OSU_2011
Appendix 23.2.3	Statement Regarding Civility and Student Behavior	Statement_regarding_Civility_and_Student_Be

Data Views and Standardized Tables

Graduating Student Survey

Question 59. Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).




2010 Comparison With National
PERCENTAGE
70
60
50
40
30
20
10
0
66.7
54.1
37.0
23.8
7.9
6.3
0.0
1.6
1.6
1.0
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 59. Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	21.4%	12	48.2%	27	23.2%	13	7.1%	4	0.0%	0	56	68.3%
2008	0.0%	0	97.2%	35	0.0%	0	0.0%	0	2.8%	1	36	52.2%
2009	18.2%	6	54.5%	18	18.2%	6	6.1%	2	3.0%	1	33	39.3%
2010	23.8%	15	66.7%	42	7.9%	5	0.0%	0	1.6%	1	63	75.0%
National	37.0%	2843	54.1%	4152	6.3%	482	1.6%	119	1.0%	79	7675	71.2%

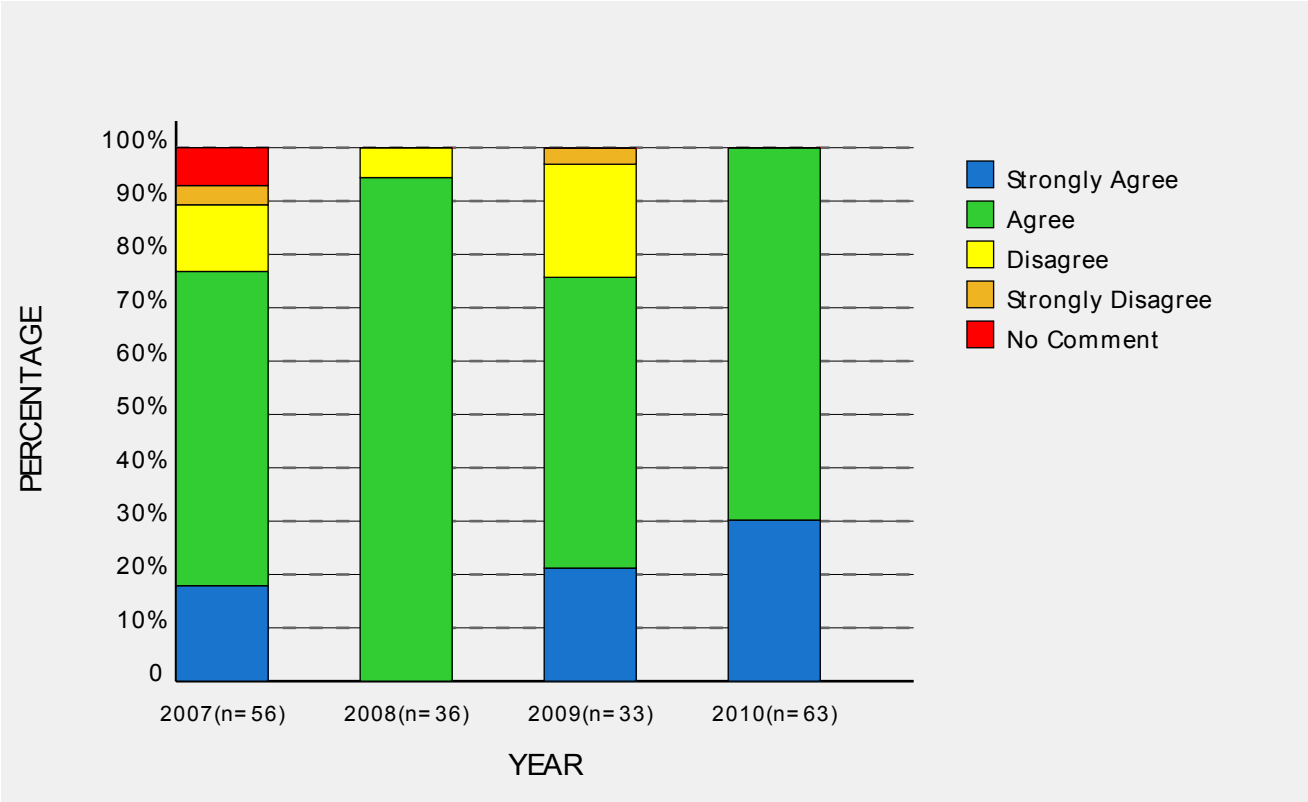
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

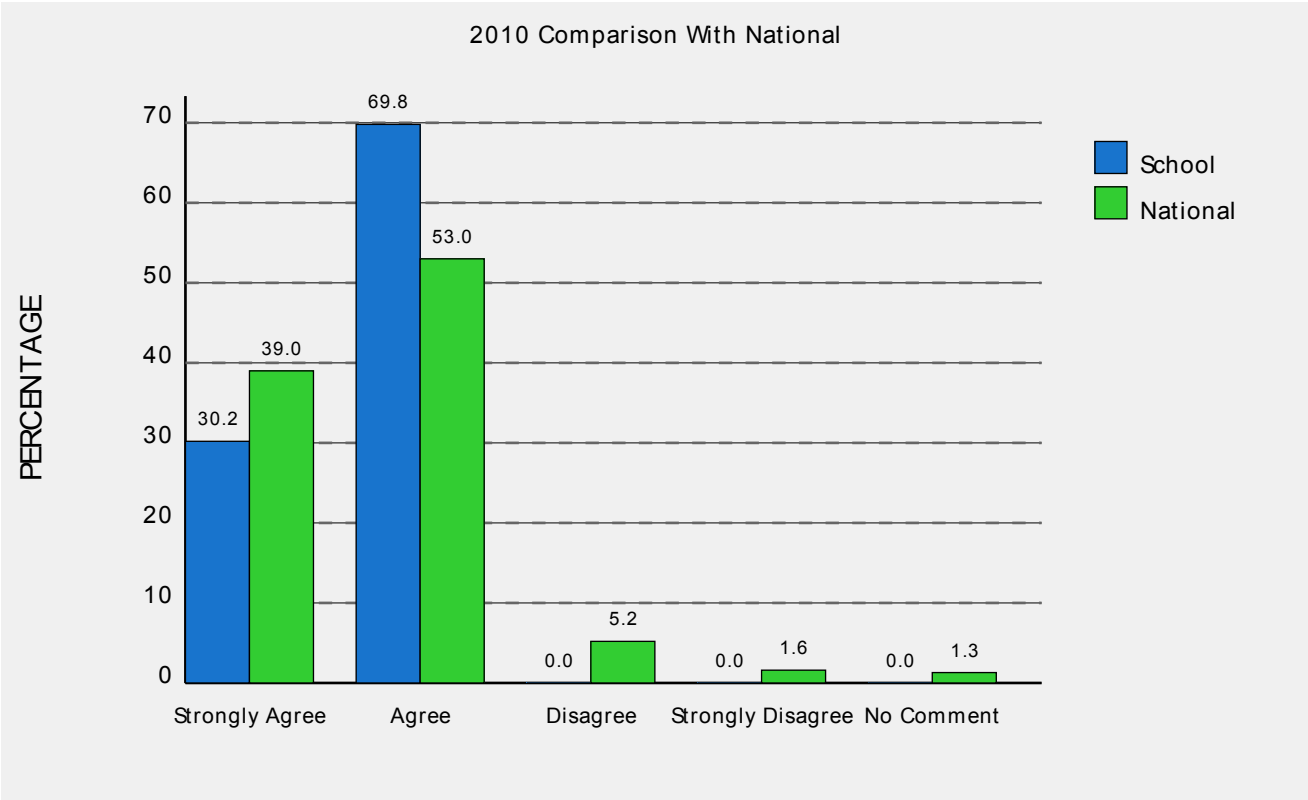
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 7.9% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 67. Faculty, administrators and staff were committed to serving as positive role models for students.





Question 67. Faculty, administrators and staff were committed to serving as positive role models for students.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	17.9%	10	58.9%	33	12.5%	7	3.6%	2	7.1%	4	56	68.3%
2008	0.0%	0	94.4%	34	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	21.2%	7	54.5%	18	21.2%	7	3.0%	1	0.0%	0	33	39.3%
2010	30.2%	19	69.8%	44	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	39.0%	2992	53.0%	4068	5.2%	396	1.6%	120	1.3%	99	7675	71.2%

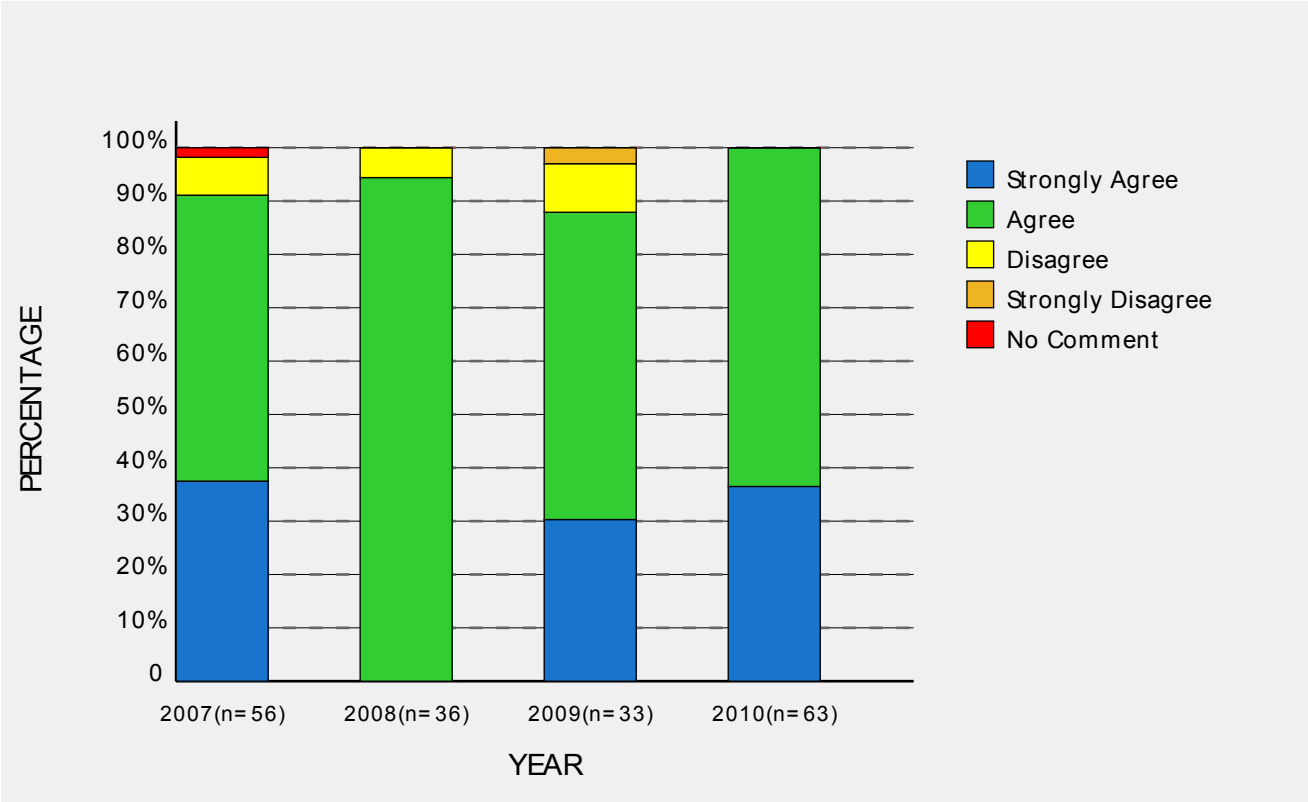
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

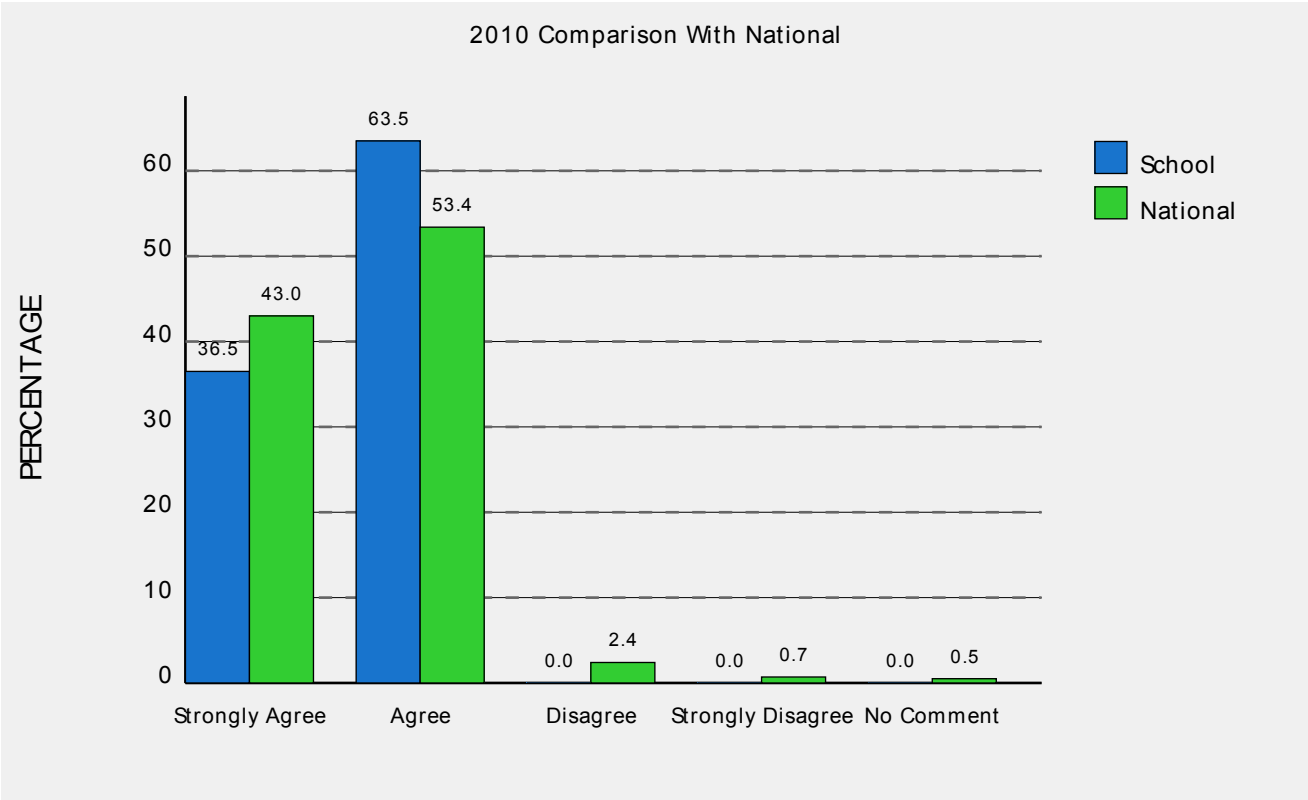
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 68. Overall, preceptors modeled professional attributes and behaviors in the pharmacy practice experiences.





Question 68. Overall, preceptors modeled professional attributes and behaviors in the pharmacy practice experiences.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	37.5%	21	53.6%	30	7.1%	4	0.0%	0	1.8%	1	56	68.3%
2008	0.0%	0	94.4%	34	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	30.3%	10	57.6%	19	9.1%	3	3.0%	1	0.0%	0	33	39.3%
2010	36.5%	23	63.5%	40	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	43.0%	3303	53.4%	4096	2.4%	184	0.7%	54	0.5%	38	7675	71.2%

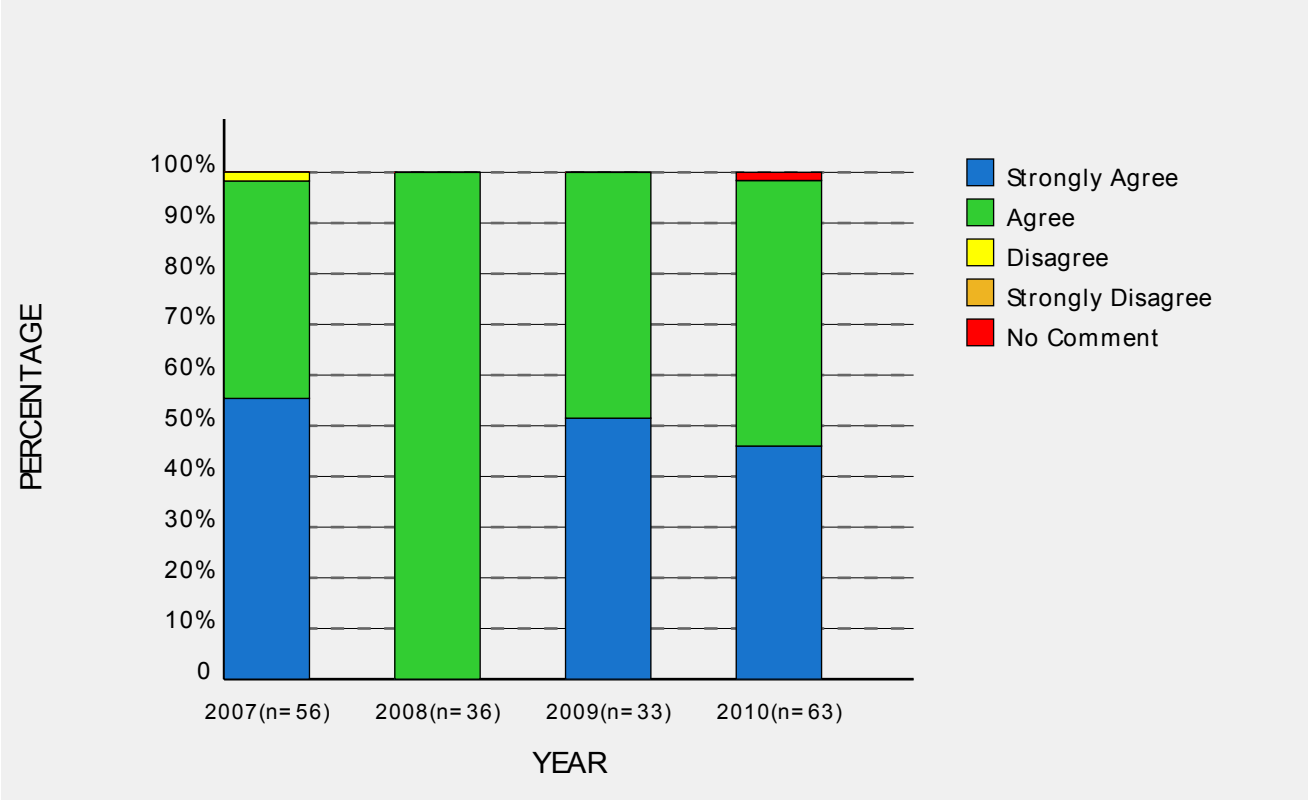
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

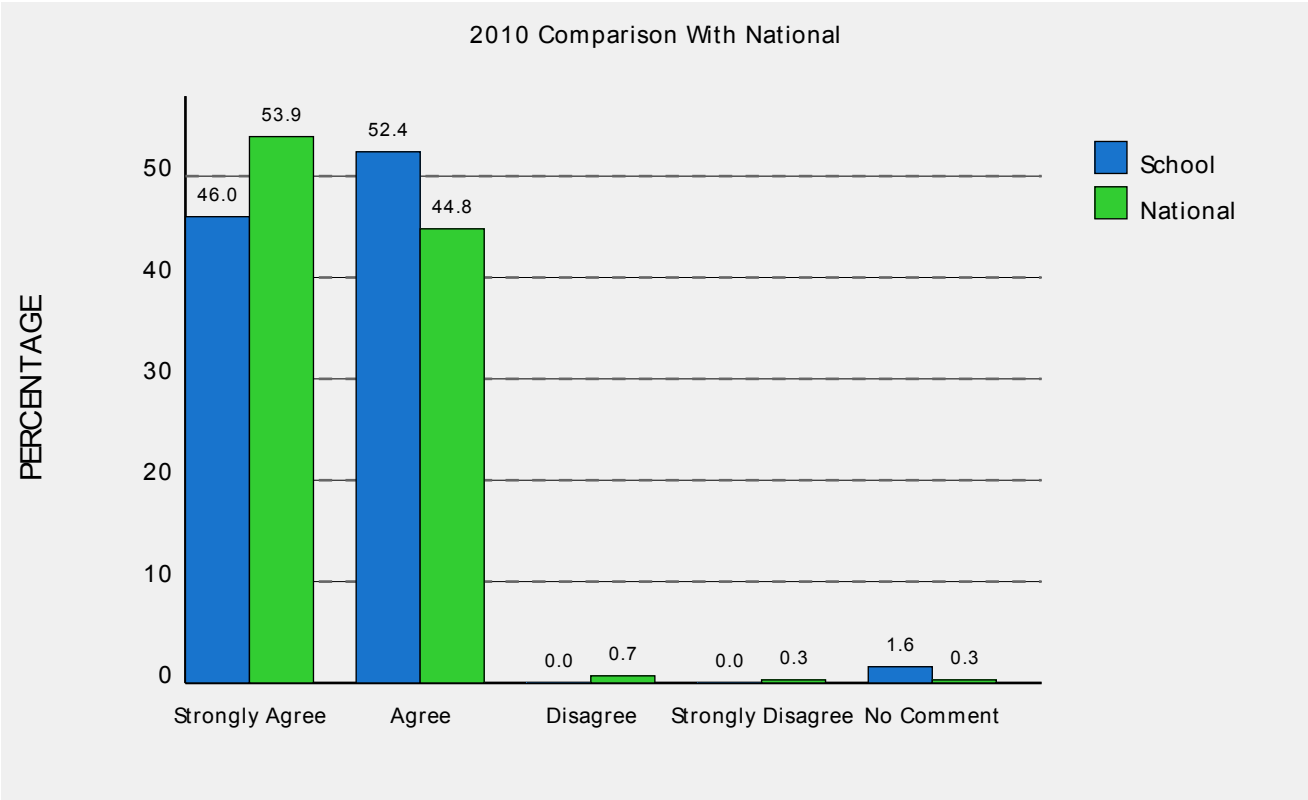
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 70. I was aware of expected behaviors with respect to professional and academic conduct.





Question 70. I was aware of expected behaviors with respect to professional and academic conduct.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	55.4%	31	42.9%	24	1.8%	1	0.0%	0	0.0%	0	56	68.3%
2008	0.0%	0	100.0%	36	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	51.5%	17	48.5%	16	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	46.0%	29	52.4%	33	0.0%	0	0.0%	0	1.6%	1	63	75.0%
National	53.9%	4133	44.8%	3442	0.7%	51	0.3%	25	0.3%	24	7675	71.2%

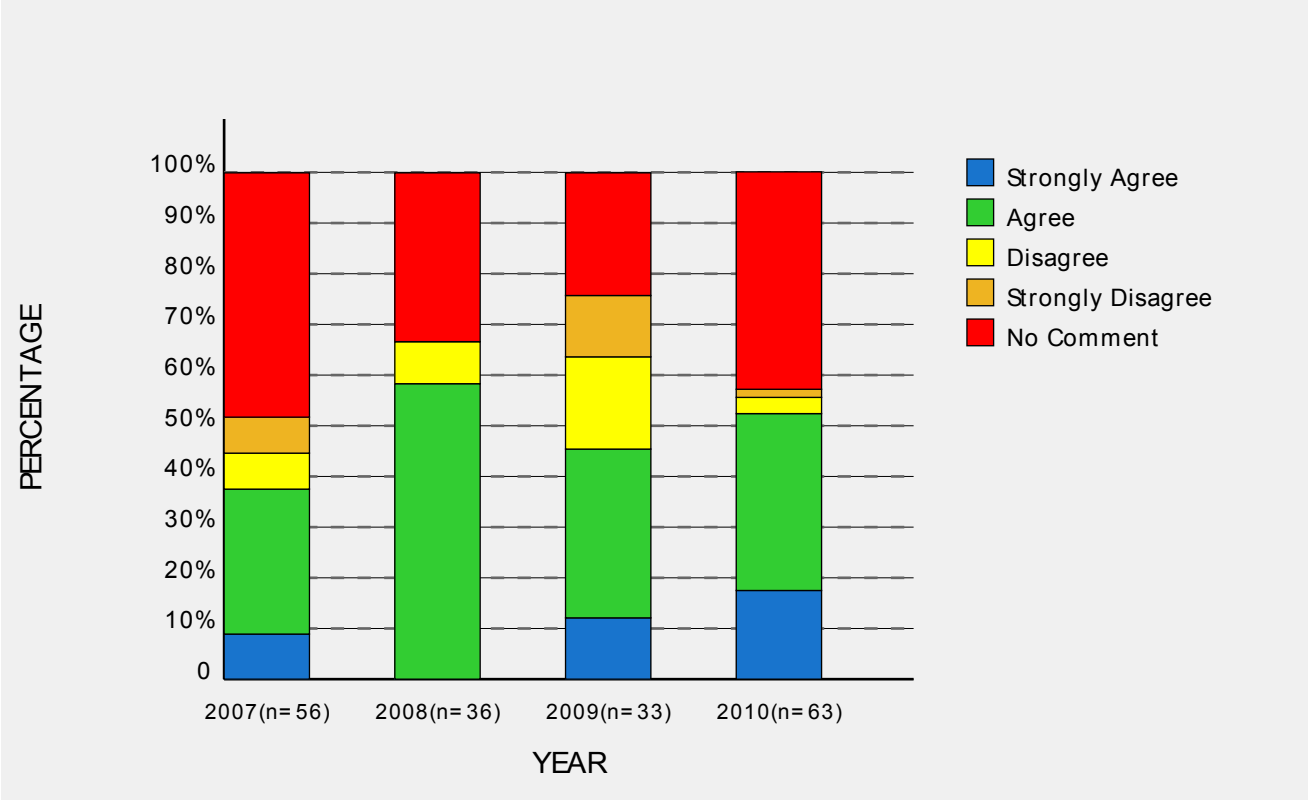
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

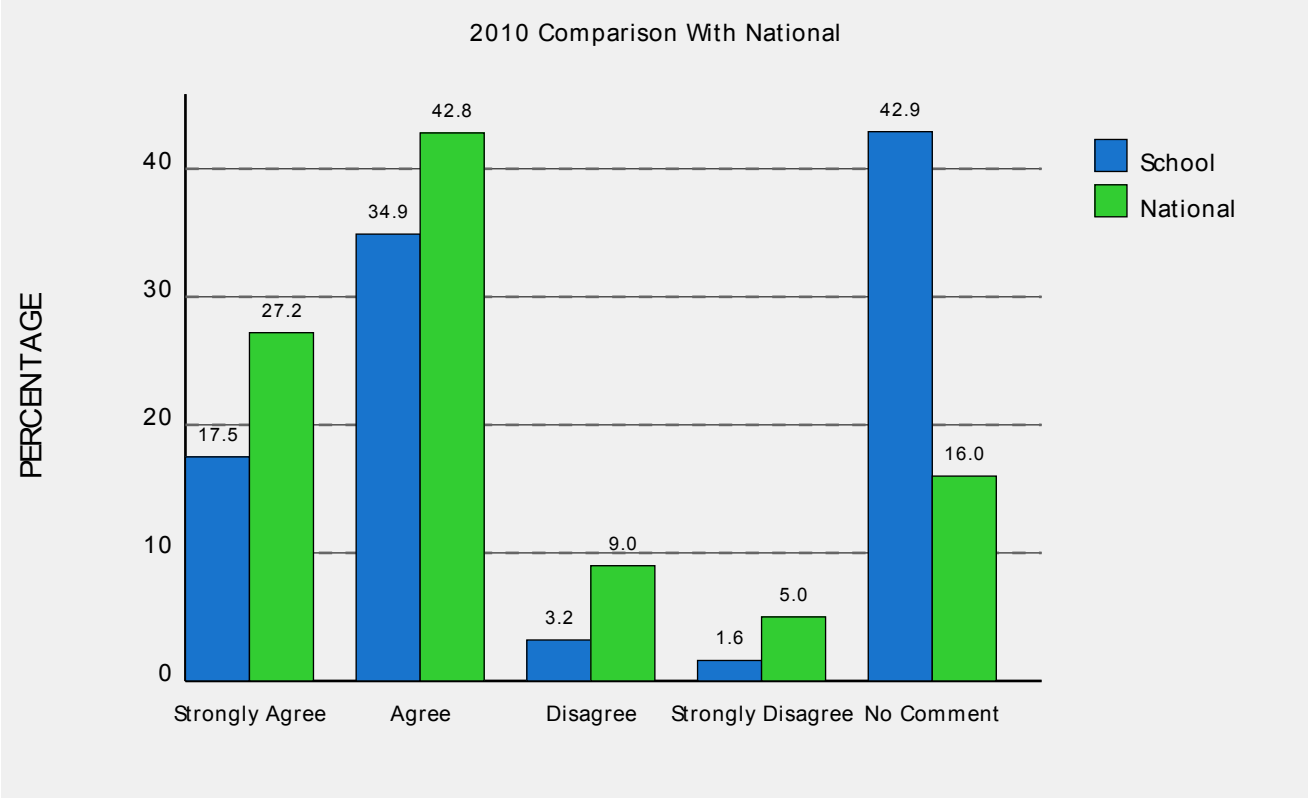
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 71. The college/school of pharmacy effectively managed academic misconduct by students.





Question 71. The college/school of pharmacy effectively managed academic misconduct by students.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	8.9%	5	28.6%	16	7.1%	4	7.1%	4	48.2%	27	56	68.3%
2008	0.0%	0	58.3%	21	8.3%	3	0.0%	0	33.3%	12	36	52.2%
2009	12.1%	4	33.3%	11	18.2%	6	12.1%	4	24.2%	8	33	39.3%
2010	17.5%	11	34.9%	22	3.2%	2	1.6%	1	42.9%	27	63	75.0%
National	27.2%	2091	42.8%	3288	9.0%	687	5.0%	380	16.0%	1229	7675	71.2%

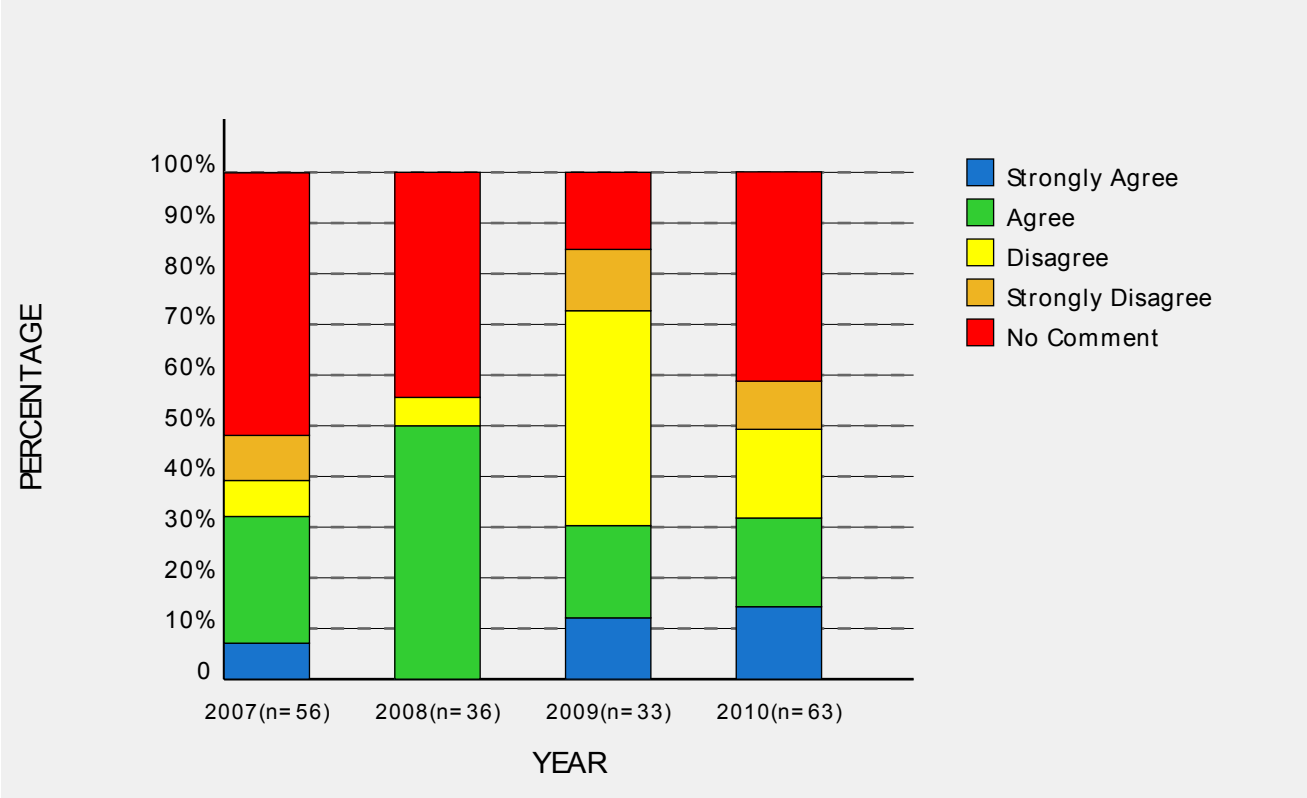
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

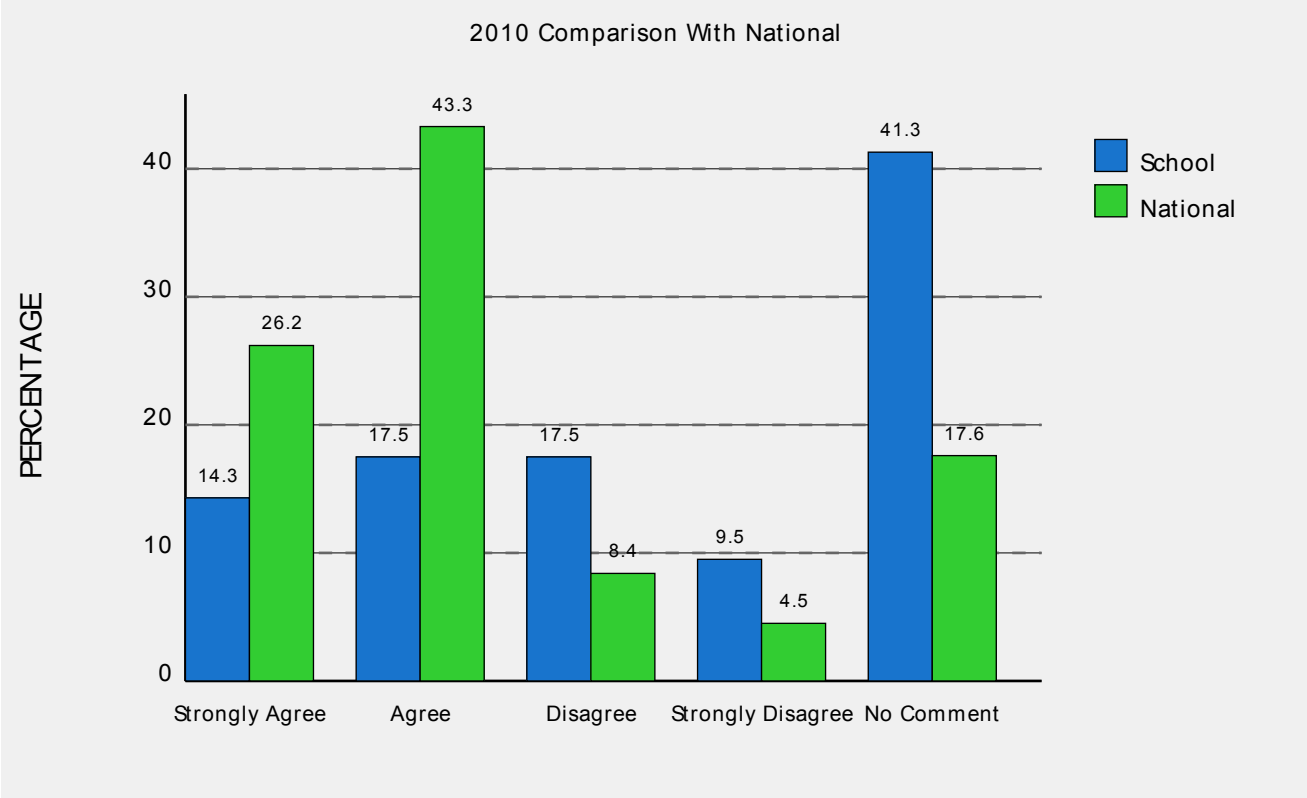
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 72. The college/school of pharmacy effectively managed professional misconduct by students.





Question 72. The college/school of pharmacy effectively managed professional misconduct by students.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	7.1%	4	25.0%	14	7.1%	4	8.9%	5	51.8%	29	56	68.3%
2008	0.0%	0	50.0%	18	5.6%	2	0.0%	0	44.4%	16	36	52.2%
2009	12.1%	4	18.2%	6	42.4%	14	12.1%	4	15.2%	5	33	39.3%
2010	14.3%	9	17.5%	11	17.5%	11	9.5%	6	41.3%	26	63	75.0%
National	26.2%	2013	43.3%	3323	8.4%	645	4.5%	343	17.6%	1351	7675	71.2%

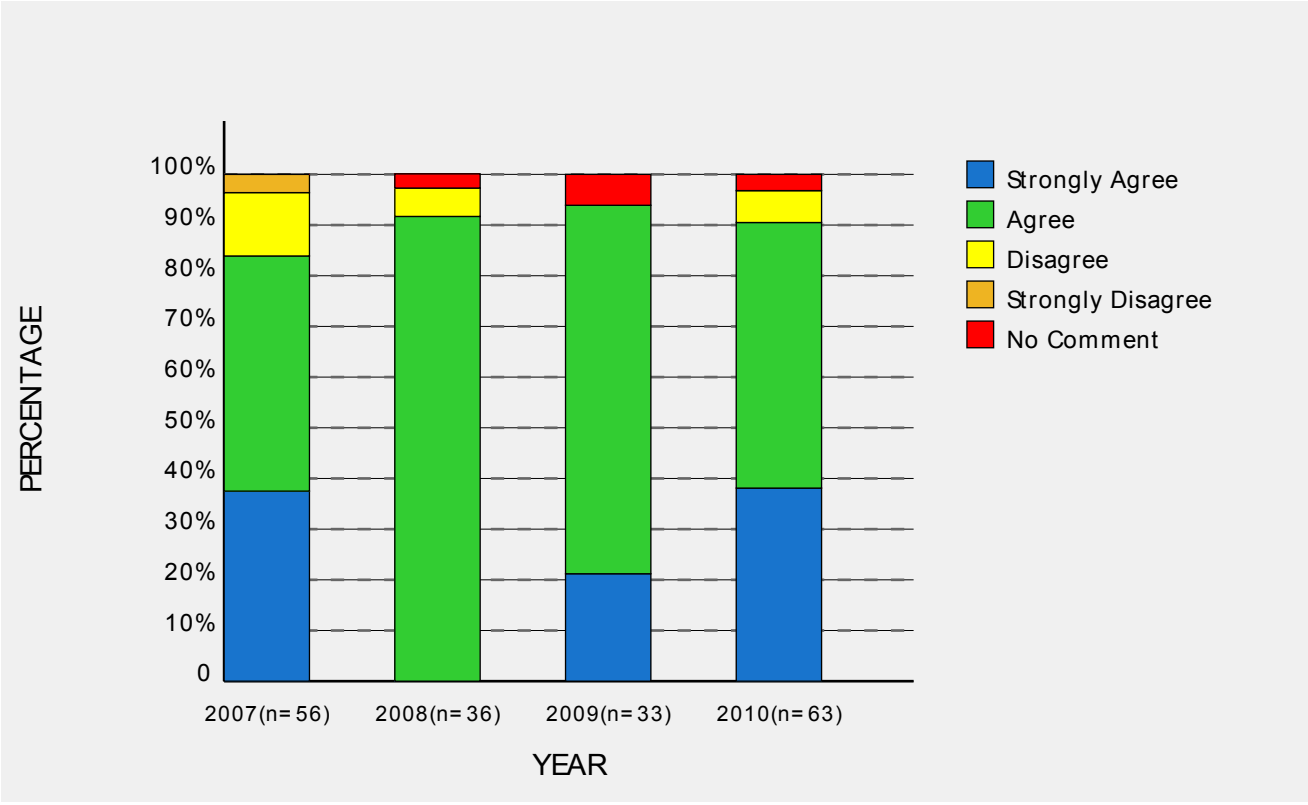
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

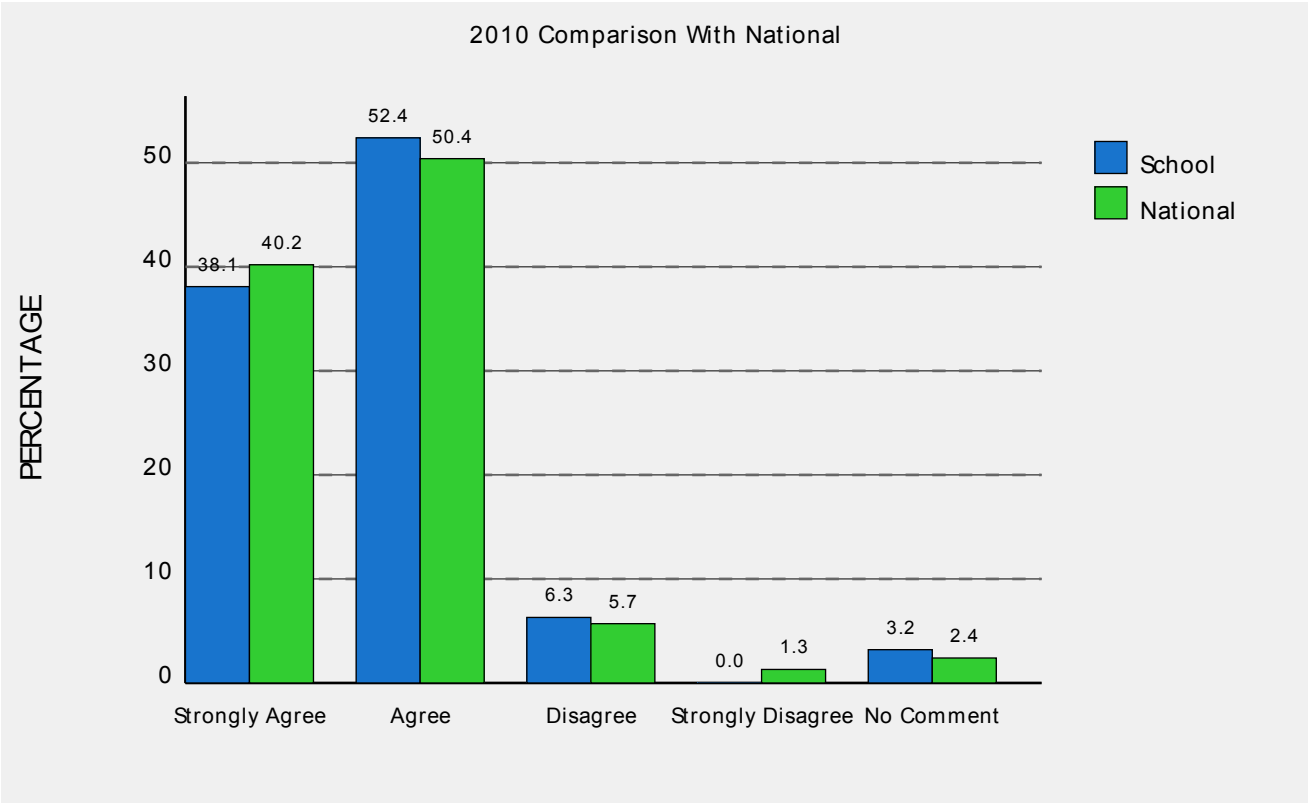
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 0% and 3.9% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 73. The college/school's administration and faculty encouraged me to participate in regional, state or national pharmacy meetings





Question 73. The college/school's administration and faculty encouraged me to participate in regional, state or national pharmacy meetings

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	37.5%	21	46.4%	26	12.5%	7	3.6%	2	0.0%	0	56	68.3%
2008	0.0%	0	91.7%	33	5.6%	2	0.0%	0	2.8%	1	36	52.2%
2009	21.2%	7	72.7%	24	0.0%	0	0.0%	0	6.1%	2	33	39.3%
2010	38.1%	24	52.4%	33	6.3%	4	0.0%	0	3.2%	2	63	75.0%
National	40.2%	3089	50.4%	3865	5.7%	439	1.3%	97	2.4%	185	7675	71.2%

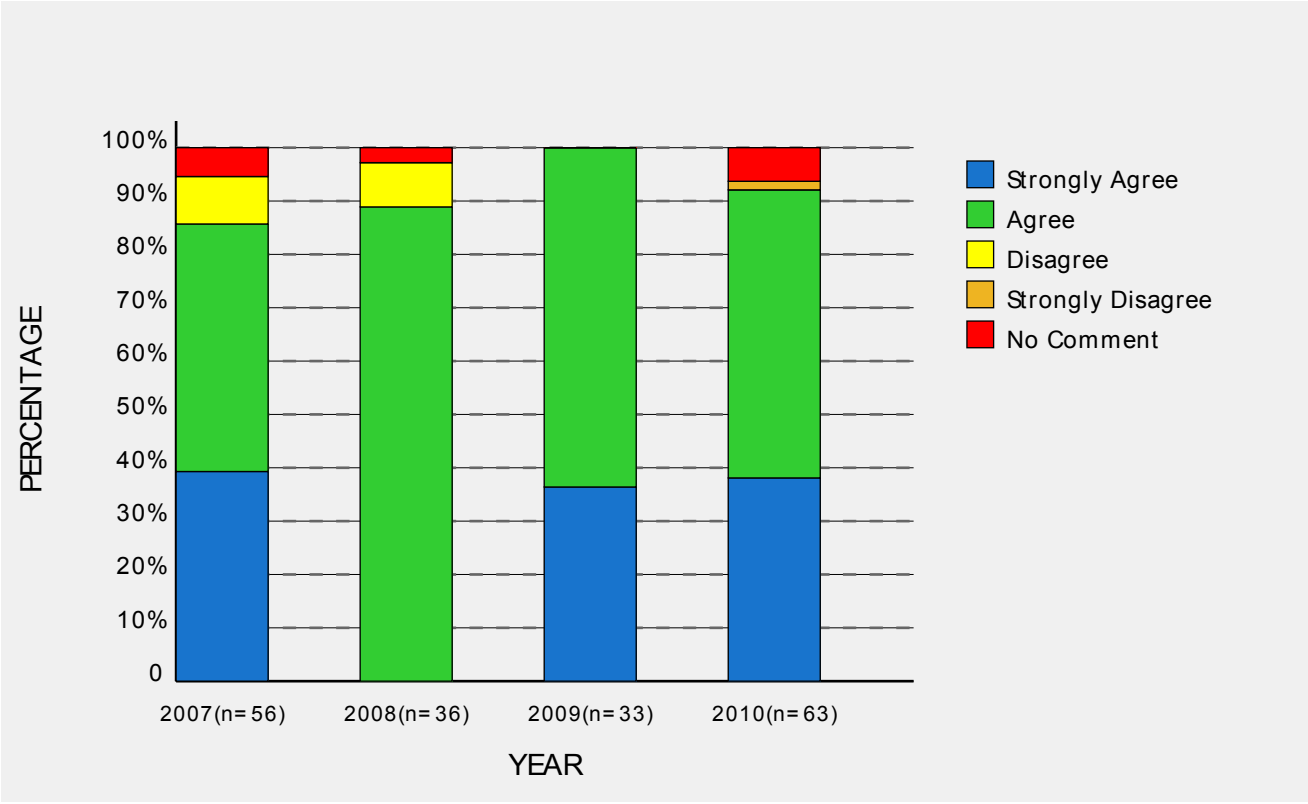
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

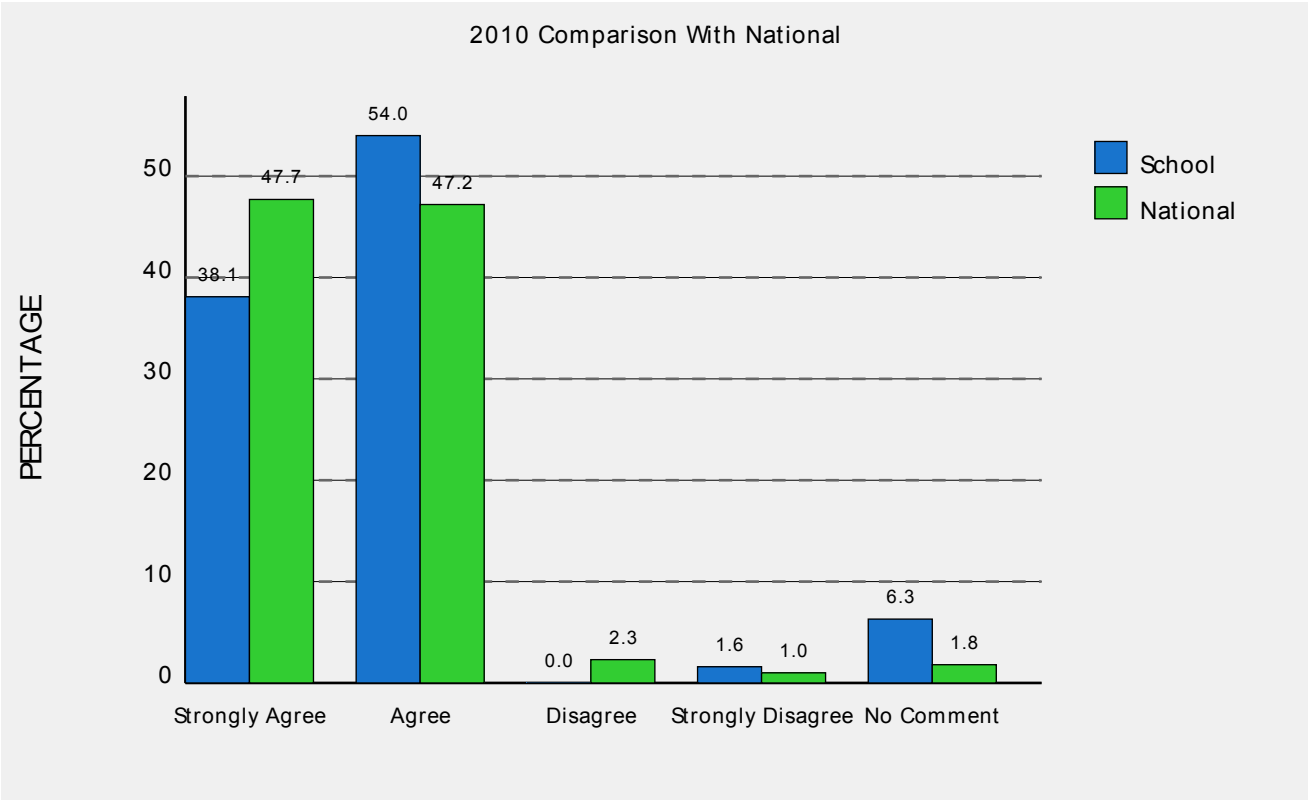
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 7.9% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 74. The college/school of pharmacy was supportive of student professional organizations.





Question 74. The college/school of pharmacy was supportive of student professional organizations.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	39.3%	22	46.4%	26	8.9%	5	0.0%	0	5.4%	3	56	68.3%
2008	0.0%	0	88.9%	32	8.3%	3	0.0%	0	2.8%	1	36	52.2%
2009	36.4%	12	63.6%	21	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	38.1%	24	54.0%	34	0.0%	0	1.6%	1	6.3%	4	63	75.0%
National	47.7%	3659	47.2%	3621	2.3%	180	1.0%	77	1.8%	138	7675	71.2%

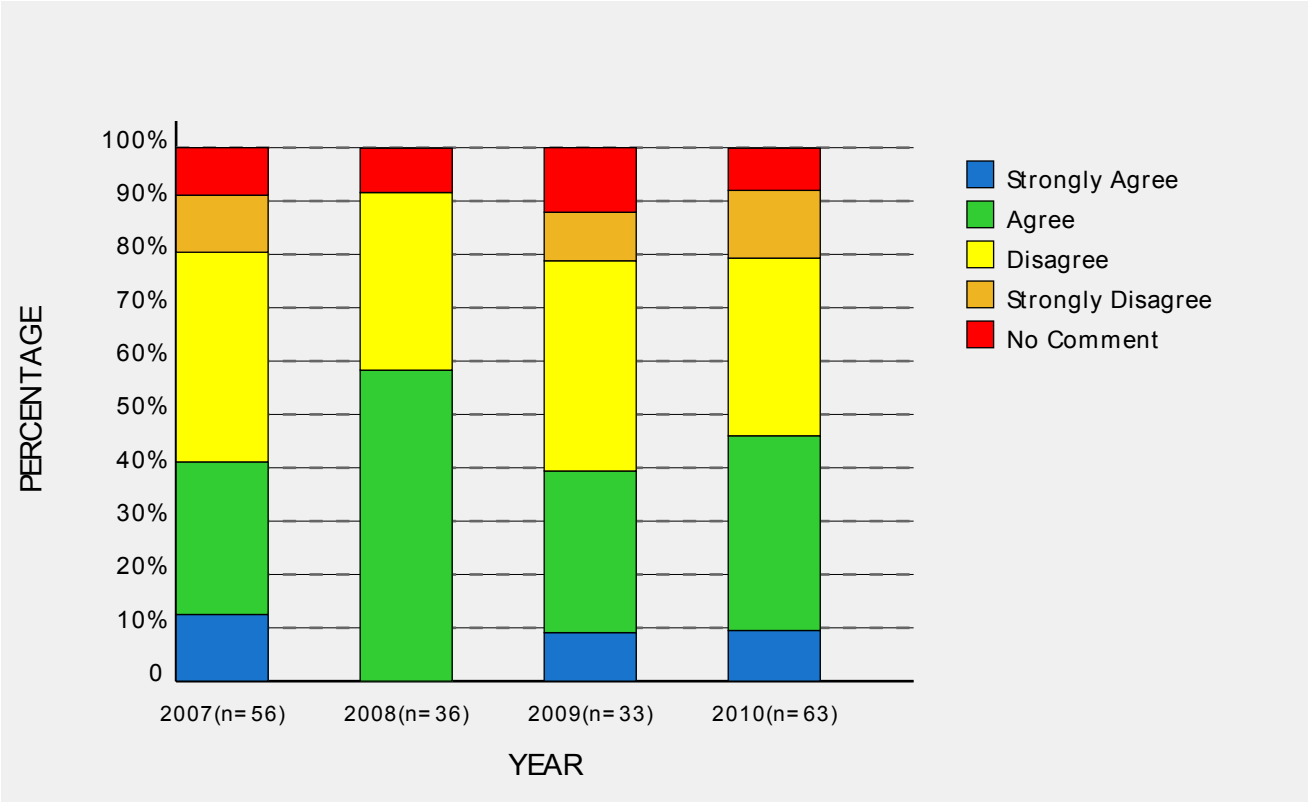
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

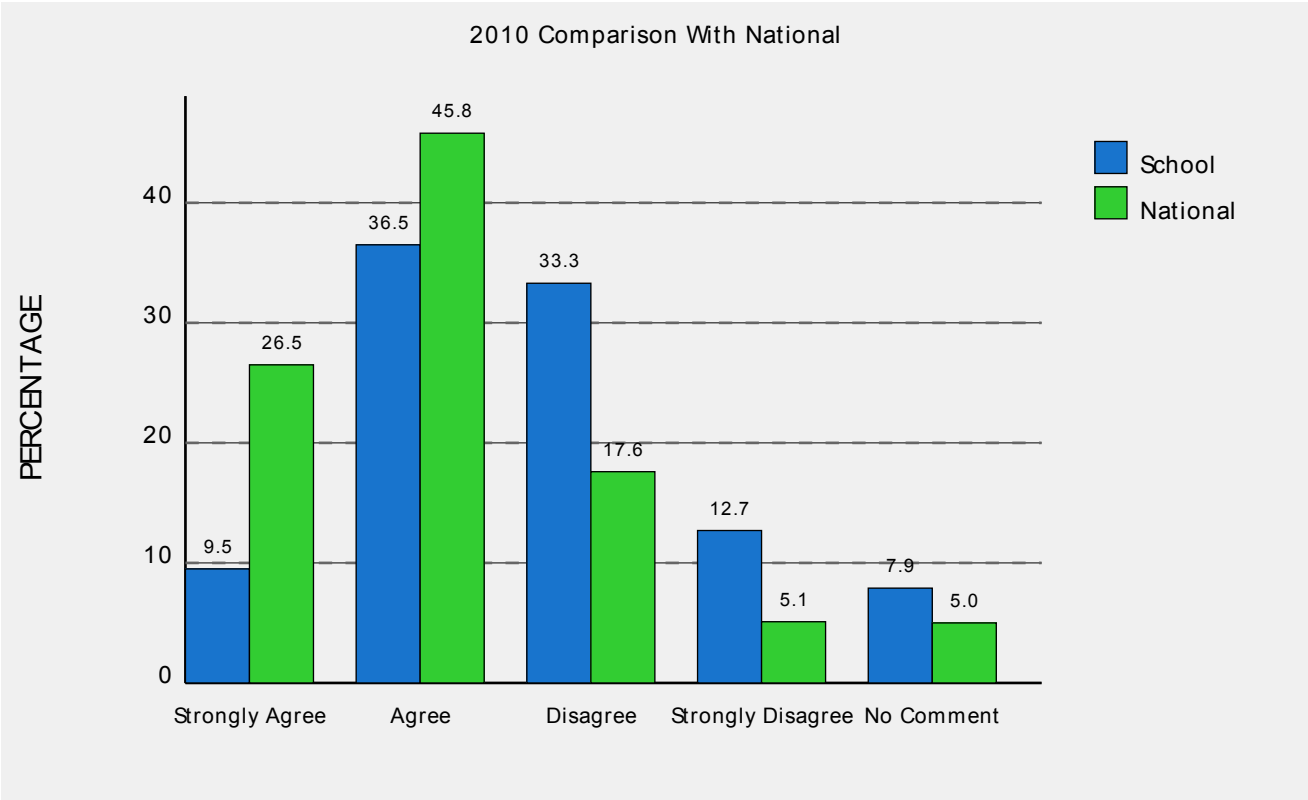
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Graduating Student Survey

Question 75. I was aware of opportunities to participate in research activities with faculty.





Question 75. I was aware of opportunities to participate in research activities with faculty.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	12.5%	7	28.6%	16	39.3%	22	10.7%	6	8.9%	5	56	68.3%
2008	0.0%	0	58.3%	21	33.3%	12	0.0%	0	8.3%	3	36	52.2%
2009	9.1%	3	30.3%	10	39.4%	13	9.1%	3	12.1%	4	33	39.3%
2010	9.5%	6	36.5%	23	33.3%	21	12.7%	8	7.9%	5	63	75.0%
National	26.5%	2036	45.8%	3517	17.6%	1347	5.1%	392	5.0%	383	7675	71.2%

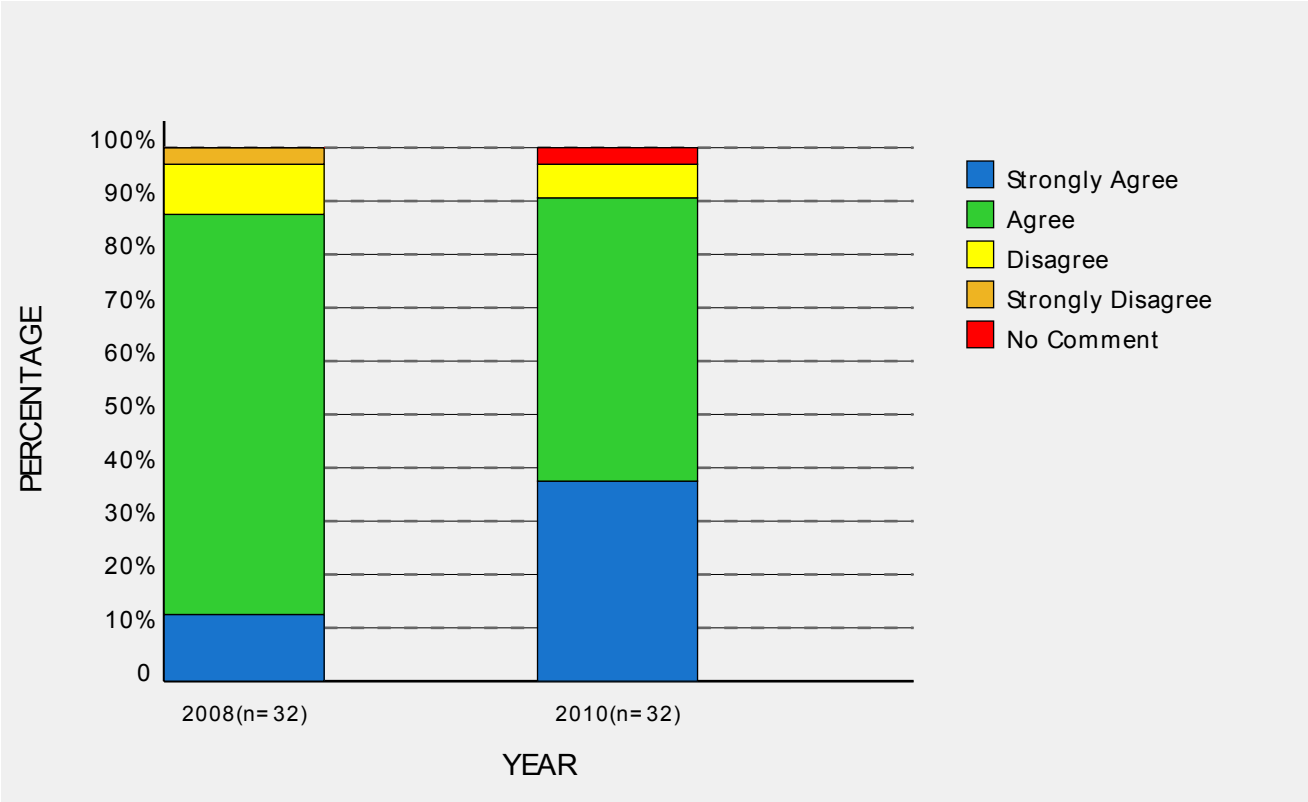
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

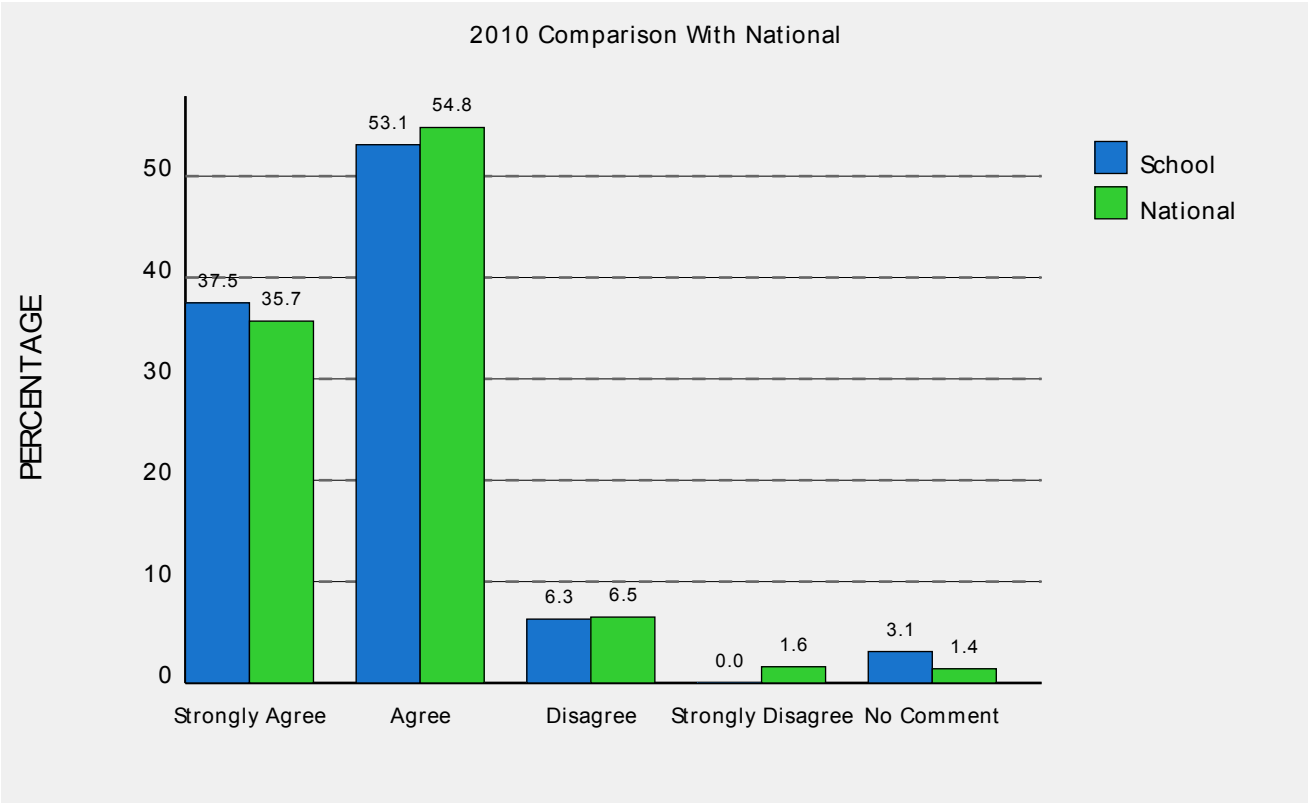
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 27.6% and 3.9% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to optional documents for this standard.

Faculty Survey

Question 58. The college/school provides an environment and culture that promotes professional behavior among students, faculty, administrators, preceptors and staff.





Question 58. The college/school provides an environment and culture that promotes professional behavior among students, faculty, administrators, preceptors and staff.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	75.0%	24	9.4%	3	3.1%	1	0.0%	0	32	82.1%
2010	37.5%	12	53.1%	17	6.3%	2	0.0%	0	3.1%	1	32	82.1%
National	35.7%	976	54.8%	1500	6.5%	177	1.6%	45	1.4%	38	2736	69.1%

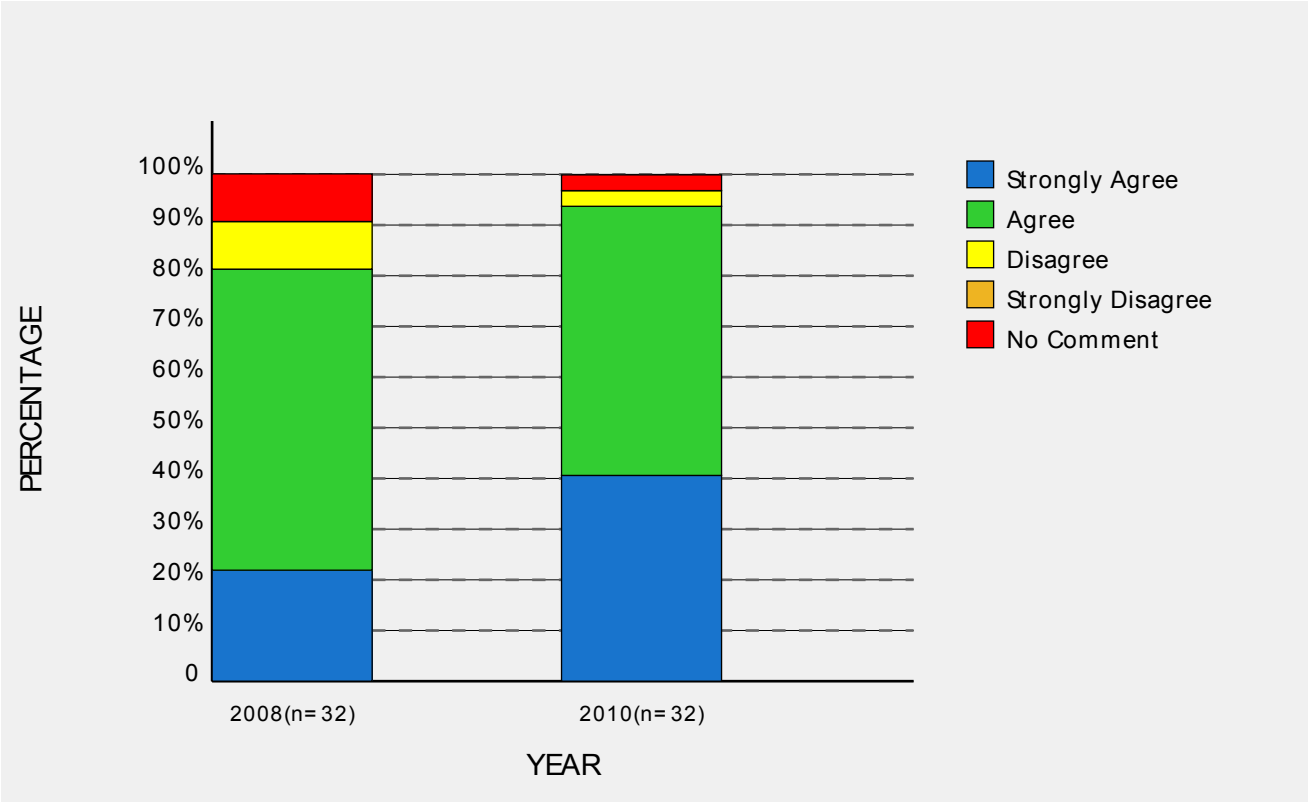
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

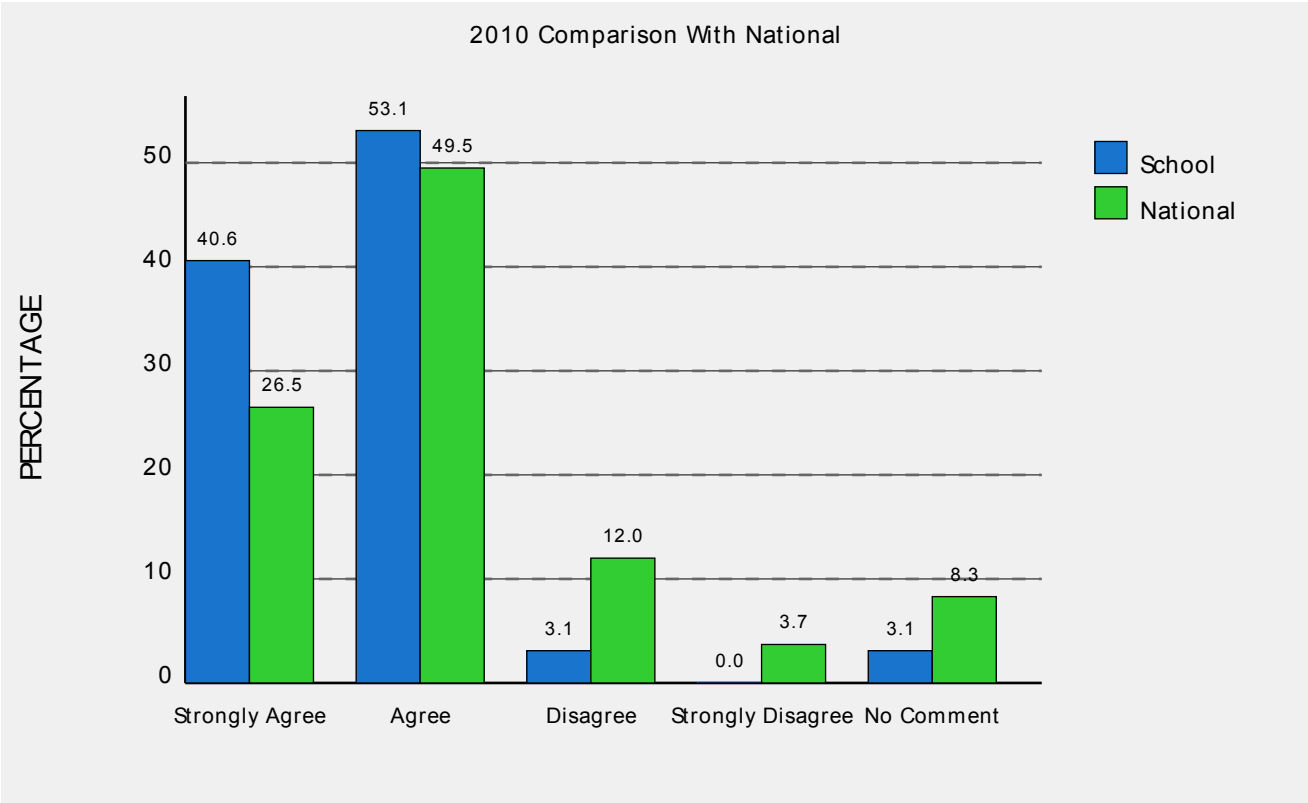
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 59. The college/school effectively manages academic misconduct by students (e.g., plagiarism).





Question 59. The college/school effectively manages academic misconduct by students (e.g., plagiarism).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	59.4%	19	9.4%	3	0.0%	0	9.4%	3	32	82.1%
2010	40.6%	13	53.1%	17	3.1%	1	0.0%	0	3.1%	1	32	82.1%
National	26.5%	726	49.5%	1355	12.0%	327	3.7%	101	8.3%	227	2736	69.1%

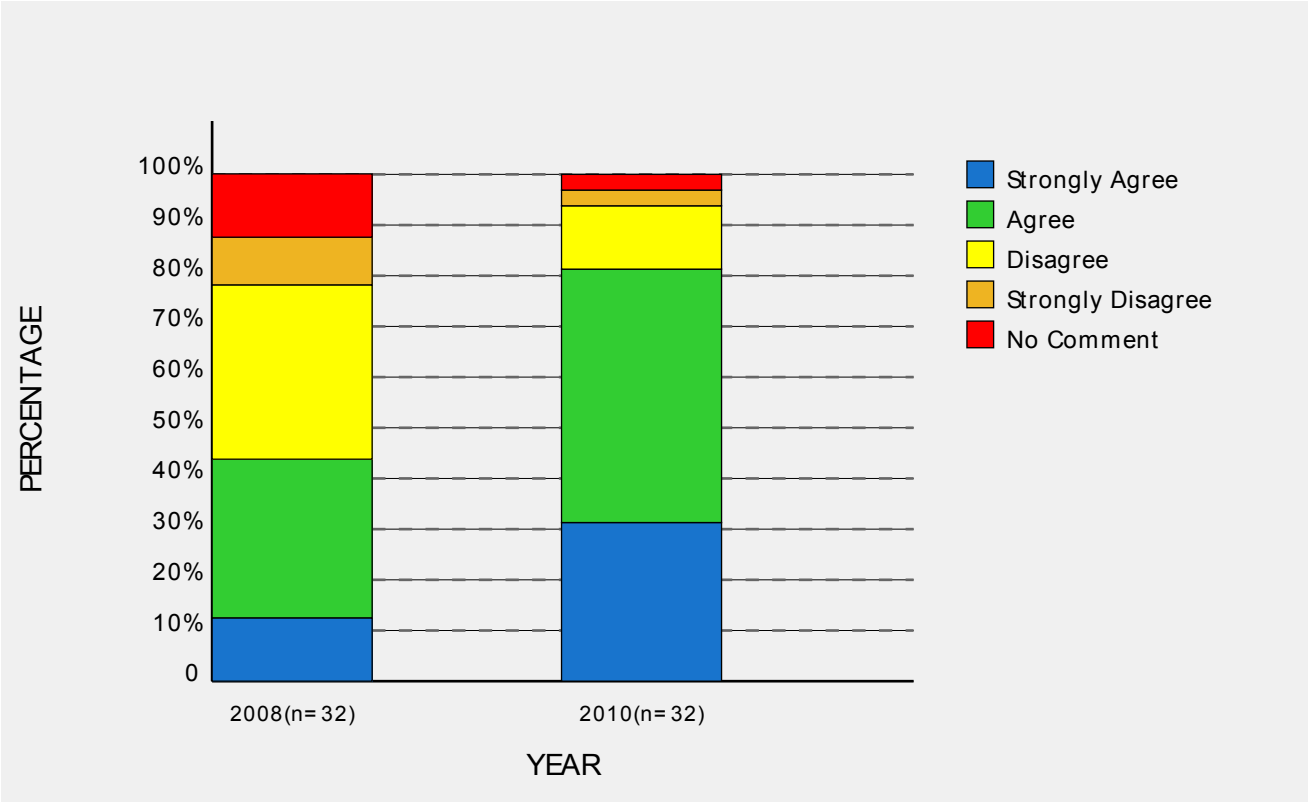
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

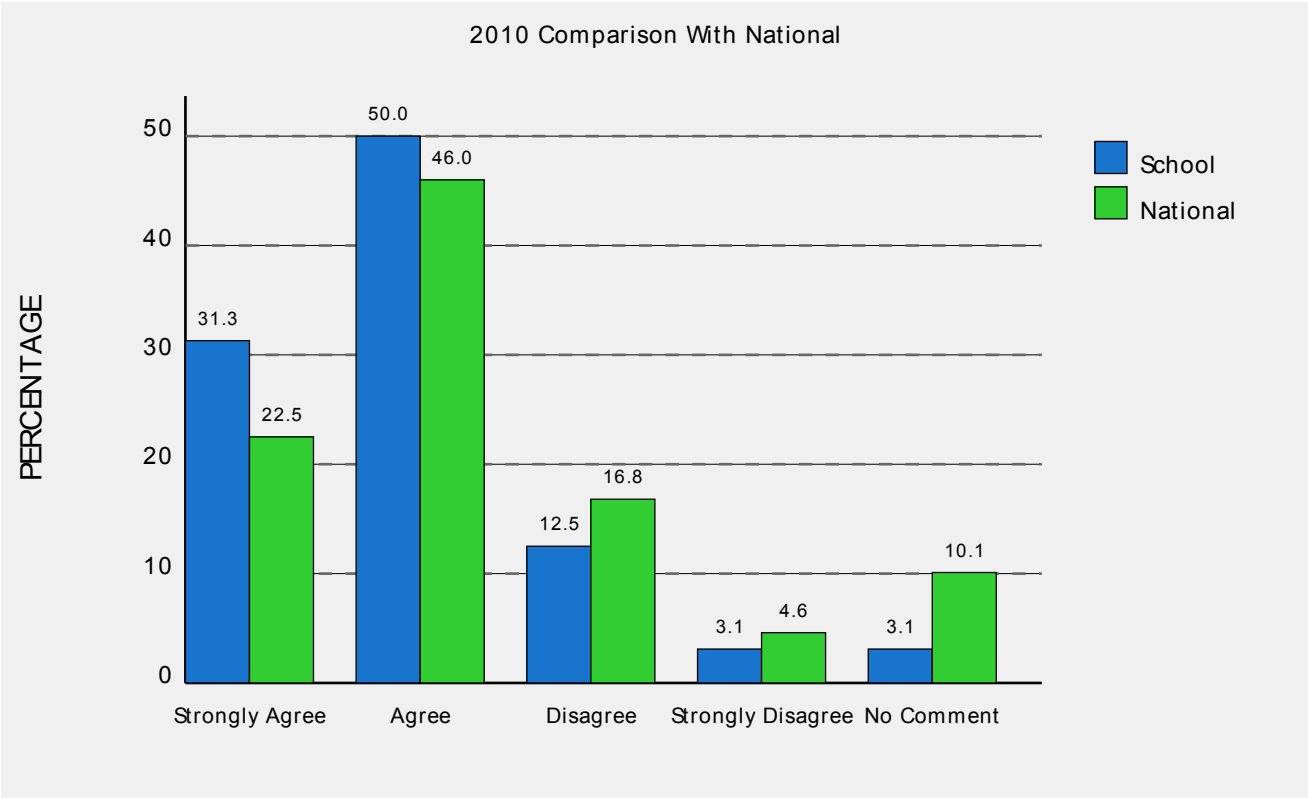
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 60. The college/school effectively manages professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).





Question 60. The college/school effectively manages professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	31.3%	10	34.4%	11	9.4%	3	12.5%	4	32	82.1%
2010	31.3%	10	50.0%	16	12.5%	4	3.1%	1	3.1%	1	32	82.1%
National	22.5%	615	46.0%	1259	16.8%	460	4.6%	125	10.1%	277	2736	69.1%

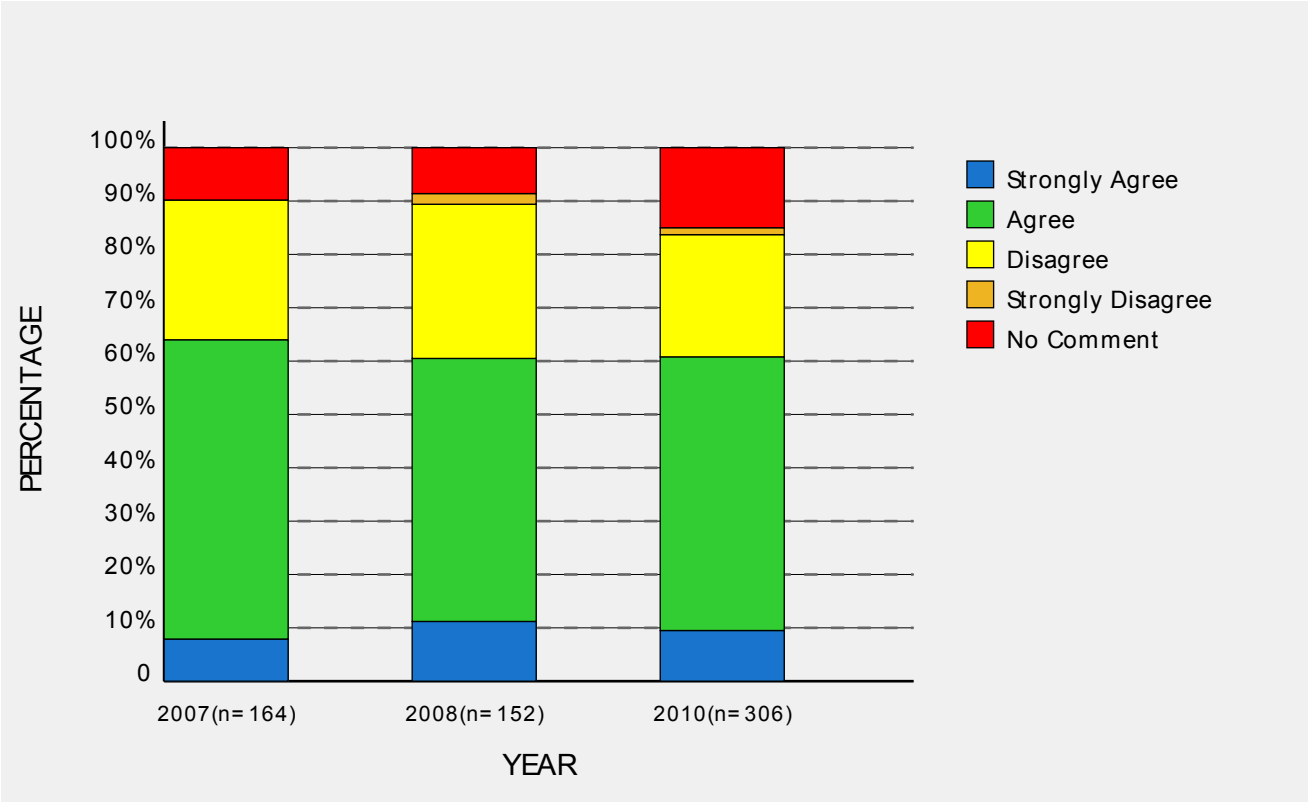
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

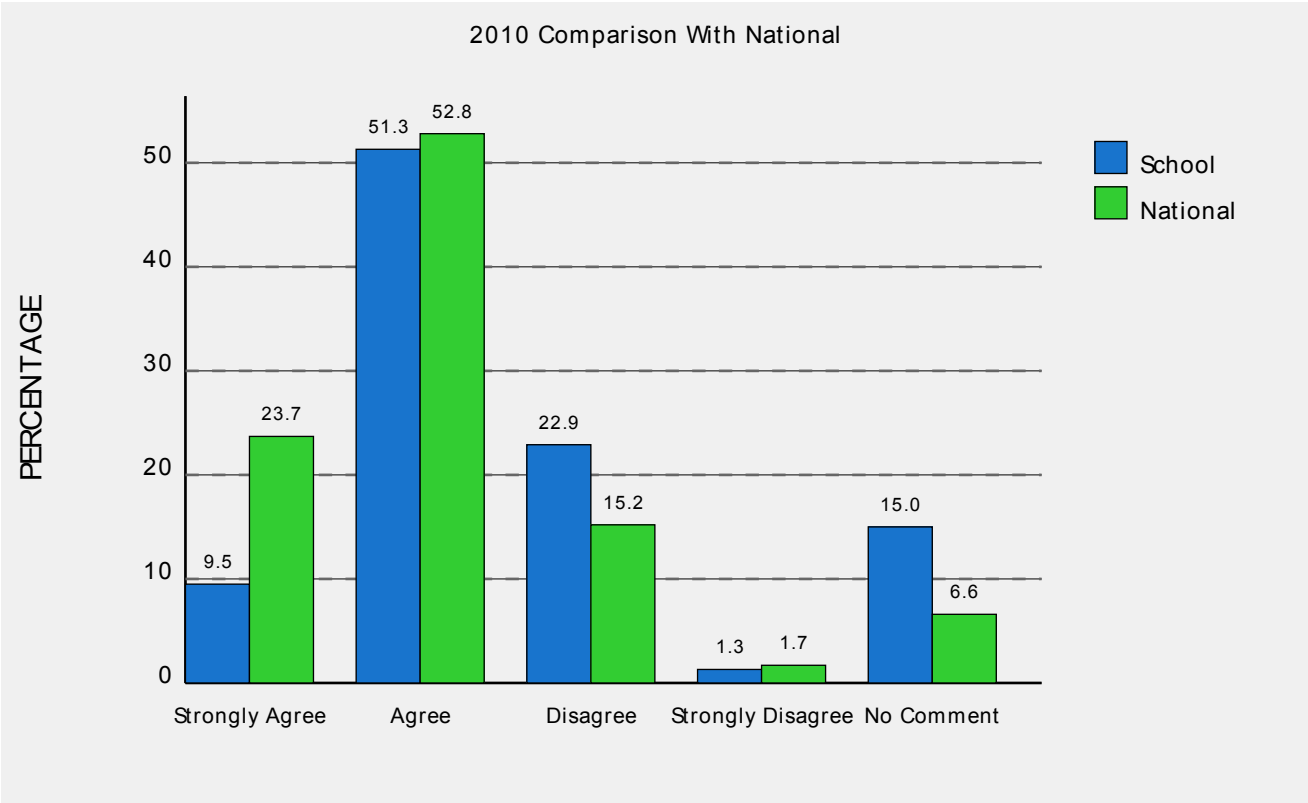
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 10% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Preceptor Survey

Question 13. I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.





Question 13. I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	7.9%	13	56.1%	92	26.2%	43	0.0%	0	9.8%	16	164	35.0%
2008	11.2%	17	49.3%	75	28.9%	44	2.0%	3	8.6%	13	152	22.1%
2010	9.5%	29	51.3%	157	22.9%	70	1.3%	4	15.0%	46	306	23.8%
National	23.7%	2039	52.8%	4536	15.2%	1309	1.7%	147	6.6%	563	8594	32.8%

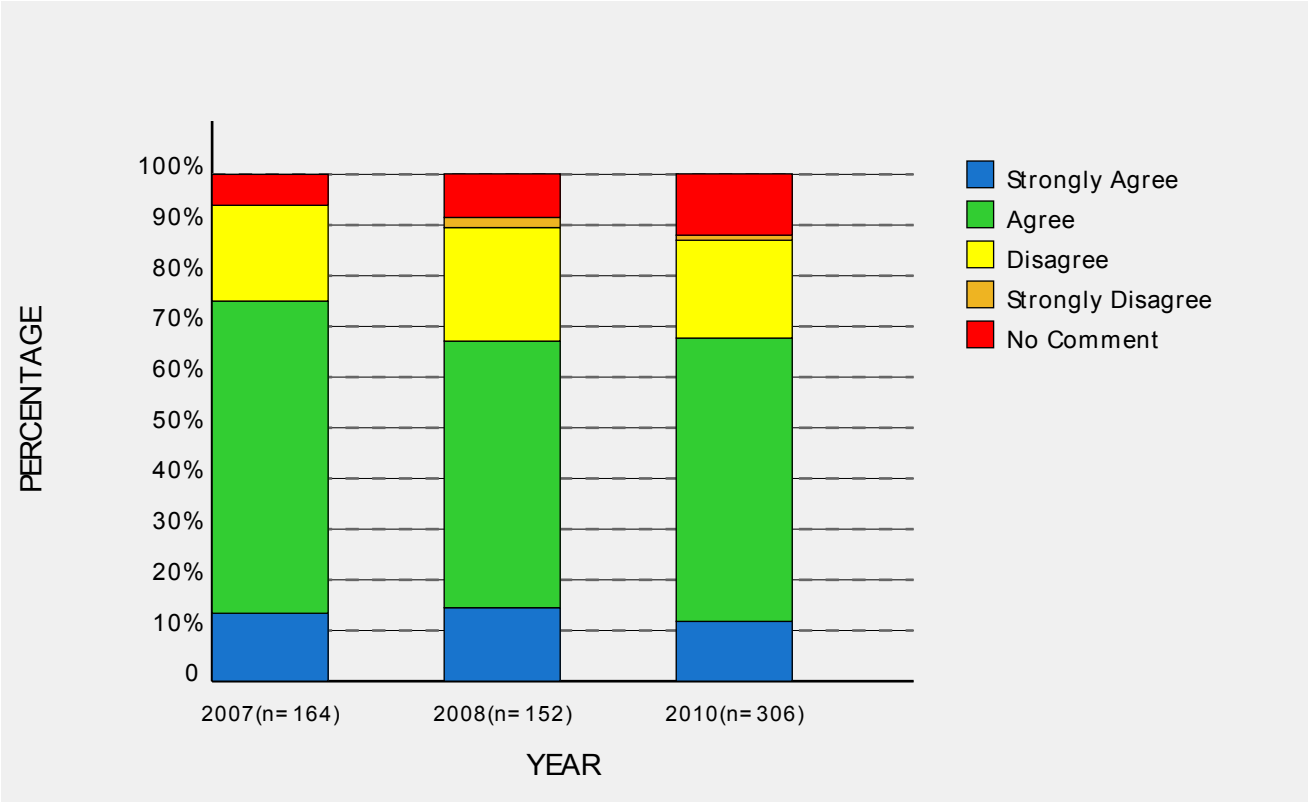
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

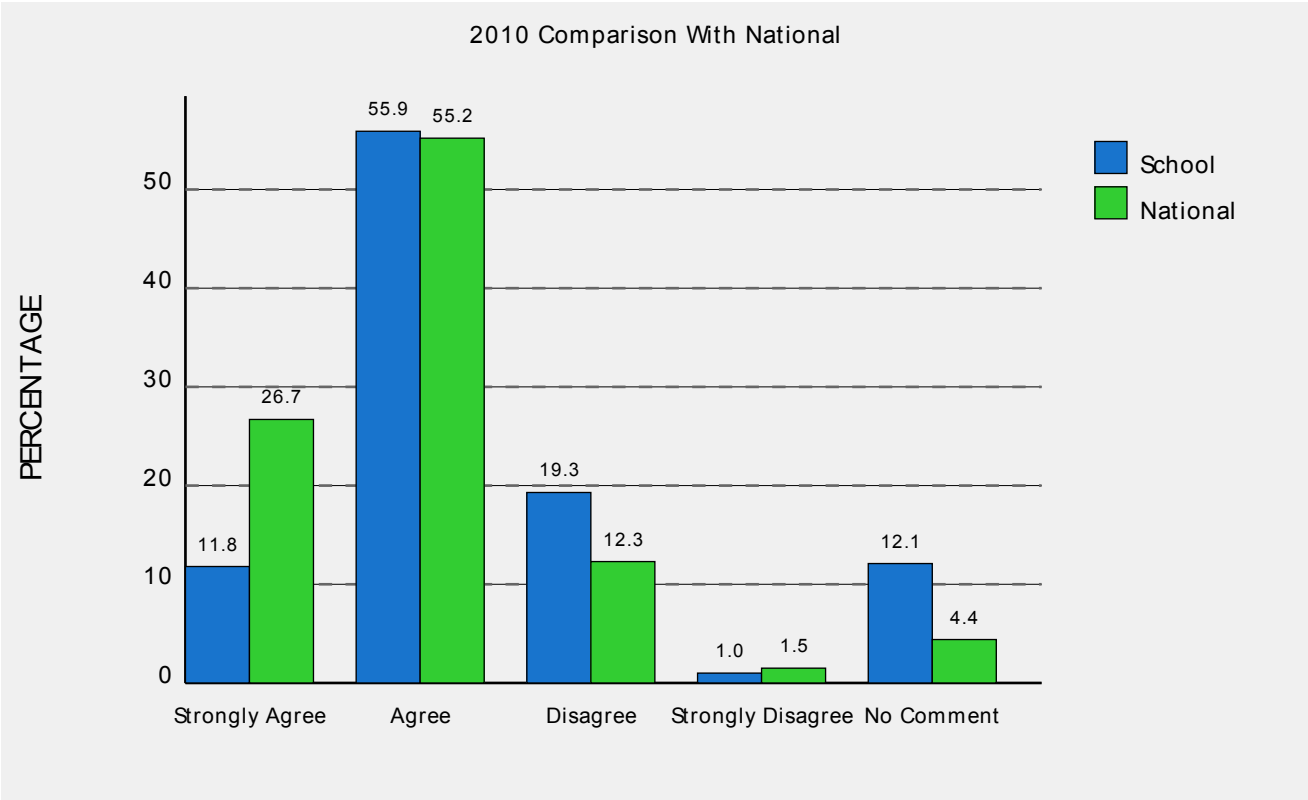
Program comments on this Data View:

See Standard 14 and 28; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 14. 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.





Question 14. 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.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	13.4%	22	61.6%	101	18.9%	31	0.0%	0	6.1%	10	164	35.0%
2008	14.5%	22	52.6%	80	22.4%	34	2.0%	3	8.6%	13	152	22.1%
2010	11.8%	36	55.9%	171	19.3%	59	1.0%	3	12.1%	37	306	23.8%
National	26.7%	2291	55.2%	4743	12.3%	1058	1.5%	128	4.4%	374	8594	32.8%

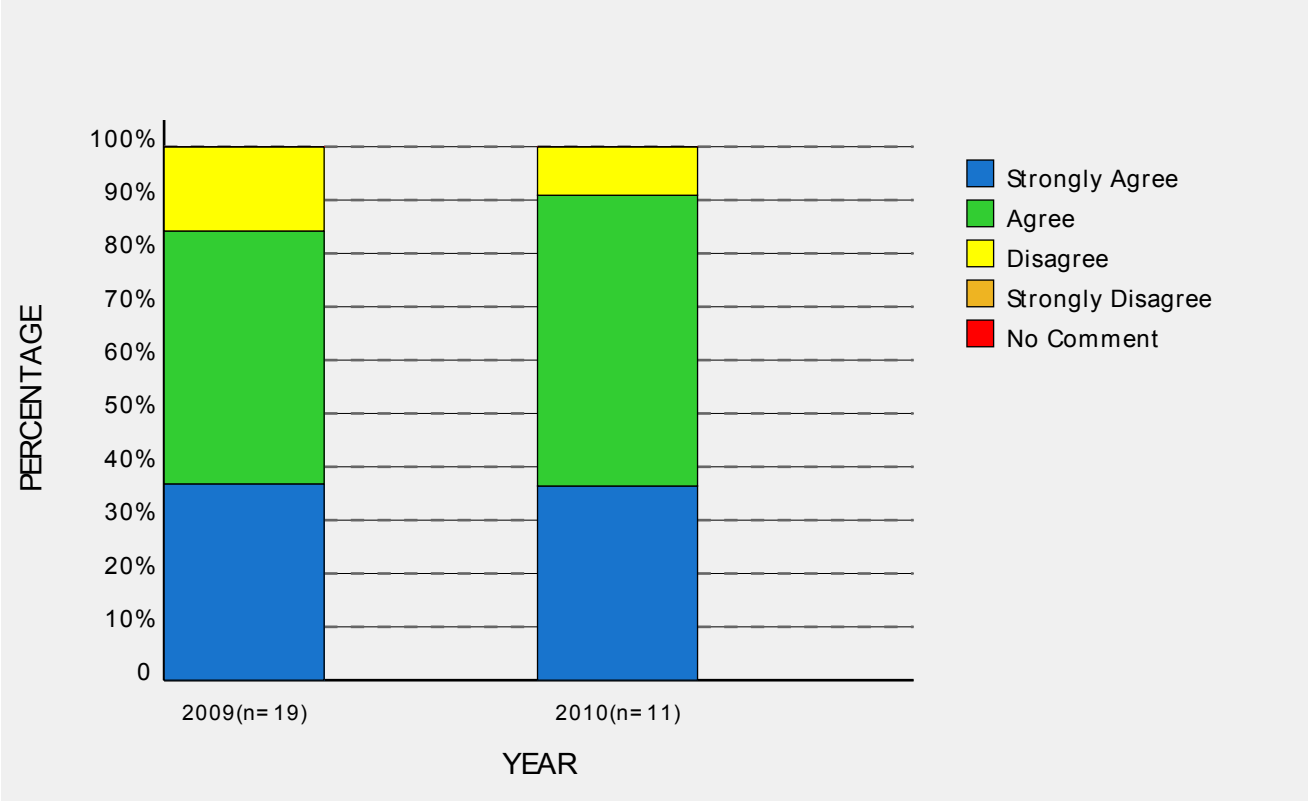
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

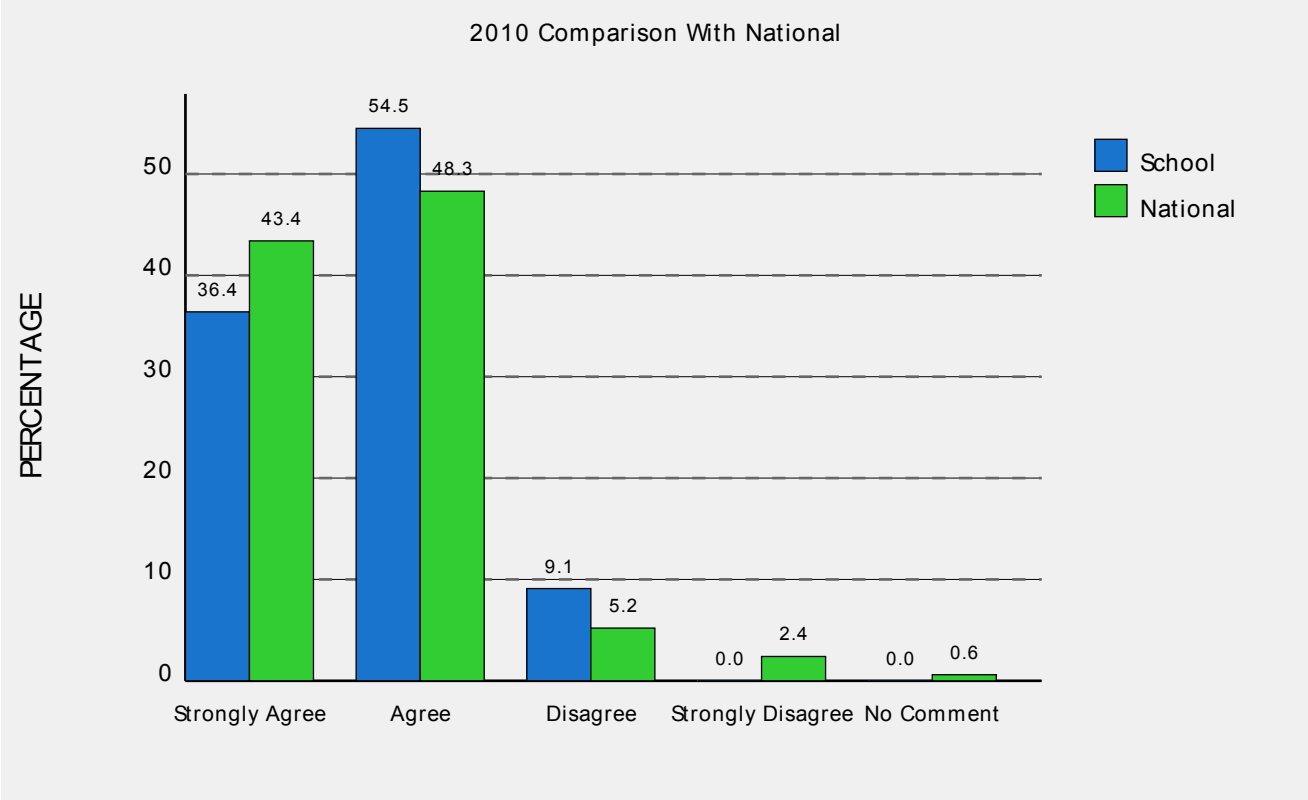
Program comments on this Data View:

See Standard 14 and 28; increased structure and resources for experiential education will help to continue improvement for this concern.

Alumni Survey

Question 18. When I was a student the college/school provided an environment and culture that promoted professional behavior and harmonious relationships among students, faculty, administrators, preceptors and staff.




2010 Comparison With National
PERCENTAGE
50
40
30
20
10
0
36.4
43.4
54.5
48.3
9.1
5.2
0.0
2.4
0.0
0.6
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 18. When I was a student the college/school provided an environment and culture that promoted professional behavior and harmonious relationships among students, faculty, administrators, preceptors and staff.

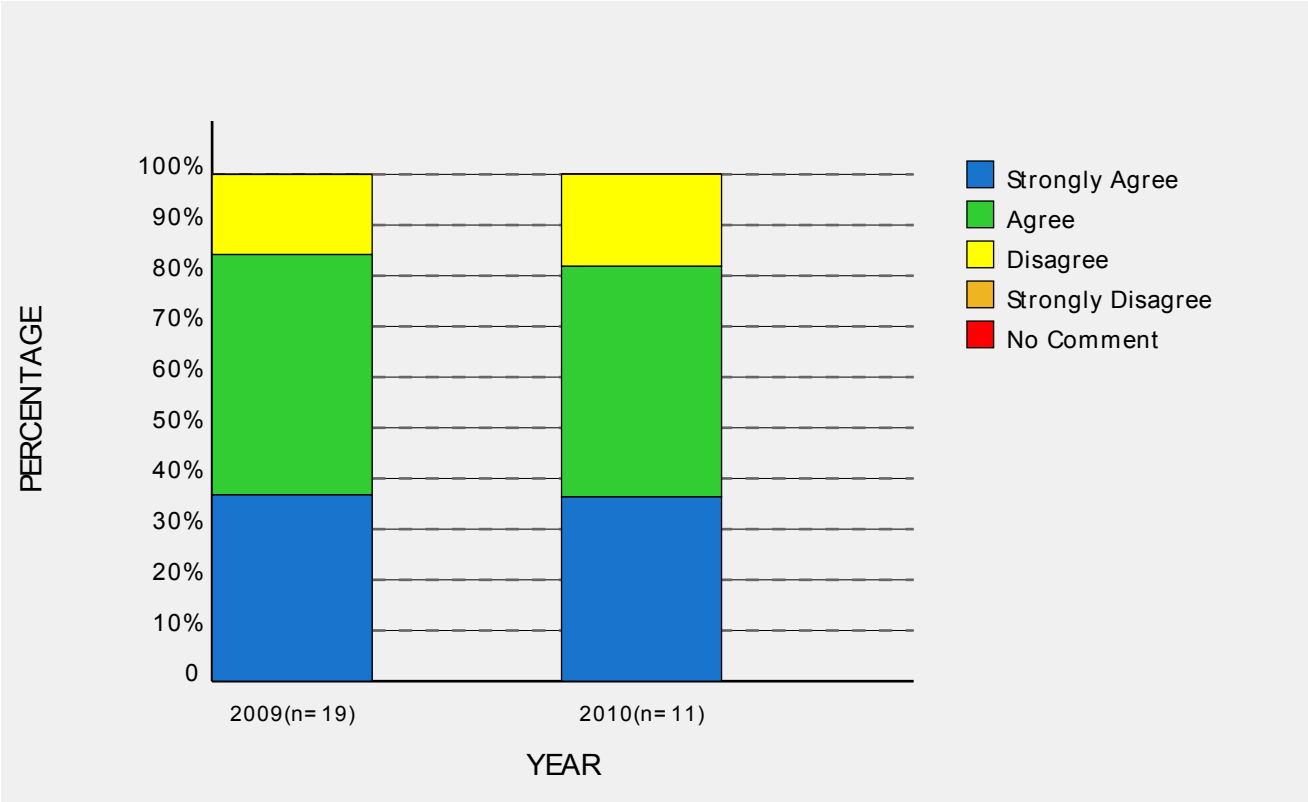
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	36.8%	7	47.4%	9	15.8%	3	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	54.5%	6	9.1%	1	0.0%	0	0.0%	0	11	20.8%
National	43.4%	1070	48.3%	1191	5.2%	129	2.4%	60	0.6%	16	2466	19.7%

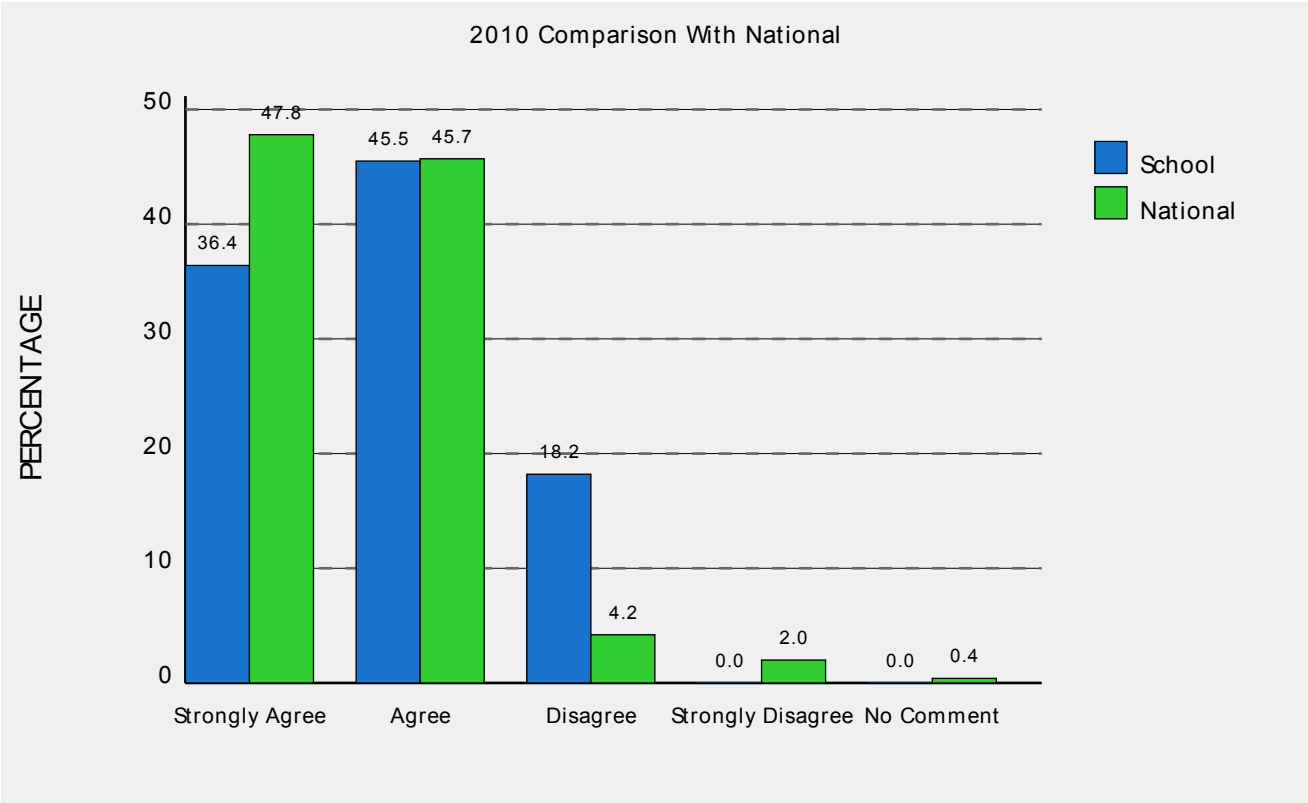
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 19. When I was a student the faculty, administrators, and staff were committed to developing professionalism, fostering leadership, and to serving as mentors and positive role models.





Question 19. When I was a student the faculty, administrators, and staff were committed to developing professionalism, fostering leadership, and to serving as mentors and positive role models.

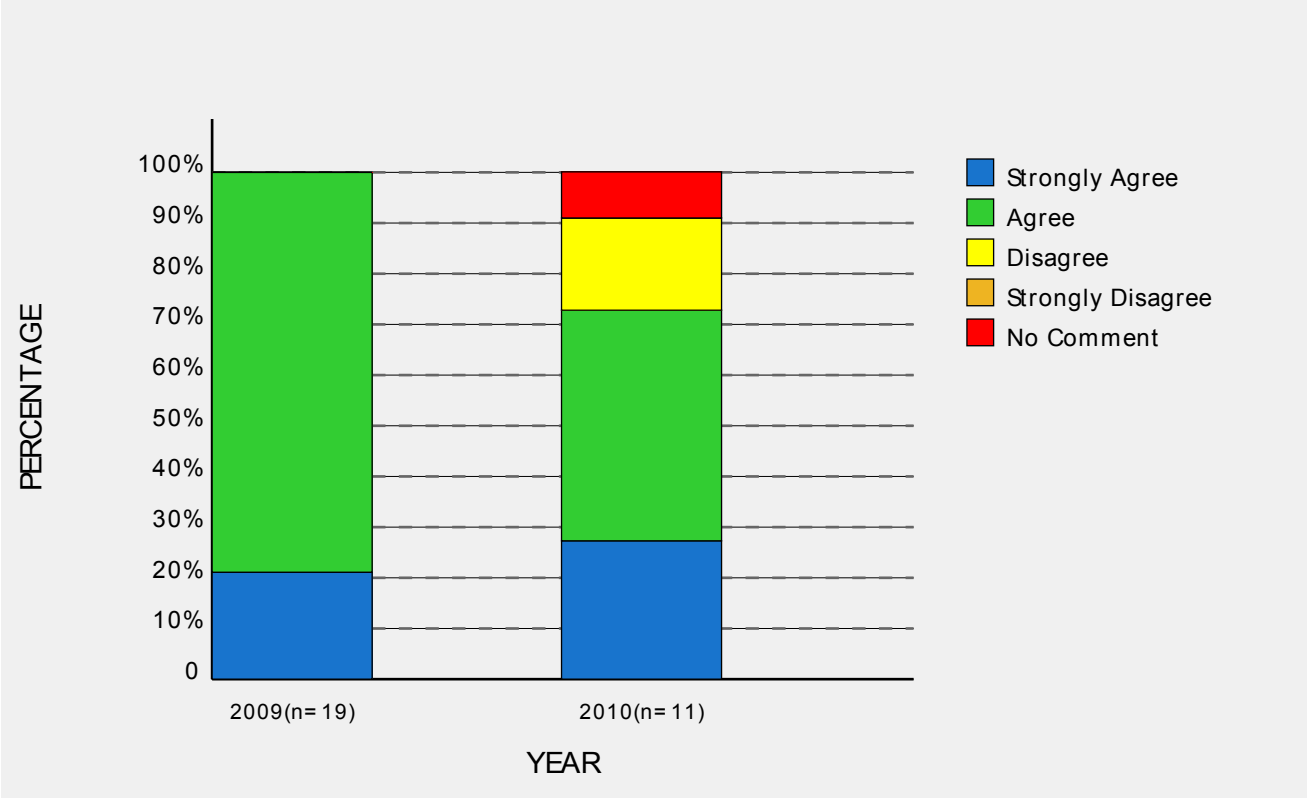
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	36.8%	7	47.4%	9	15.8%	3	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	45.5%	5	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	47.8%	1179	45.7%	1126	4.2%	103	2.0%	49	0.4%	9	2466	19.7%

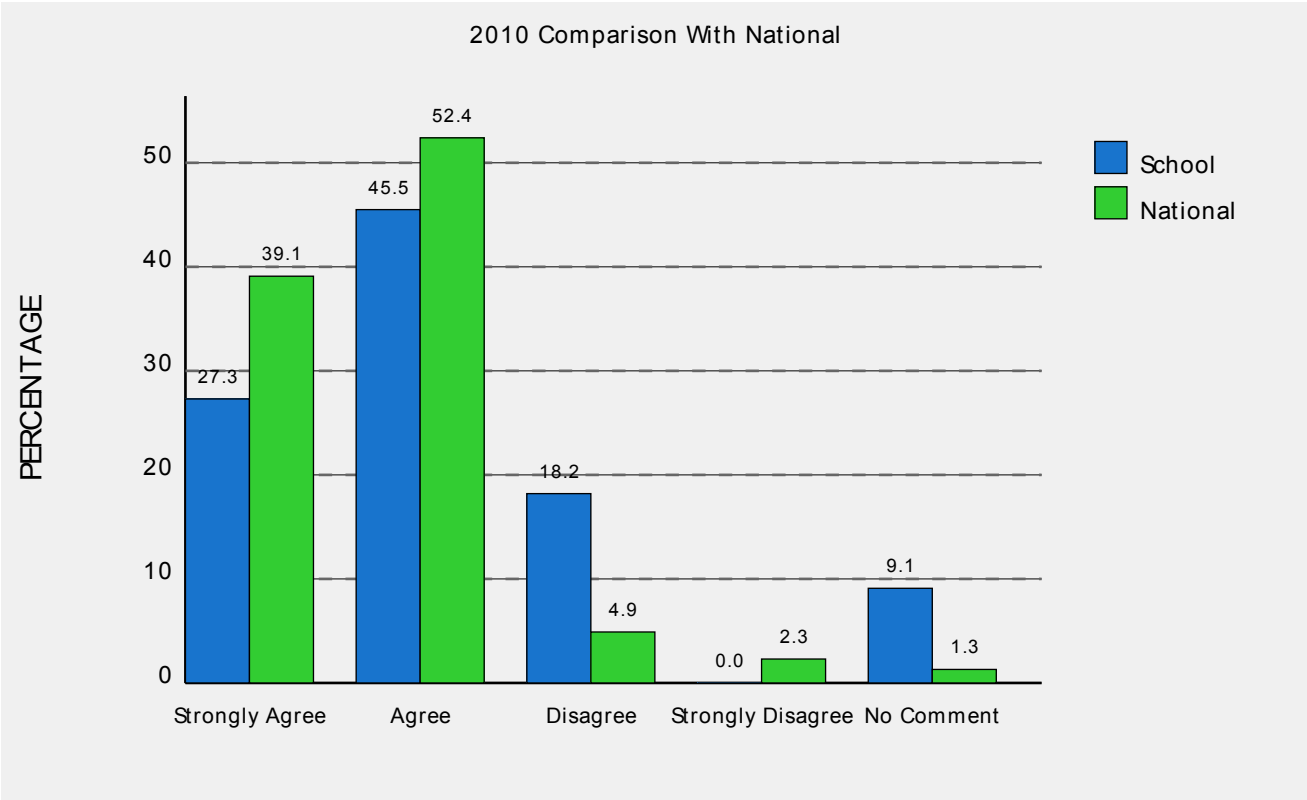
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 30. When I was a student the faculty displayed respect for their colleagues and students.





Question 30. When I was a student the faculty displayed respect for their colleagues and students.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	78.9%	15	0.0%	0	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	45.5%	5	18.2%	2	0.0%	0	9.1%	1	11	20.8%
National	39.1%	965	52.4%	1292	4.9%	120	2.3%	57	1.3%	32	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.	Satisfactory
Faculty, administrators, preceptors, and staff are committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.	Satisfactory
The college or school develops, via a broadly based process, a policy consistent with university policies on student, faculty, preceptor, and staff professionalism that defines expected behaviors and consequences for deviation from the policy, as well as due process for appeals.	Satisfactory
The activities undertaken by the college or school to promote professional behavior are effective.	Satisfactory
The activities undertaken by the college or school to promote harmonious relationships are effective.	Satisfactory
The activities undertaken by the college or school to promote student mentoring and leadership development are effective.	Satisfactory
Faculty receive support from peers to participate in student mentoring and leadership development activities, and these efforts are viewed favorably by college or school administration.	Satisfactory
The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ Strategies that the college or school has used to promote professional behavior, and the outcomes
☑ Strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes
☑ Strategies that the college or school has used to promote student mentoring and leadership development, and the outcomes
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College guides and supports students in the development of professional behavior throughout the program. As noted in Standard 19, the *Essential Characteristics of a Student Pharmacist* serves as a guiding document that details expectations of professional students for current and prospective students in the College. The *Essential Characteristics of a Student Pharmacist* is frequently cited, reviewed during orientation sessions and found in the Student Handbook. It provides a clear standard used by the Admissions and Recruiting committee when evaluating applications for admission and by the Academic and Professional Standards committee for concerns involving current students. The faculty is aware that application of the 'Essential Characteristics' often involves subjective interpretation and an appeals process is available to students that wish to challenge committee decisions.

A new student orientation and White Coat ceremony opens the professional career of first year students. These events are well received by students and include senior students, faculty, families and alumni. The White Coat ceremony concludes with recitation of the *Oath of a Pharmacist* and students collectively sign the Pledge of Professionalism. Pharmacy Practice Symposium also has a strong emphasis on professionalism and professional behavior during fall term. A statement regarding civility is also included on every course syllabus (see optional documents). Orientation sessions to third and fourth professional years, in particular, also emphasize appropriate interprofessional interactions as students join the OHSU medical campus and engage in advanced experiences in varied practice settings. Finally, graduating students are reminded of their responsibilities with a reading of the *Oath of Professionalism* during graduation.

College-sponsored and student-led social events provide venues for students, faculty, staff, and their families to interact in fun and casual settings throughout the academic year. Fall luncheons and BBQs associated with orientation sessions, the Executive Council led annual Apothecary Ball, and year-end Luau and P3 BBQ have become regular features of the academic year. The introduction of an alumni event at the annual meeting of OSPA in 2010 added opportunity for students to connect with alumni. The College annually sponsors

an Interview Day for graduating students and Career Day for all professional students. The end of the academic year is celebrated with a Student Recognition Banquet and graduation ceremonies. A significant majority of faculty and staff participate in these year end activities and student events throughout the academic year.

Students and preceptors expressed some concern with how effectively the College handles issues related to professional misconduct. Confidentiality limits discussion of specific concerns and their resolution outside of the Academic and Professional Standards committee, but efforts have been made to provide a more complete perspective. The Executive Associate Dean and Director of Student Services are active in working with faculty and student leaders to clarify procedures and provide perspective. The Executive Associate Dean, on behalf of the committee, has summarized committee processes during a faculty meeting and, conversely, the College has sponsored a workshop to specifically address some of the unique perspectives that should be considered in working with adult learners, given that the average entering age of professional students is about 25 years old. It is also hoped the *Essential Characteristics of a Student Pharmacist* will provide stronger guidance and greater confidence in expectations for students.

The College prides itself in facilitating student professional involvement and effective student leadership. The Student Executive Council (see Standard 22) is the student governing body and includes representation from all professional classes and professional organizations. The Executive Council budget is seeded by the College administration and supplemented by student led fundraising activities. It is the conduit for formal communications with College administration, and coordinates and provides financial support for student professional activities. Student Executive Council holds an annual retreat to plan for the coming academic year, in addition to biweekly meetings during the academic year.

Oregon State Student Pharmacists (OSSP) is an umbrella professional organization that includes student representation with APhA and the state affiliate OSPA, ASHP and the state affiliate OSHP, and NCPA. Additionally, individual students can request that their membership include other professional organizations, such as ACCP, AMCP and OSCP (Oregon Society of Consultant Pharmacists). Some professional students are also members of the local student chapter of AAPS.

Student participation in OSSP membership is voluntary, but is approaching 70% of the student body. OSSP has a robust committee structure that provides opportunities for student leadership, and involvement in advocacy and in patient care outreach. Setting an expectation that student leaders and committee chairs serve two year terms has significantly increased student activities on the Portland campus. Student leaders typically begin their office or chair responsibilities as a second year students and continue their interests as third year students on the Portland campus. More than 50 students have leadership positions within OSSP and an additional 30 students are officers for Student Executive Council, fraternal organizations and individual professional classes (see optional documentation). In addition to leadership in the College, students have held regional or national leadership positions with APhA, ASHP and ACCP over the past two years.

Phi Delta Chi, Phi Lambda Sigma and Rho Chi Society, as fraternal organizations with restricted memberships, cannot be included in the professional umbrella organization, OSSP. They are represented in the Executive Council, however, and have active programs that often collaborate with OSSP committees. Each organization assures that they are represented annually at their respective state, regional and national professional meetings. The College works to also assure faculty representation whenever possible.

Faculty members understand the significant role that professional involvement plays in student development. Faculty members are aware of professional events and work to avoid testing during major professional meetings. Each fraternal and professional organization is supported by faculty advisors. Several additional faculty members are resources for specific patient care outreach activities. Each licensed pharmacy practice faculty member participates in three to ten student lead outreach events annually. Preceptors from the community have similarly been supportive at various outreach events.

More than 90% of graduating students in 2010 agreed that information about additional educational opportunities was available. Faculty members encourage and host presentations about residency and fellowships. College ‘White Box’ seminars also assist in providing students perspectives on varied practice settings and opportunities. Students often seek and receive career advice and information from faculty and preceptors with special areas of interest. The Director of Experiential Programs and other faculty members are active in providing letters of reference for students seeking post-graduate opportunities and have contacts throughout the state and country that are excellent resources for students wishing to explore various career options.

Recent surveys suggest graduating students are less aware of research opportunities in the College. Significant strides have been taken to address this concern. Presentations outlining research opportunities in the College are part of first year orientation activities and a comparable presentation is now part of to third year orientation. The introduction of electives to the curriculum has also significantly increased participation in research activities. In the 2010 – 11 academic year, 18 students participated in research electives or completed research rotations with College faculty. Summaries of research completed with faculty were presented by professional students in a variety of venues, including the annual College graduate research retreat and OHSU Student Research Forum. The College and Student Executive Council have also assisted students in attending national meetings at which abstracts have been accepted for presentation.

Faculty, staff and students develop positive relationships and are mutually respectful inside and outside the classroom. Students also agree that preceptors model professional attributes and behaviors. In the Learning Environment surveys, a strong majority of students indicate they agree or strongly agree with the statement “My experience in the College of Pharmacy finds that faculty and staff treat students equally/with respect". In AACP surveys of graduating students, all students agreed that faculty, administrators and staff were committed to serving as positive role models.

Summary - Overall, surveys indicate the College is successful in creating a climate conducive to harmonious relationships between students, faculty and staff. AACP Graduating student surveys and College Learning Environment surveys indicate a high level of agreement that the College clearly communicates academic and professional expectations, and encourages and supports professional involvement. There is a high degree of reciprocal respect that exists among faculty, staff and students. It is notable that there is a high level of agreement with the statement, “I feel as though I belong in the College of Pharmacy community."

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

24. Faculty and Staff - Quantitative Factors

The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.

1. Documentation and Data

Supporting Documents

1. List of full time staff within each department/division and their areas of responsibility (e.g. administrative support, telecommunication, audiovisual, and computer personnel) [NOTE: SAME REPORT FOR STANDARD 7 AND STANDARD 24]

Appendix	Title	File Name
Appendix 24.1.1	List of Full Time Staff and Areas of Responsibility	Who_Does_What_2011x.pdf

2. List of part time paid faculty (< 0.5FTE) and staff with (as applicable) academic title, credentials, department/division, and areas of responsibility

Appendix	Title	File Name
Appendix 24.2.1	Faculty With Appointments Less Than 0.5 FTE	Faculty_with_appointments_less_than_05x.pdf

3. ACPE Faculty Resource Report

Appendix	Title	File Name
Appendix 24.3.1	ACPE Faculty Resource Report	2011_FacultyResourceReport.pdf

4. List of faculty turn-over for the last 5 years, by department/division, with reasons for leaving and timing of replacements

Appendix	Title	File Name
Appendix 24.4.1	Faculty Turn-Over, last 5 years	Self_Study_Faculty_Resignation_Replacement

5. List of staff turn-over for the last 5 years, by department/division, with reasons for leaving and timing of replacements

Appendix	Title	File Name
Appendix 24.5.1	Staff Turn-Over, last 5 years	Support_Staff_Terminationx.pdf

6. List of voluntary faculty, with academic title/status and practice site; specify IPPE and/or APPE

Appendix	Title	File Name
No files uploaded		

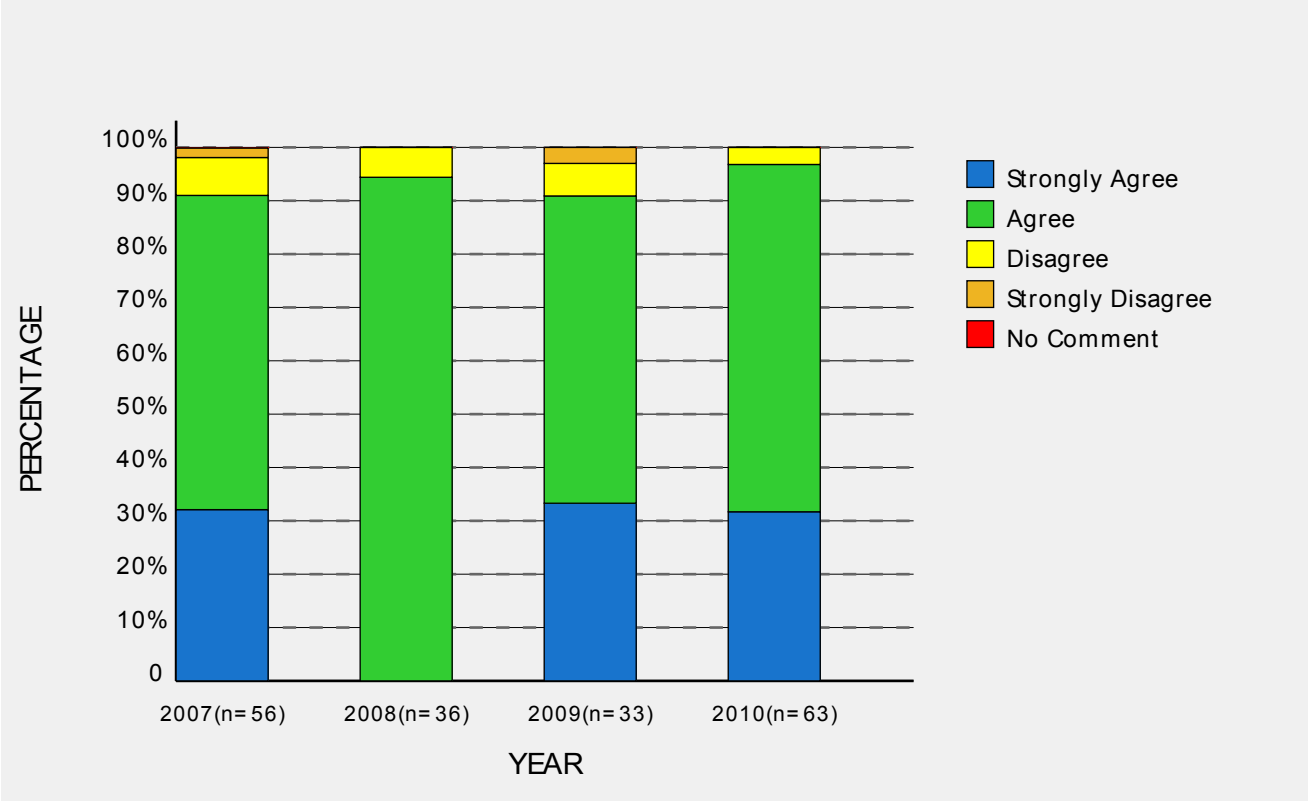
7. Other documentation or data that provides supporting evidence of compliance with the standard.

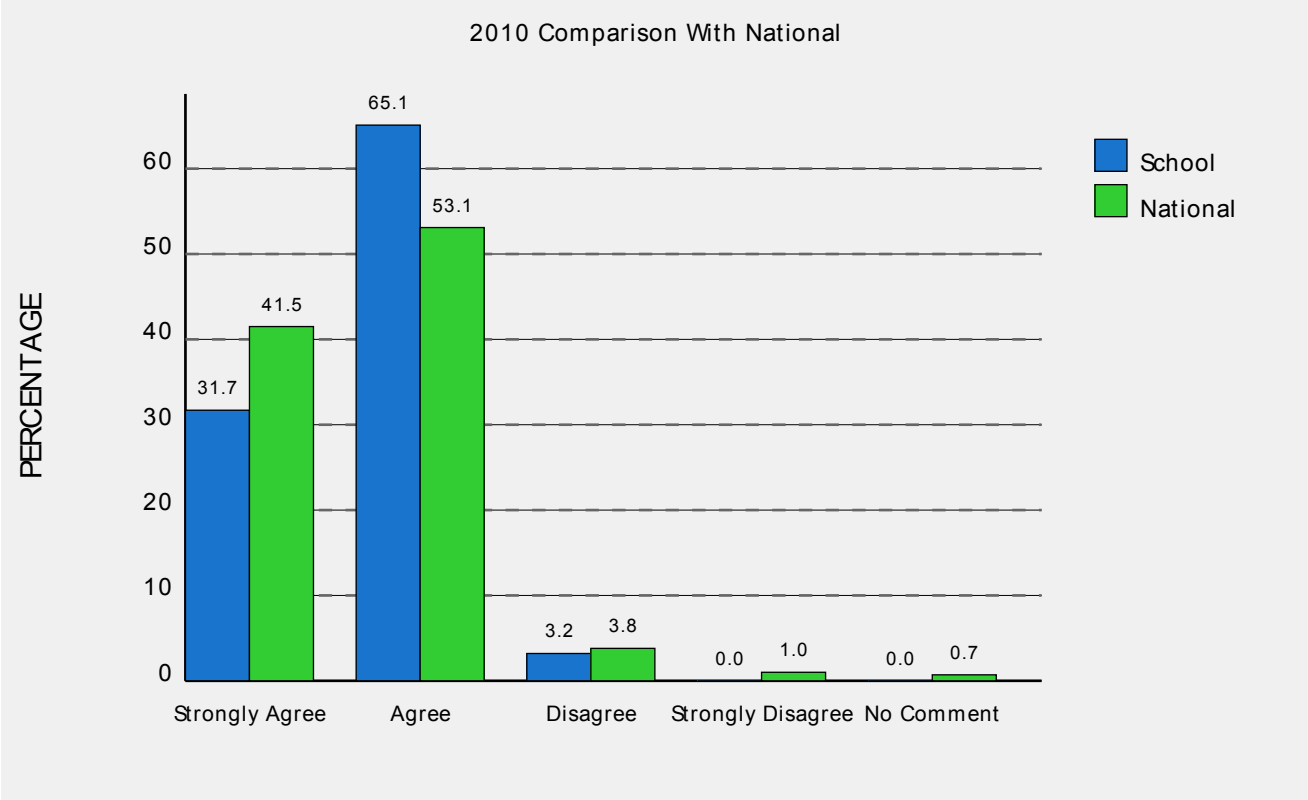
Appendix	Title	File Name
Appendix 24.7.1	2011 AACP Annual Faculty Survey	AACP_faculty_survey_OSU_2011x.pdf
Appendix 24.7.2	Ongoing Implementation of Staff Improvements	Support_Staff_Improvementsx.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 69. Overall, preceptors provided me with individualized instruction, guidance and evaluation that met my needs as a Doctor of Pharmacy student.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
65.1
53.1
41.5
31.7
3.2
3.8
0.0
1.0
0.0
0.7
School
National
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment

Question 69. Overall, preceptors provided me with individualized instruction, guidance and evaluation that met my needs as a Doctor of Pharmacy student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	32.1%	18	58.9%	33	7.1%	4	1.8%	1	0.0%	0	56	68.3%
2008	0.0%	0	94.4%	34	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	57.6%	19	6.1%	2	3.0%	1	0.0%	0	33	39.3%
2010	31.7%	20	65.1%	41	3.2%	2	0.0%	0	0.0%	0	63	75.0%
National	41.5%	3182	53.1%	4075	3.8%	290	1.0%	78	0.7%	50	7675	71.2%

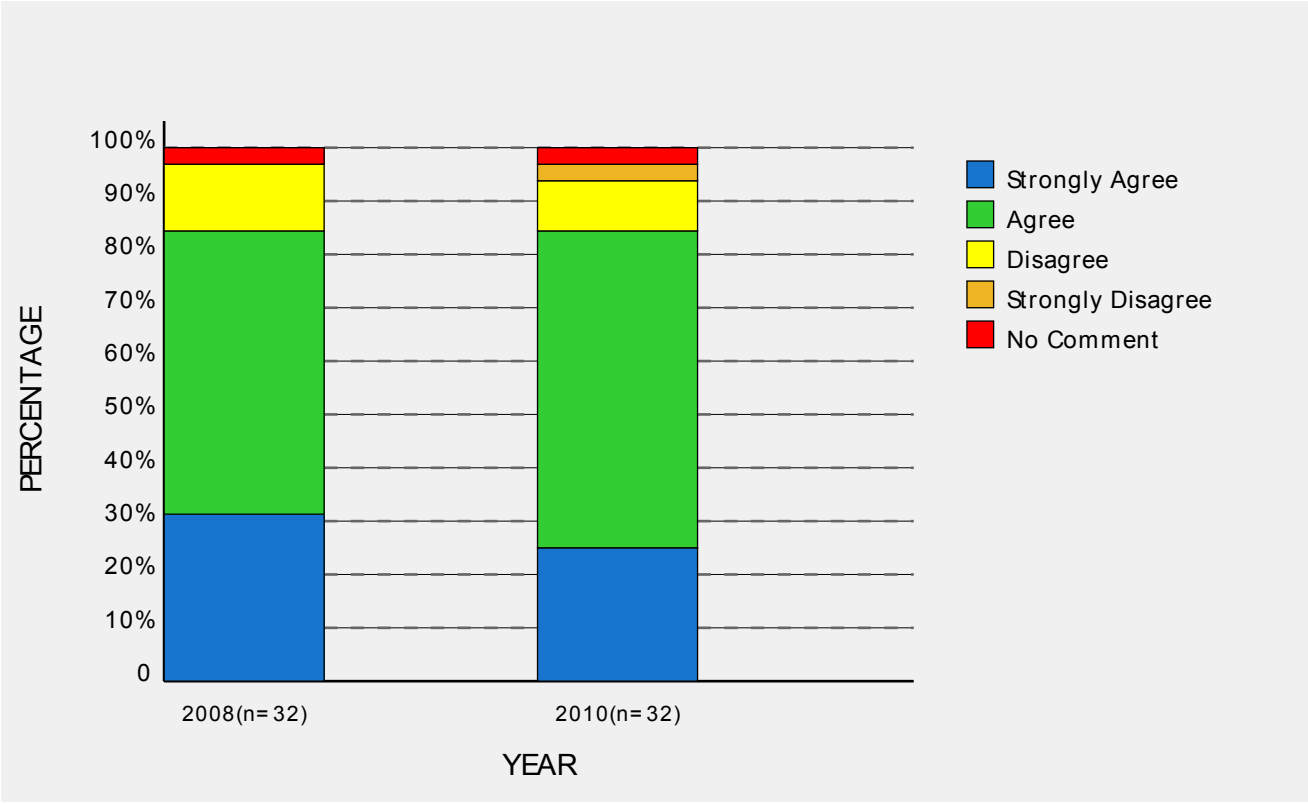
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

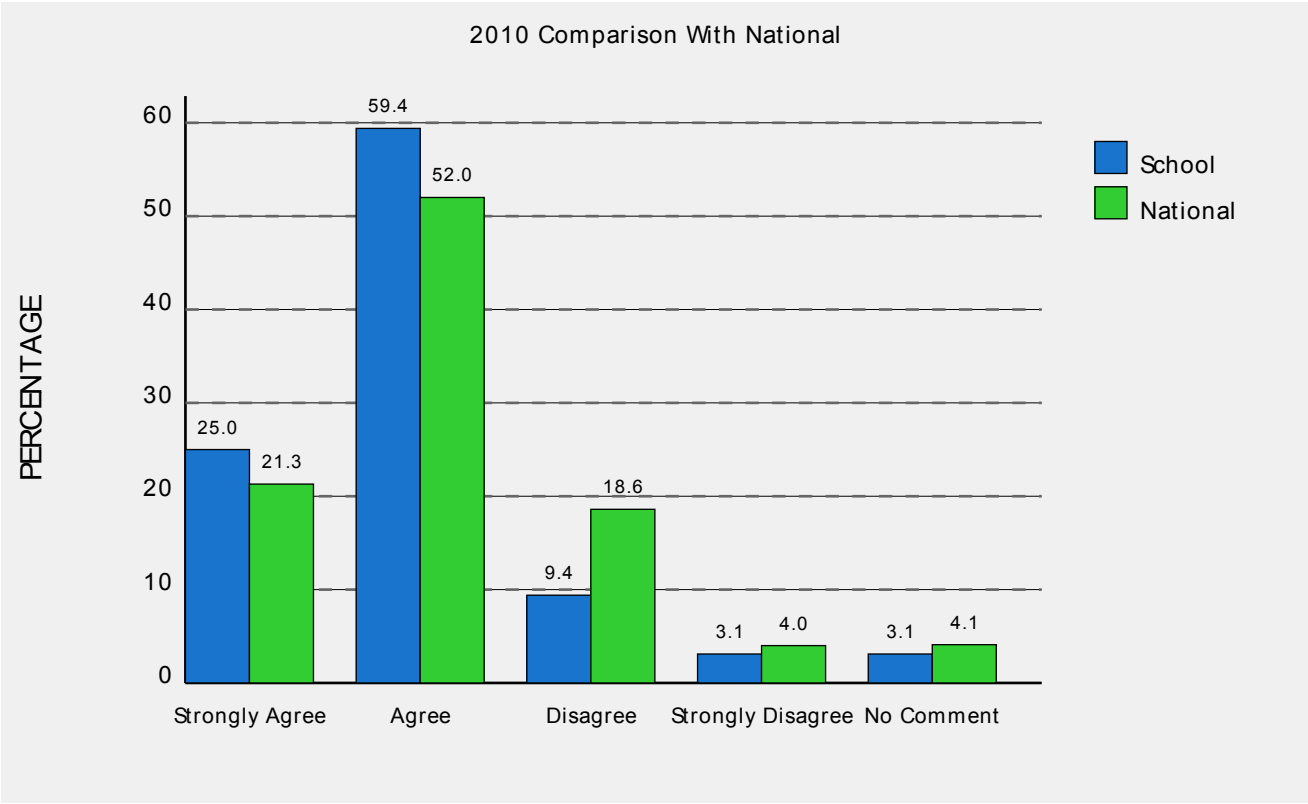
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 14. My allocation of effort has been clearly stated.





Question 14. My allocation of effort has been clearly stated.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	31.3%	10	53.1%	17	12.5%	4	0.0%	0	3.1%	1	32	82.1%
2010	25.0%	8	59.4%	19	9.4%	3	3.1%	1	3.1%	1	32	82.1%
National	21.3%	582	52.0%	1423	18.6%	508	4.0%	110	4.1%	113	2736	69.1%

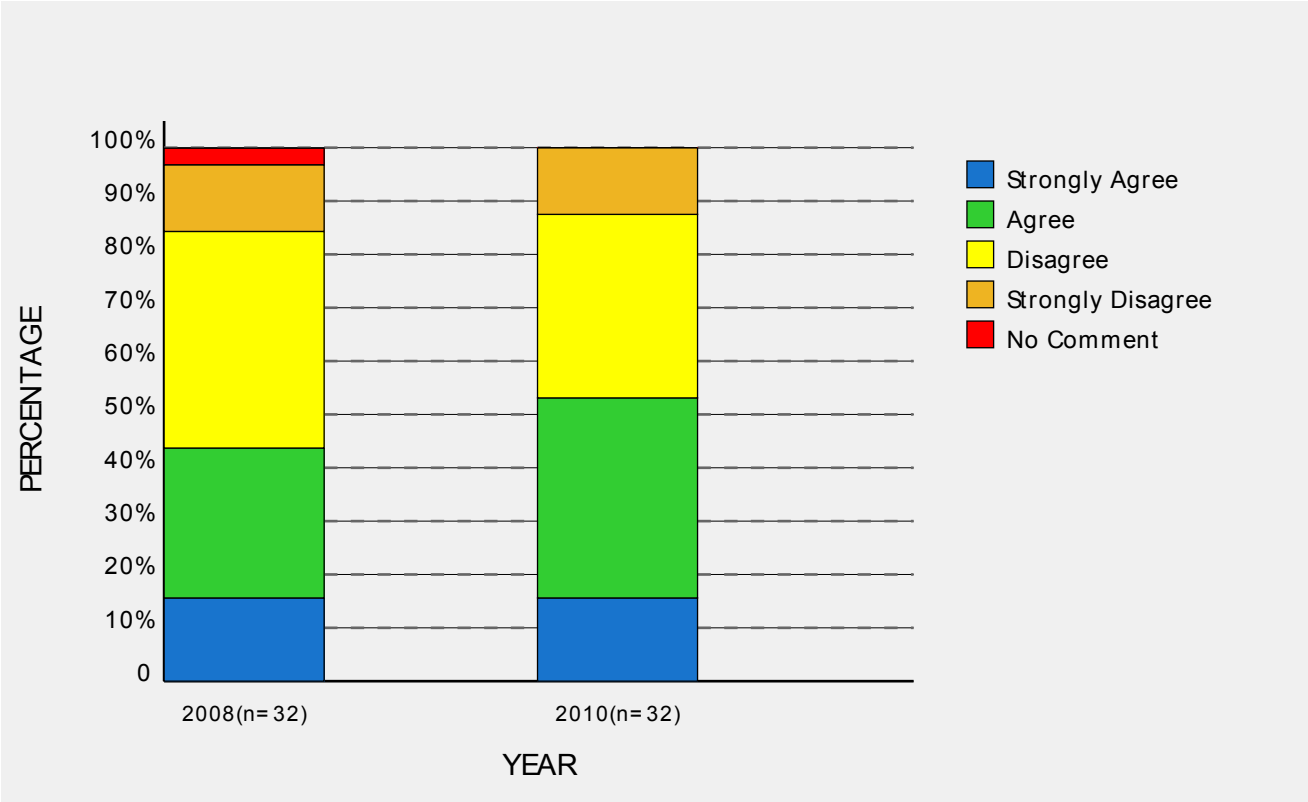
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

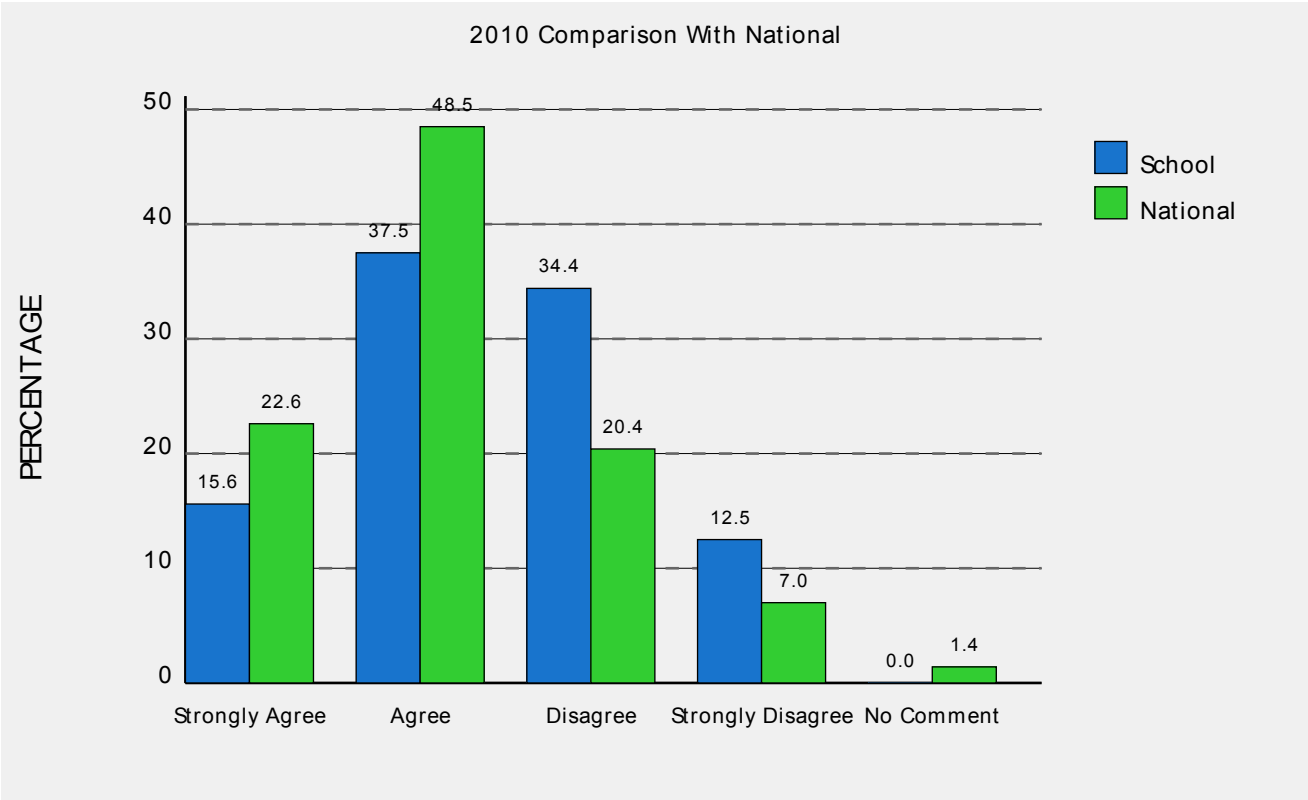
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 10.0% and 0% of faculty disagree or strongly disagree. respectively, with this statement.

Faculty Survey

Question 20. I receive adequate support staff resources.





Question 20. I receive adequate support staff resources.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	28.1%	9	40.6%	13	12.5%	4	3.1%	1	32	82.1%
2010	15.6%	5	37.5%	12	34.4%	11	12.5%	4	0.0%	0	32	82.1%
National	22.6%	619	48.5%	1328	20.4%	558	7.0%	192	1.4%	39	2736	69.1%

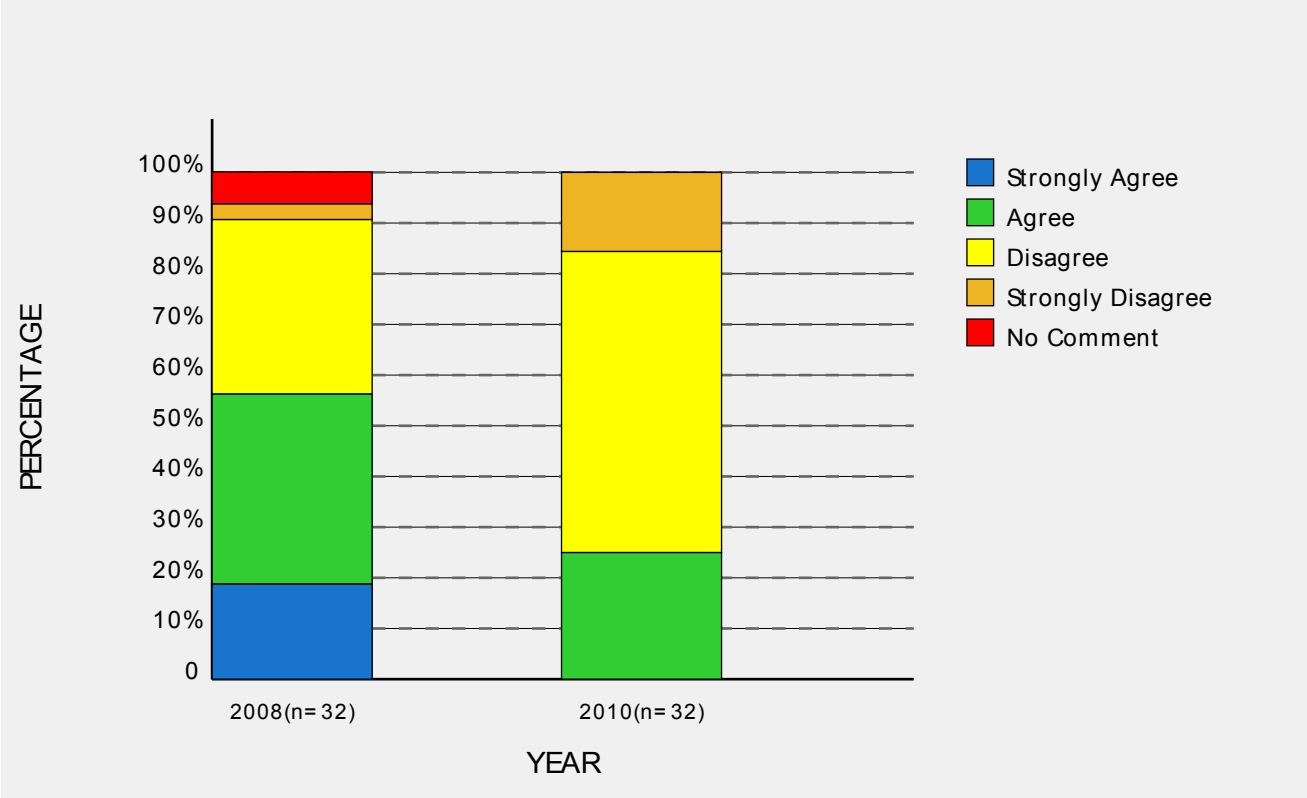
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

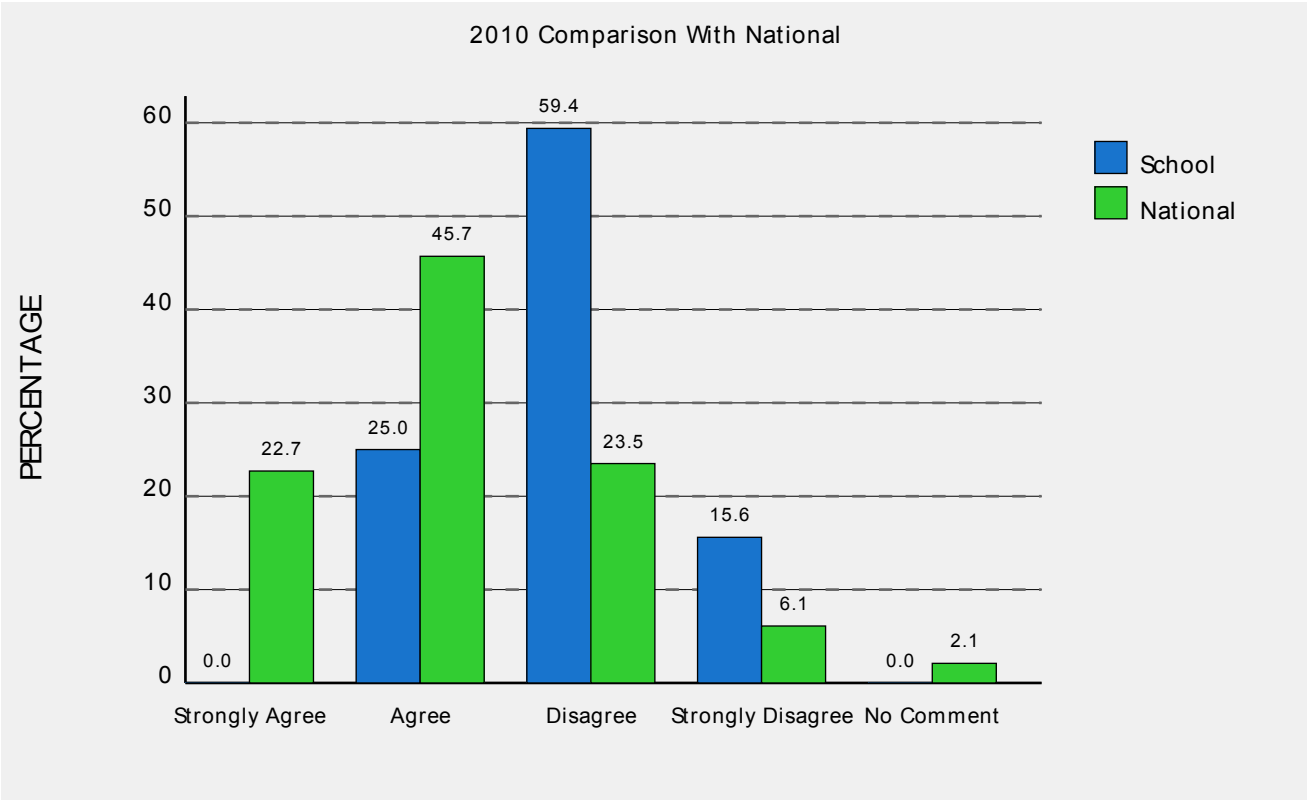
Program comments on this Data View:

Faculty perceptions have improved modestly in the 2011 survey to more closely approximate national data. In the 2011 survey, 23.3% and 3.3% of faculty indicate they disagree or strongly disagree, respectively, with this statement.

Faculty Survey

Question 27. The college/school has a sufficient number of qualified faculty.





Question 27. The college/school has a sufficient number of qualified faculty.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	37.5%	12	34.4%	11	3.1%	1	6.3%	2	32	82.1%
2010	0.0%	0	25.0%	8	59.4%	19	15.6%	5	0.0%	0	32	82.1%
National	22.7%	621	45.7%	1249	23.5%	643	6.1%	166	2.1%	57	2736	69.1%

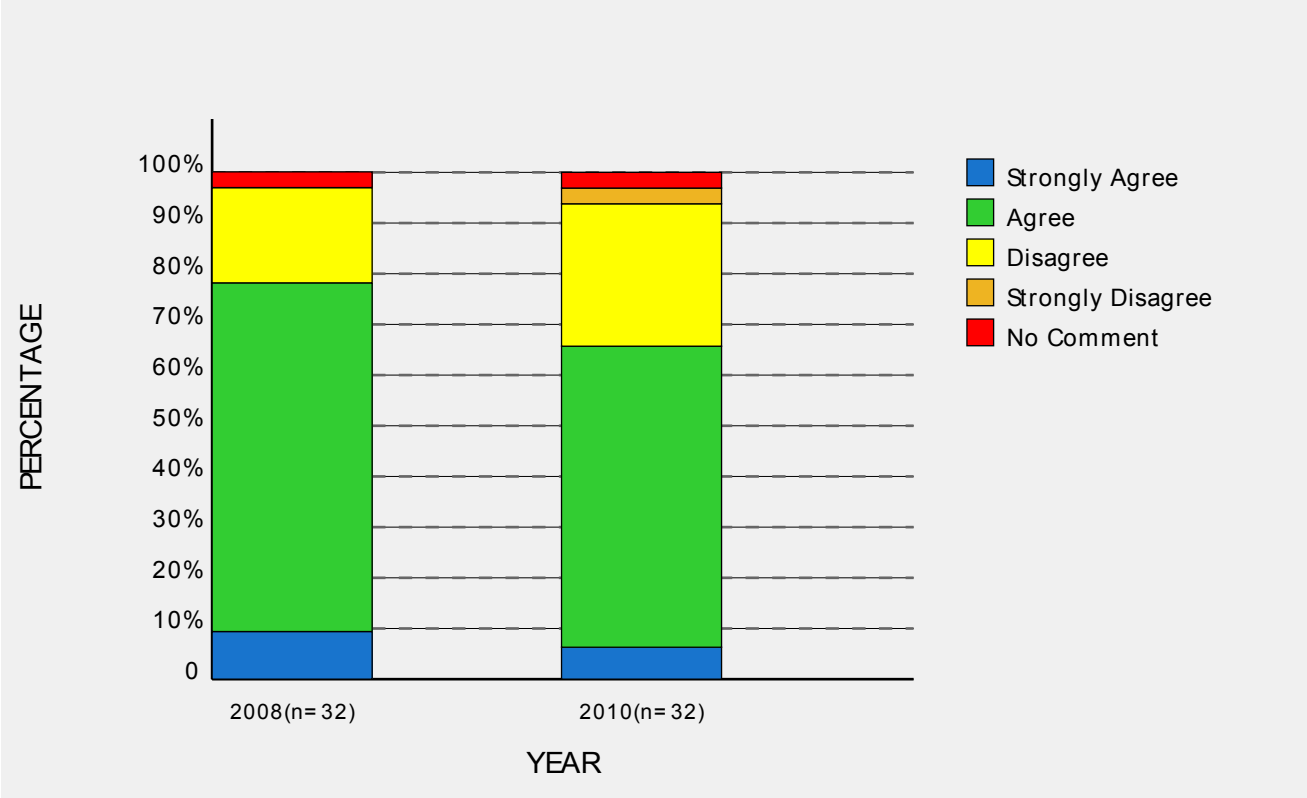
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

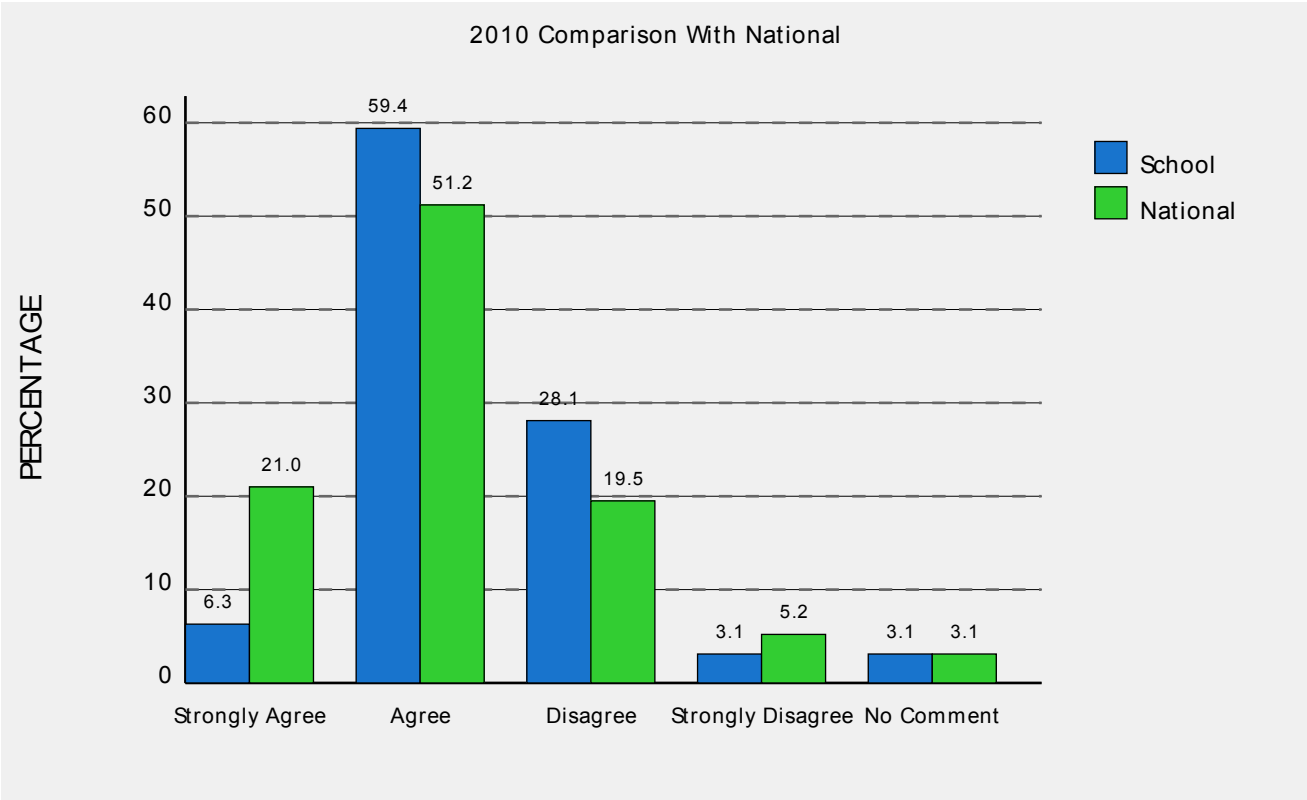
Program comments on this Data View:

Similar to question 20, faculty perceptions have improved modestly in the 2011 indicating that 33.3% and 6.7% of faculty indicate they disagree or strongly disagree, respectively, with this statement.

Faculty Survey

Question 28. The program's resources can accommodate present student enrollment.





Question 28. The program's resources can accommodate present student enrollment.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	68.8%	22	18.8%	6	0.0%	0	3.1%	1	32	82.1%
2010	6.3%	2	59.4%	19	28.1%	9	3.1%	1	3.1%	1	32	82.1%
National	21.0%	574	51.2%	1400	19.5%	534	5.2%	142	3.1%	86	2736	69.1%

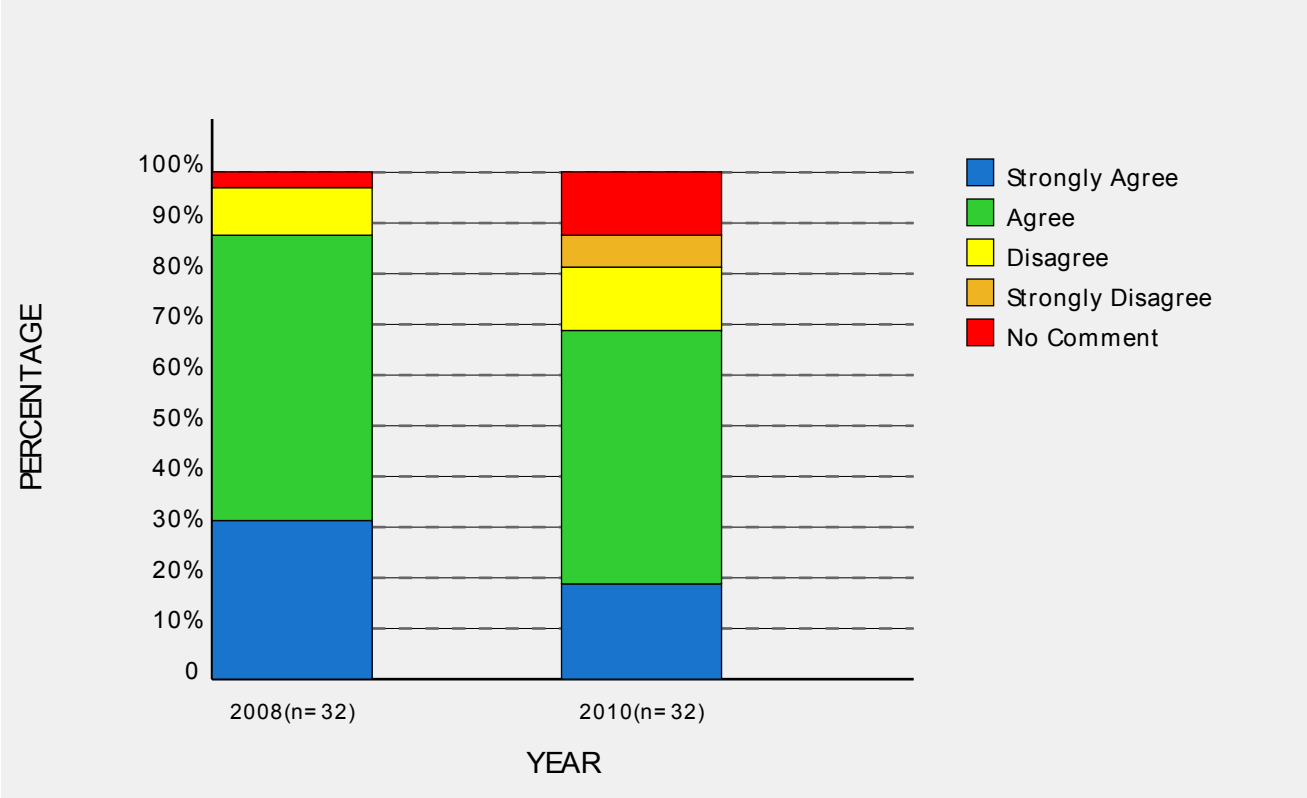
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

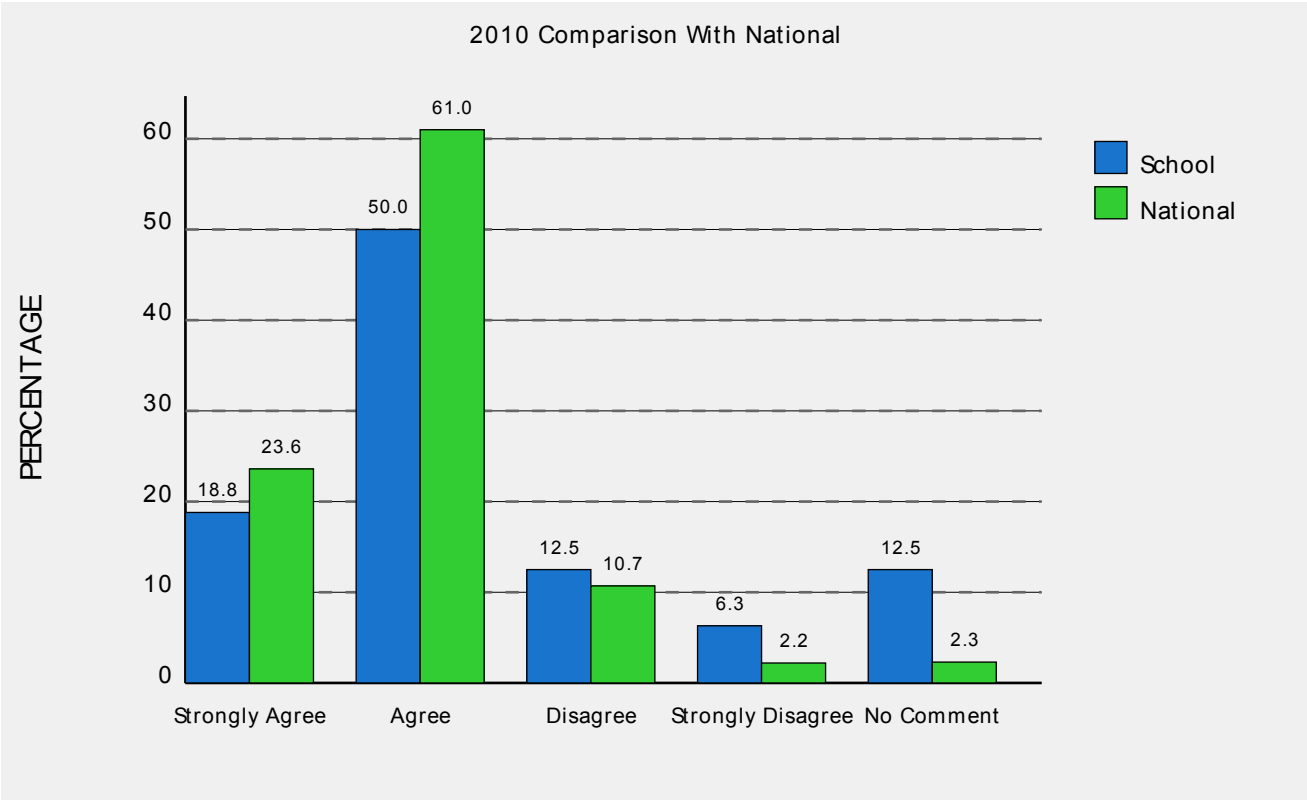
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 20.0% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. These results are reasonably consistent with national data.

Faculty Survey

Question 62. In my opinion, the proportion of my time spent on teaching is appropriate.





Question 62. In my opinion, the proportion of my time spent on teaching is appropriate.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	31.3%	10	56.3%	18	9.4%	3	0.0%	0	3.1%	1	32	82.1%
2010	18.8%	6	50.0%	16	12.5%	4	6.3%	2	12.5%	4	32	82.1%
National	23.6%	647	61.0%	1670	10.7%	294	2.2%	61	2.3%	64	2736	69.1%

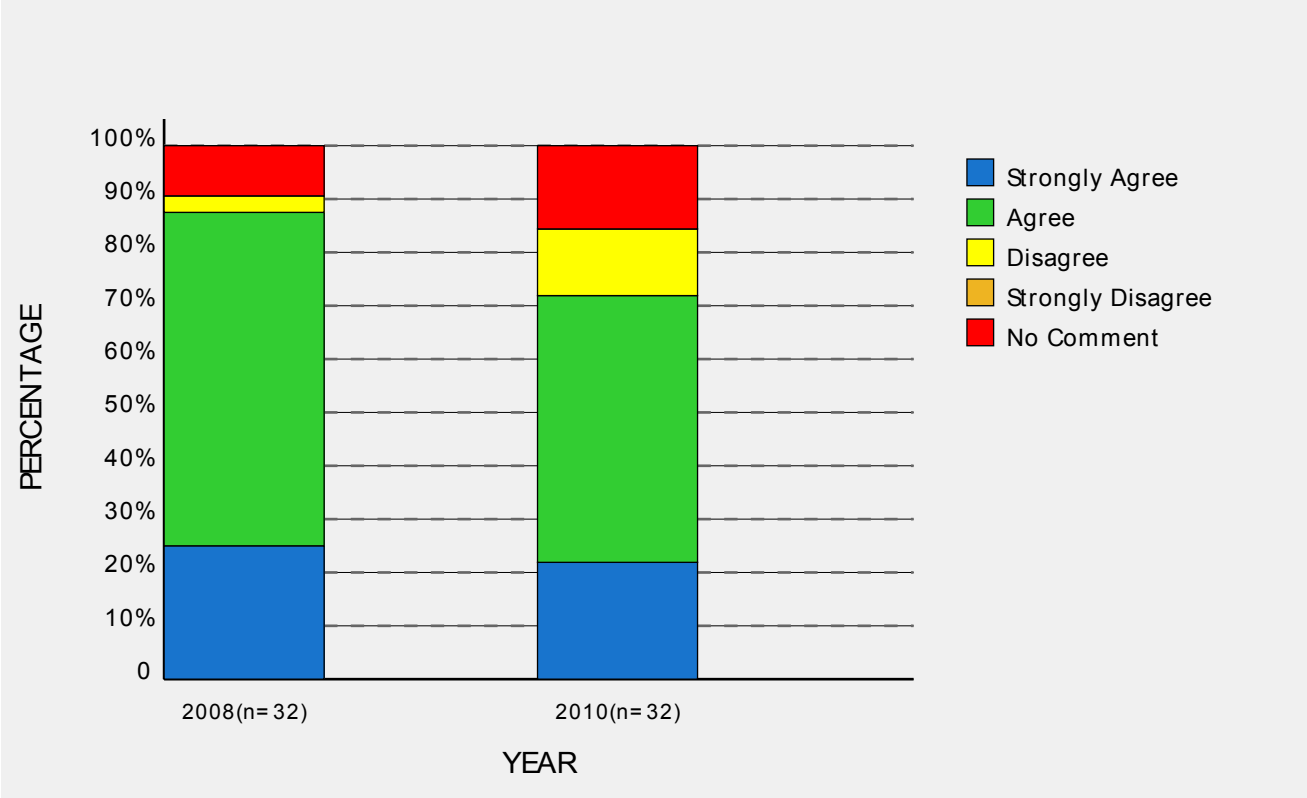
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

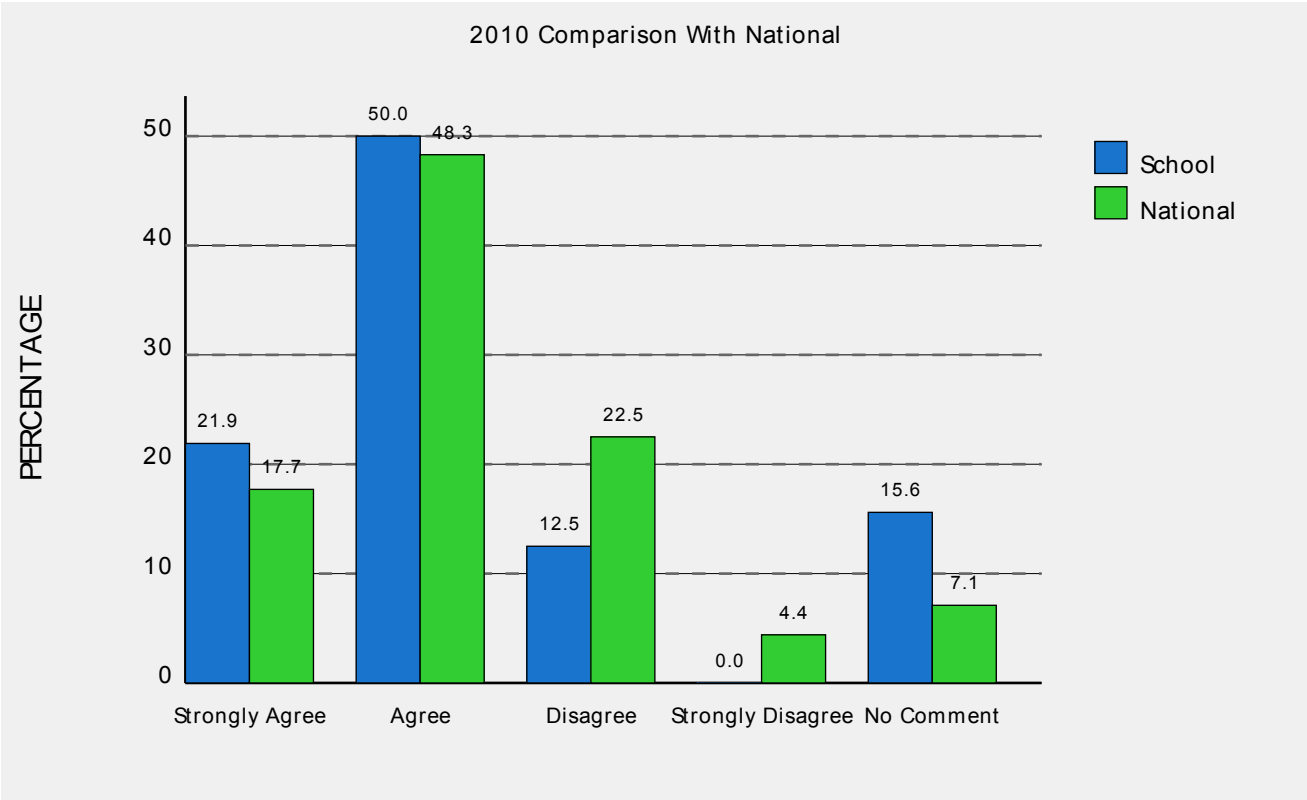
Program comments on this Data View:

The manner in which this question is asked has changed for the 2011 Faculty survey, so normalization to national results is not possible. College results indicate faculty perceptions of time spent are: 3.3% too little; 53.3% about right; and 23.3% too much (20% no comment)

Faculty Survey

Question 63. In my opinion, the proportion of my time spent on research is appropriate.





Question 63. In my opinion, the proportion of my time spent on research is appropriate.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.0%	8	62.5%	20	3.1%	1	0.0%	0	9.4%	3	32	82.1%
2010	21.9%	7	50.0%	16	12.5%	4	0.0%	0	15.6%	5	32	82.1%
National	17.7%	484	48.3%	1321	22.5%	615	4.4%	121	7.1%	195	2736	69.1%

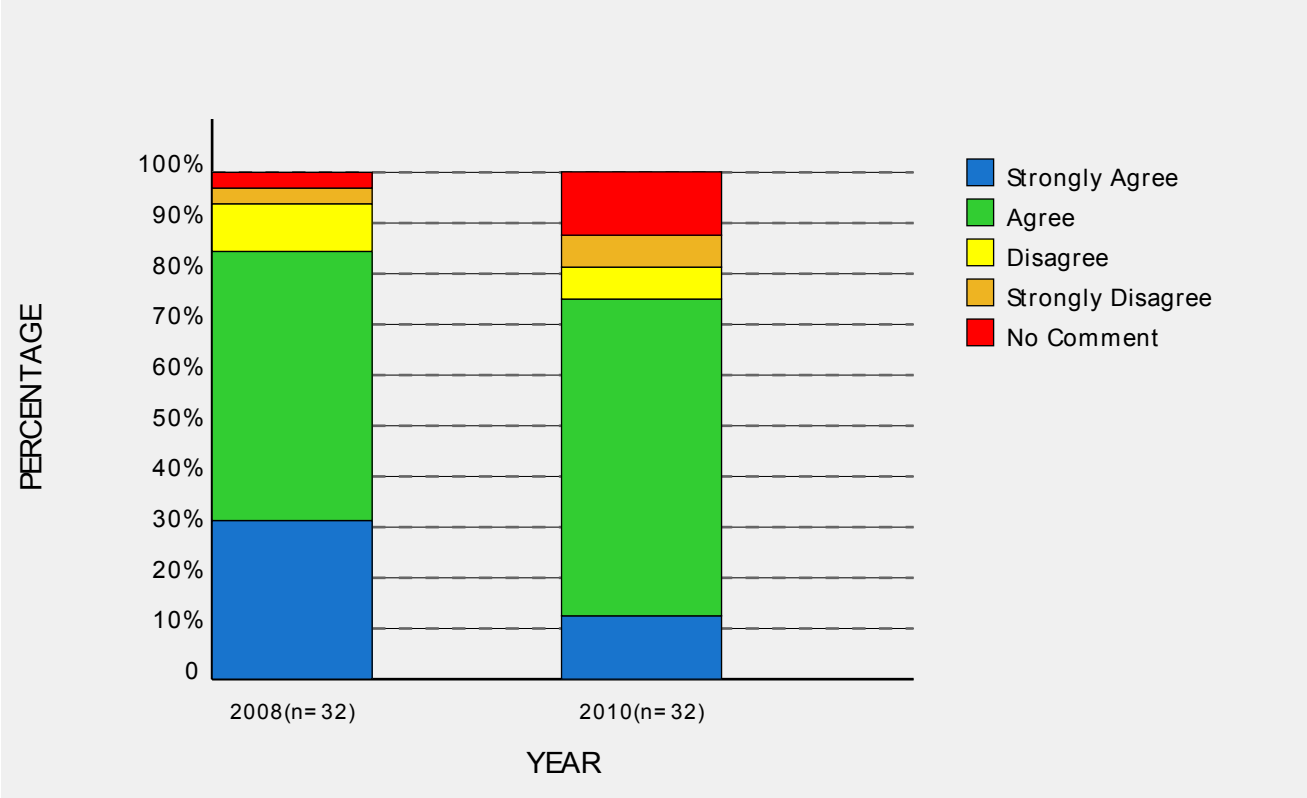
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

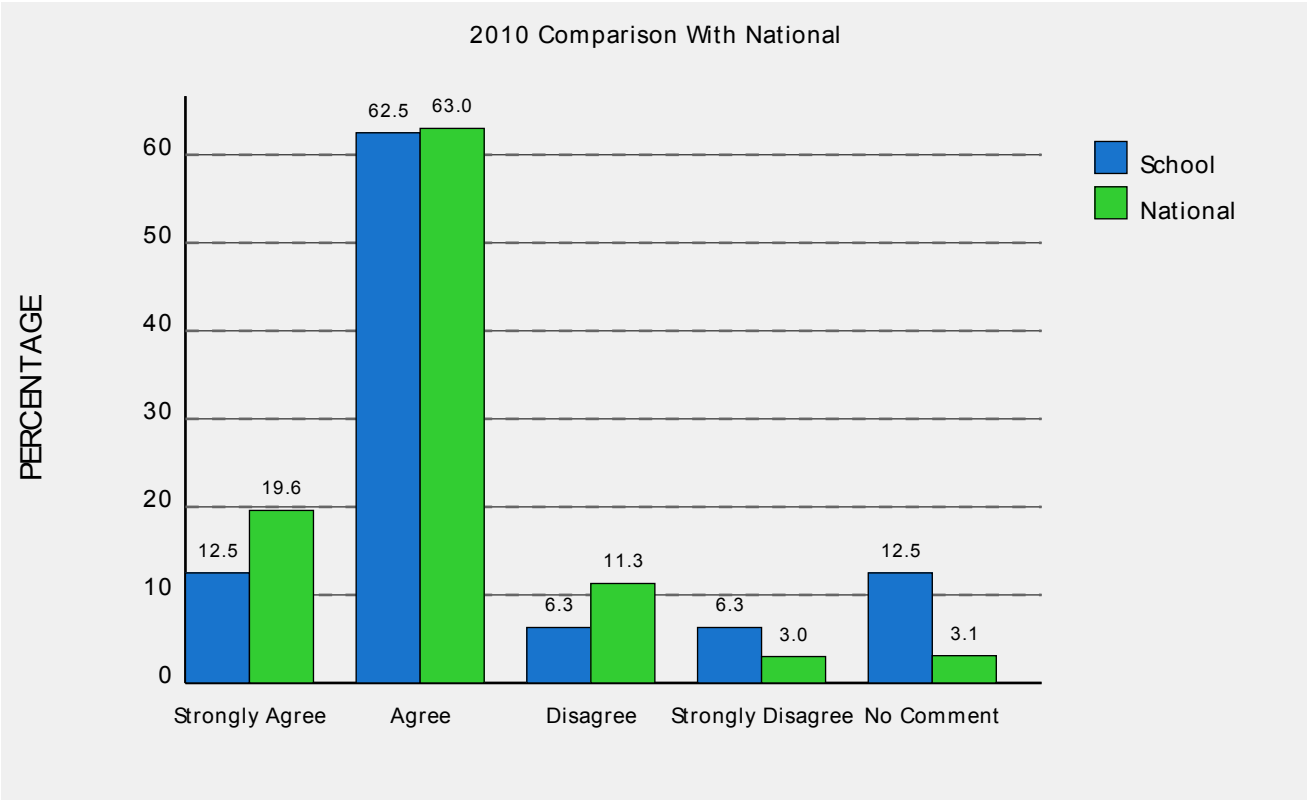
Program comments on this Data View:

The manner in which this question is asked has changed for the 2011 Faculty survey, so normalization to national results is not possible. College results indicate faculty perceptions of time spent are: 30.0% too little; 50.0% about right; and 0% too much (20% no comment)

Faculty Survey

Question 64. In my opinion, the proportion of my time spent on service is appropriate.





Question 64. In my opinion, the proportion of my time spent on service is appropriate.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	31.3%	10	53.1%	17	9.4%	3	3.1%	1	3.1%	1	32	82.1%
2010	12.5%	4	62.5%	20	6.3%	2	6.3%	2	12.5%	4	32	82.1%
National	19.6%	537	63.0%	1724	11.3%	309	3.0%	81	3.1%	85	2736	69.1%

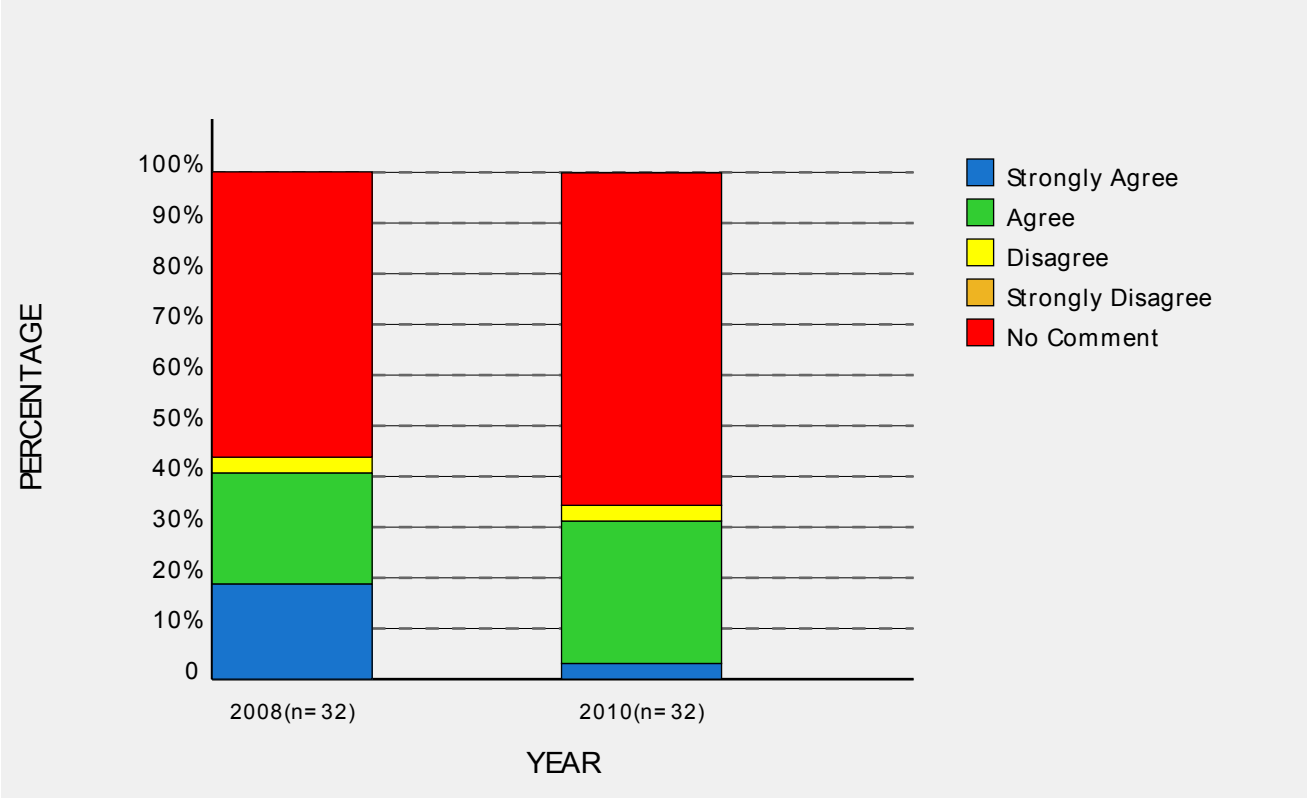
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

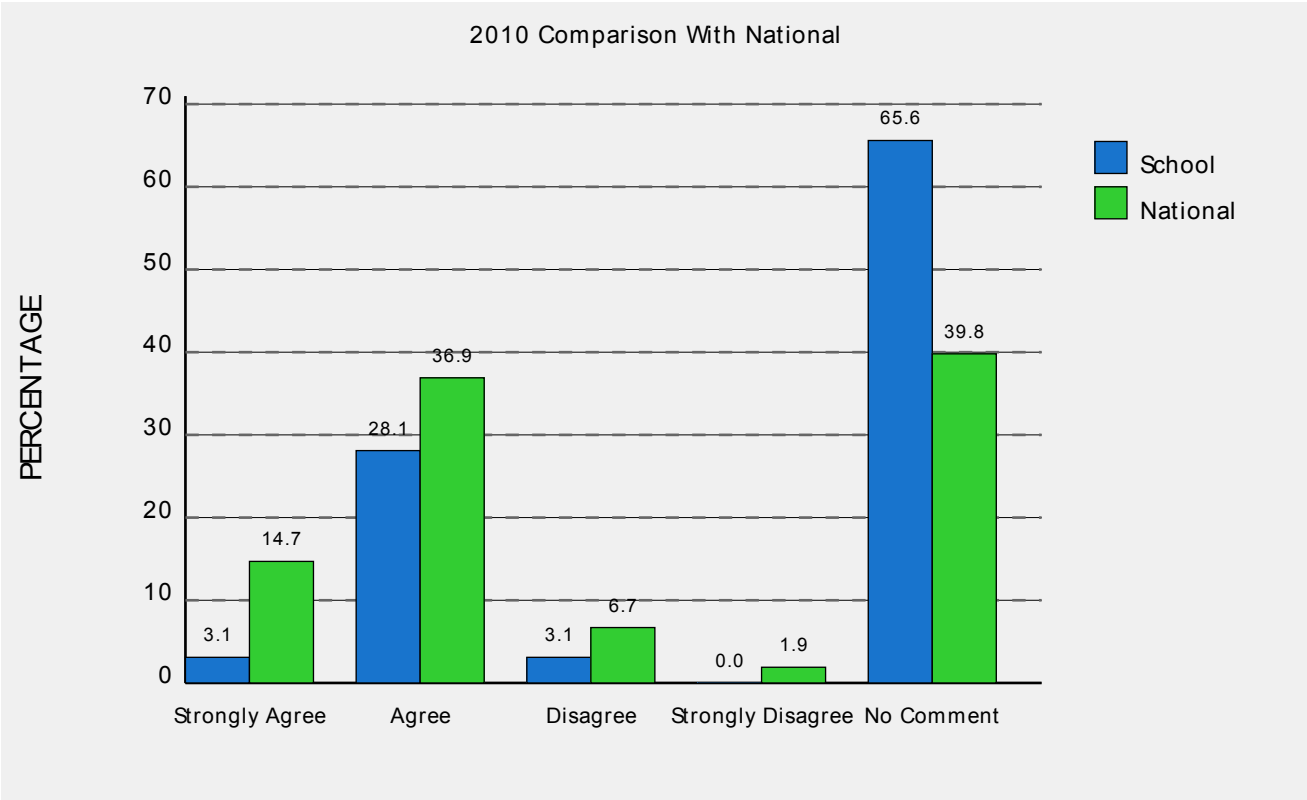
Program comments on this Data View:

The manner in which this question is asked has changed for the 2011 Faculty survey, so normalization to national results is not possible. College results indicate faculty perceptions of time spent are: 0% too little; 56.7% about right; and 33.3% too much (10% no comment)

Faculty Survey

Question 65. In my opinion, the proportion of my time spent on clinical service is appropriate.





Question 65. In my opinion, the proportion of my time spent on clinical service is appropriate.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	21.9%	7	3.1%	1	0.0%	0	56.3%	18	32	82.1%
2010	3.1%	1	28.1%	9	3.1%	1	0.0%	0	65.6%	21	32	82.1%
National	14.7%	403	36.9%	1009	6.7%	182	1.9%	52	39.8%	1090	2736	69.1%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

The manner in which this question is asked has changed for the 2011 Faculty survey, so normalization to national results is not possible. College results indicate faculty perceptions of time spent are: 10.0% too little; 13.3% about right; and 0% too much (76.7% no comment)

KEY UNIVERSITY ADMINISTRATION

President/Chancellor	Edward J. Ray, Ph.D., President
Provost/Academic Affairs Officer	Sabah U. Randhawa, Ph.D., Provost and Executive Vice President

KEY COLLEGE/SCHOOL OFFICERS

Main Campus

Dean	T. Mark Zabriskie Dean

FACULTY BY DEPARTMENT

Pharmaceutical Sciences

Main Campus

Full-time

Kerry L. McPhail Assistant Professor Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Philip J. Proteau Associate Professor Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Mark E. Leid Professor Pharmacology
T. Mark Zabriskie Dean Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Jane E. Ishmael Associate Professor Pharmacology
Arup K. Indra Associate Professor Pharmacology
Taifo Mahmud Associate Professor Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Gary E. DeLander Associate Professor Pharmacology
Chrissa Kioussi Associate Professor Pharmacology
Theresa M. Filtz Associate Professor Pharmacology
Adam WG Alani Assistant Professor Pharmaceutics/ Pharmacy
Rosita R. Proteau Associate Professor Pharmaceutics/ Pharmacy
Jan Frederik Stevens Associate Professor Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
J. Mark Christensen Professor Pharmaceutics/ Pharmacy

Part-time

No Faculty records under this campus.

Pharmacy Practice

Main Campus

Full-time

Juancho Ramirez Other Pharmacy Practice
Daniel M. Hartung Assistant Professor Social and Administrative Sciences
Harleen Singh Associate Professor Pharmacy Practice
Natalea A. Braden Suchy Assistant Professor Pharmacy Practice
Matthew K. Ito Professor Pharmacy Practice
Ganesh Cherala Assistant Professor Pharmacy Practice
Craig D. Williams Associate Professor Pharmacy Practice
Stacy J. Ramirez Assistant Professor Pharmacy Practice
Ann Zweber Instructor Pharmacy Practice
Ali J. Olyaei Professor Pharmacy Practice
Jessina C. McGregor Assistant Professor Social and Administrative Sciences
David T. Bearden Associate Professor Pharmacy Practice
Dean G. Haxby Associate Professor Pharmacy Practice
Ravina Kullar Assistant Professor Pharmacy Practice
Myrna Y. Munar Associate Professor Pharmacy Practice
Shannon G. Starwalt Instructor Pharmacy Practice

Roberto W. Linares Instructor Pharmacy Practice
Part-time
No Faculty records under this campus.

Program comments on this Data View:

Table: Allocation of Faculty Effort (total for all faculty with > 0.5FTE)

Activity	Total Faculty FTE	Percentage of Effort
Teaching in "professional years" of PharmD program	7.57	24.42%
Research/scholarly activity	10.2	32.9%
Service/committee assignments	2.94	9.48%
Practice	1.83	5.9%
Administration	3.96	12.77%
Precepting	1.57	5.06%
Faculty mentoring	0.49	1.58%
Student advising	0.74	2.39%
Professional/personal development	0.54	1.74%
Teaching in other school program, e.g., post-graduate	0.78	2.52%
Teaching in "pre-professional" years (years 1 & 2 in a 0-6 program)	0.26	0.84%
Other	0.12	0.39%
Total	31	100%

Program comments on this Data View:

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

Tenure Status	0-1 year	2-5 years	6-10 years	11-15 years	16-20 years	> 20 years	Total
Dean	1						1
Associate Dean							0
Assistant Dean							0
Professor	1		1	1		1	4
Associate Professor	1	7	3		2	1	14
Assistant Professor	1	7					8
Instructor		1	1	1			3
Lecturer							0
Librarian							0
Emeritus							0
Other		1					1
Total	4	16	5	2	2	2	31

Program comments on this Data View:

Because of the way the data is entered, it does not reflect the fact that there is an Executive Associate Dean and an Associate Dean for Research included in the count of faculty. Conversely, the Dean is not reflected in the total count of full professors.

2. College or School's Self-Assessment

The college or school has a sufficient number of qualified full-time faculty to effectively deliver and evaluate the professional degree program, while providing adequate time to ensure that the following are achieved:	Satisfactory
effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, service learning, and oversight and provision of experiential education	Satisfactory
faculty mentoring	Satisfactory
student advising and mentoring	Satisfactory
research and other scholarly activities	Satisfactory
faculty development as educators and scholars	Satisfactory
professional/community service and pharmacy practice (where indicated by their position)	Satisfactory
participation in college or school and university committees	Satisfactory
assessment and evaluation activities	Satisfactory
The college or school has a sufficient number of qualified full-time staff to effectively support the delivery and evaluation of the professional degree program.	Satisfactory
Faculty receive adequate support staff resources.	Satisfactory
The college or school periodically conducts faculty workload and needs assessments, at appropriate intervals.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of the process and interval for conducting faculty workload and needs assessments
☑ An analysis of teaching load of faculty members, including commitments outside the professional degree program
☑ The rational for hiring any part-time faculty, and the anticipated duration of their contract
☑ Evidence of faculty and staff capacity planning and succession planning
☑ A discussion of the college or school's student-to-faculty ratio and how the ratio ties in with the college or school's mission and goals for the program
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)
Oregon State University has two broad employee designations: unclassified and classified. The unclassified designation includes: instructional faculty, research faculty, and professional faculty. The College currently employs 41 people within the unclassified designation (30 instructional faculty, 3 research faculty, 7 professional faculty) *(all quantitative data is effective 7/1/11. Updates will be available onsite; at least six additional contracts have been signed for persons not yet on site.)*

The classified employee designation identifies members of the support staff who typically do not have significant programmatic decision-making responsibility. The College employs 6 individuals within this designation. Additional clerical support is provided through part-time work study positions. Accounting and Human Resources support is provided by the divisional Health Sciences Business Center and these individuals are not included in staffing numbers for the College.

The College of Pharmacy employs 30 unclassified instructional faculty members, in varied types of appointment that are directly involved in teaching. Instructional faculty members are appointed as tenure-track, clinical-track, or instructor rank. Tenure- and clinical-track faculty advance through the traditional professorial ranks. Instructors have primarily teaching responsibilities and can advance to the rank of senior instructor. There are 13 teaching faculty in the Department of Pharmaceutical Sciences, all on the Corvallis campus, and 17 teaching faculty in the Department of Pharmacy Practice, 11 on the Portland campus and 6 on the Corvallis campus.

Instructional faculty members have responsibilities for teaching, scholarship, and service. All faculty members contribute to teaching within the professional program. Many also teach in the graduate program at OSU or other professional programs on the OHSU campus. Proportions

of responsibilities for scholarship vary most widely; tenure track – ranging from 25 – 75%; clinical track -ranging from 5 - 20%; instructors - less than 10%. Individuals in clinical-track positions are expected to maintain a clinical practice, which often contributes to scholarship. All faculty members contribute to departmental, College, and University service; and the land grant mission of the University, often through professional or lay educational presentations.

The targeted student body size is 90 students per class, yielding overall student/faculty ratios of approximately 9:1 in the didactic portion (P1 – P3) of the curriculum. Examined by campus, the ratio for Corvallis is approximately 9.5:1 and Portland 8.2:1. New hires confirmed for fall term bring the overall ratio to approximately 7.5:1. Class sizes are adjusted to meet educational needs for different types of learning. Standard lecture settings have 90 students, while in pharmacy practice laboratory the typical ratio is 20-25:1. Elective courses vary in size, but most are designed for a more individualized experience with class sizes of 20 or less.

Individual teaching loads vary widely based on job descriptions. Lecture hours range from 10 – 70 hours, but average approximately 30 lecture hours annually for tenure- or clinical-track individuals. Teaching efforts are consolidated whenever possible, so that faculty members have significant blocks of time free from teaching responsibilities allowing them to focus on clinical practice or research. Instructors typically have responsibility for laboratory sequences, resulting in significantly higher teaching loads spread over the entire year.

Teaching responsibilities for specific courses are initially determined by faculty within a particular discipline, with oversight by the department chair. Analysis of workload is a responsibility of each department chair. Faculty effort in each area of responsibility is negotiated with the chair based on an individual faculty member’s type of position and position description. A comparison of percent effort “allocated" to “actual" is part of annual reviews for each faculty member. Mismatches between effort noted in position descriptions and actual efforts are addressed by: 1) Adjusting percent effort on the position description to match actual effort, if appropriate; 2) Negotiating with the faculty member to adjust contributions to match the position description; and 3) Working in a timely manner to take actions that will relieve the faculty member of part of their responsibilities.

The Executive committee responds to workload concerns not adequately resolved at the departmental level. The Curriculum committee and Executive Associate Dean provide additional oversight to ensure that programmatic goals are achieved. General analysis and projections of the adequacy of faculty and staff to support programmatic goals is part of ongoing conversations at departmental, College Council, and Executive committee levels.

Experiential education utilizes selected instructional faculty and a broad array of volunteer preceptors to support IPPE and APPE. Oregon Board of Pharmacy rules and the College’s own standards for experiential education limit the ratio of students to preceptors to 2:1. Adequate numbers of quality preceptors are available to support quality experiences. Nearly 100% of students graduating in 2011 agreed that preceptors provided them with individualized instruction, guidance, and evaluation that met their needs (Q69: Graduating Student survey).

Contracted instructors, whose appointments are less than 0.5 FTE, are used for two reasons. Approximately four individuals provide instruction on annually renewed contracts providing expertise in specific content areas and, in some cases, extending the variety of elective offerings. Part time appointments also address short term teaching needs created by changes in personnel that were not anticipated. These situations are typically resolved within one to two years through a combination of reassigning teaching responsibilities and hiring a new faculty member. In our recent history, vacated positions are typically replaced within one year. The quality of part-time faculty has been outstanding. Most have distinguished themselves professionally and would be competitive for a faculty position, and the remaining have previously served on faculty.

Some courses also utilize guest lecturers that enhance didactic instruction, as volunteers or for modest compensation. These lecturers are identified because of their ability to elevate and bring currency in specific areas of knowledge or application for advanced coursework. Increased opportunities for specialized collaborative instruction are anticipated as relationships with OHSU, Western College of Health Sciences, and OSU divisional partnerships continue to mature.

Research and Professional faculty are not considered instructional faculty. Research, non-tenure track, faculty advance through the professorial ranks, but typically have 90% commitment to research activities and at least 50% of their salary is generated through extramural grant support. Professional faculty members do not hold professorial rank and this university designation identifies individuals who have supervisory and decision making responsibilities, but are not instructional faculty members. Specific job classifications within the professional faculty designation vary widely ranging from the Dean’s administrative assistant, to the Director of Alumni Relations and Professional Development, to the Director of Student Services and Head Advisor.

Faculty members have expressed concerns regarding adequate numbers of instructional faculty in AACP surveys (Q27,28: Faculty survey). Most faculty feel that their allocation of effort is accurately stated (Q14: Faculty survey), but a number of faculty express concerns regarding their balance of teaching, research and service (Q62 – 65: Faculty survey). Contracts for six new instructional tenure- or clinical-track positions have been signed and individuals will be in place fall 2011. It is expected that these hires will significantly impact faculty members concerns about workload and balance. None-the-less current specific shortcomings in staffing still exist and are recognized. Departmental discussions continue to explore how to best meet current needs for additional faculty. There is budgetary capacity for additional targeted hires and strategic discussions currently in progress at the College level will define next steps more fully.

Support staffing has been a continuing concern in previous faculty surveys (Q20: Faculty survey). An intentional effort was made in the summer of 2008 to examine and restructure support personnel. Changes proposed continue to be implemented; a detailed summary is found in optional documentation.

Quality improvement - The College is engaged in an aggressive effort to expand full-time faculty on both the Portland and Corvallis campuses. Strategic hiring decisions assure that new

faculty will address and enhance programmatic instructional efforts, while creating focus and support for scholarly development required of faculty. Similarly, the College was intentional in examining appropriate staffing with support personnel. Several positions were altered to more accurately reflect expectations and identified needs were addressed with redesigned position descriptions and new hires.

Summary - The College has adequate staffing to effectively administer the professional program. Continuing efforts are being made to identify additional staffing that will optimize achievement of all aspects of the College vision and mission. These changes and maturing collaborations with institutional and inter-institutional partners will continue to expand programmatic capabilities; creating time and opportunity for the College to more effectively address a commitment to the land grant mission of OSU.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

25. Faculty and Staff - Qualitative Factors

The college or school must have qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students. Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities. Faculty whose responsibilities include the practice of pharmacy must satisfy all professional licensure requirements that apply to their practice. The college or school must foster the development of its faculty and staff, commensurate with their responsibilities in the program.

1. Documentation and Data

Supporting Documents

1. Extract from the faculty handbook relevant to policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention

Appendix	Title	File Name
Appendix 25.1.1	Faculty Promotion and Tenure Guidelines	2011_PT_Revisions1.pdf

2. A list of full and part-time paid faculty with pharmacy practice responsibilities, the nature of their practice, their percent effort in practice, and their pharmacy licensure status

Appendix	Title	File Name
Appendix 25.2.1	List of Faculty with Practice Responsibilities	Faculty_with_Practice_Responsibilities_in_the_

3. Copy of the Faculty Handbook

Appendix	Title	File Name
No files uploaded		

4. Faculty Member Profiles

Appendix	Title	File Name
No files uploaded		

5. CVs of administrators, faculty and staff

Appendix	Title	File Name
No files uploaded		

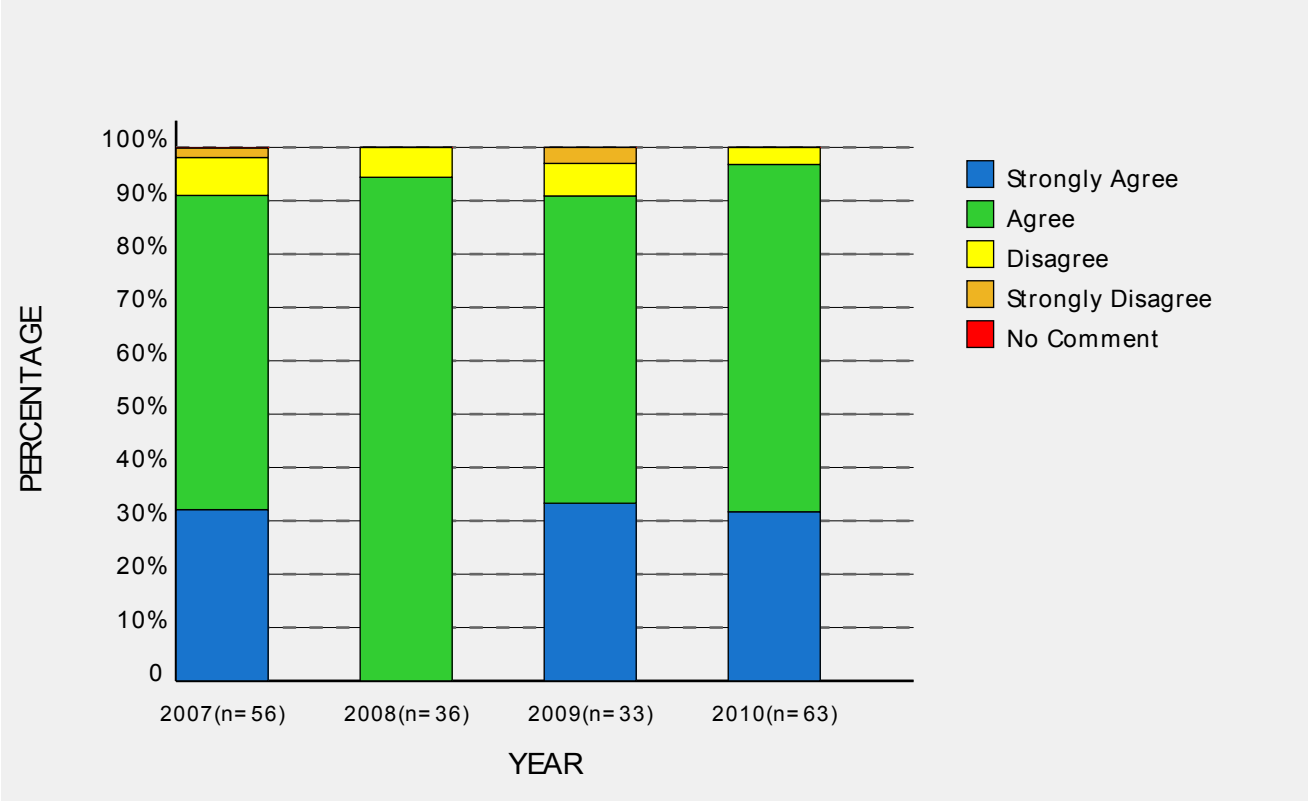
6. Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include job descriptions, recruitment advertisements, faculty and staff policies and procedures, and extracts from committee meeting minutes.

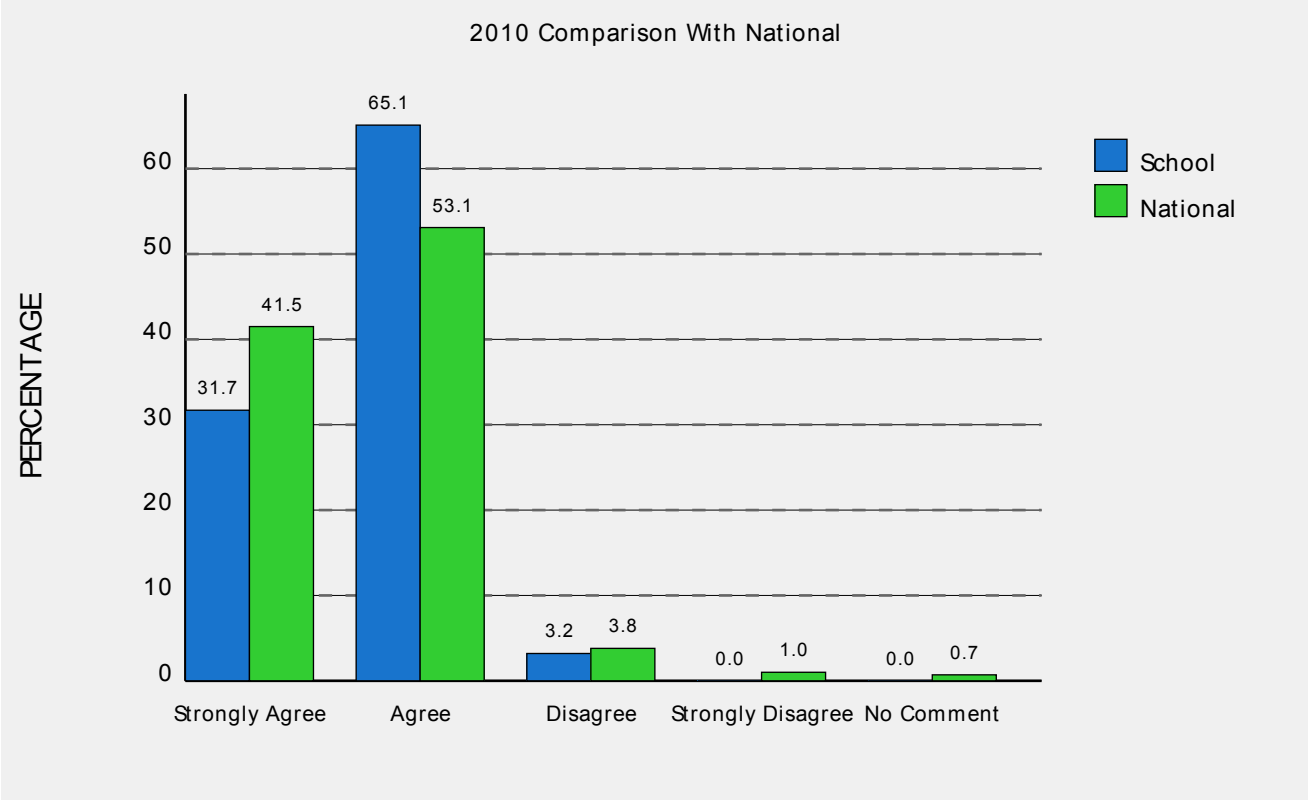
Appendix	Title	File Name
Appendix 25.6.1	2010 Annual Report to the Provost	Annual_Academic_Reports_for_2009-10_-_Pharmacy_-_final.pdf
Appendix 25.6.2	2011 AACP Annual Faculty Survey	AACP_faculty_survey_OSU_2011x.pdf
Appendix 25.6.3	Sample Position Description/ Practice	Kullar_PDx.pdf
Appendix 25.6.4	Sample Position Description/ Sciences	Sikora_AP_PDx.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 69. Overall, preceptors provided me with individualized instruction, guidance and evaluation that met my needs as a Doctor of Pharmacy student.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
31.7
41.5
65.1
53.1
3.2
3.8
0.0
1.0
0.0
0.7
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 69. Overall, preceptors provided me with individualized instruction, guidance and evaluation that met my needs as a Doctor of Pharmacy student.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	32.1%	18	58.9%	33	7.1%	4	1.8%	1	0.0%	0	56	68.3%
2008	0.0%	0	94.4%	34	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	57.6%	19	6.1%	2	3.0%	1	0.0%	0	33	39.3%
2010	31.7%	20	65.1%	41	3.2%	2	0.0%	0	0.0%	0	63	75.0%
National	41.5%	3182	53.1%	4075	3.8%	290	1.0%	78	0.7%	50	7675	71.2%

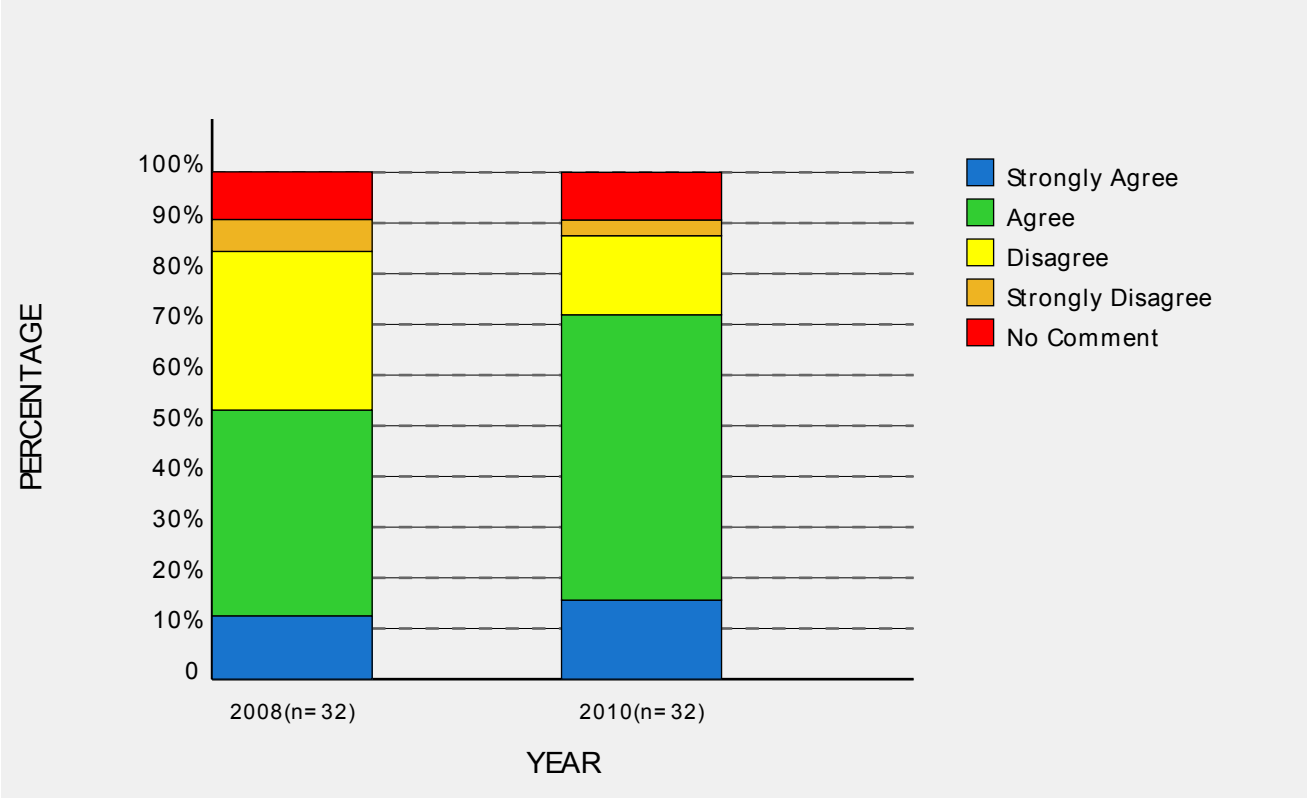
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

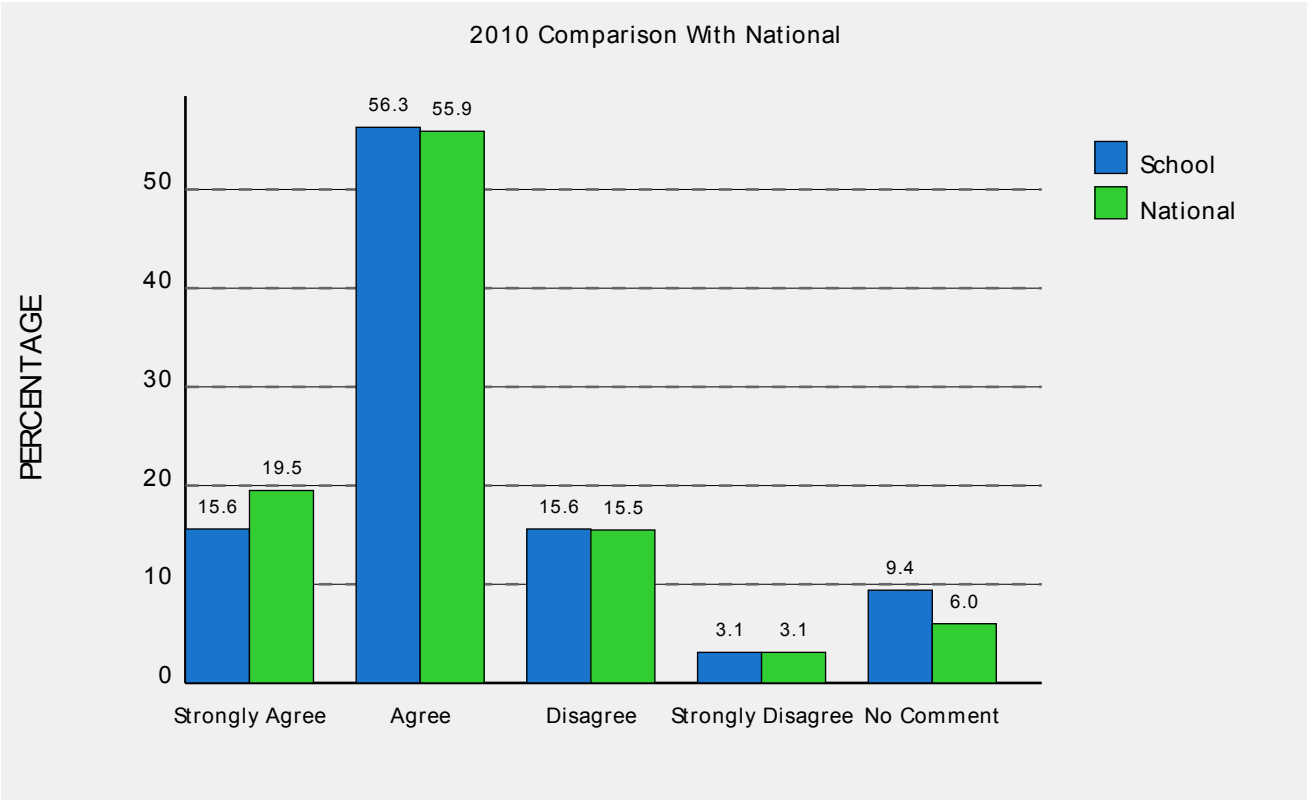
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 11. The college/school uses an effective faculty recruitment process.





Question 11. The college/school uses an effective faculty recruitment process.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	40.6%	13	31.3%	10	6.3%	2	9.4%	3	32	82.1%
2010	15.6%	5	56.3%	18	15.6%	5	3.1%	1	9.4%	3	32	82.1%
National	19.5%	533	55.9%	1530	15.5%	423	3.1%	85	6.0%	165	2736	69.1%

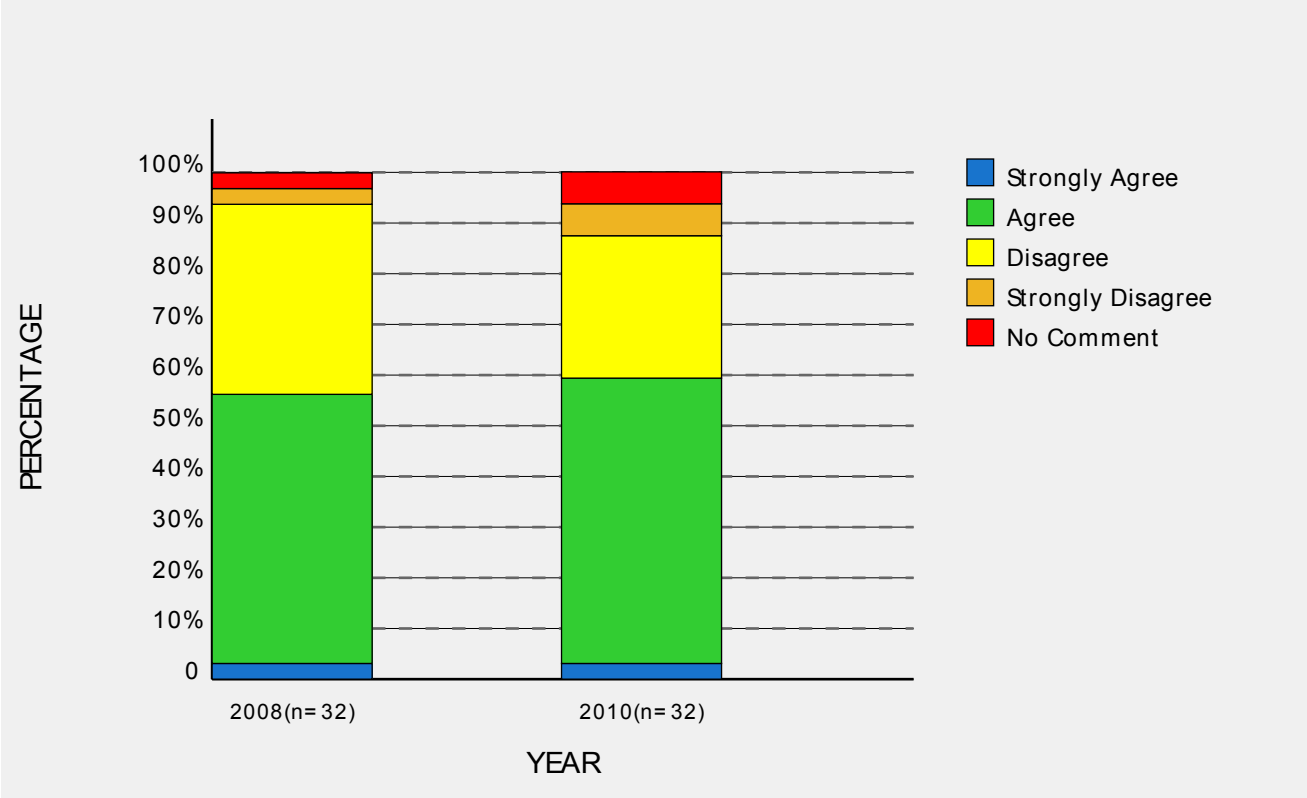
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

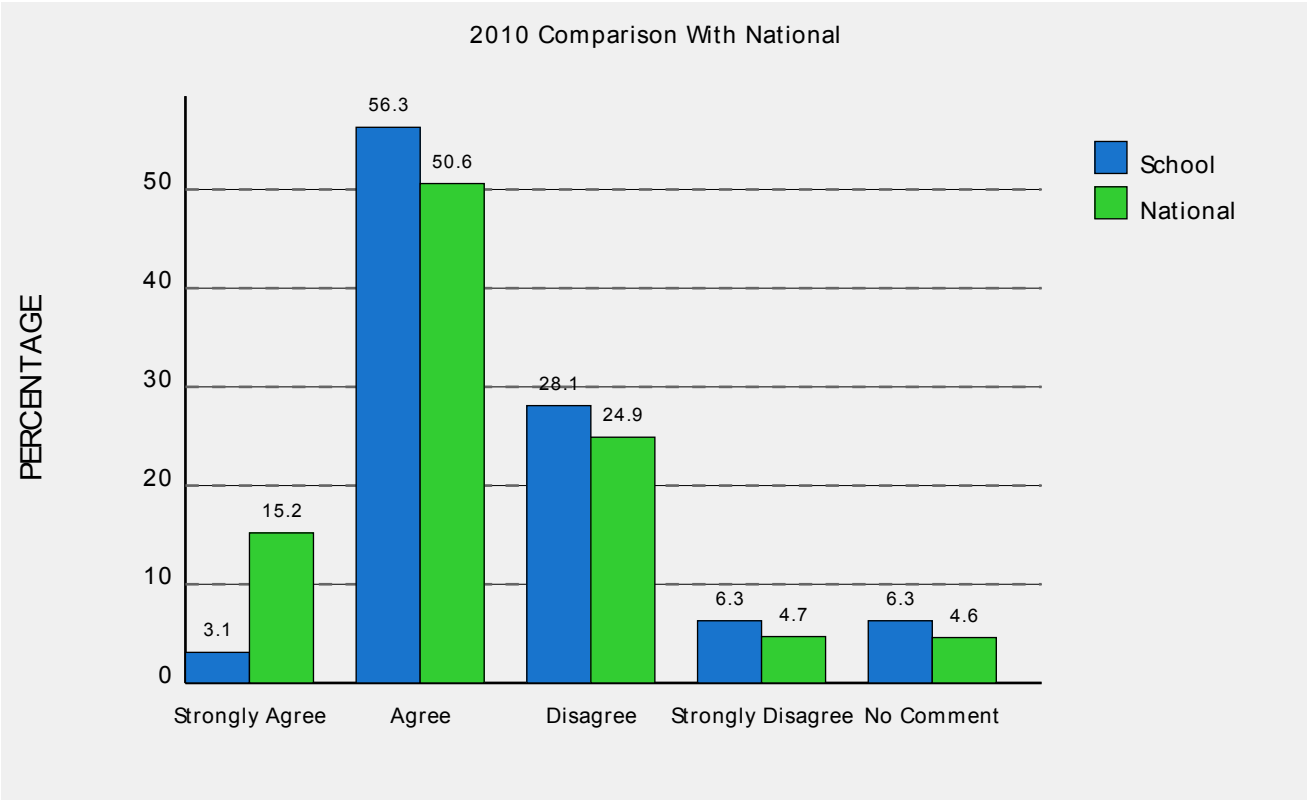
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 10.0% disagree and 0% strongly disagree with the statement.

Faculty Survey

Question 33. I receive adequate guidance on career development.





Question 33. I receive adequate guidance on career development.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	3.1%	1	53.1%	17	37.5%	12	3.1%	1	3.1%	1	32	82.1%
2010	3.1%	1	56.3%	18	28.1%	9	6.3%	2	6.3%	2	32	82.1%
National	15.2%	417	50.6%	1385	24.9%	681	4.7%	128	4.6%	125	2736	69.1%

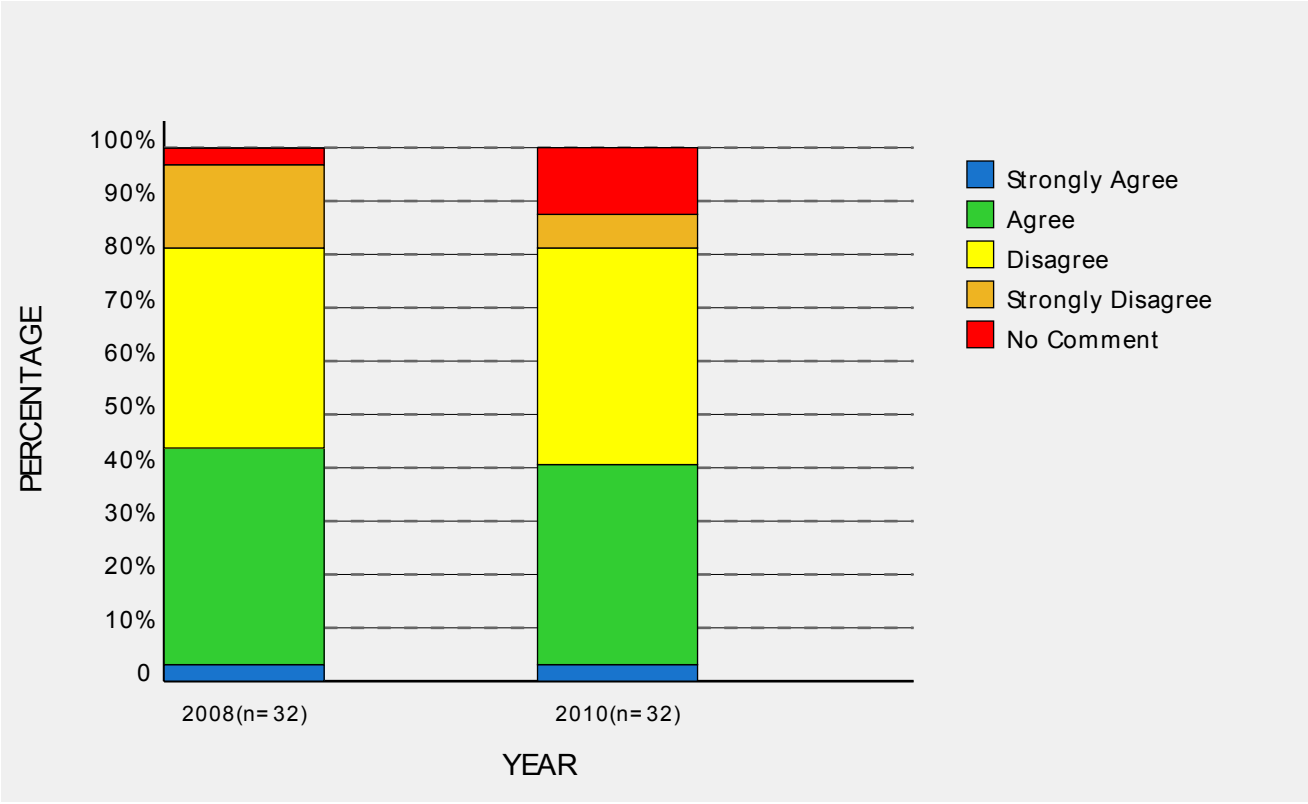
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

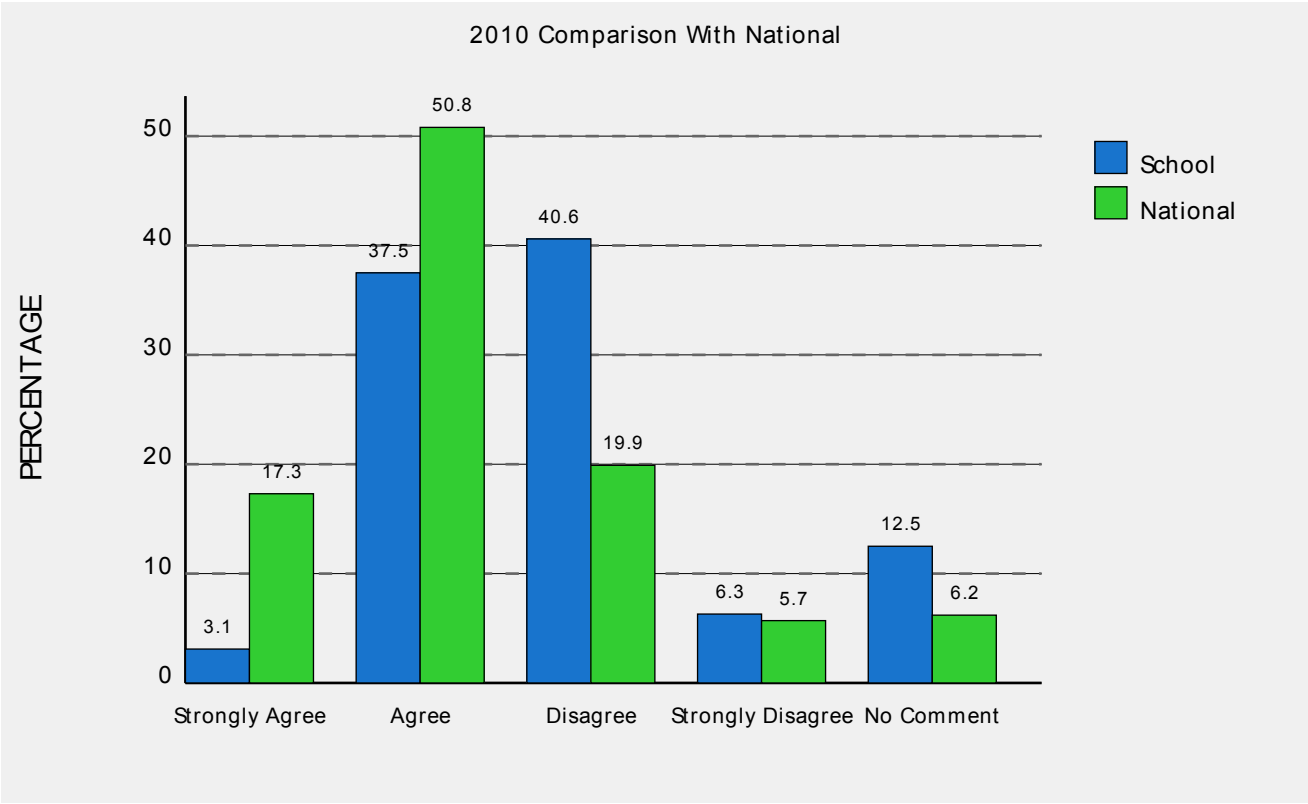
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 20.0% disagree and 6.7% strongly disagree with the statement.

Faculty Survey

Question 34. Funds are available to support my faculty development.





Question 34. Funds are available to support my faculty development.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	3.1%	1	40.6%	13	37.5%	12	15.6%	5	3.1%	1	32	82.1%
2010	3.1%	1	37.5%	12	40.6%	13	6.3%	2	12.5%	4	32	82.1%
National	17.3%	473	50.8%	1391	19.9%	545	5.7%	157	6.2%	170	2736	69.1%

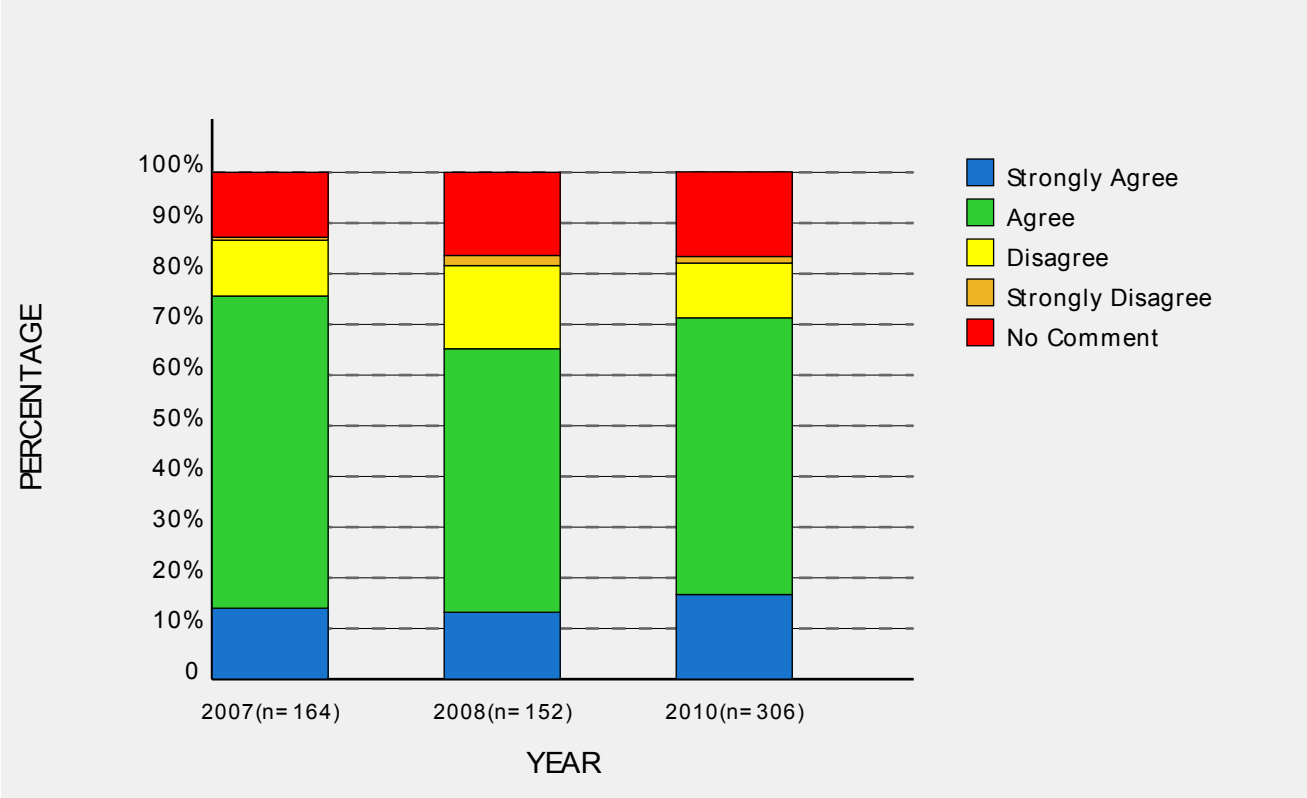
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

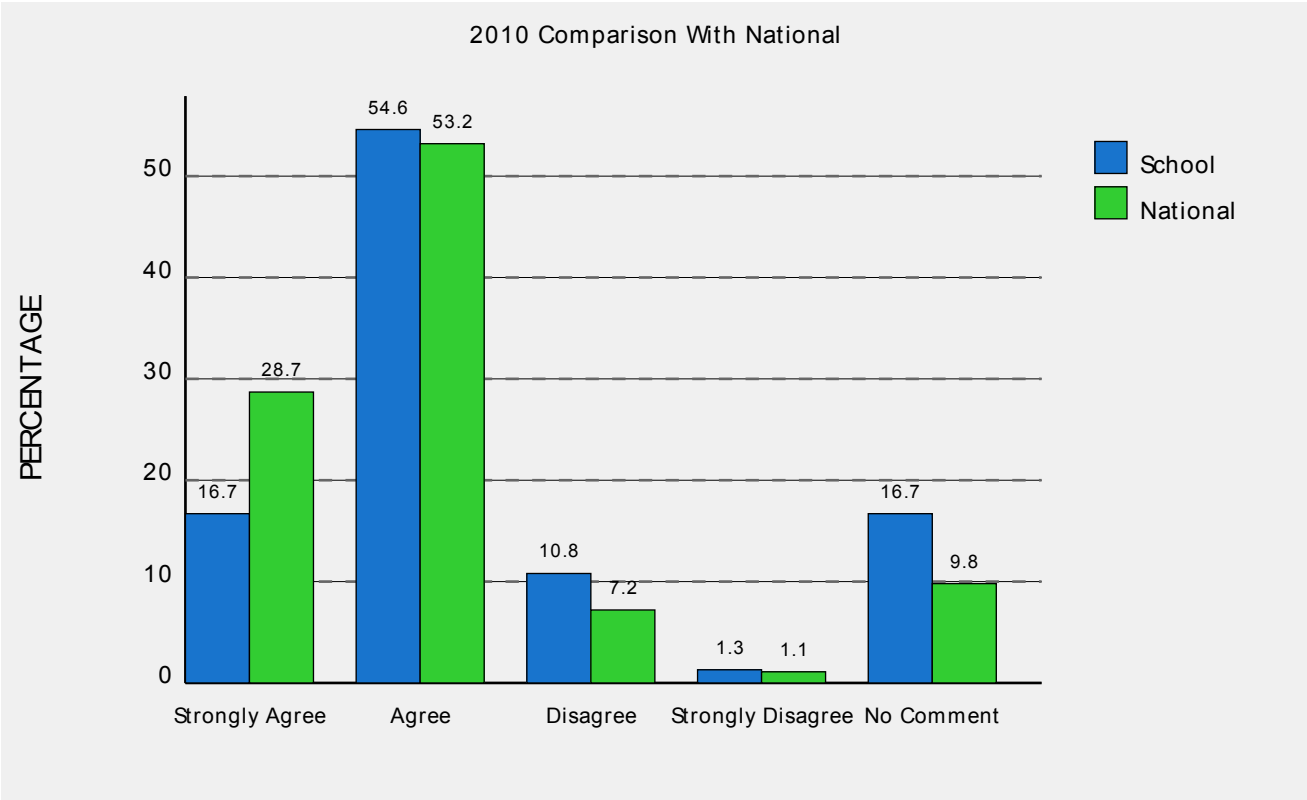
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 13.3% disagree and 0% strongly disagree with the statement.

Preceptor Survey

Question 37. I receive needed support from the Office of Experiential Education.





Question 37. I receive needed support from the Office of Experiential Education.

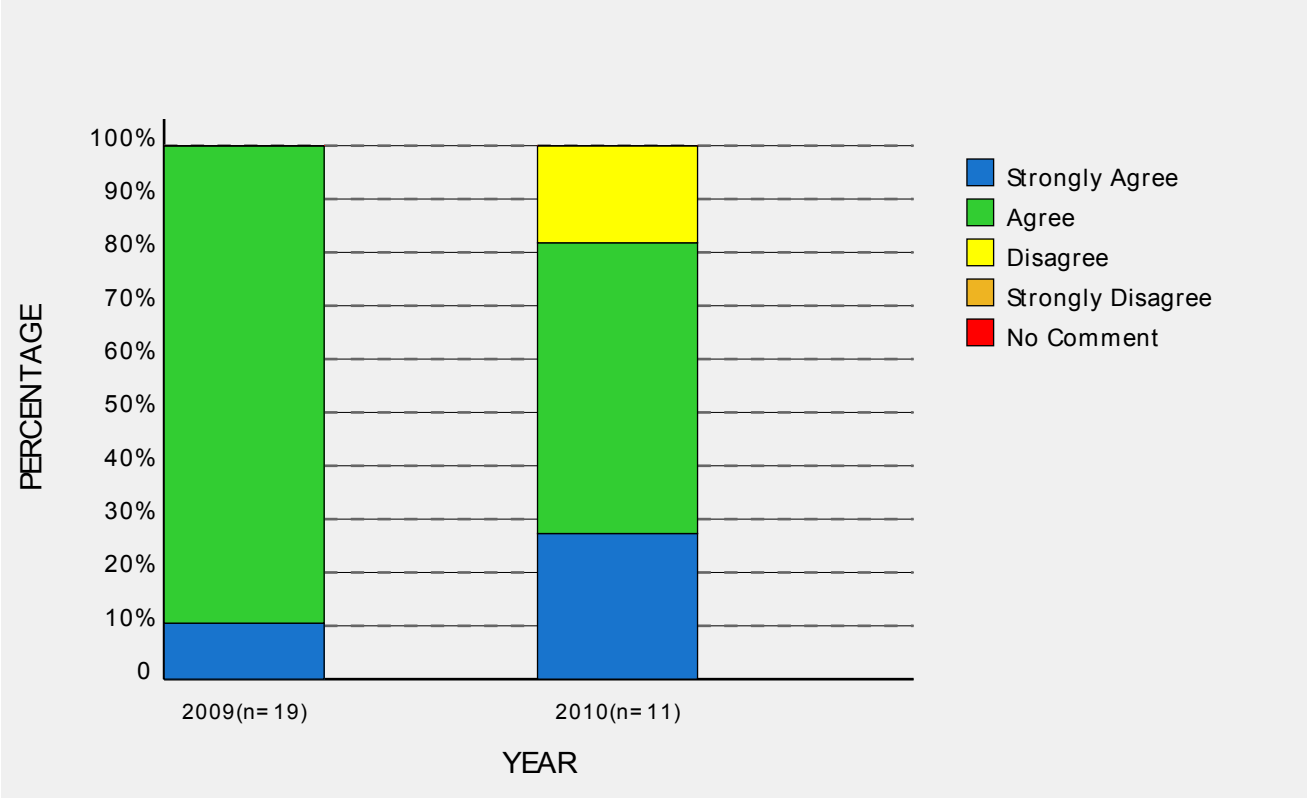
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	14.0%	23	61.6%	101	11.0%	18	0.6%	1	12.8%	21	164	35.0%
2008	13.2%	20	52.0%	79	16.4%	25	2.0%	3	16.4%	25	152	22.1%
2010	16.7%	51	54.6%	167	10.8%	33	1.3%	4	16.7%	51	306	23.8%
National	28.7%	2468	53.2%	4574	7.2%	619	1.1%	92	9.8%	841	8594	32.8%

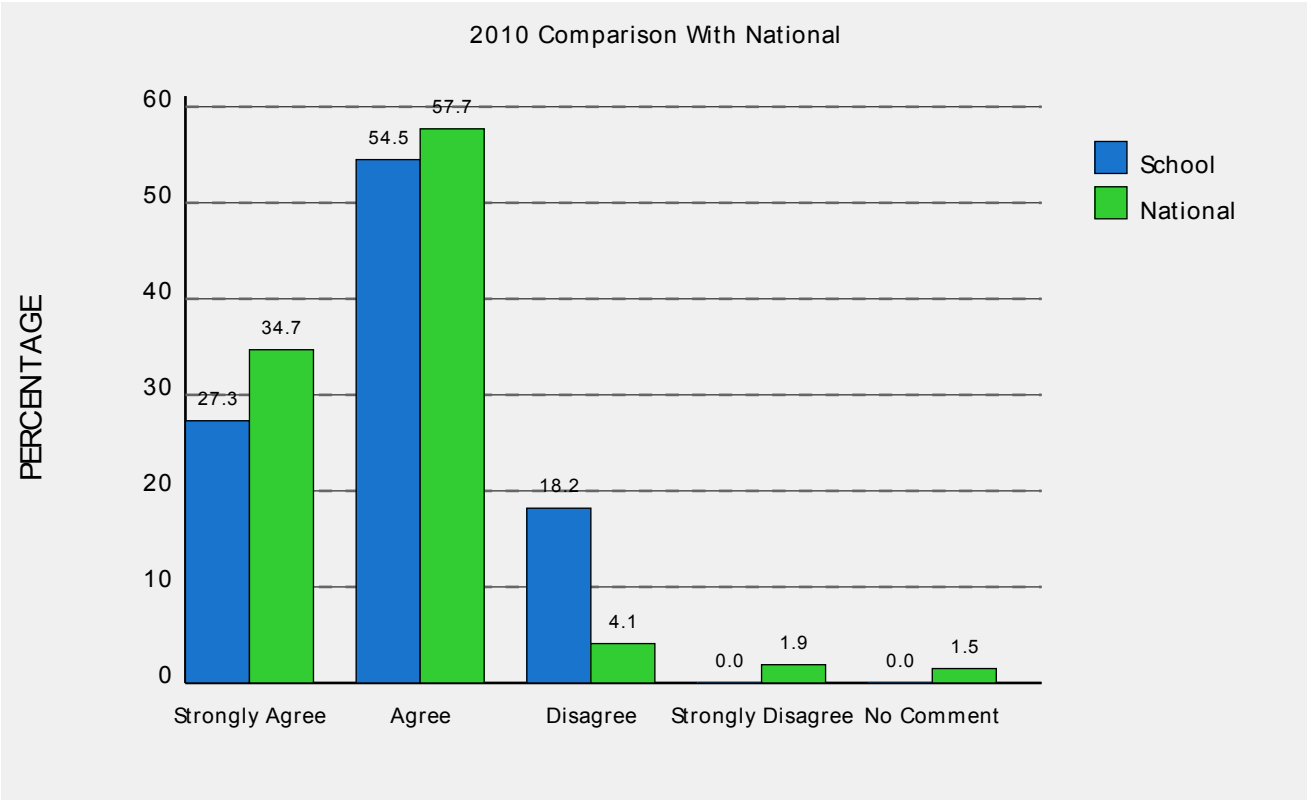
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 29. When I was a student the faculty were effective teachers.





Question 29. When I was a student the faculty were effective teachers.

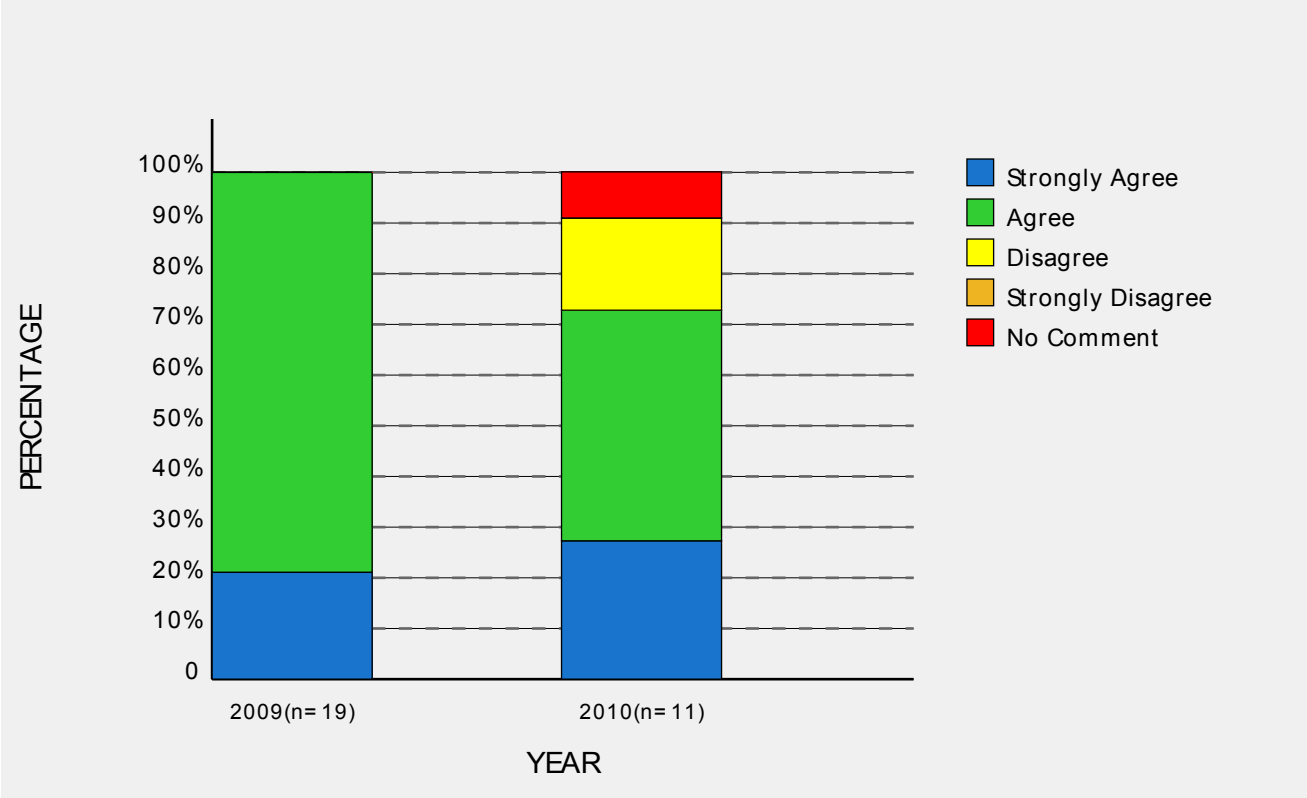
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	10.5%	2	89.5%	17	0.0%	0	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	54.5%	6	18.2%	2	0.0%	0	0.0%	0	11	20.8%
National	34.7%	856	57.7%	1423	4.1%	102	1.9%	48	1.5%	37	2466	19.7%

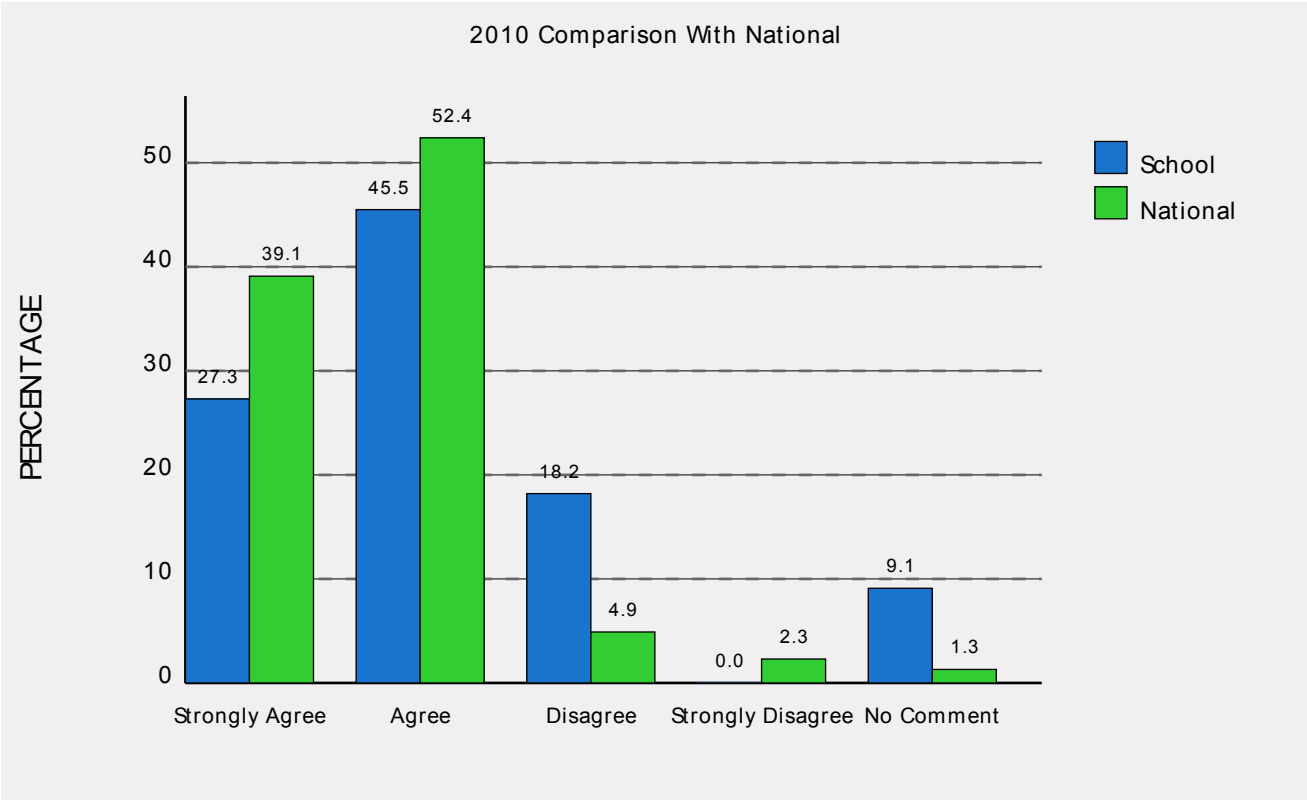
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 30. When I was a student the faculty displayed respect for their colleagues and students.





Question 30. When I was a student the faculty displayed respect for their colleagues and students.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	78.9%	15	0.0%	0	0.0%	0	0.0%	0	19	29.7%
2010	27.3%	3	45.5%	5	18.2%	2	0.0%	0	9.1%	1	11	20.8%
National	39.1%	965	52.4%	1292	4.9%	120	2.3%	57	1.3%	32	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

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

Faculty Rank	White		Black or African American		Hispanic or Latino		Asian or Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native		Other/ Unknown		Foreign		Not Specified		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Dean	1																1
Associate Dean																	0
Assistant Dean																	0
Professor	2						1				1						4
Associate Professor	6	3				1	2	2									14
Assistant Professor	1	3					1	1			1	1					8
Instructor		2			1												3
Lecturer																	0
Librarian																	0
Emeritus																	0
Other							1										1
Total	10	8			1	1	5	3			2	1					31

Program comments on this Data View:

Distribution of Full-Time Pharmacy Faculty by Rank and Highest Degree Earned

	BS Degree	MS Degree	PharmD Degree	PhD Degree	Other Degree	Total
Dean				1		1
Associate Dean						0
Assistant Dean						0
Professor			2	2		4
Associate Professor			5	9		14
Assistant Professor			4	4		8
Instructor	2		1			3
Lecturer						0
Librarian						0
Emeritus						0
Other			1			1
Total	2		13	16		31

Program comments on this Data View:

Because of the way the data is entered, it does not reflect the fact that there is an Executive Associate Dean and an Associate Dean for Research included in the count of faculty. Conversely, the Dean is not reflected in the total count of full professors.

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

	Tenured	Nontenured, tenure track	Nontenure Track	Nontenure track institution	Not Applicable	Total
Dean	1					1
Associate Dean						0
Assistant Dean						0
Professor	3	1				4
Associate Professor	11		3			14
Assistant Professor		5	3			8
Instructor			3			3
Lecturer						0
Librarian						0
Emeritus						0
Other			1			1
Total	15	6	10			31

Program comments on this Data View:

Because of the way the data is entered, it does not reflect the fact that there is an Executive Associate Dean and an Associate Dean for Research included in the count of faculty. Conversely, the Dean is not reflected in the total count of full professors.

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

Tenure Status	Pharm Sci	Pharm Practice	Total
Tenured	12	3	15
Nontenured, tenure track	2	4	6
Nontenure Track		10	10
Nontenure track institution			0
Not Applicable			0
Total	14	17	31

Program comments on this Data View:

This table is accurate for the date selected for the self study 'snapshot', 7/1/2011. Effective 10/1/2011, Pharm.Sci. will have three additional Asst. Professors; Pharmacy Practice will have two additional Asst. Professors and one additional instructor.

2. College or School's Self-Assessment

The college or school has qualified faculty who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	Satisfactory
The college or school has qualified staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	Satisfactory
Faculty possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and are committed to the advancement of the profession and the pursuit of research and other scholarly activities.	Satisfactory
Faculty generate and disseminate knowledge through scholarship. Scholarship by faculty members, including the scholarship of teaching, is evident and demonstrated by productive research and other scholarly activities.	Satisfactory
Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.	Satisfactory
Pharmacy practice faculty possess additional professional training (residency, fellowship, or equivalent experience)	Satisfactory
Pharmacy practice faculty either have or are working toward additional credentials (for example, specialty certification) relevant to their practice and teaching responsibilities.	Satisfactory
The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), remuneration and retention are established and applied in a consistent manner.	Satisfactory
The college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement.	Satisfactory
Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.	Satisfactory
Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum, and a commitment to learning outcomes assessment.	Satisfactory
The college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residency and fellowship programs.	Satisfactory
The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ The process used to assess and confirm the credentials of faculty and staff, and to assure that faculty credentials are appropriate for their assigned teaching responsibilities
☑ How the college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/ behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement
☑ How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical social/ administrative and clinical sciences
☑ How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings
☑ A description of the college or school's policy or expectations regarding research productivity for faculty, including timeline for new faculty
☑ Evidence that faculty are generating and disseminating knowledge through productive research and scholarship, including the scholarship of teaching
☑ A description, if applicable, of how faculty, instructors, and teaching assistants involved in distance education are qualified through training or experience to manage, teach, evaluate, and grade students engaged in distance learning
☑ How the college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residencies and fellowship programs
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

Faculty members and staff of the College of Pharmacy are highly qualified, have appropriate training and experience to meet their academic responsibilities, and are committed to the College of Pharmacy mission and goals. (A summary of faculty scholarship contributions can be found in tables for Standard 26 and the 2010 Annual Report to the Provost, appended as optional documentation) Priorities for new hires are determined initially during strategic discussions at the departmental level and subsequently reviewed by the Executive committee and College Council. Potential contributions to scholarship and educational missions are considered in a final decision to move forward. Once the position is approved, a search committee is formed and a position description is developed, including minimum and preferred qualifications (see optional documents: sample PD). OSU has strict policies and procedures governing faculty recruitment that are in accord with Affirmative Action Office guidelines and

enforced through the Office of Human Resources. Most faculty members are satisfied with processes used for recruitment (Q11: Faculty survey).

The University has a strong commitment to diversity and a pool of affirmative action advocates serve on search committees to help achieve this goal. The College search committee works with HR personnel in our business center throughout the process, with attention to recruitment strategies expected to attract a diverse applicant pool. At this time, over 40% of faculty members are non-white, and over 40% of faculty members are women. Accommodations have been made to enhance retention, including modifications in FTE for individuals and extensions of tenure clocks to meet demands outside of the college. To date, no woman has reached the rank of professor or occupied a permanent position in the academic leadership of the College. Women do hold administrative appointments as Director of Student Services, Director of Alumni Relations and Professional Development, and Director of College Administration.

University system guidelines dictate that all faculty members in professoriate tracks hold a terminal degree. Faculty members at the instructor level are expected to have multiple years of practice experience, in addition to skill sets in their area of instruction. Tenure-track faculty have appropriate post-doctoral research training/fellowship experience, while clinical track appointments are expected to have appropriate residency (PGY1 and PGY2) training or equivalent experience; preference is given to those with advanced certification. All faculty members in tenure- or clinical-track positions hold a Pharm.D. or Ph.D., and all faculty in the areas of pharmacotherapy or pharmacokinetics have completed at least one residency or fellowship. Some instructors have completed residency training. Several faculty members with pharmacy practice responsibilities have additional credentials such as board certification. All faculty involved in pharmacy practice instruction are licensed in Oregon or are in the process of pursuing reciprocation. Credentials are reviewed by the search committee and are confirmed through reference checks. Human Resources conducts a criminal background search for any new position that requires a security clearance.

Current full-time instructional faculty encompass a wide range of disciplines and meet core teaching needs of the professional program. The strength of the faculty supports a robust Ph.D. graduate program in the sciences and two residencies (one in collaboration with Fred Meyer and one at the Student Health Center), in addition to strong relationships with residency programs throughout the state. The Department of Pharmaceutical Sciences has developed clusters of research expertise within the disciplines of Natural Products/Medicinal Chemistry, Pharmacology, and Pharmaceutics; and provides campus leadership in mass spectrometry and NMR core facilities. The Department of Pharmacy Practice has specific strengths in the areas of outcomes research (drug policy/pharmacoepidemiology), infectious diseases, cardiovascular disease, pharmacokinetics and community pharmacy practice. The College does not have programs at distant sites, but a small cohort of selected P3 students may choose to view some lectures from the Corvallis campus. Faculty members are oriented to this process, but there is minimal need for specific training. An evaluation of students in this cohort is conducted annually. Minor adjustments have been made based on student and faculty feedback, such as allowing exams to be administered in Corvallis, but no differences in student performance have been observed (see standard 10). As noted in the narrative for Standard 24, the College

is also fortunate to have external relationships with specialists that enhance advanced clinical instruction, address focused areas of pharmacy knowledge such Pharmacy Law, and expand elective offerings. Alumni surveys confirm that both content and delivery of instruction by faculty members in the College is valued and meets their expectations (Q29, 30: Alumni surveys).

Department chairs and faculty members share responsibility to ensure currency in scholarship, instructional expertise, and a conceptual understanding of current perspectives in the sciences and pharmacy practice. Several faculty members are involved with professional organizations and clinical track faculty members are required to develop high level practice sites. All faculty members are expected to understand and communicate how the course content they teach relates to expertise required within the practice of pharmacy. Faculty members from both departments are active contributors to the pharmacy profession and regularly assist state associations through committee service or continuing education presentations.

Several venues have been developed in the College to assist faculty in staying abreast of current trends and each others' interests. The annual research retreat is an opportunity for faculty to showcase their research programs through a variety of graduate student, resident and professional student platform and poster presentations. In addition, each department conducts monthly WIP ("works in progress#) seminars, with members of both departments invited to attend. Many pharmacy practice WIP seminars have involved cutting edge practice topics; examples include reimbursement for clinical services, evaluation of second generation anticonvulsants, and the impact of rural Oregon academic detailing. These informal seminars allow faculty to discuss and share observations, and test new ideas related to scholarship or other academic issues. Both departments also share bimonthly or quarterly summaries of faculty accomplishments with the entire College. The combination of these programs has enhanced awareness of new trends and perspectives, and facilitated communication both within and across departments.

Expectations for scholarship are delineated in OSU promotion and tenure guidelines. Professorial faculty members are expected to engage in scholarly activity appropriate for their discipline and consistent with their job description (see Standard 24). Teaching and service responsibilities for junior faculty members are typically kept low initially to allow for greater attention to the establishment of research programs or practice sites. Tenure track faculty members must have received a tenure and promotion decision by the end of the sixth year of their appointment. Extensions may be granted by the University in special situations; such as maternity leave, extended illness, or establishment of new or unique practice sites for research. Clinical track faculty members do not have a set timeline for promotion, although it is generally expected they will apply for promotion in a similar timeframe as tenure track faculty.

Faculty members have expressed concern, in the past, with respect to career guidance and support for faculty development. This concern may be explained, in part, by budgetary constraints limiting expenditures in the 2008 – 2009 and 2009 – 2010 academic years. These constraints have largely been resolved and the 2011 Faculty survey (Q33, 34) reveals fewer faculty members citing this as a concern. The College has also enhanced mentoring of younger faculty through more structured interactions with department chairs and individualized mentoring

committees. Particularly in Pharmacy Practice, there has been an intentional effort to hire more senior faculty that can serve as mentors and the College has established a new standing committee, Faculty Development, to address professional development for all faculty members.

Preceptor development has a high priority within the College. Overall, most preceptors believe they receive adequate support from the College (Q37: Preceptor survey), but additional efforts to improve preceptor training and support are ongoing under the direction of the Director of Experiential Education. Student perceptions of the instruction they receive from preceptors and preceptor satisfaction with support from the College appear to be comparable to peers (Q 69: Graduating student survey). A more detailed summary of efforts to support faculty and preceptor development is found in the narratives for Standard 26 and 14, respectively.

Summary - Faculty members, individually and collectively, within the College exceed required qualifications. Faculty members have outstanding credentials and many continue to enhance their capabilities through credentialing, sabbatical leaves and other learning opportunities. A broad diversity of expertise and background encompasses programmatic needs and provides an invigorating environment in which to engage students and conduct scholarship. A culture that is respectful and open to diversity exists within the College.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

26. Faculty and Staff Continuing Professional Development and Performance Review

The college or school must have an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities. The college or school must review the performance of faculty and staff on a regular basis. Criteria for performance review must be commensurate with the responsibilities of the faculty and staff in the professional degree program.

1. Documentation and Data

Supporting Documents

1. Examples of faculty and staff development programs and opportunities offered or supported by the college or school

Appendix	Title	File Name
Appendix 26.1.1	Faculty Development Presentations past 5 years	Fac_Meet_Fac_Develop_06_edit.pdf
Appendix 26.1.2	Staff Development Last Five Years	Staff_Development_Activityx.pdf

2. Faculty Activity Report forms used officially in goal setting/performance evaluation meetings

Appendix	Title	File Name
Appendix 26.2.1	Annual Performance Report	Final_Annual_Performance_Report_Form__Un
Appendix 26.2.2	Faculty Annual Review/Evaluation and Goals	FacultyAnnual_Review--Eval_and_Goals.pdf
Appendix 26.2.3	Peer Teaching Observation Form	COP_Peer_Teaching_Evaluation_form_DRAFT

3. If utilized, examples of faculty portfolios, documenting teaching, research and service activities

Appendix	Title	File Name
No files uploaded		

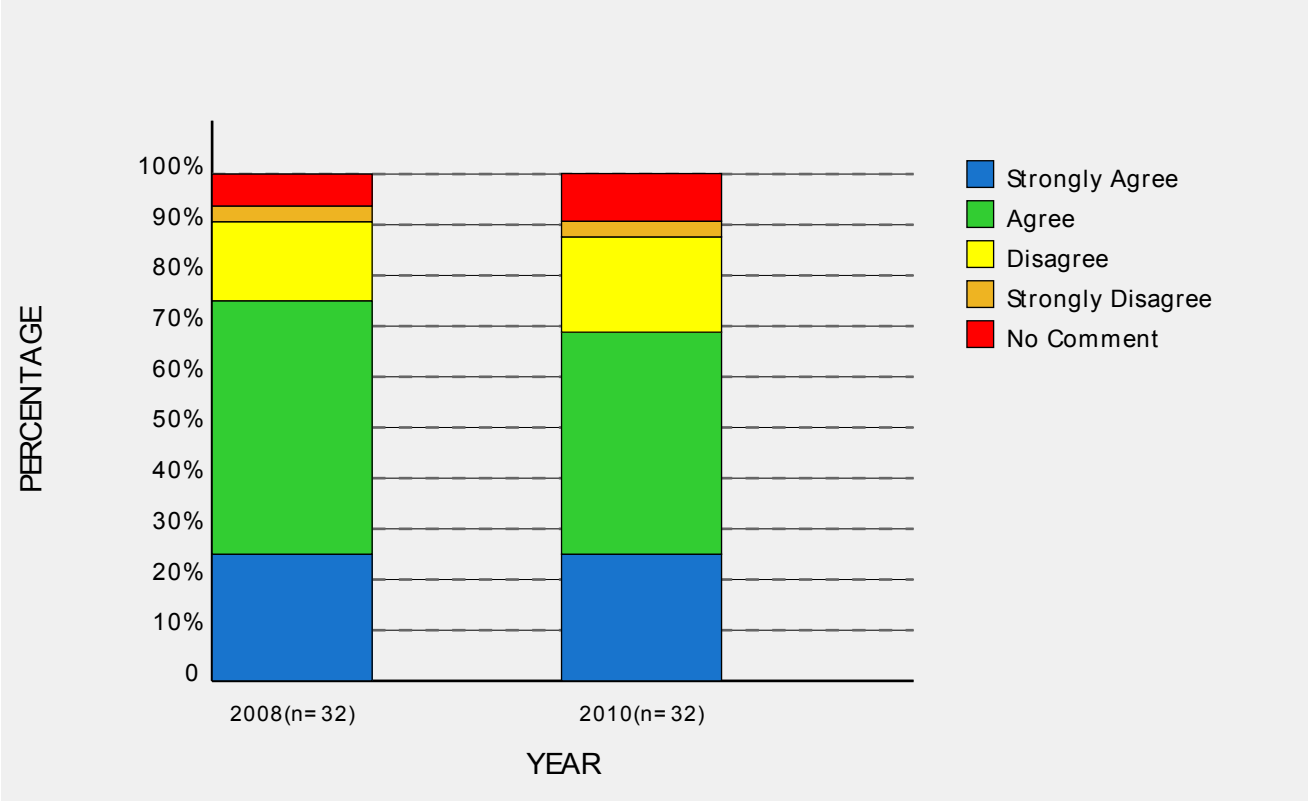
4. Other documentation or data that provides supporting evidence of compliance with the standard

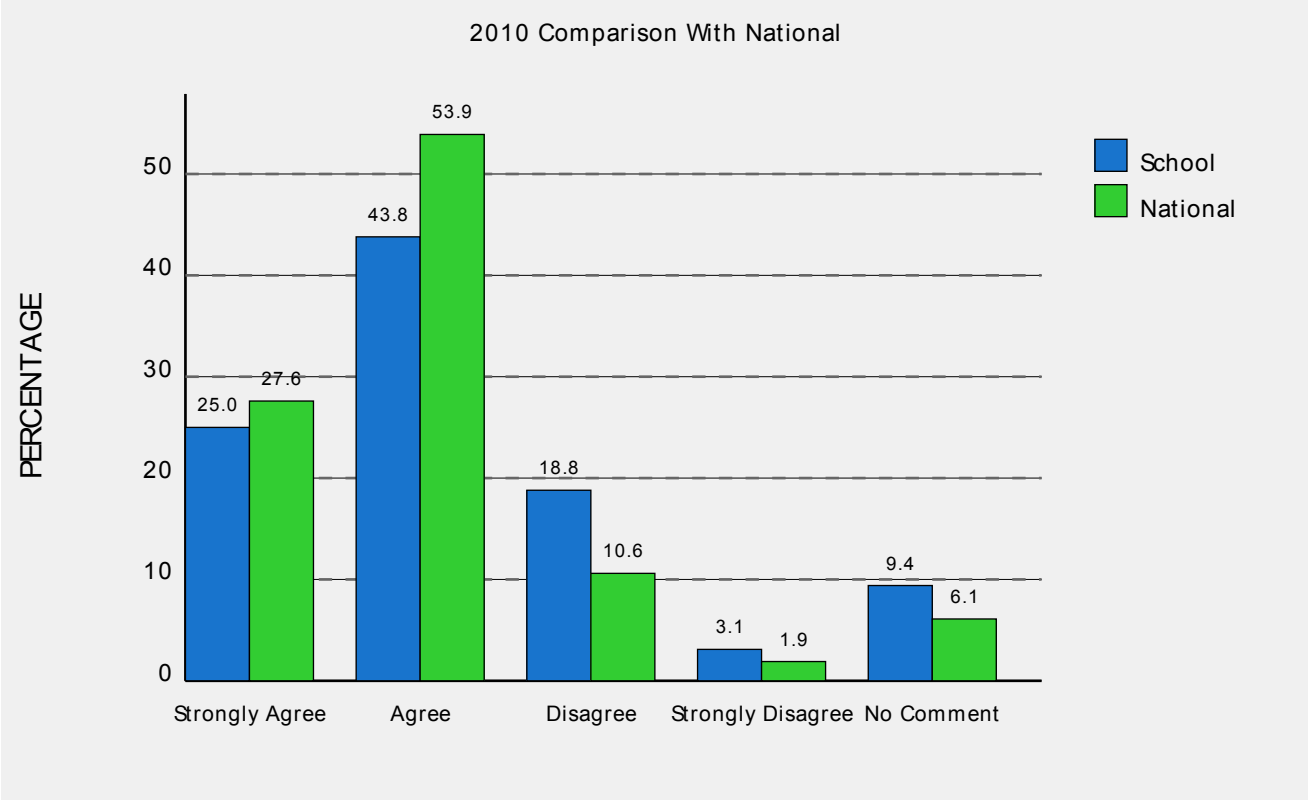
Appendix	Title	File Name
Appendix 26.4.1	2011 AACP Annual Faculty Survey	AACP_faculty_survey_OSU_2011x.pdf
Appendix 26.4.2	College Funded Pilot Grants and Research Equipment	College_Funded_Projects_and_Equipment_20

Data Views and Standardized Tables

Faculty Survey

Question 12. I have access to documents that detail policies related to my performance as a faculty member.




2010 Comparison With National
PERCENTAGE
0
10
20
30
40
50
25.0
27.6
43.8
53.9
18.8
10.6
3.1
1.9
9.4
6.1
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 12. I have access to documents that detail policies related to my performance as a faculty member.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.0%	8	50.0%	16	15.6%	5	3.1%	1	6.3%	2	32	82.1%
2010	25.0%	8	43.8%	14	18.8%	6	3.1%	1	9.4%	3	32	82.1%
National	27.6%	754	53.9%	1475	10.6%	289	1.9%	52	6.1%	166	2736	69.1%

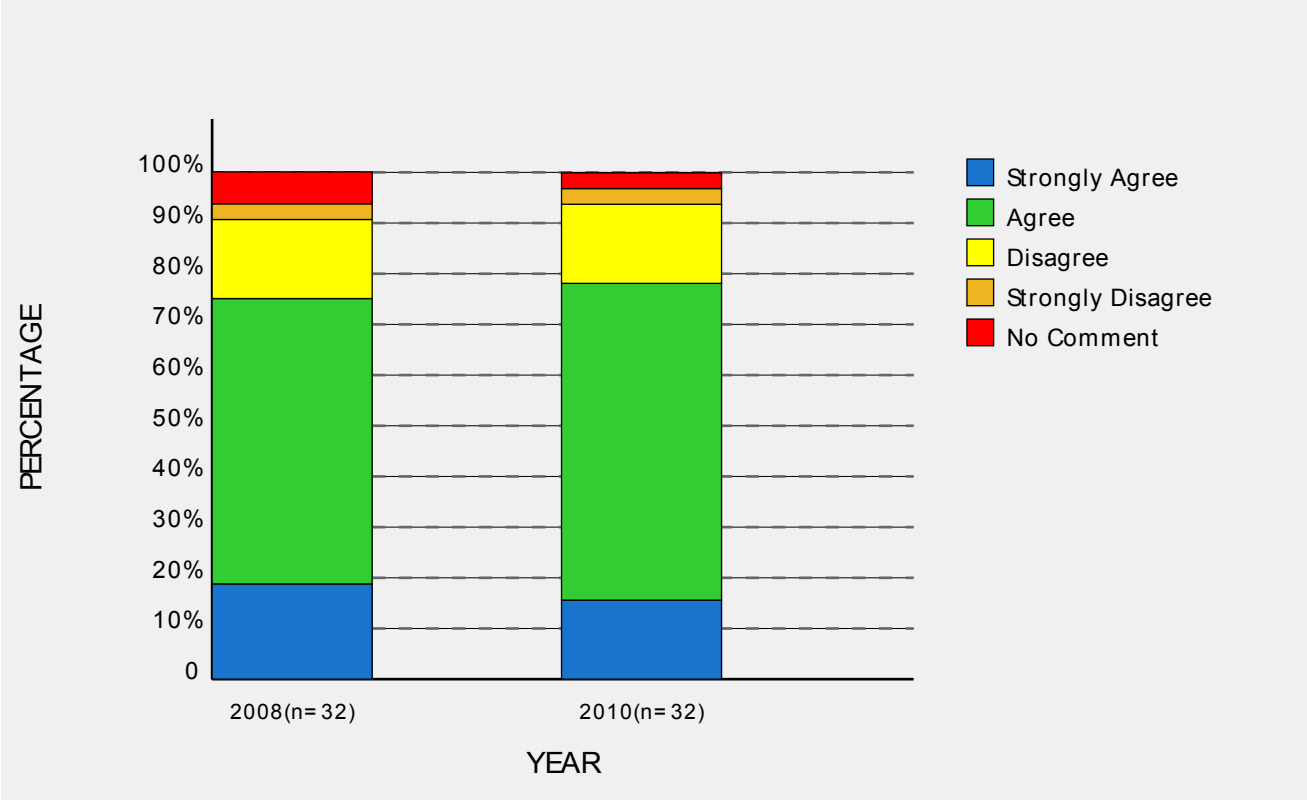
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

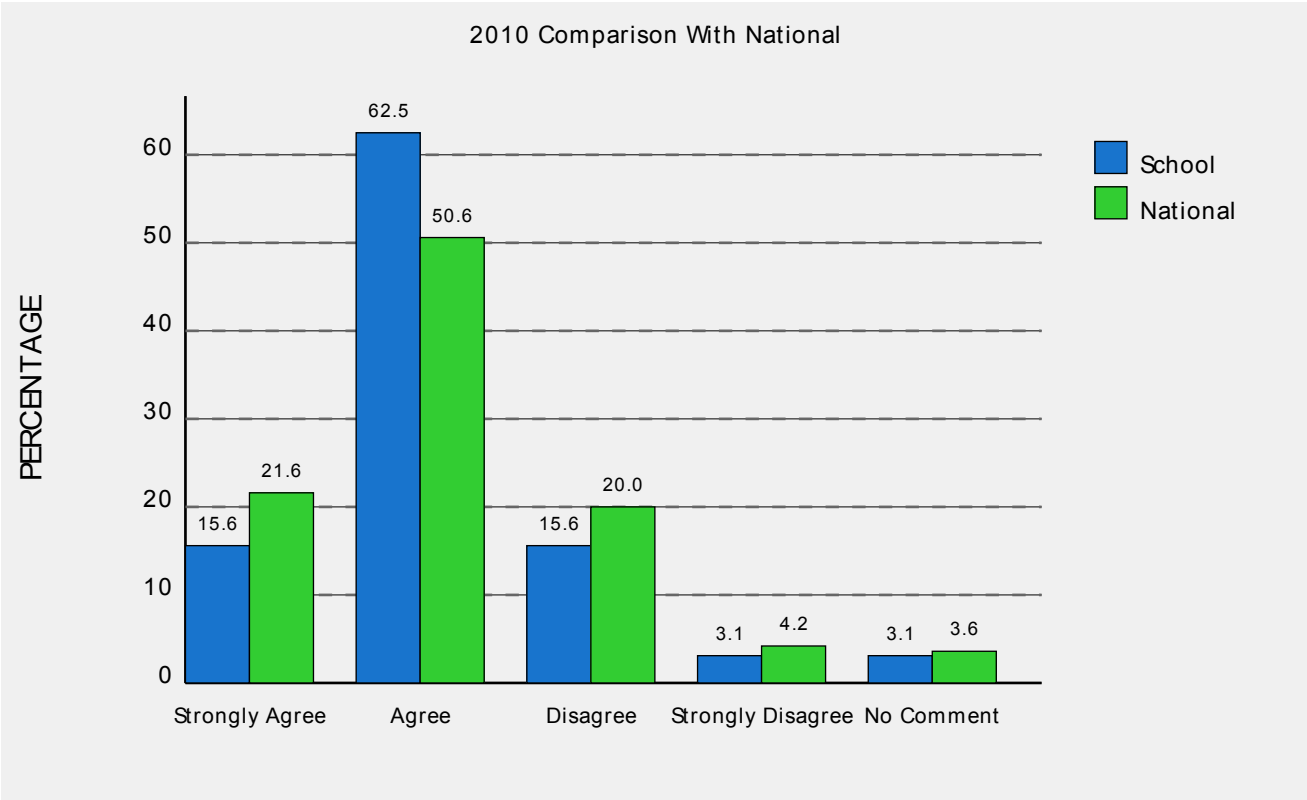
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 6.7% disagree and 0% strongly disagree with the statement.

Faculty Survey

Question 13. My performance assessment criteria are explicit and clear.





Question 13. My performance assessment criteria are explicit and clear.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	56.3%	18	15.6%	5	3.1%	1	6.3%	2	32	82.1%
2010	15.6%	5	62.5%	20	15.6%	5	3.1%	1	3.1%	1	32	82.1%
National	21.6%	592	50.6%	1384	20.0%	546	4.2%	115	3.6%	99	2736	69.1%

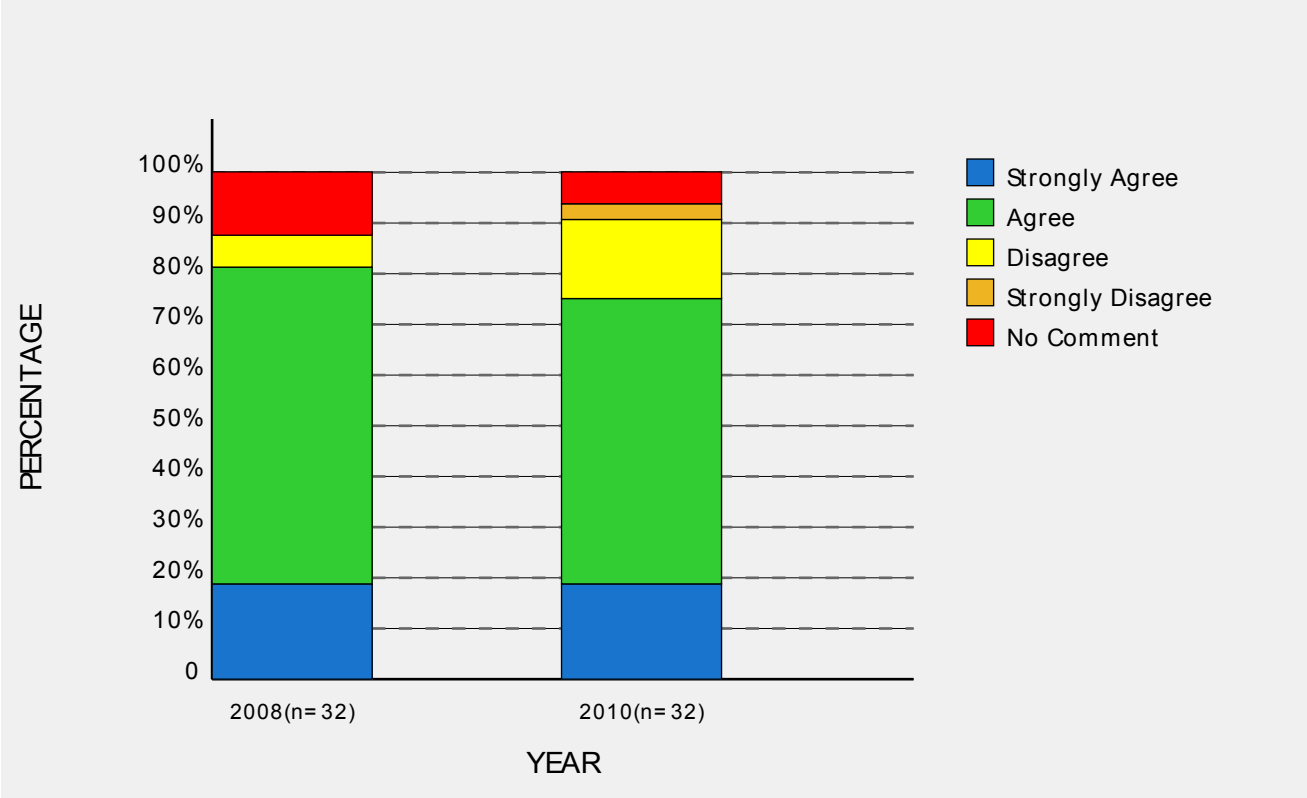
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

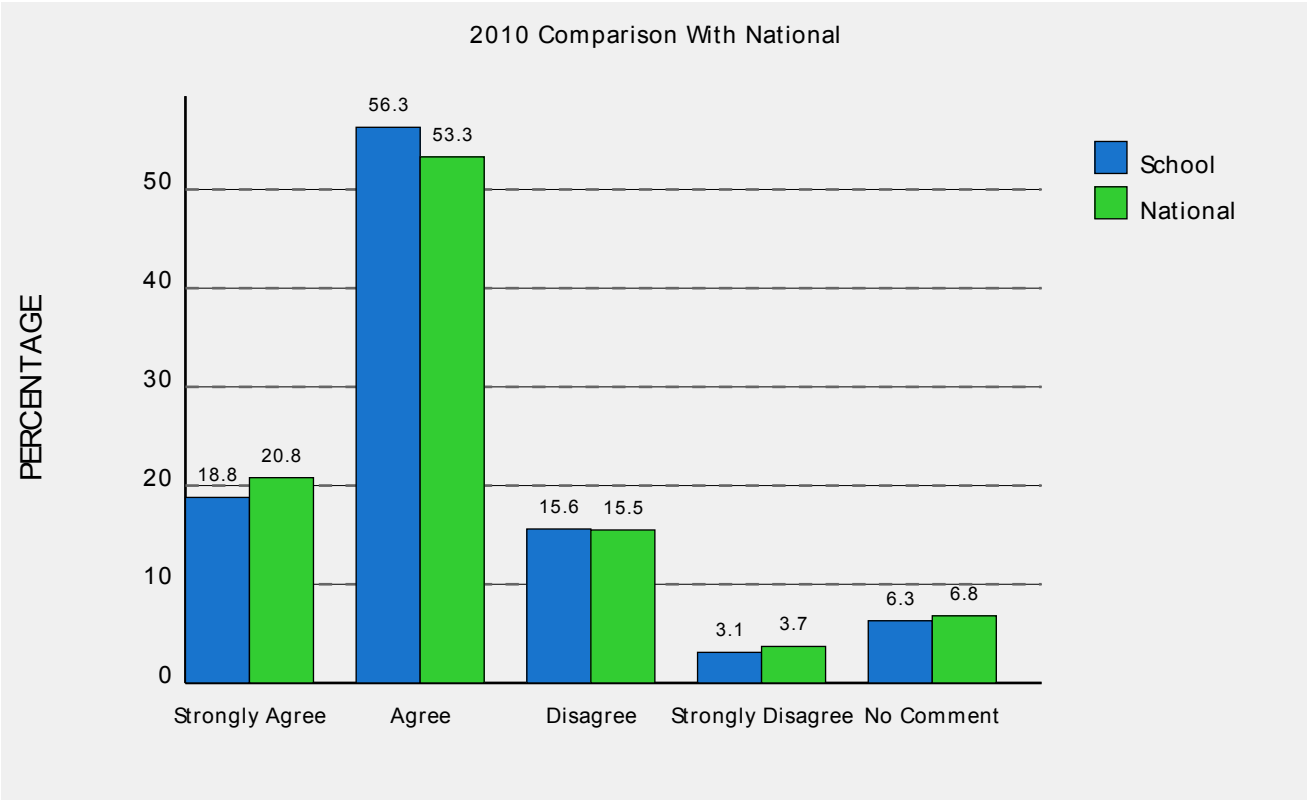
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 6.7% disagree and 0% strongly disagree with the statement.

Faculty Survey

Question 15. Criteria for my performance assessment are consistent with my responsibilities.





Question 15. Criteria for my performance assessment are consistent with my responsibilities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	18.8%	6	62.5%	20	6.3%	2	0.0%	0	12.5%	4	32	82.1%
2010	18.8%	6	56.3%	18	15.6%	5	3.1%	1	6.3%	2	32	82.1%
National	20.8%	569	53.3%	1458	15.5%	423	3.7%	100	6.8%	186	2736	69.1%

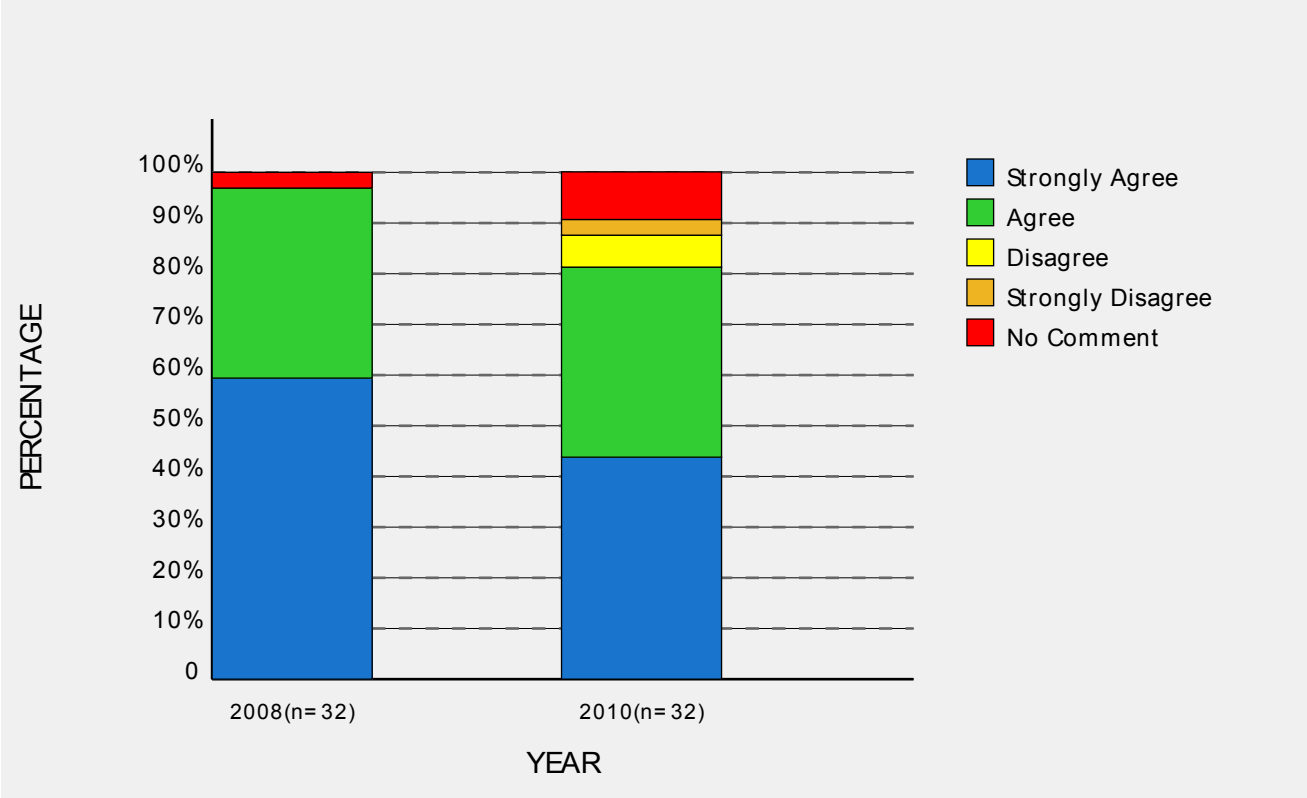
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

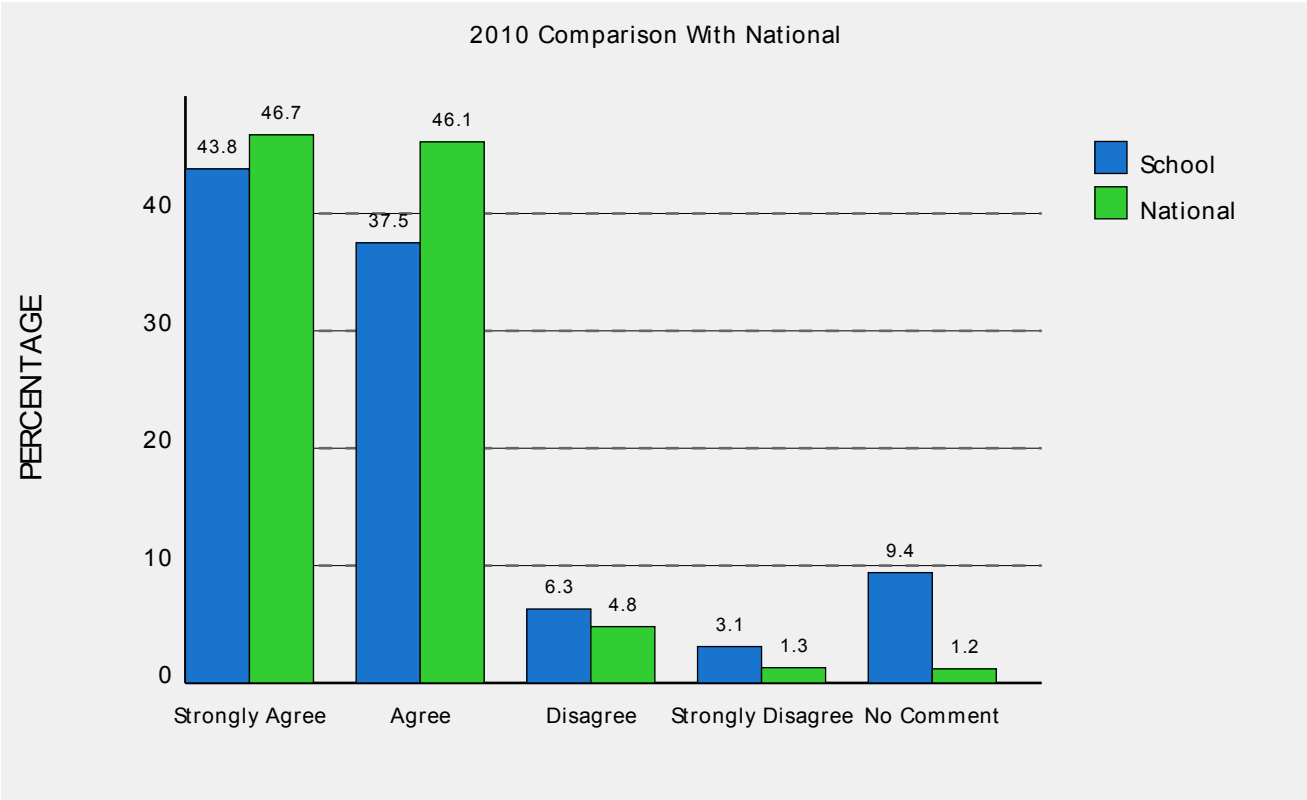
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 0% disagree and 0% strongly disagree with the statement.

Faculty Survey

Question 16. I am encouraged to engage in scholarly activity.





Question 16. I am encouraged to engage in scholarly activity.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	59.4%	19	37.5%	12	0.0%	0	0.0%	0	3.1%	1	32	82.1%
2010	43.8%	14	37.5%	12	6.3%	2	3.1%	1	9.4%	3	32	82.1%
National	46.7%	1277	46.1%	1260	4.8%	130	1.3%	35	1.2%	34	2736	69.1%

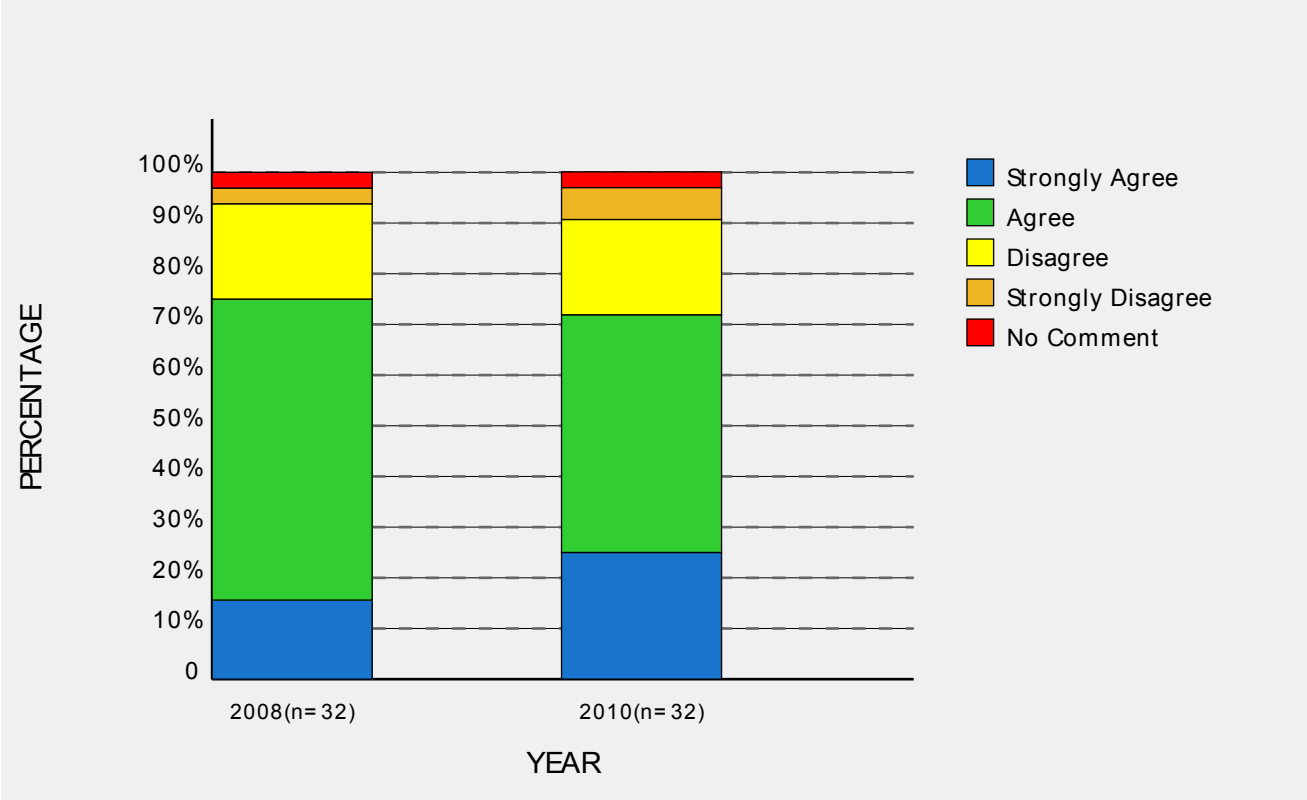
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

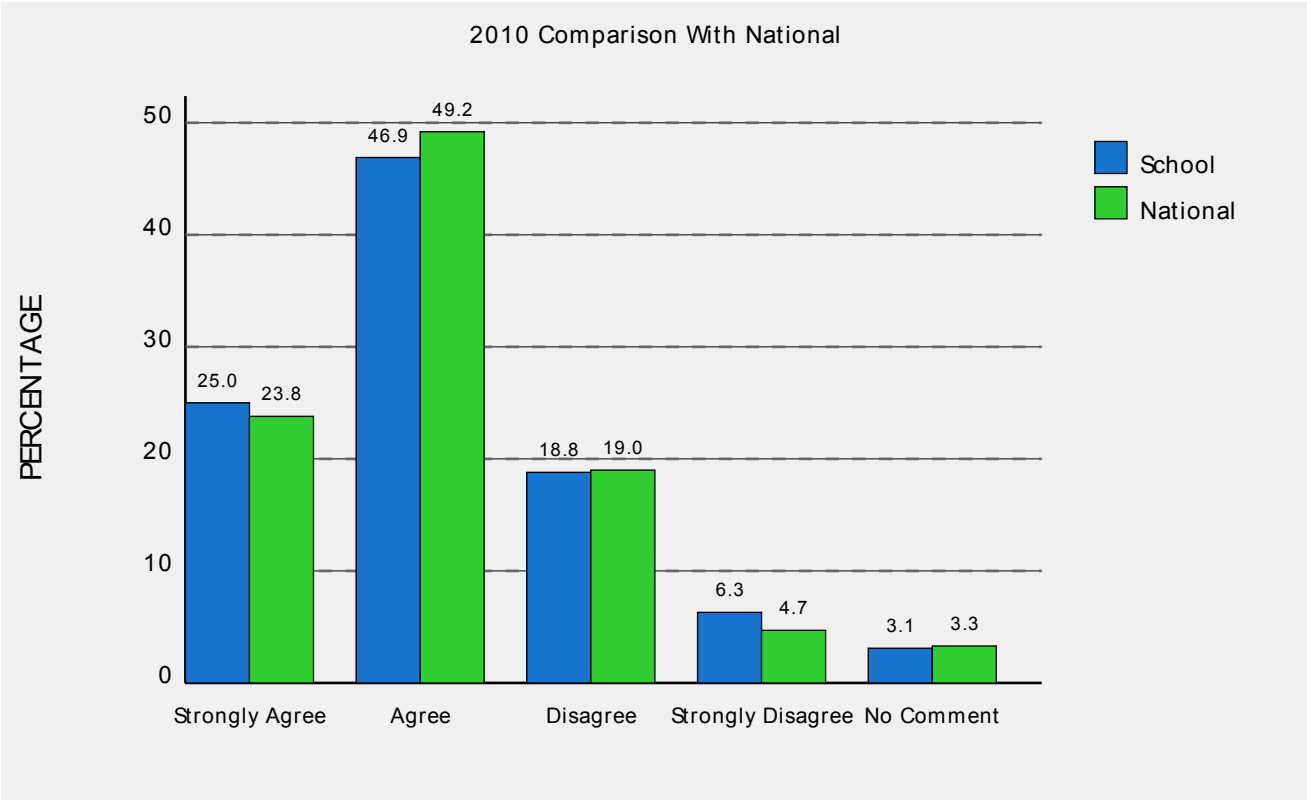
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 3.3% disagree and 0% strongly disagree with the statement.

Faculty Survey

Question 17. I receive formal feedback on my performance on a regular basis.





Question 17. I receive formal feedback on my performance on a regular basis.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	59.4%	19	18.8%	6	3.1%	1	3.1%	1	32	82.1%
2010	25.0%	8	46.9%	15	18.8%	6	6.3%	2	3.1%	1	32	82.1%
National	23.8%	651	49.2%	1346	19.0%	521	4.7%	129	3.3%	89	2736	69.1%

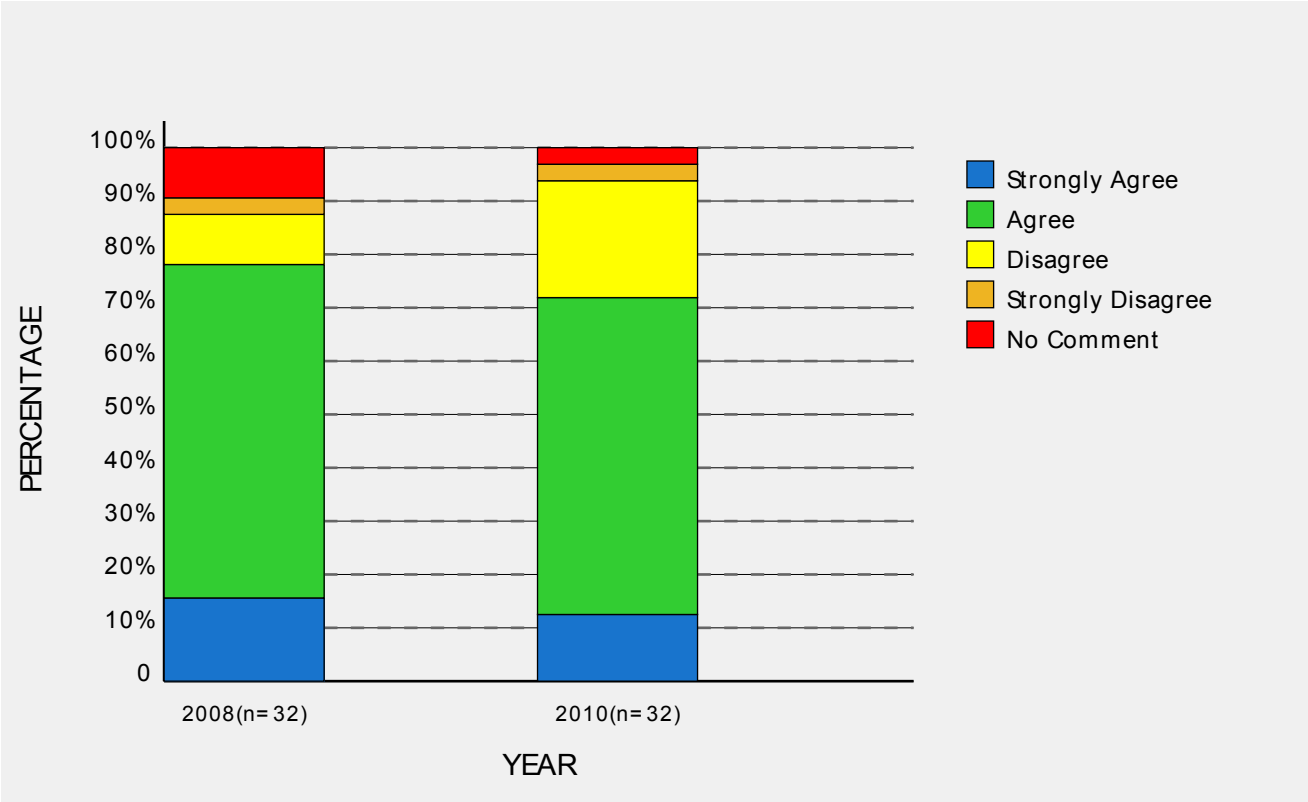
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

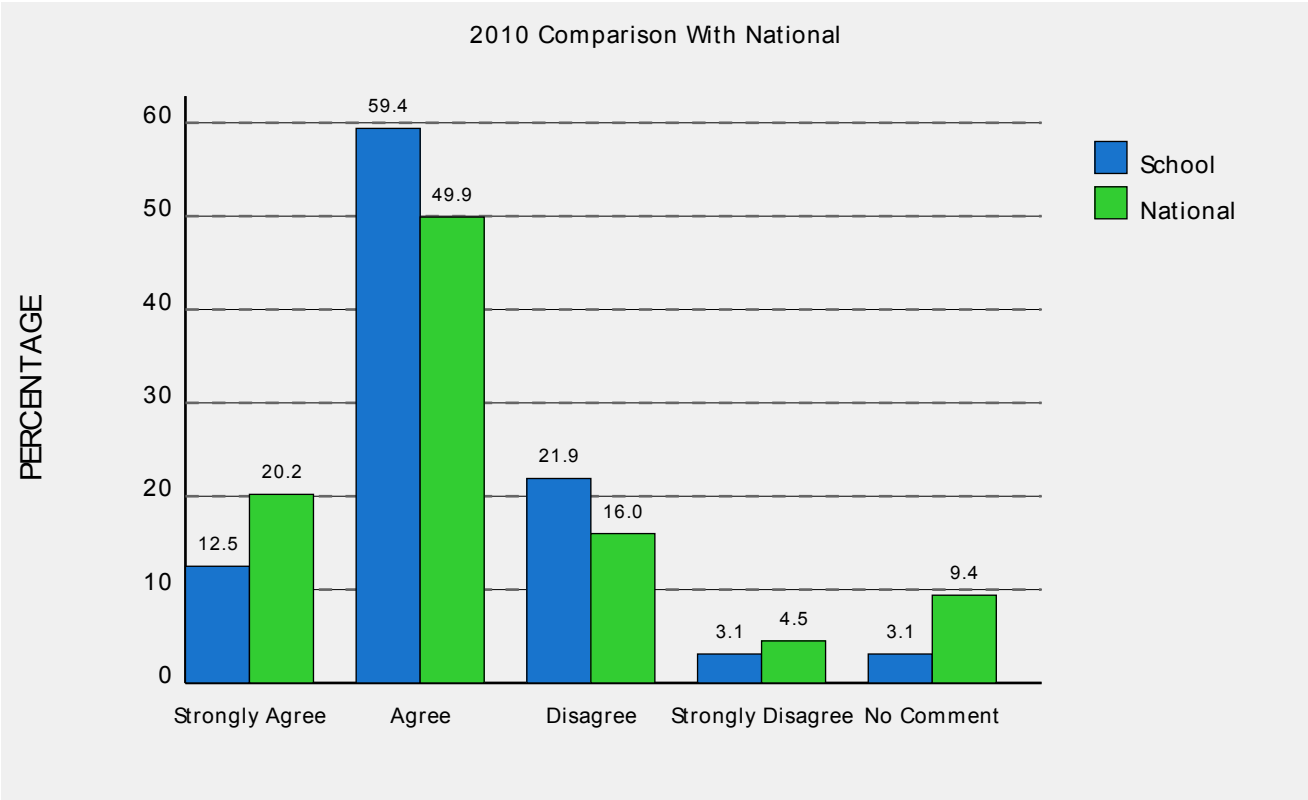
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 13.3% disagree and 0% strongly disagree with the statement.

Faculty Survey

Question 18. The performance feedback I receive is effective.





Question 18. The performance feedback I receive is effective.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	15.6%	5	62.5%	20	9.4%	3	3.1%	1	9.4%	3	32	82.1%
2010	12.5%	4	59.4%	19	21.9%	7	3.1%	1	3.1%	1	32	82.1%
National	20.2%	554	49.9%	1365	16.0%	437	4.5%	123	9.4%	257	2736	69.1%

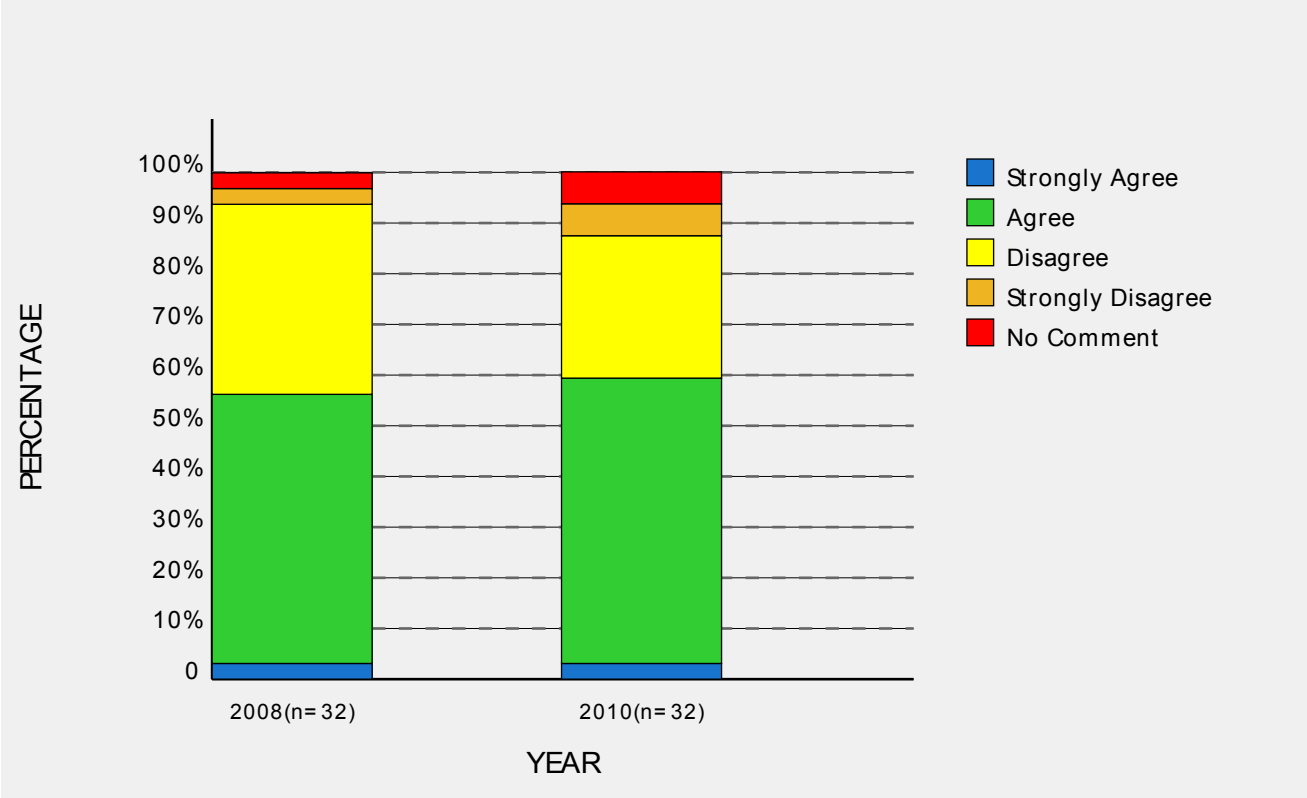
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

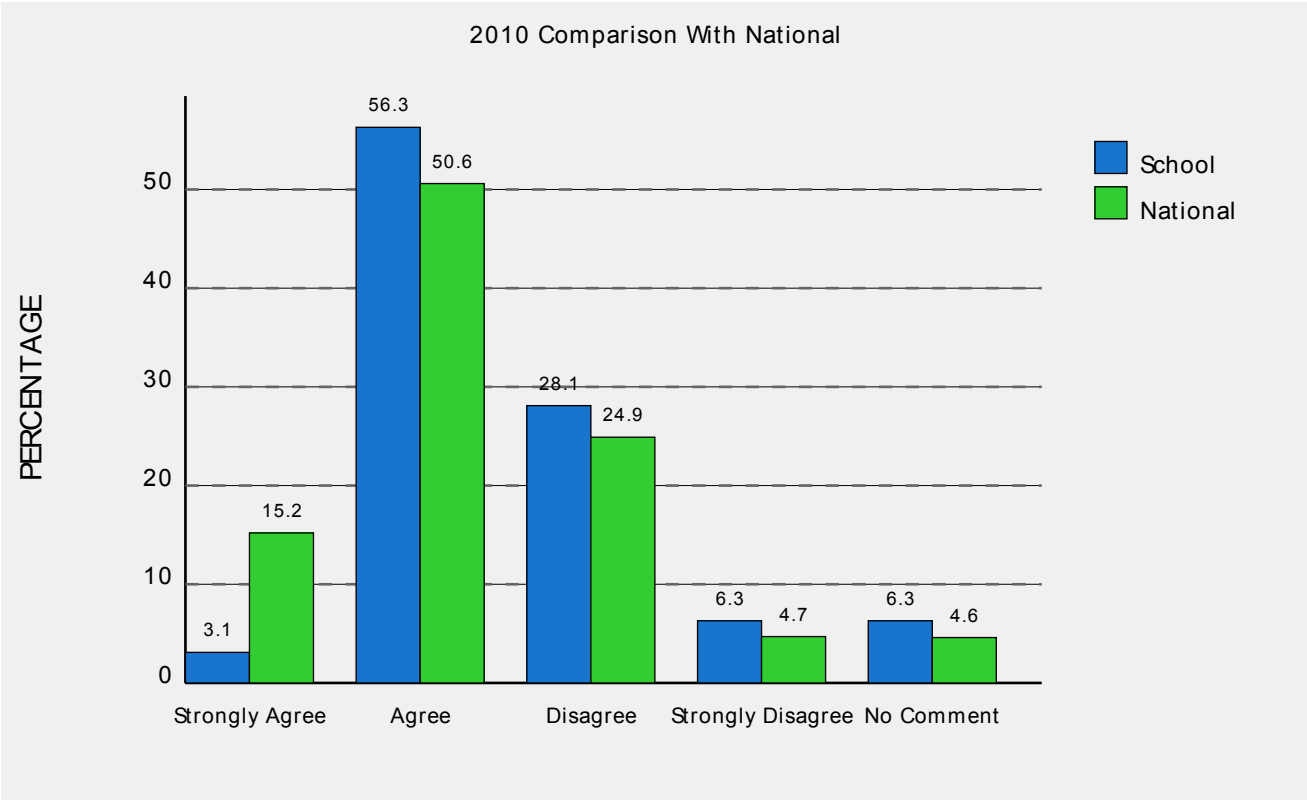
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 3.3% disagree and 3.3% strongly disagree with the statement.

Faculty Survey

Question 33. I receive adequate guidance on career development.





Question 33. I receive adequate guidance on career development.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	3.1%	1	53.1%	17	37.5%	12	3.1%	1	3.1%	1	32	82.1%
2010	3.1%	1	56.3%	18	28.1%	9	6.3%	2	6.3%	2	32	82.1%
National	15.2%	417	50.6%	1385	24.9%	681	4.7%	128	4.6%	125	2736	69.1%

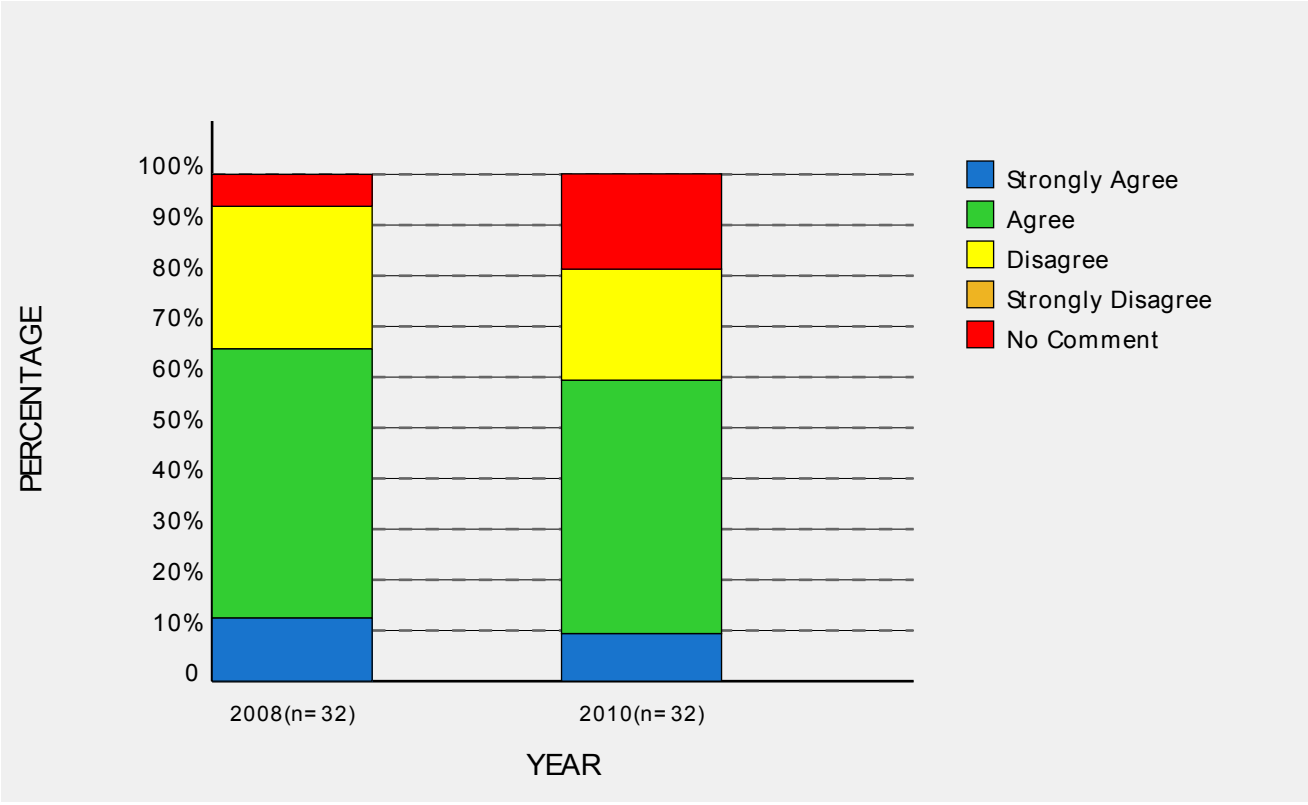
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

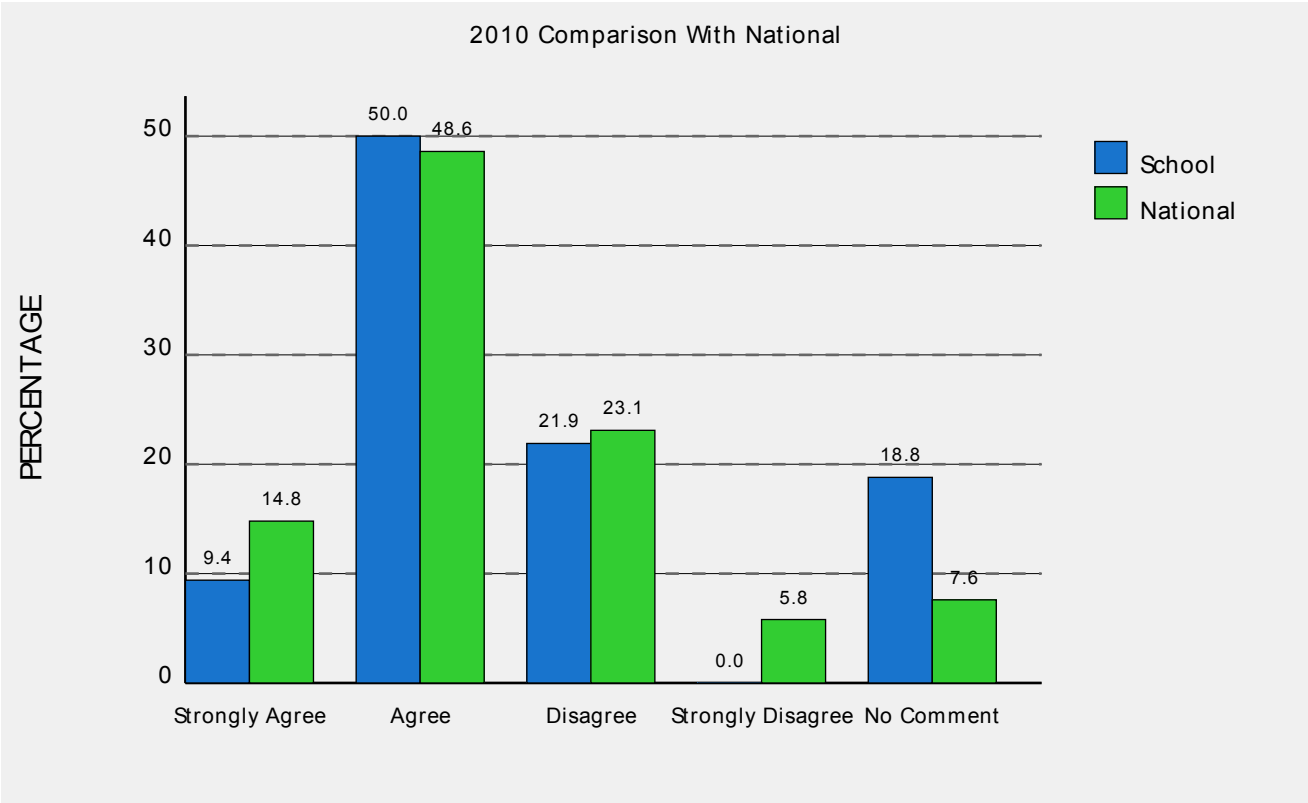
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 20.0% disagree and 6.7% strongly disagree with the statement.

Faculty Survey

Question 37. Programs are available to me that help me develop my competence in research and/or scholarship.





Question 37. Programs are available to me that help me develop my competence in research and/or scholarship.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	12.5%	4	53.1%	17	28.1%	9	0.0%	0	6.3%	2	32	82.1%
2010	9.4%	3	50.0%	16	21.9%	7	0.0%	0	18.8%	6	32	82.1%
National	14.8%	406	48.6%	1330	23.1%	632	5.8%	160	7.6%	208	2736	69.1%

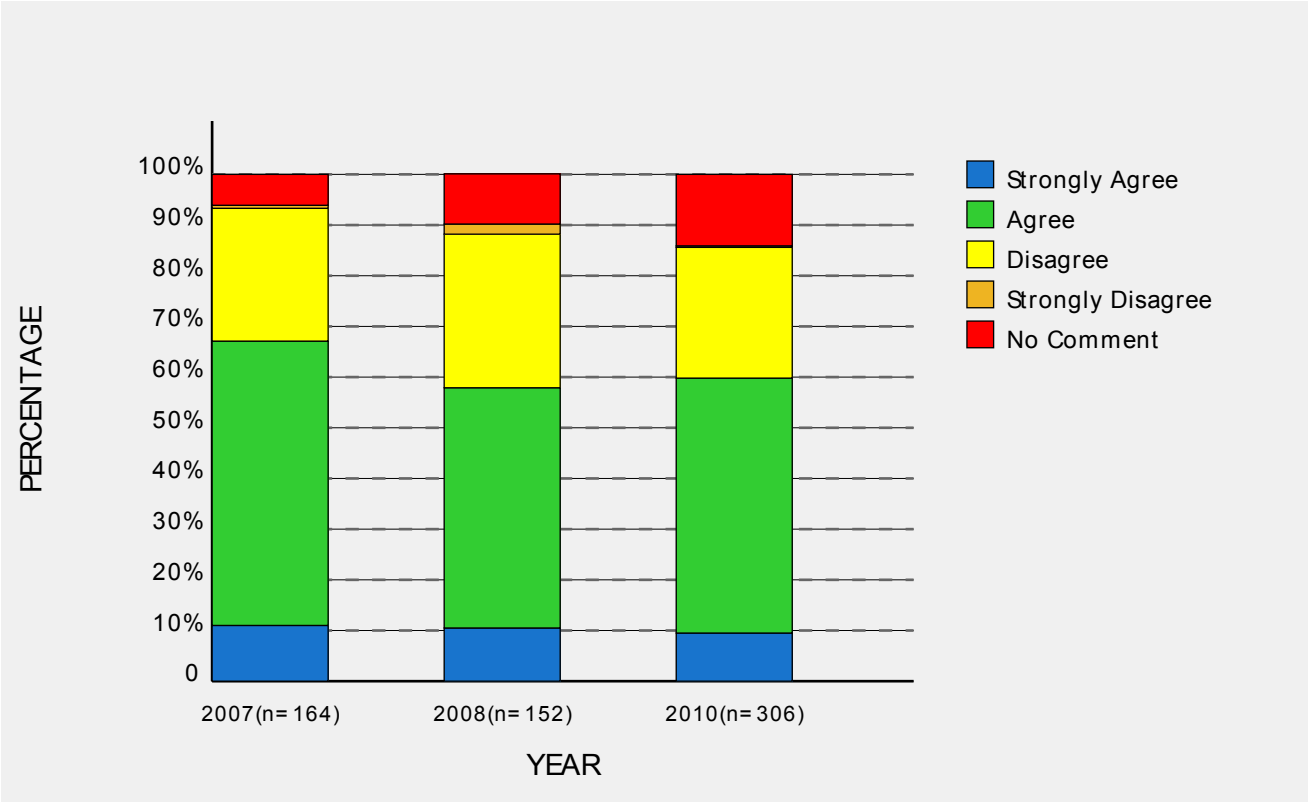
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

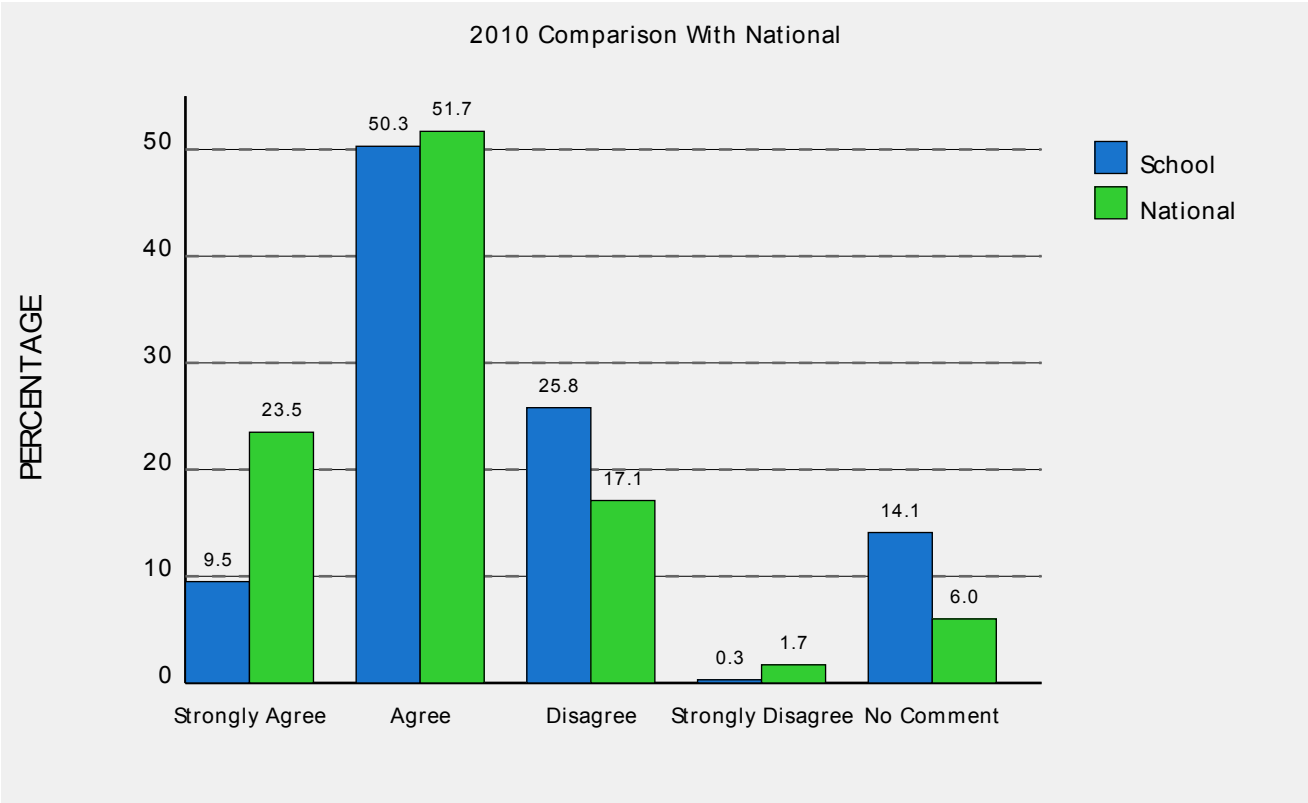
Program comments on this Data View:

Data for 2011 Faculty survey is included in optional documentation. The 2011 survey shows 3.3% disagree and 3.3% strongly disagree with the statement.

Preceptor Survey

Question 15. I know how to utilize policies of the college/school that deal with harassment and discrimination.





Question 15. I know how to utilize policies of the college/school that deal with harassment and discrimination.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	11.0%	18	56.1%	92	26.2%	43	0.6%	1	6.1%	10	164	35.0%
2008	10.5%	16	47.4%	72	30.3%	46	2.0%	3	9.9%	15	152	22.1%
2010	9.5%	29	50.3%	154	25.8%	79	0.3%	1	14.1%	43	306	23.8%
National	23.5%	2019	51.7%	4446	17.1%	1466	1.7%	150	6.0%	513	8594	32.8%

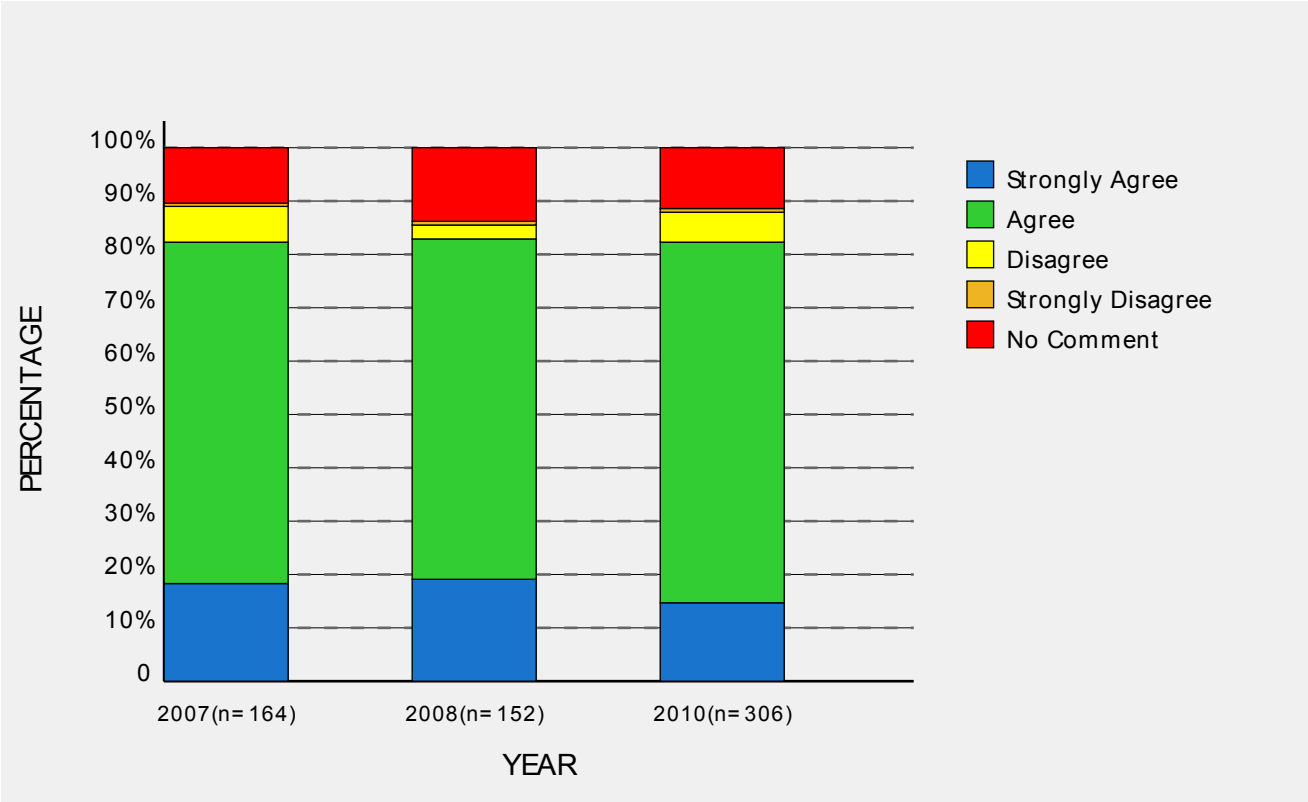
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

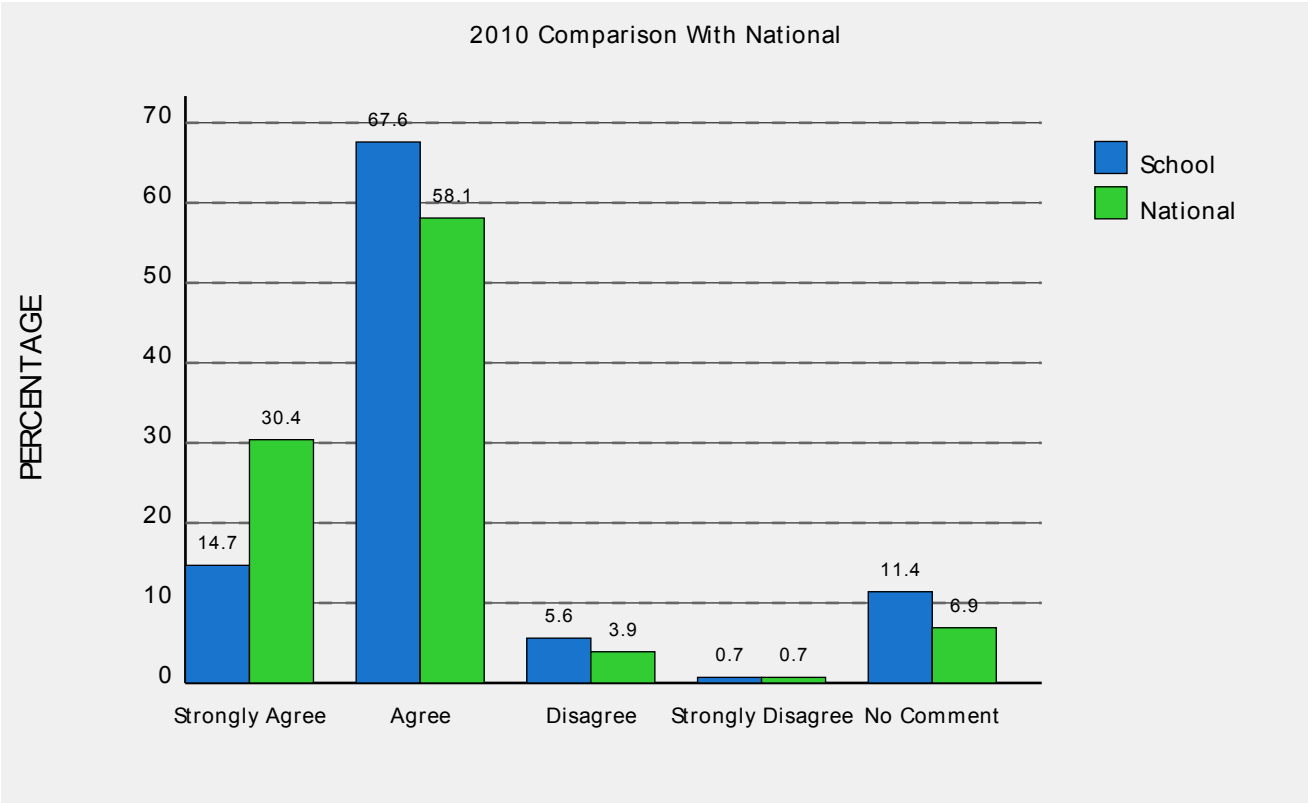
Program comments on this Data View:

See Standards 14 and 27; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 16. The criteria for my performance as a preceptor are commensurate with my responsibilities as defined by the college/school.





Question 16. The criteria for my performance as a preceptor are commensurate with my responsibilities as defined by the college/school.

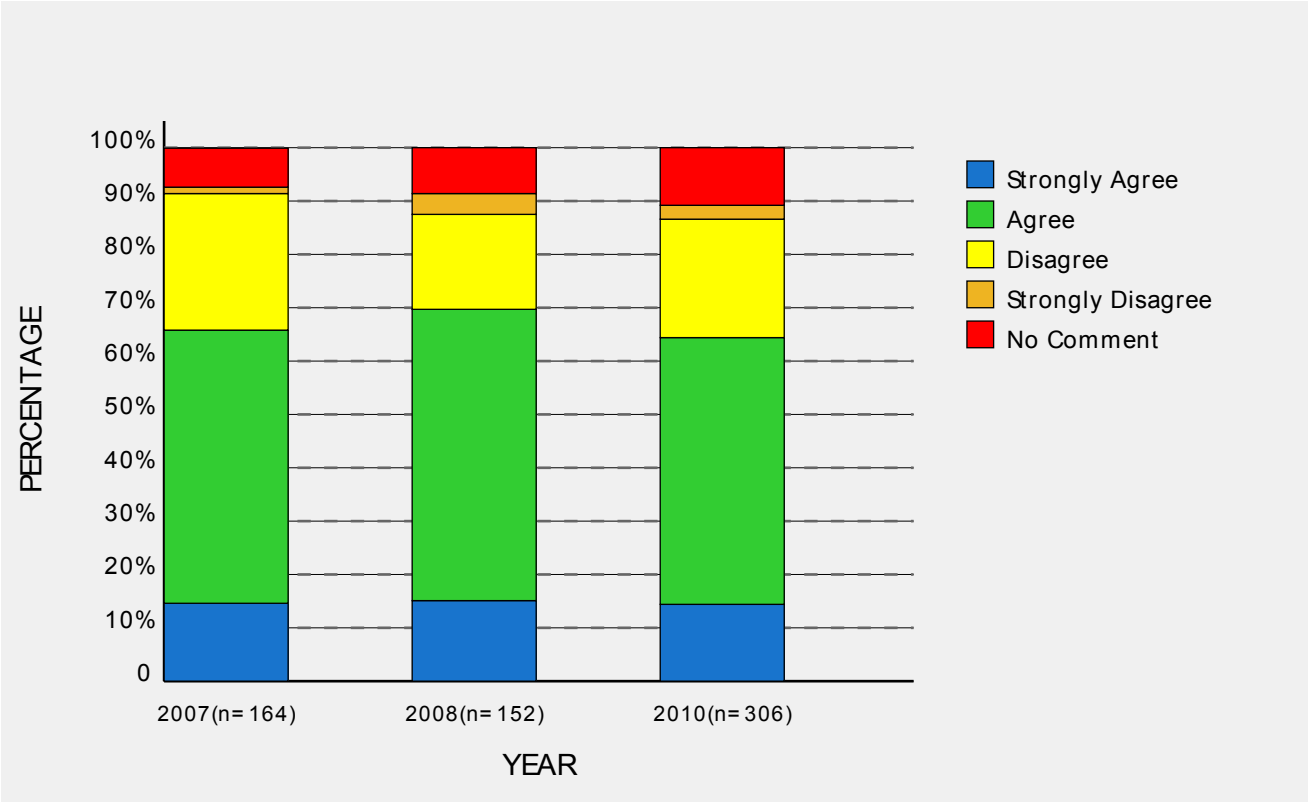
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	18.3%	30	64.0%	105	6.7%	11	0.6%	1	10.4%	17	164	35.0%
2008	19.1%	29	63.8%	97	2.6%	4	0.7%	1	13.8%	21	152	22.1%
2010	14.7%	45	67.6%	207	5.6%	17	0.7%	2	11.4%	35	306	23.8%
National	30.4%	2613	58.1%	4989	3.9%	339	0.7%	58	6.9%	595	8594	32.8%

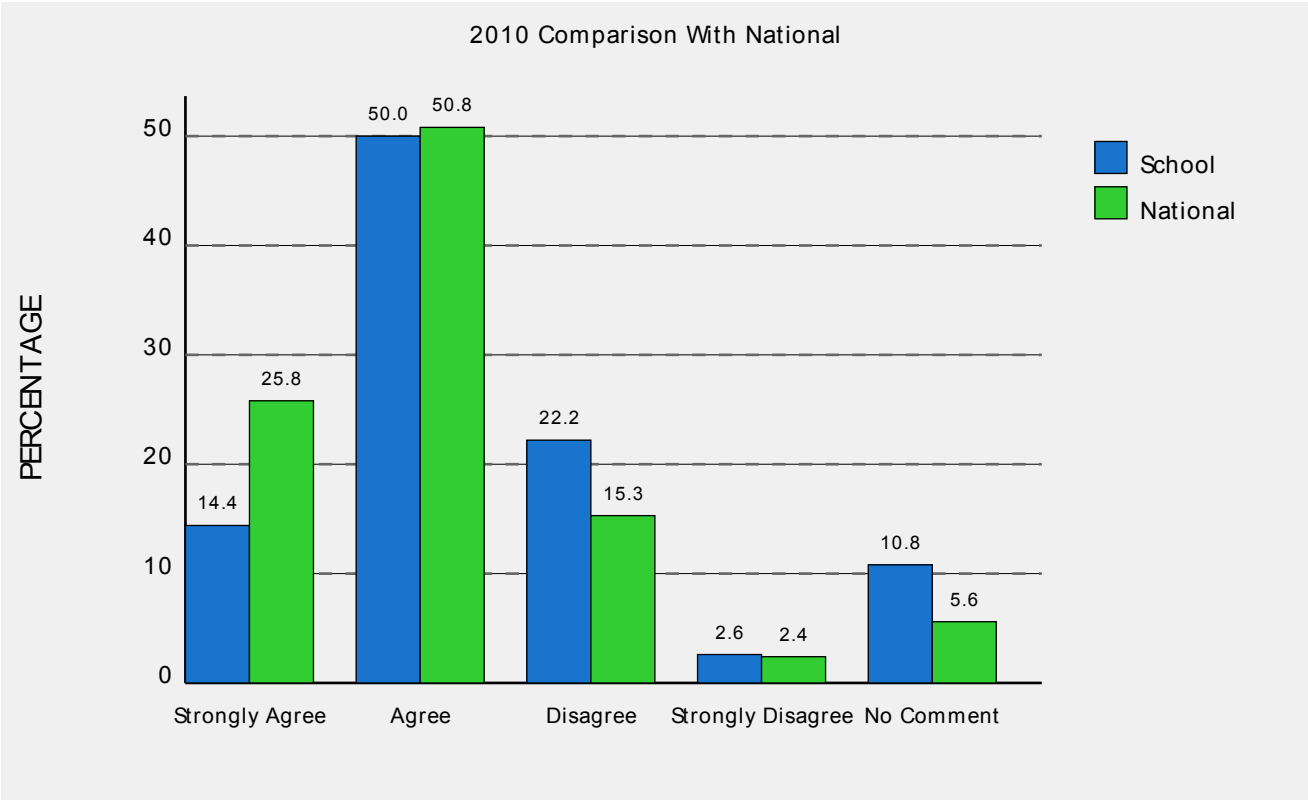
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Preceptor Survey

Question 17. The criteria for evaluating my performance as a preceptor are clear.





Question 17. The criteria for evaluating my performance as a preceptor are clear.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	14.6%	24	51.2%	84	25.6%	42	1.2%	2	7.3%	12	164	35.0%
2008	15.1%	23	54.6%	83	17.8%	27	3.9%	6	8.6%	13	152	22.1%
2010	14.4%	44	50.0%	153	22.2%	68	2.6%	8	10.8%	33	306	23.8%
National	25.8%	2221	50.8%	4369	15.3%	1314	2.4%	210	5.6%	480	8594	32.8%

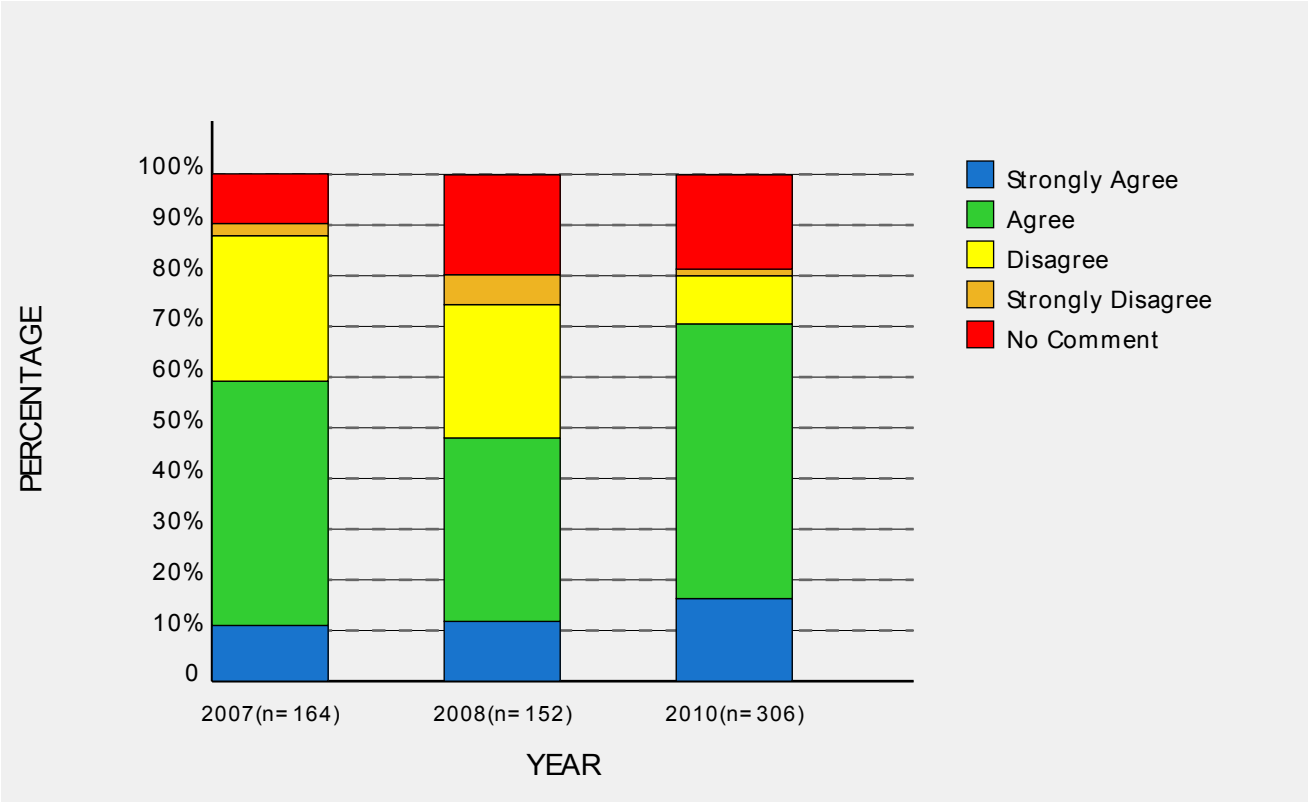
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

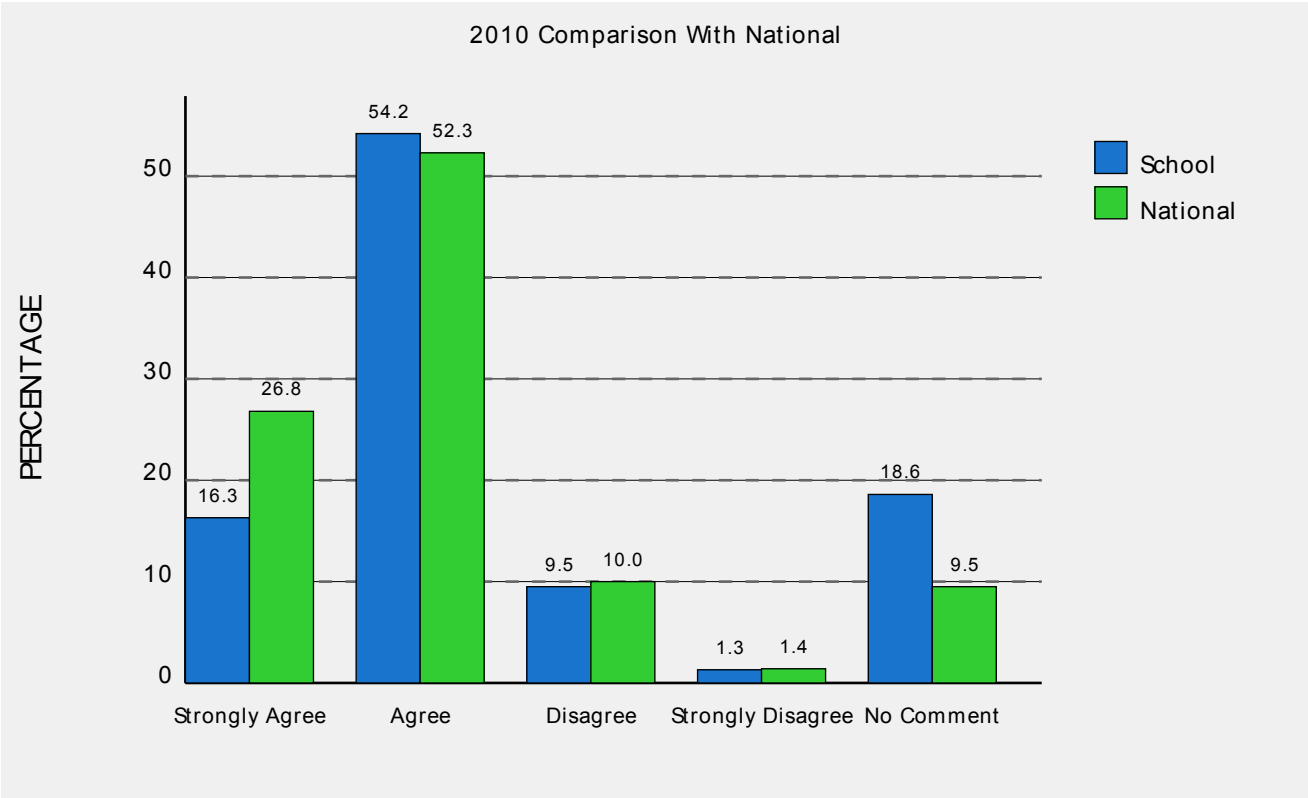
Program comments on this Data View:

See Standards 14 and 27; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 39. The college/school has an effective continuing professional development program for me that is consistent with my preceptor responsibilities.





Question 39. The college/school has an effective continuing professional development program for me that is consistent with my preceptor responsibilities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	11.0%	18	48.2%	79	28.7%	47	2.4%	4	9.8%	16	164	35.0%
2008	11.8%	18	36.2%	55	26.3%	40	5.9%	9	19.7%	30	152	22.1%
2010	16.3%	50	54.2%	166	9.5%	29	1.3%	4	18.6%	57	306	23.8%
National	26.8%	2306	52.3%	4495	10.0%	858	1.4%	119	9.5%	816	8594	32.8%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

See Standards 14 and 27; increased structure and resources for experiential education will help to continue improvement for this concern.

Research and Scholarly Activity of Full-Time Faculty by Department

Activity	Pharm Practice	Pharm Sci	Total
Publications in peer-reviewed journals during past 3 years	77	124	201
Books/book chapters published in past 3 years as author or co-author	28	4	32
Invited presentations during past year at professional or scientific meetings and conferences	66	22	88
Research presentations or posters during past year at professional or scientific meetings and conferences	42	58	100
Extramural grants received during the past year	Number of F/T Faculty Members involved as Principal Investigators, Co-Investigators, or Researchers		
NIH	3	9	12
Other Federal	0	4	4
State or regional	5	4	9
Industry (pharmaceutical manufacturer, device manufacturer, biotech company, etc.)	4	5	9

Program comments on this Data View:

Number of Full-Time Faculty with No Activity in a Category

Activity	Pharm Practice	Pharm Sci	Total
Publications & Presentations	Number of Faculty Members with No Activity in a Category		
Publications in peer-reviewed journals during past 3 years	6	0	6
Books/book chapters published in past 3 years as author or co-author	10	10	20
Invited presentations during past year at professional or scientific meetings and conferences	3	5	8
Research presentations or posters during past year at professional or scientific meetings and conferences	3	1	4
Extramural grants received during the past year	Number of Faculty Members with No Activity in a Category		
NIH	14	5	19
Other Federal	17	10	27
State or regional	12	10	22
Industry (pharmaceutical manufacturer, device manufacturer, biotech company, etc.)	13	9	22

Program comments on this Data View:

2. College or School's Self-Assessment

The college or school fosters the development of its faculty and has an effective continuing professional and career development program for full-time, part-time, and voluntary faculty consistent with their responsibilities.	Satisfactory
The college or school fosters the development of its staff and has an effective continuing professional and career development program for full-time and part-time staff consistent with their responsibilities.	Satisfactory
Faculty and staff are assisted in goal setting by their administrative reporting authority	Satisfactory
The college or school reviews the performance of faculty and staff on a regular basis.	Satisfactory
Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program.	Satisfactory
The college or school has or provides support for programs and activities for faculty and preceptor continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the program.	Satisfactory
Faculty receive adequate guidance and support on career development.	Needs Improvement
Faculty are able to attend one or more scientific or professional association meetings per year.	Satisfactory
Faculty development programs are available to enhance a faculty member's academic skills and abilities.	Satisfactory
The performance criteria for faculty are clear.	Satisfactory
Expectations on faculty for teaching, scholarship and service are appropriate and commensurate with academic and professional development.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of the performance review process for full-time, part-time and voluntary faculty (including preceptors) and staff
☑ A description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review
☑ A description of faculty development programs and opportunities offered or supported by the college or school
☑ A description of staff development programs and opportunities offered or supported by the college or school
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)
Performance reviews of instructional faculty, professional faculty and classified staff follows guidelines established by the University. The University has adopted a position description driven process in which individuals and supervisors define, within broad University guidelines, each individual's responsibilities and then use that agreement as a guide for evaluation. Formal evaluations are conducted by the department chairs and supervisors annually, although University guidelines do not require annual evaluations for senior faculty members.

Self-evaluation, teaching evaluations (student and peer), evidence of scholarship, and service commitments (including involvement in student activities) are all addressed during annual reviews of instructional faculty members with the department chair. Goal setting and plans for further professional development in the coming year are also an important part of the annual review. Standardized forms are used for recording of the past year's activities by the faculty member, and for performance evaluation and goals setting by the department chair.

Formal reviews of instructional faculty members are conducted following their third year by the College Promotion and Tenure committee. The three year review highlights strengths and weaknesses as the faculty member prepares for assembly of promotion/tenure dossiers in the sixth year. The University sponsors annual workshops for faculty and administrators to clarify the promotion and tenure process. College P and T committee members have also made departmental presentations to address questions from faculty. Faculty members may also request a review by the Committee at any point in their career. The 2011 Faculty survey (see optional documentation) suggests that most faculty members agree performance criteria are clear, assessed appropriately, and helpful in setting future goals. Since 2005, eight faculty members have successfully been promoted to Associate Professor, two have been denied promotion and one has declined to apply. One faculty member has advanced to full professor.

Instructional faculty members receive start up funding appropriate to support their initial efforts in teaching and scholarship. Faculty orientation is carried out through a combination

of scheduled meetings with their departmental chair, university-wide seminars, and a mentoring committee. Mentoring committees are a relatively new addition and are comprised of three colleagues agreed upon by the faculty member and the chair. The faculty member is responsible for convening the committee early in their appointment, but there is an expectation that the committee will initially meet semi-annually to provide new faculty with perspectives on everything from departmental culture, to instructional strategies, to research progress.

Led by the Associate Dean for Research, the College excels in providing support for the scholarly efforts of faculty. Start up packages are generous and, over the past two years, the College has internally funded more than $200,000 in pilot grants and research infrastructure (see optional documentation) across both departments for established faculty, and contributed $55,000 to divisional pilot project grant programs. Over the past five years, the College also provided approximately $50,000 in matching funds for University-based research equipment competitions. The College provided five faculty grants in 2010 – 2011 to participate in a year long intensive grant writing workshop.

Faculty are encouraged to explore further development in academic perspectives through College presentations, OSU Center for Teaching and Learning workshops, OHSU faculty development workshops, and participation in regional or national meetings. Many College-wide faculty meetings are accompanied by presentations or workshops relating to skills (see optional documentation). Four faculty members have availed themselves of sabbatical leaves. Nearly all faculty members attend at least one national meeting annually within their discipline, using grant funding or College funding. The College has supported a number of faculty members to attend APhA, ASHP, ACCP or AACP the past several years and has sent faculty teams to the 2009 and 2011 AACP institutes. The Annual Rising Lecture and Graduate Retreat stands as a singular event for the College at which faculty, graduate student and professional student scholarship is shared through formal presentations and informal discussions.

In an internal survey conducted in the 2010 – 2011 academic year, 22 of 24 instructional faculty members agreed with the statement “I receive adequate information about faculty development opportunities.# Results from AACP faculty surveys, however, have previously indicated a need for improvement in College support of faculty development. Results from the 2011 Faculty survey (see optional documentation) suggest that progress is being made (Q34, 37), but continues to reveal greater concern regarding career guidance (Q33) than is desired. On reflection, there was concern within the Executive committee that there may be a professional development ‘gap’ between goal setting with department chairs and the work of the Promotion and Tenure committee. The Faculty Development committee was established in the fall of 2010 as a standing committee of the College to help fill this gap. The primary purpose of the committee is to assess faculty need and implement programs that address faculty interests. During the past year, the committee has already suggested changes to the annual goal settings form used by department chairs, revised the College Faculty Handbook, and begun to assess specific faculty interests with respect to potential programming.

The ‘Professional Faculty’ designation at OSU encompasses a broad range of non-teaching academic positions in the College, ranging from administrative support personnel to student

advisors. ‘Classified’ employees are primarily office support personnel. Professional Faculty advisors work with the Executive Associate Dean to identify professional development opportunities and are supported to each attend at least one regional or national professional meeting annually. Office support personnel, professional faculty and classified, are welcomed to participate in most faculty development activities. The University also offers a diverse selection of workshops and lectures throughout the academic year. As for instructional faculty, exploration of additional workshops that would facilitate professional growth is part of annual reviews. A partial listing of professional development activities completed by non-instructional faculty is included as optional documentation.

Performance evaluation of preceptors is ongoing. Although preceptors generally agree that criteria for performance are appropriate, they are less confident about policies pertaining to harassment and effectiveness of evaluation. The Director of Experiential Education and Director of IPPE have increased face to face interactions with preceptors over the past three years. Significant student concerns about preceptors, or preceptors about students, are addressed immediately with a phone call or site visit. Students are required to evaluate preceptors after each experiential rotation and aggregate evaluations are shared with preceptors annually. Confidentiality concerns necessitate a delay in communicating student evaluations, which has sometimes led to inconsistent communications. Recent transition to E*Value as a data management system is expected to provide more consistent and reliable evaluations and communication.

The College provides preceptors extensive support and training, and has recently increased structure and support for experiential education (see Standard 14). Training programs are provided in three ways; Telephonic/Email, Online, and Live. All IPPE and APPE preceptors who have been assigned students receive telephonic and email communication regarding their student schedule and evaluation procedures. They also receive ongoing reminders on how to use the student data management system, in terms of how to access the syllabi and manuals. Preceptors have indicated that professional development opportunities are available and appropriate (Q39, Preceptor Survey).

Quality improvement - The establishment of a Faculty Development standing committee will expand and strengthen the College’s ability to determine and respond to faculty development needs.

Notable achievement - The Annual Rising Lecture and Graduate Retreat is a College sponsored event which features a keynote speaker and showcases scholarship within the College. The two-day event is typically held at a resort on the Oregon coast in April. Keynote speakers have included renowned experts in translational research. Graduate students and some professional students share their research in the form of podium and poster presentations. Awards are given to the top presentations for each format. Over 80% of faculty and staff typically attend each year’s event.

Summary- Professional development of faculty and staff is a priority for the College and is addressed annually as part of performance reviews and goal setting. The College Promotion and Tenure committee has also been active in providing formal evaluations at regular intervals

to assist with faculty progression. Participation in professional development appropriate to responsibilities is supported through a variety of largely self identified opportunities, in addition to College or University sponsored programs. College support for scholarship has been exemplary, but in response to perceptions that a more comprehensive approach to career guidance and development may be valuable the College has created a Faculty Development standing committee.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

27. Physical Facilities

The college or school must have adequate and appropriate physical facilities to achieve its mission and goals. The physical facilities must facilitate interaction among administration, faculty, and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped.

1. Documentation and Data

Supporting Documents

1. Plans/architectural drawings of the physical facilities (if not feasible, please provide for on-site review)

Appendix	Title	File Name
Appendix 27.1.1	Drawings of Physical Facilities	Drawings_of_physical_facilities_will_be_availab

2. A statement attesting that the facilities meet legal and other standards as appropriate (e.g., animal facilities)

Appendix	Title	File Name
Appendix 27.2.1	Animal Care and Use	Animal_Care_and_Use_Letter.pdf

3. Supporting documentation for the above, e.g., Office of Laboratory Animal Welfare (OLAW), U.S. Department of Agriculture (USDA) and/or Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)

Appendix	Title	File Name
Appendix 27.3.1	Supporting Documentation	Number_3_Standard_27x.pdf

4. Plans/architectural drawings of the physical facilities (if not feasible to provide as part of Self Study Report)

Appendix	Title	File Name
No files uploaded		

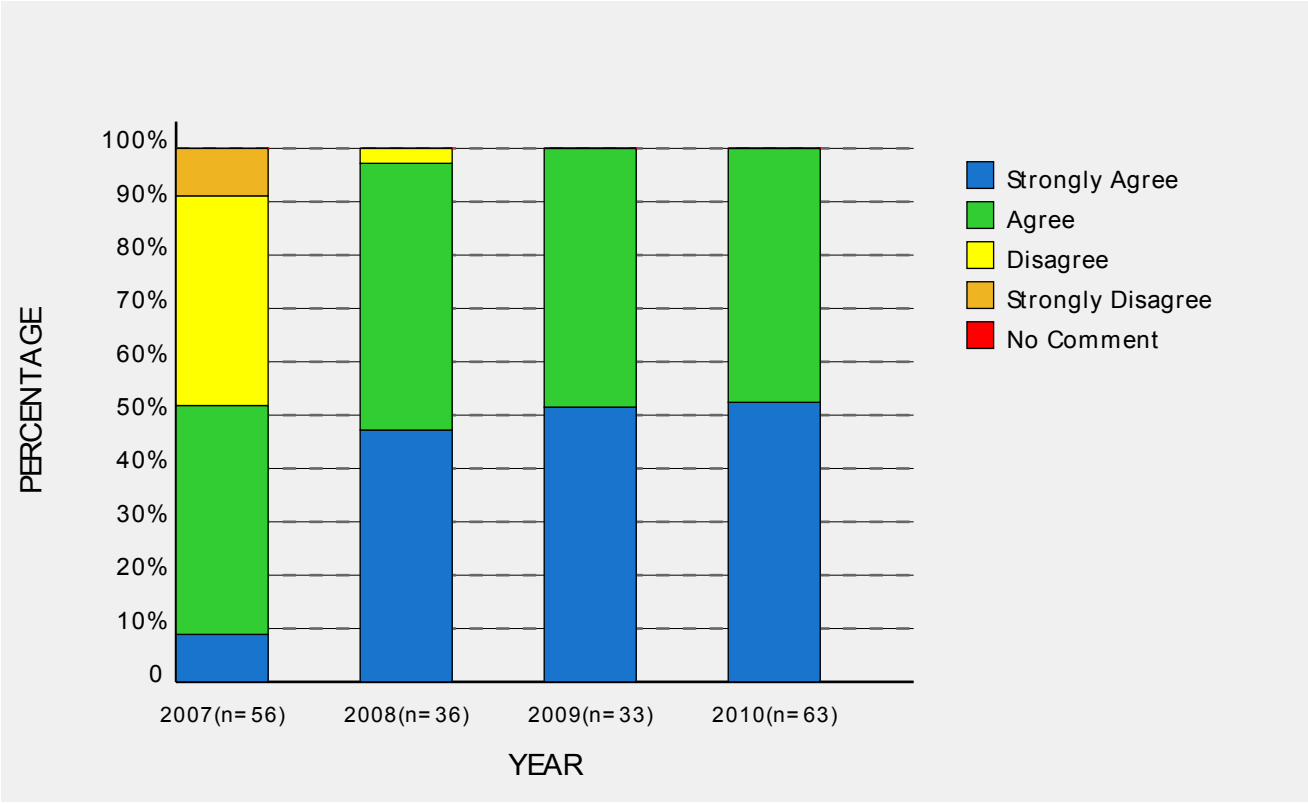
5. Other documentation or data that provides supporting evidence of compliance with the standard

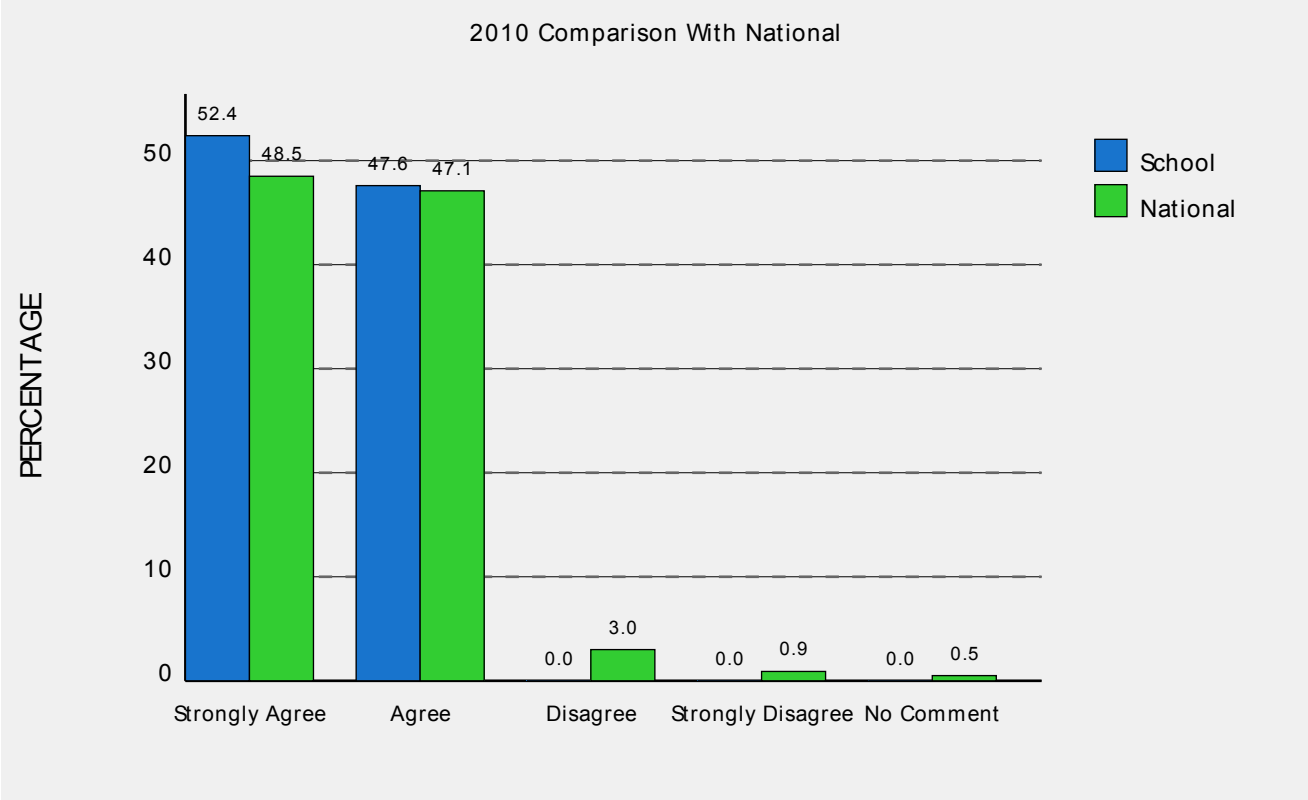
Appendix	Title	File Name
Appendix 27.5.1	Core Resources and Equipment	Pharmacy_core_facilities_v6x.pdf
Appendix 27.5.2	Portland Collaborative Life Sciences Building	CLSB_description_for_Self_Studyx.pdf

Data Views and Standardized Tables

Graduating Student Survey

Question 76. My campus learning environment was safe.




2010 Comparison With National
PERCENTAGE
50
40
30
20
10
0
52.4
48.5
47.6
47.1
0.0
3.0
0.0
0.9
0.0
0.5
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 76. My campus learning environment was safe.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	8.9%	5	42.9%	24	39.3%	22	8.9%	5	0.0%	0	56	68.3%
2008	47.2%	17	50.0%	18	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	51.5%	17	48.5%	16	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	52.4%	33	47.6%	30	0.0%	0	0.0%	0	0.0%	0	63	75.0%
National	48.5%	3724	47.1%	3614	3.0%	234	0.9%	67	0.5%	36	7675	71.2%

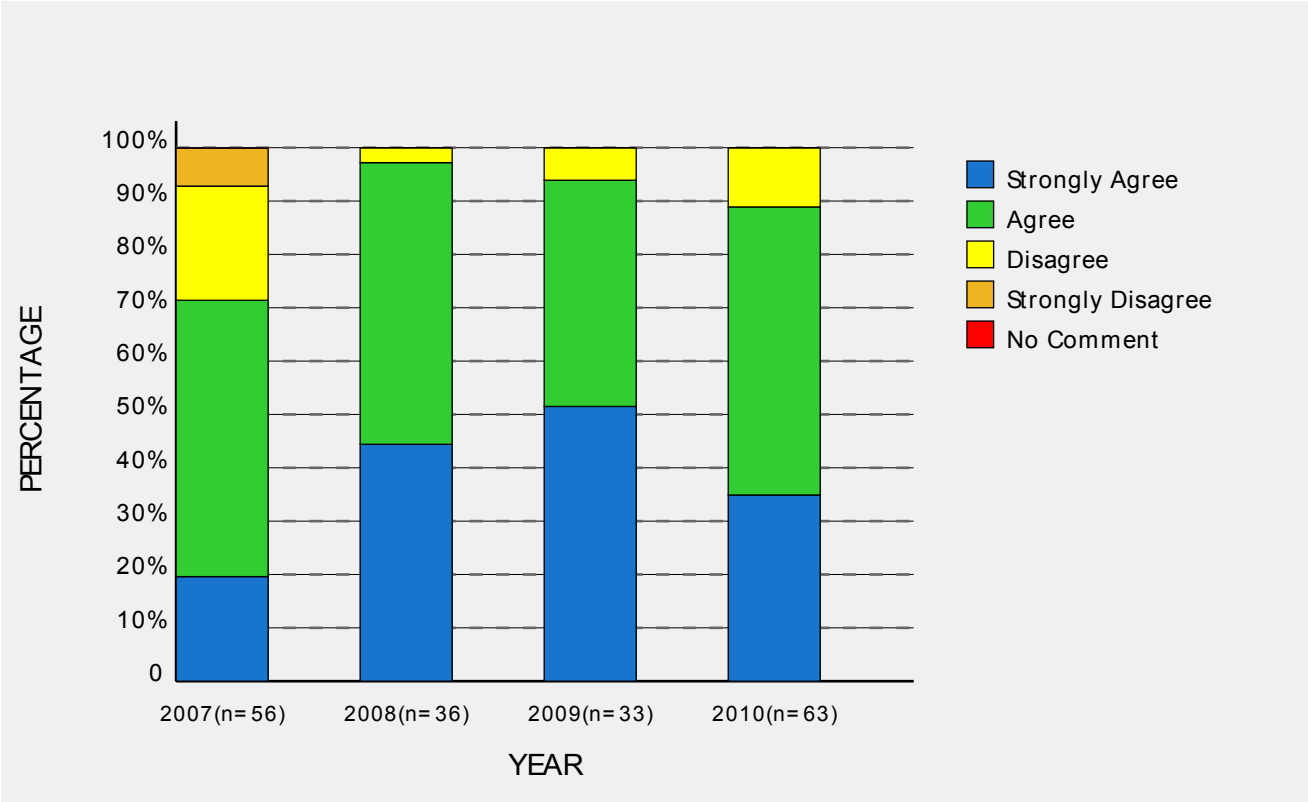
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

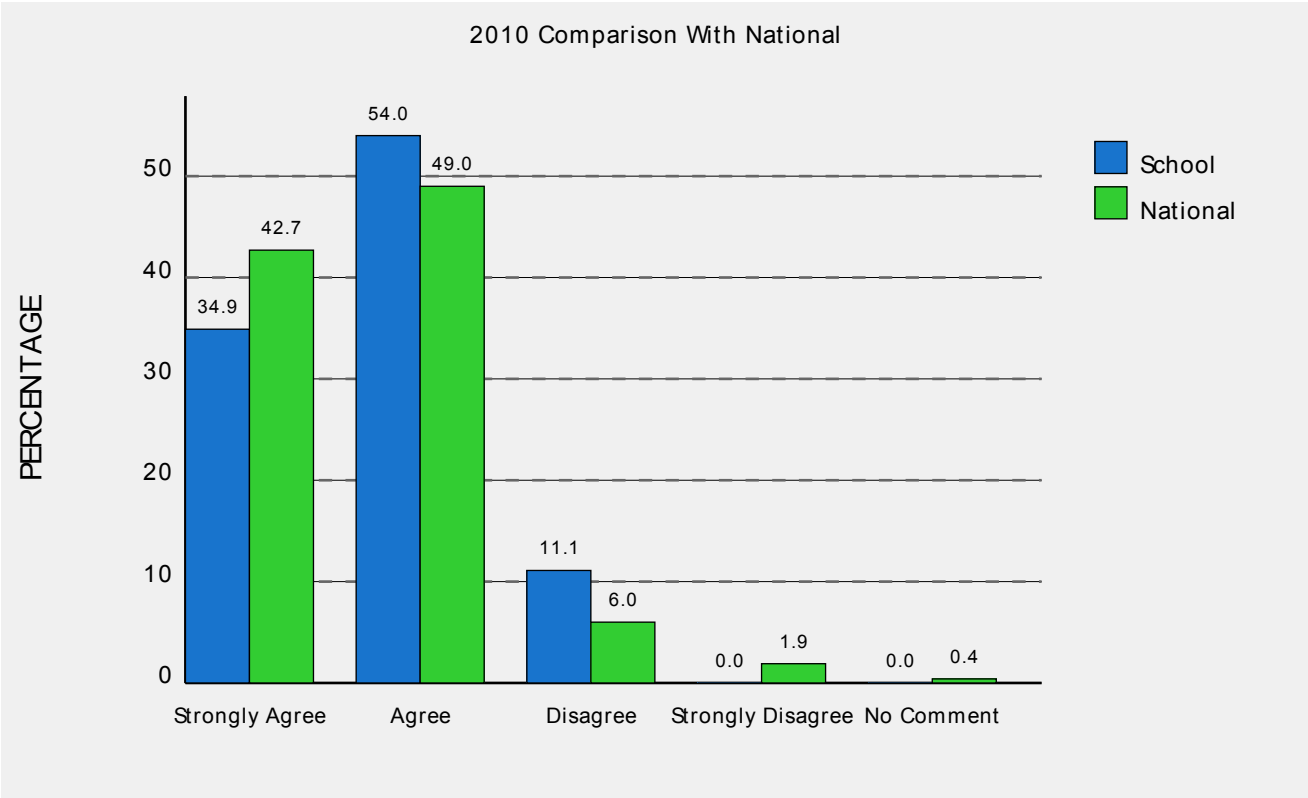
Program comments on this Data View:

Results from the 2011 GSS survey continue to indicate that 0% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 77. The computer and other information technology resources provided by the college/school of pharmacy and/or elsewhere on campus were conducive to learning.





Question 77. The computer and other information technology resources provided by the college/school of pharmacy and/or elsewhere on campus were conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	19.6%	11	51.8%	29	21.4%	12	7.1%	4	0.0%	0	56	68.3%
2008	44.4%	16	52.8%	19	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	51.5%	17	42.4%	14	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	34.9%	22	54.0%	34	11.1%	7	0.0%	0	0.0%	0	63	75.0%
National	42.7%	3277	49.0%	3759	6.0%	460	1.9%	145	0.4%	34	7675	71.2%

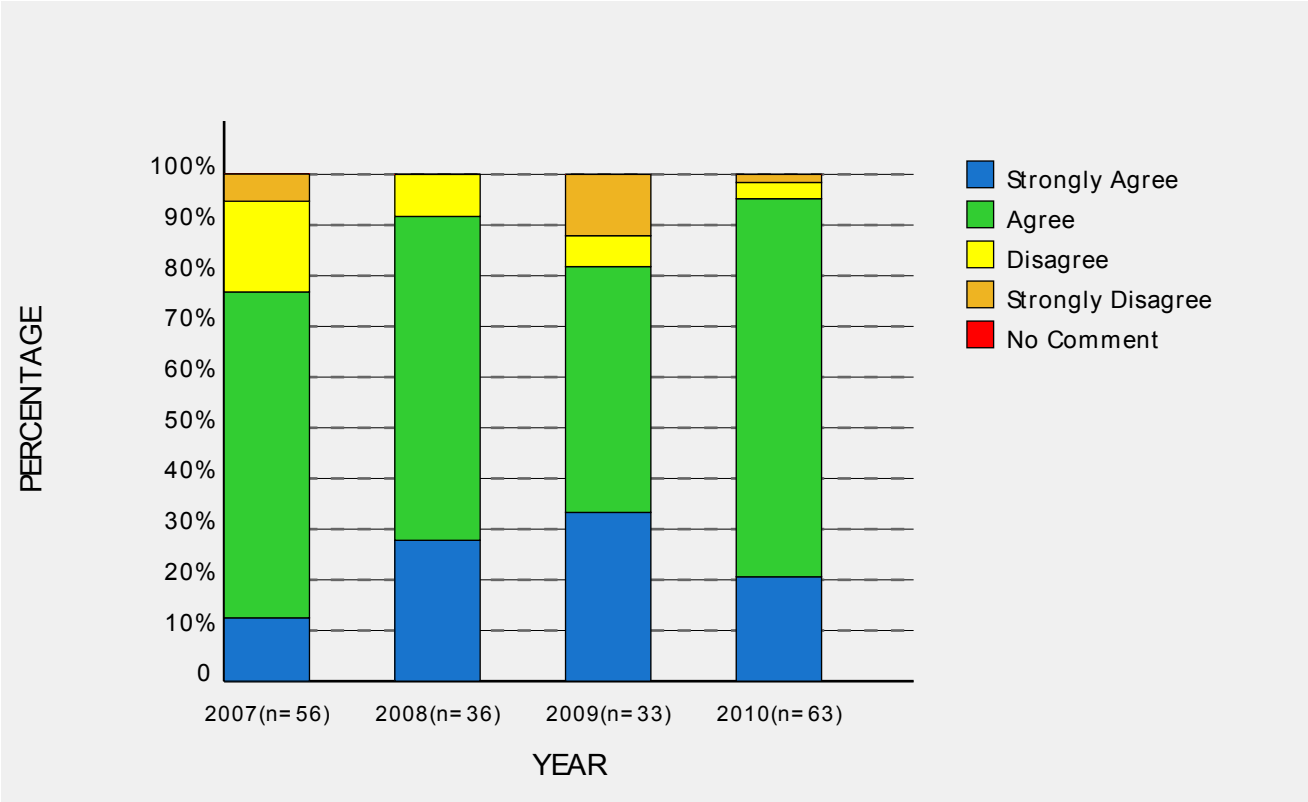
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

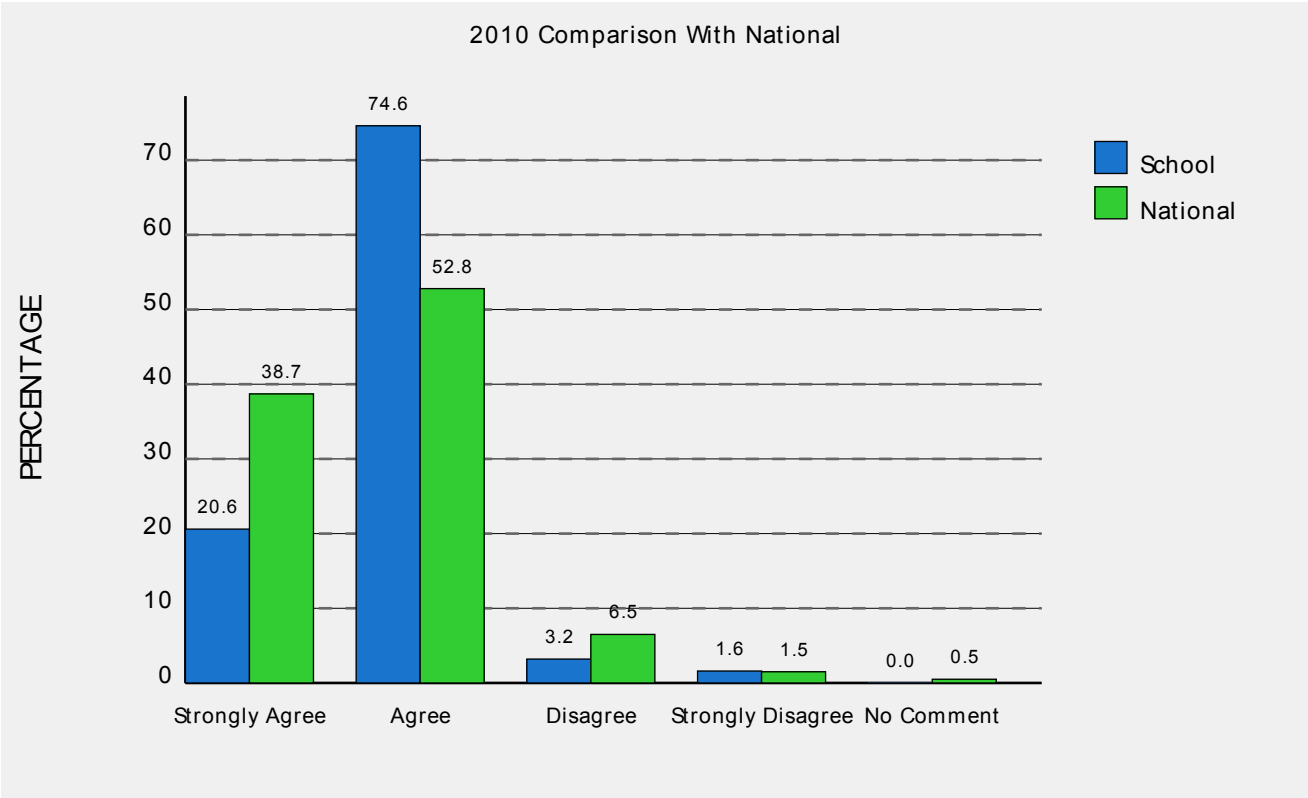
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 78. The classrooms in the college/school of pharmacy or elsewhere on campus were conducive to learning.





Question 78. The classrooms in the college/school of pharmacy or elsewhere on campus were conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	12.5%	7	64.3%	36	17.9%	10	5.4%	3	0.0%	0	56	68.3%
2008	27.8%	10	63.9%	23	8.3%	3	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	48.5%	16	6.1%	2	12.1%	4	0.0%	0	33	39.3%
2010	20.6%	13	74.6%	47	3.2%	2	1.6%	1	0.0%	0	63	75.0%
National	38.7%	2974	52.8%	4052	6.5%	499	1.5%	112	0.5%	38	7675	71.2%

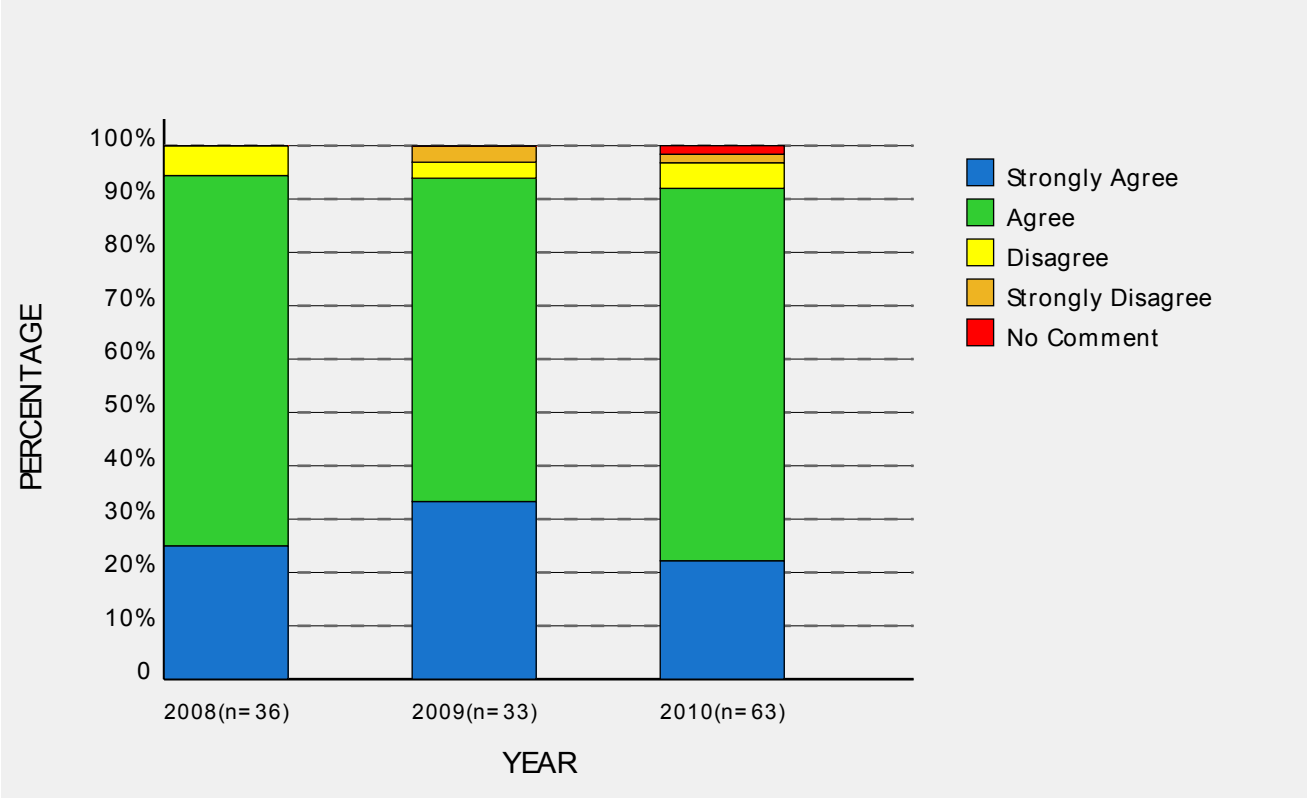
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

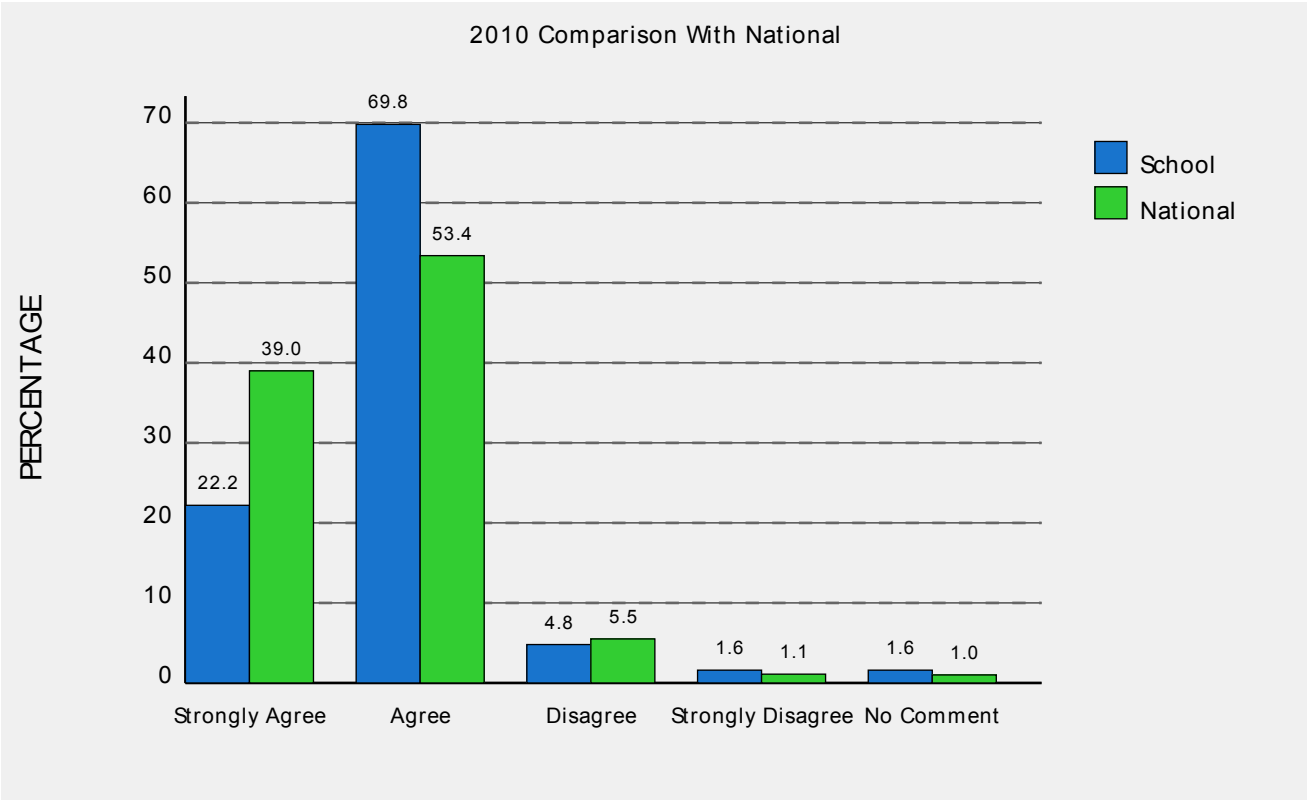
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 7.9% and 1.3% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 79. The laboratories and other non-classroom environments were conducive to learning.





Question 79. The laboratories and other non-classroom environments were conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	25.0%	9	69.4%	25	5.6%	2	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	60.6%	20	3.0%	1	3.0%	1	0.0%	0	33	39.3%
2010	22.2%	14	69.8%	44	4.8%	3	1.6%	1	1.6%	1	63	75.0%
National	39.0%	2992	53.4%	4097	5.5%	421	1.1%	87	1.0%	78	7675	71.2%

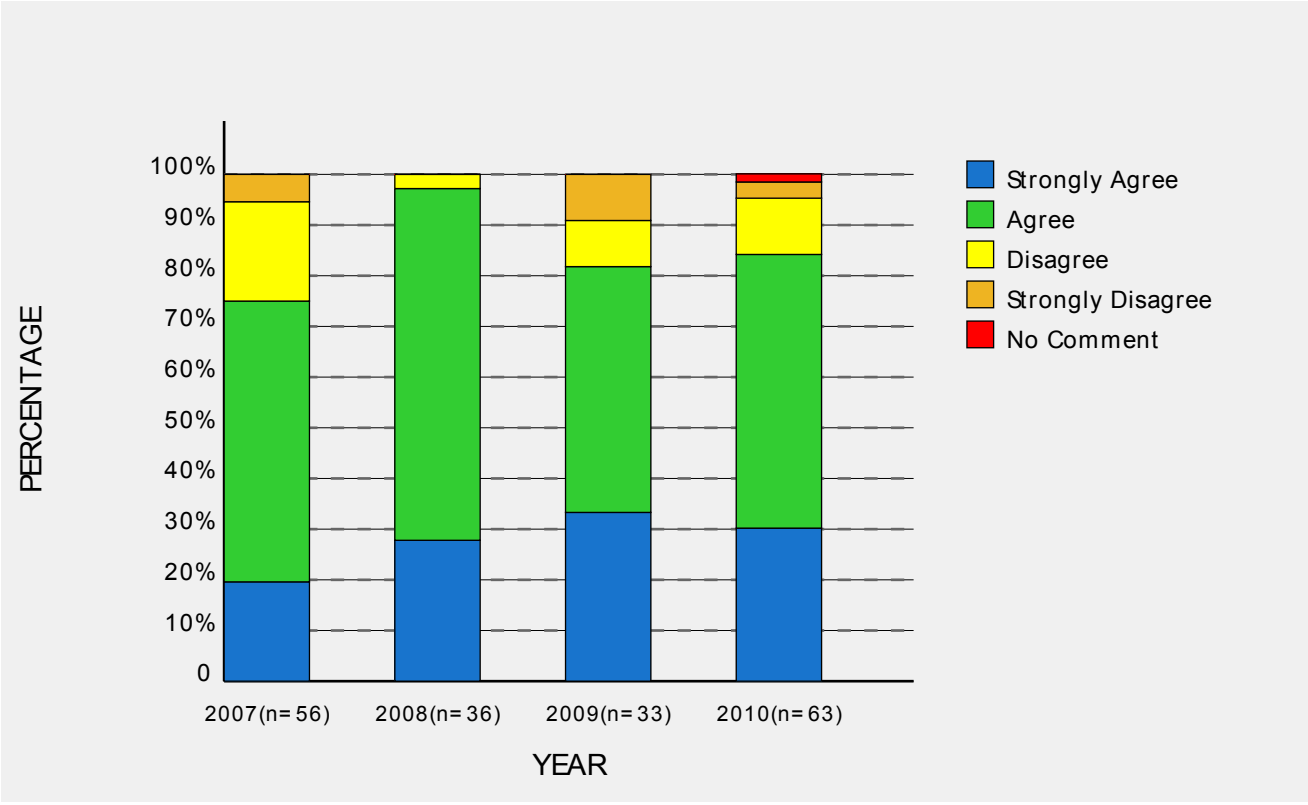
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

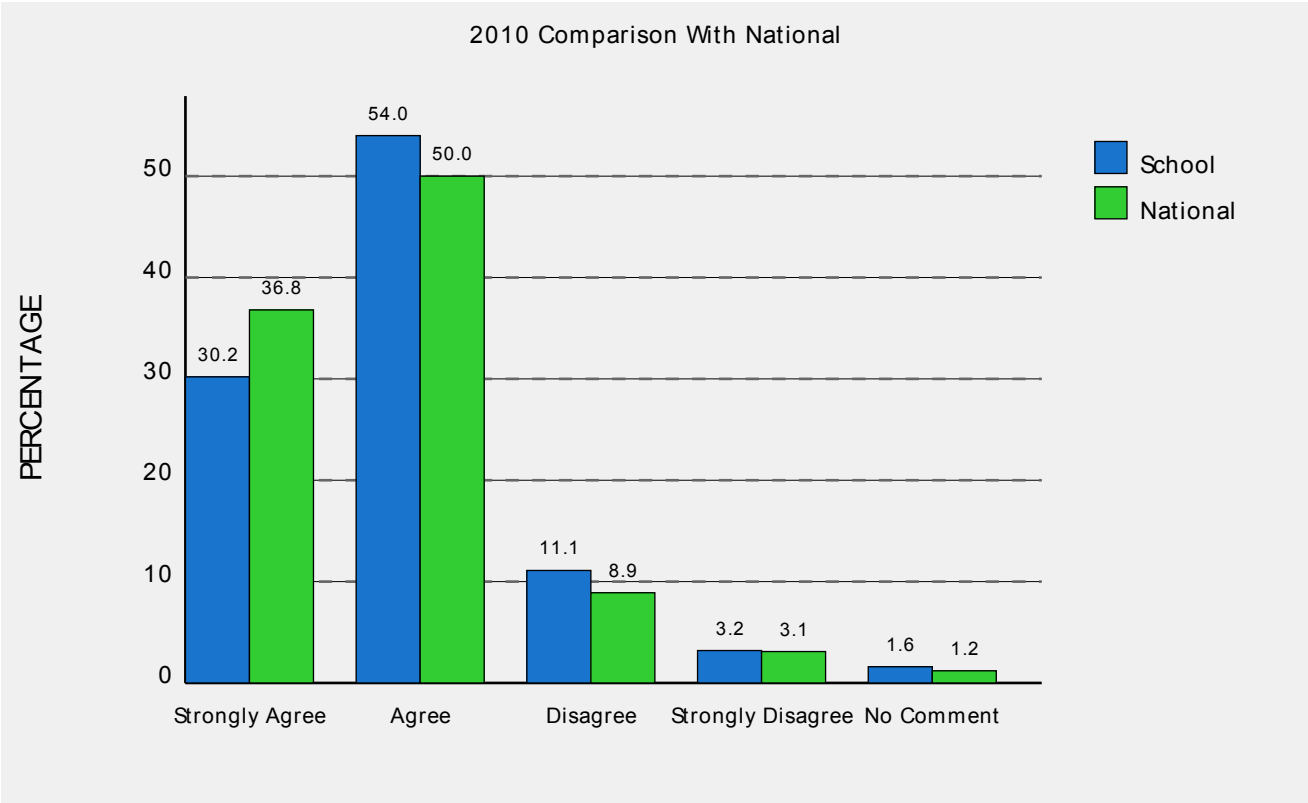
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 2.6% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 80. The study areas in the college/school of pharmacy or elsewhere on campus were conducive to learning.





Question 80. The study areas in the college/school of pharmacy or elsewhere on campus were conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	19.6%	11	55.4%	31	19.6%	11	5.4%	3	0.0%	0	56	68.3%
2008	27.8%	10	69.4%	25	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	33.3%	11	48.5%	16	9.1%	3	9.1%	3	0.0%	0	33	39.3%
2010	30.2%	19	54.0%	34	11.1%	7	3.2%	2	1.6%	1	63	75.0%
National	36.8%	2822	50.0%	3839	8.9%	681	3.1%	241	1.2%	92	7675	71.2%

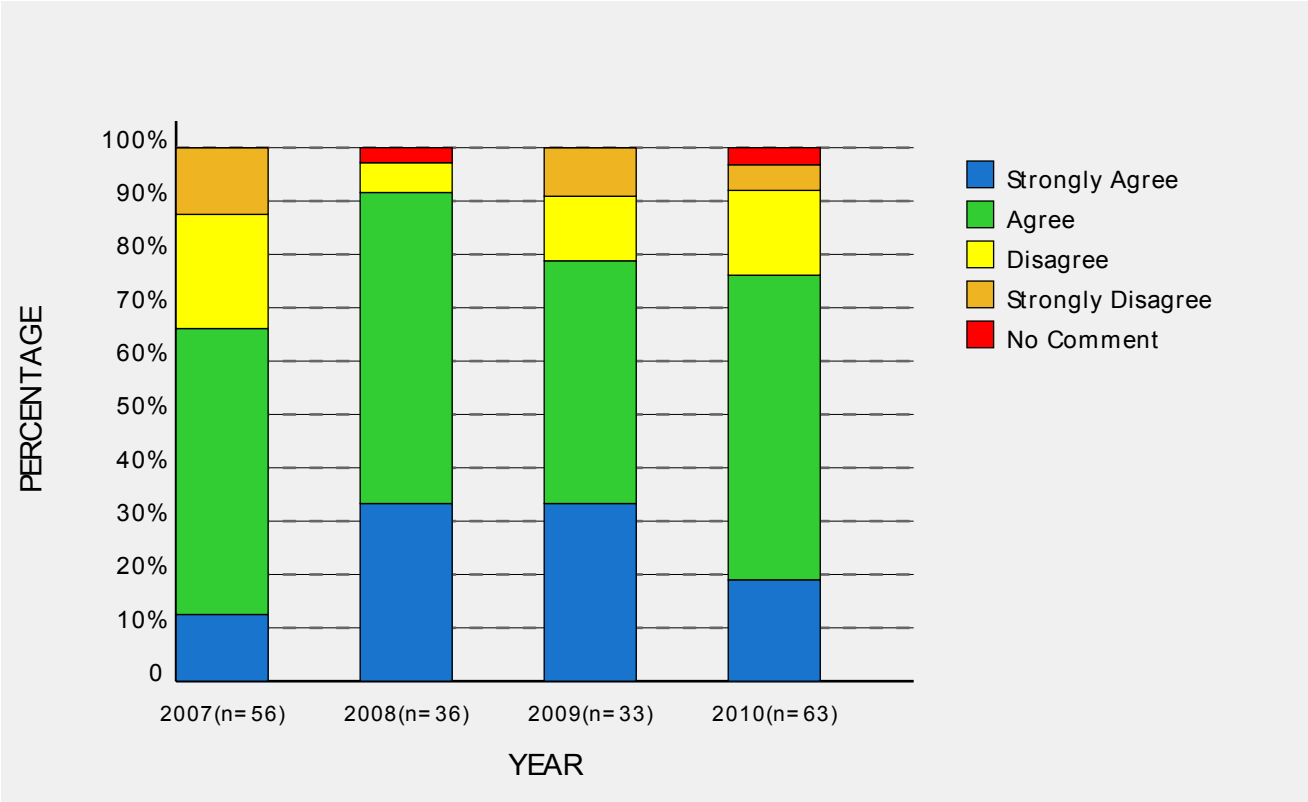
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

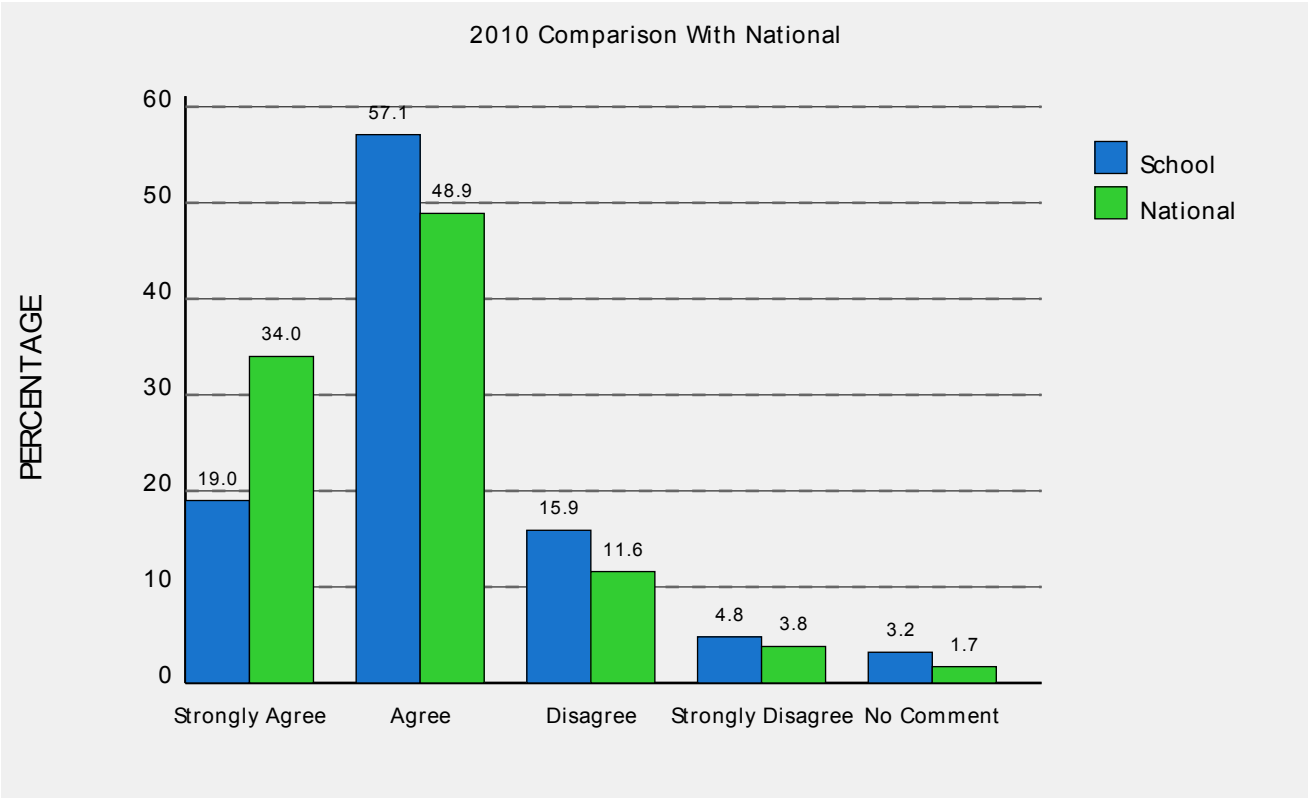
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 3.9% and 2.6% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 81. 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.





Question 81. 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.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	12.5%	7	53.6%	30	21.4%	12	12.5%	7	0.0%	0	56	68.3%
2008	33.3%	12	58.3%	21	5.6%	2	0.0%	0	2.8%	1	36	52.2%
2009	33.3%	11	45.5%	15	12.1%	4	9.1%	3	0.0%	0	33	39.3%
2010	19.0%	12	57.1%	36	15.9%	10	4.8%	3	3.2%	2	63	75.0%
National	34.0%	2613	48.9%	3754	11.6%	889	3.8%	290	1.7%	129	7675	71.2%

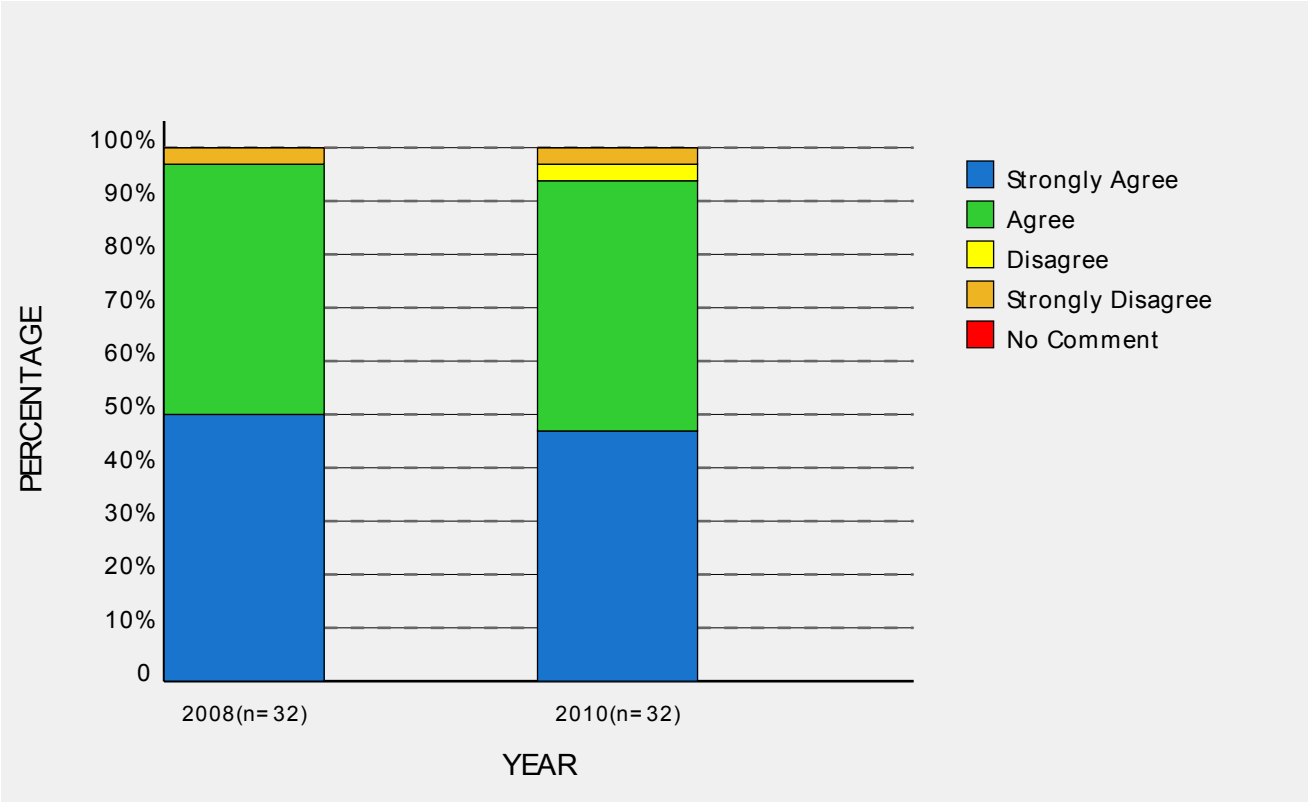
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

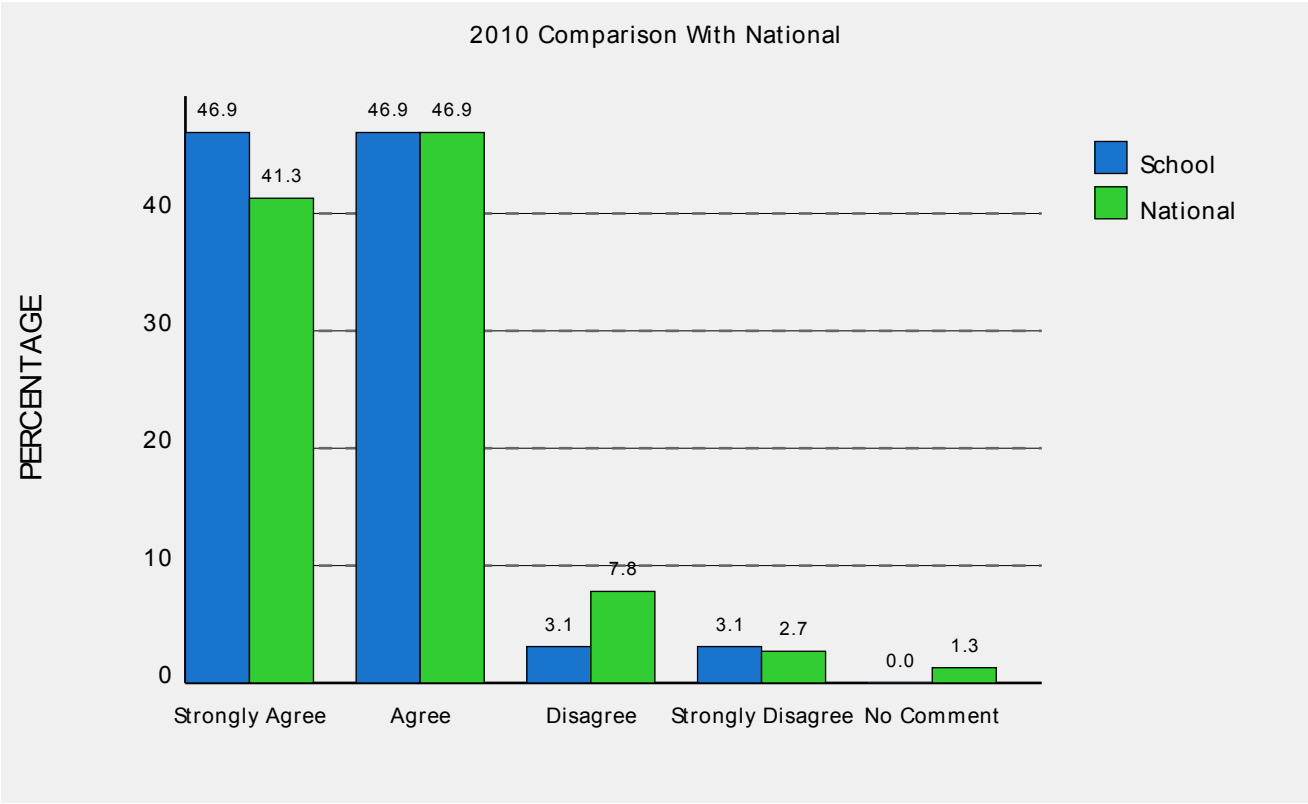
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 3.9% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 21. I have adequate office space.





Question 21. I have adequate office space.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	50.0%	16	46.9%	15	0.0%	0	3.1%	1	0.0%	0	32	82.1%
2010	46.9%	15	46.9%	15	3.1%	1	3.1%	1	0.0%	0	32	82.1%
National	41.3%	1131	46.9%	1283	7.8%	214	2.7%	73	1.3%	35	2736	69.1%

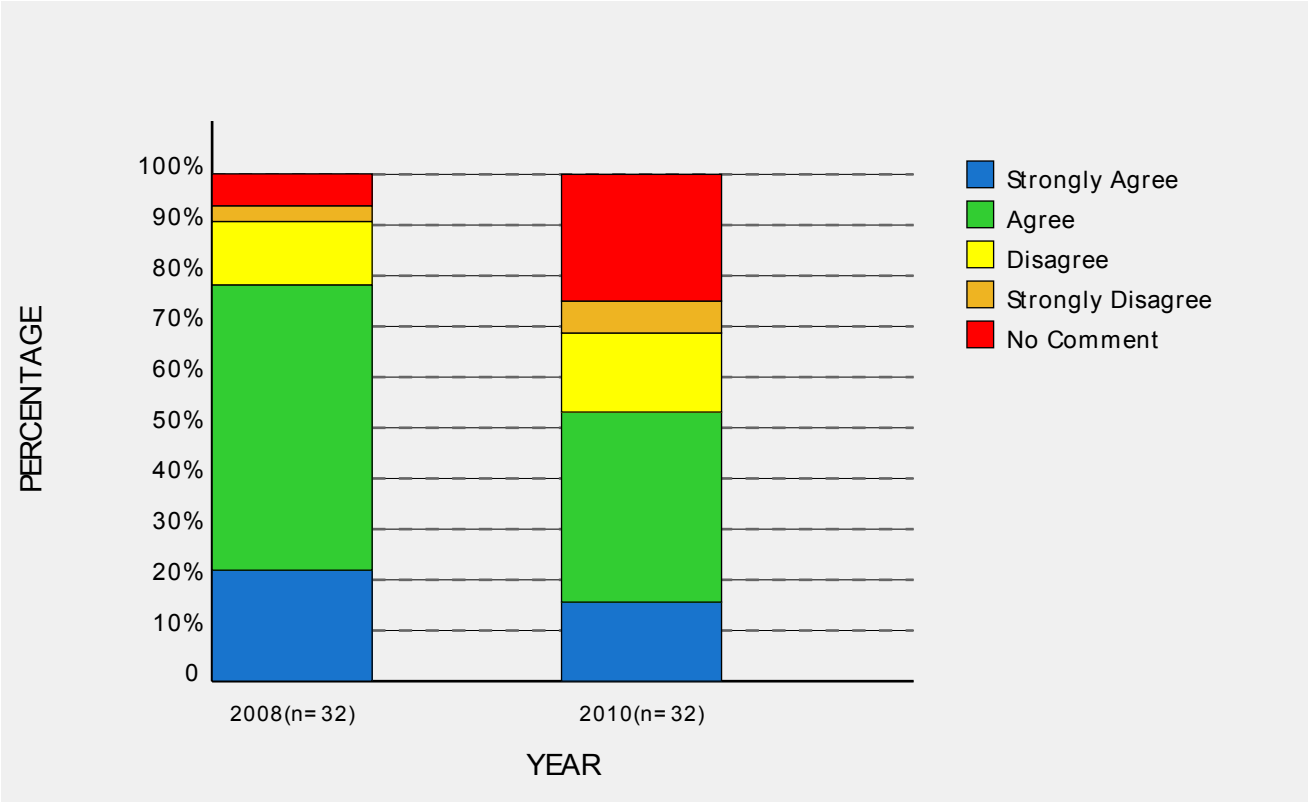
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

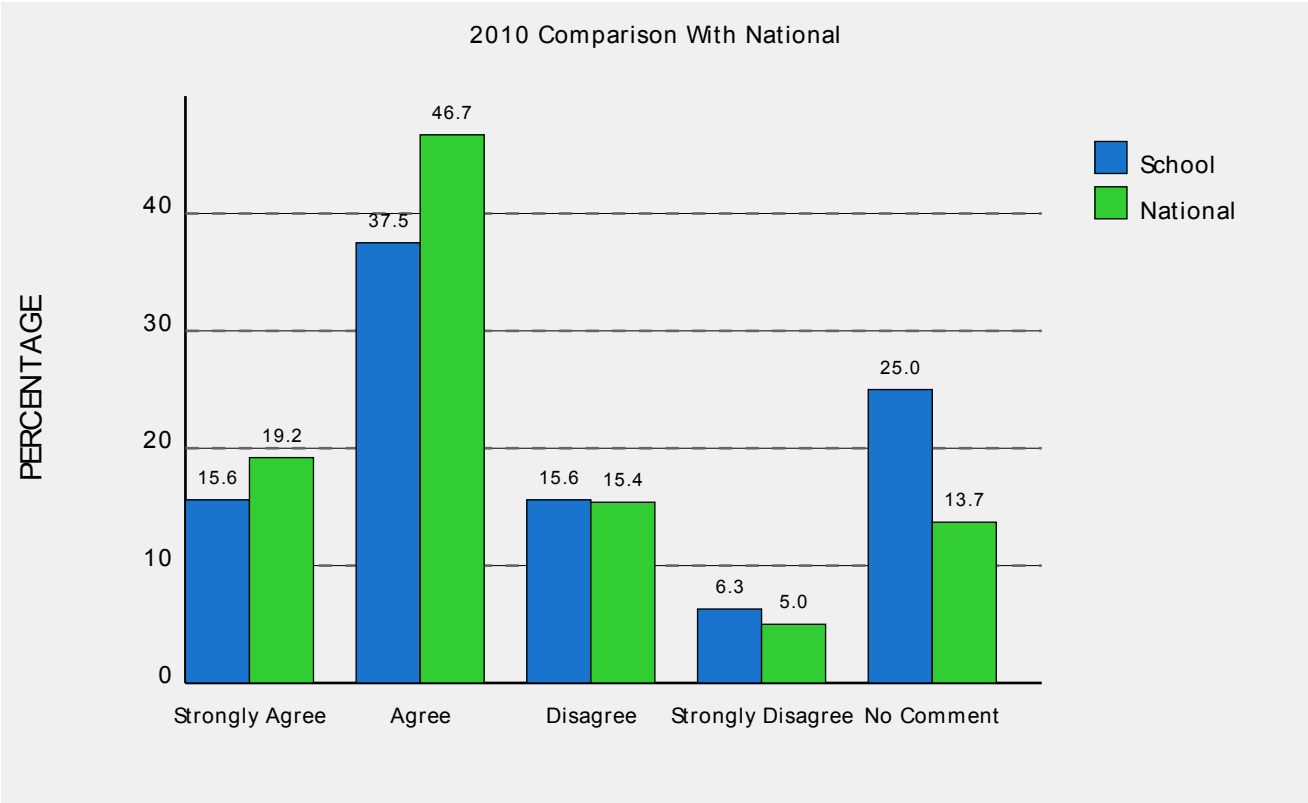
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 22. I have adequate laboratory and/or clinical resources for my research and/or scholarship needs.





Question 22. I have adequate laboratory and/or clinical resources for my research and/or scholarship needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	56.3%	18	12.5%	4	3.1%	1	6.3%	2	32	82.1%
2010	15.6%	5	37.5%	12	15.6%	5	6.3%	2	25.0%	8	32	82.1%
National	19.2%	525	46.7%	1277	15.4%	421	5.0%	137	13.7%	376	2736	69.1%

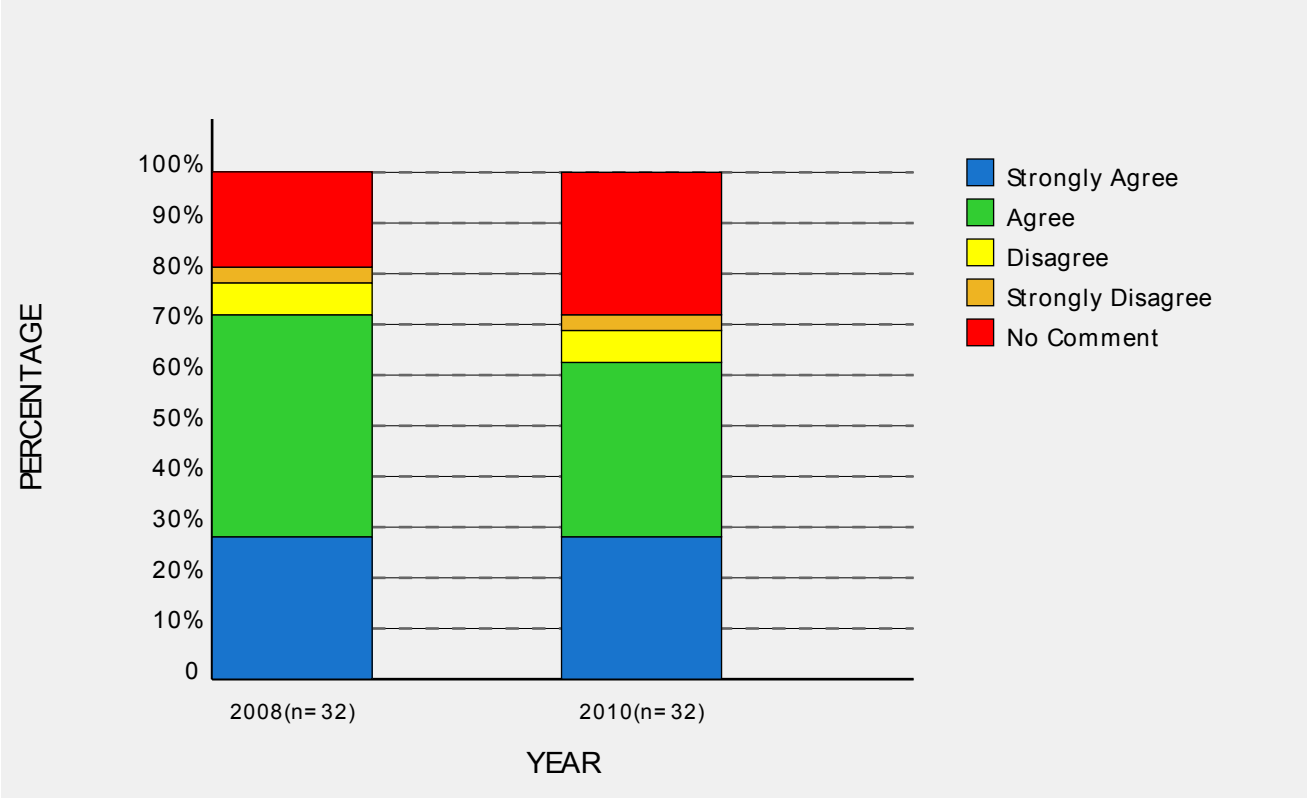
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

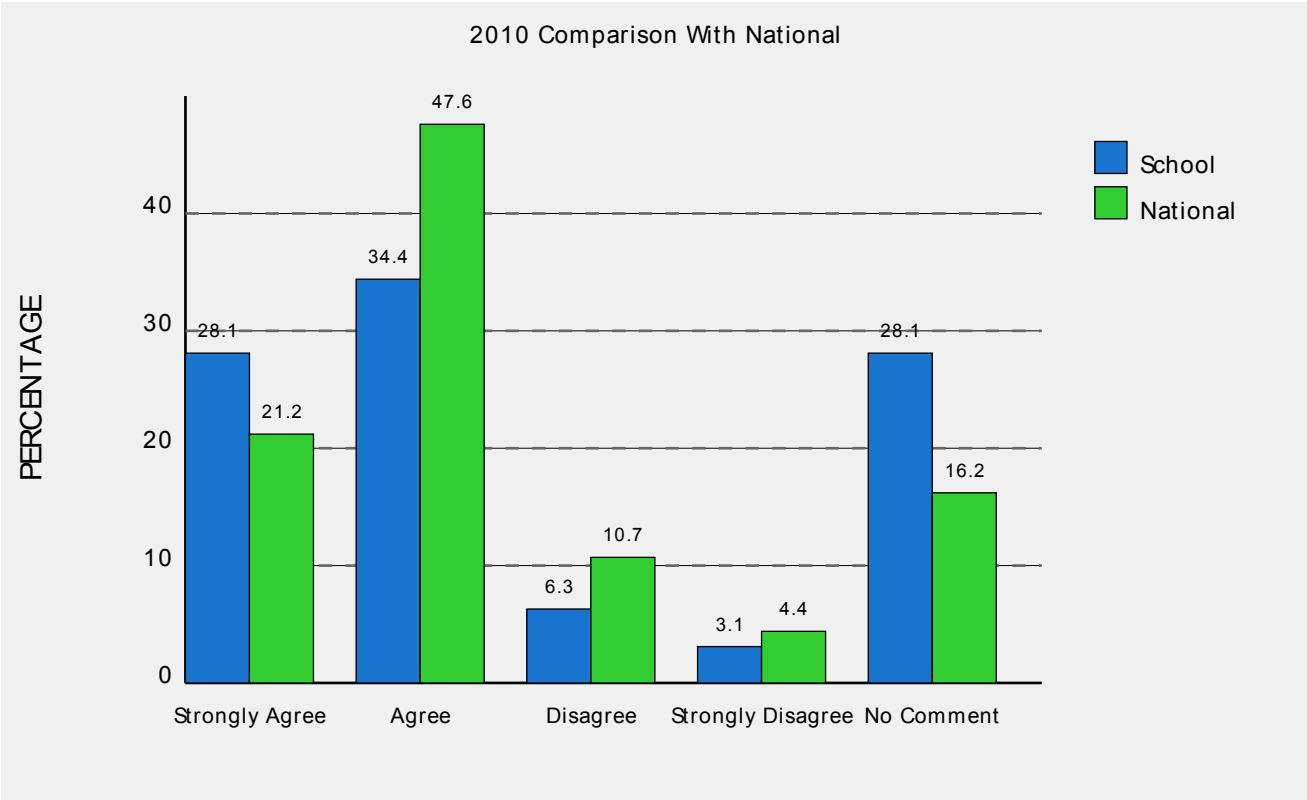
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 23. I have adequate laboratory and/or clinical space for my research and/or scholarship needs.





Question 23. I have adequate laboratory and/or clinical space for my research and/or scholarship needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	28.1%	9	43.8%	14	6.3%	2	3.1%	1	18.8%	6	32	82.1%
2010	28.1%	9	34.4%	11	6.3%	2	3.1%	1	28.1%	9	32	82.1%
National	21.2%	579	47.6%	1301	10.7%	293	4.4%	121	16.2%	442	2736	69.1%

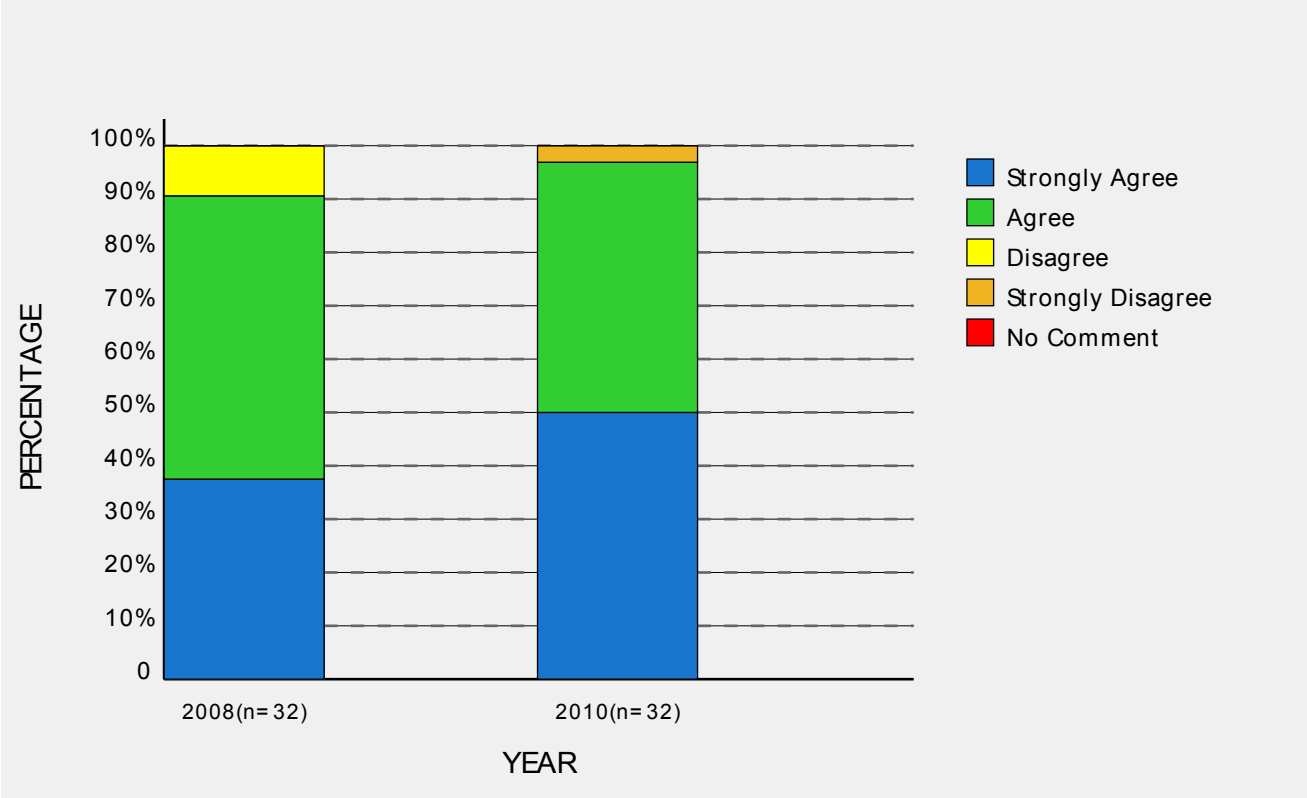
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

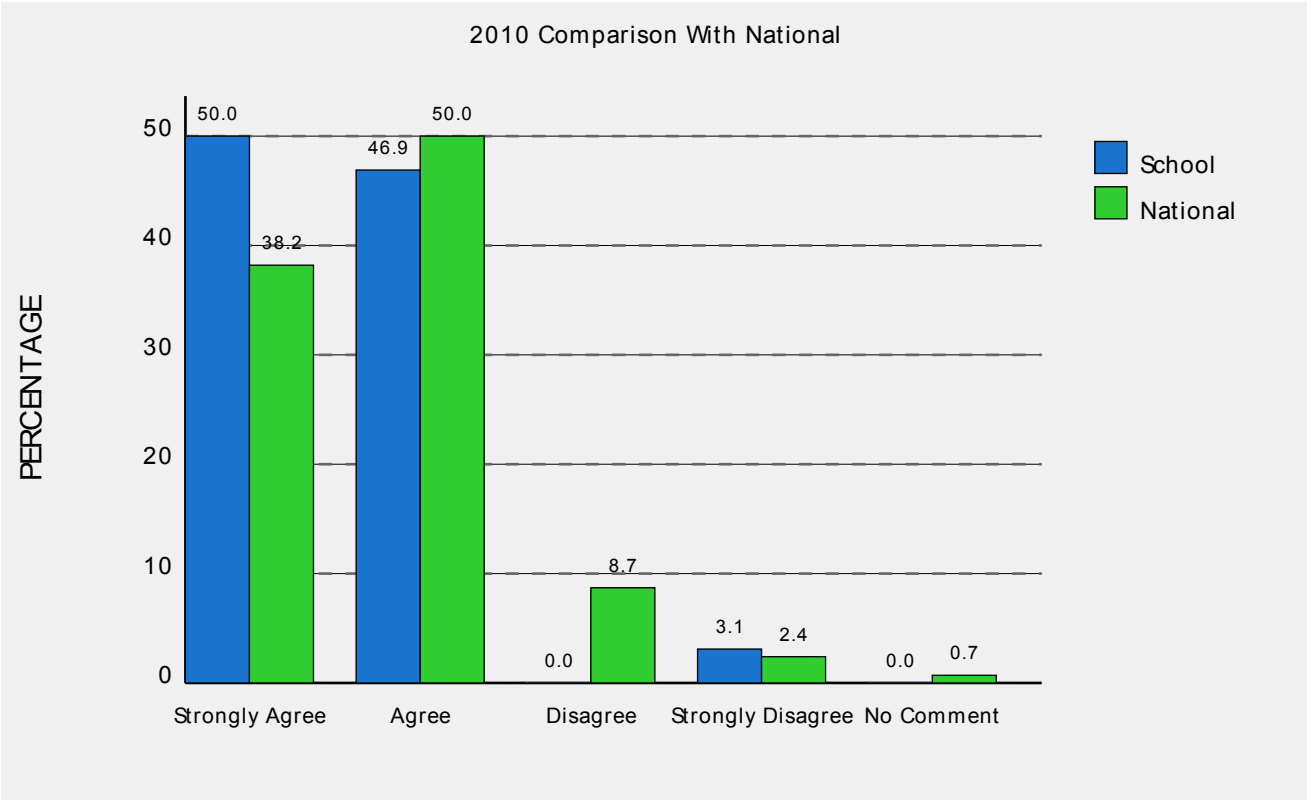
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 6.7% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 24. Computer resources are adequate for my academic responsibilities.





Question 24. Computer resources are adequate for my academic responsibilities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	37.5%	12	53.1%	17	9.4%	3	0.0%	0	0.0%	0	32	82.1%
2010	50.0%	16	46.9%	15	0.0%	0	3.1%	1	0.0%	0	32	82.1%
National	38.2%	1045	50.0%	1367	8.7%	238	2.4%	67	0.7%	19	2736	69.1%

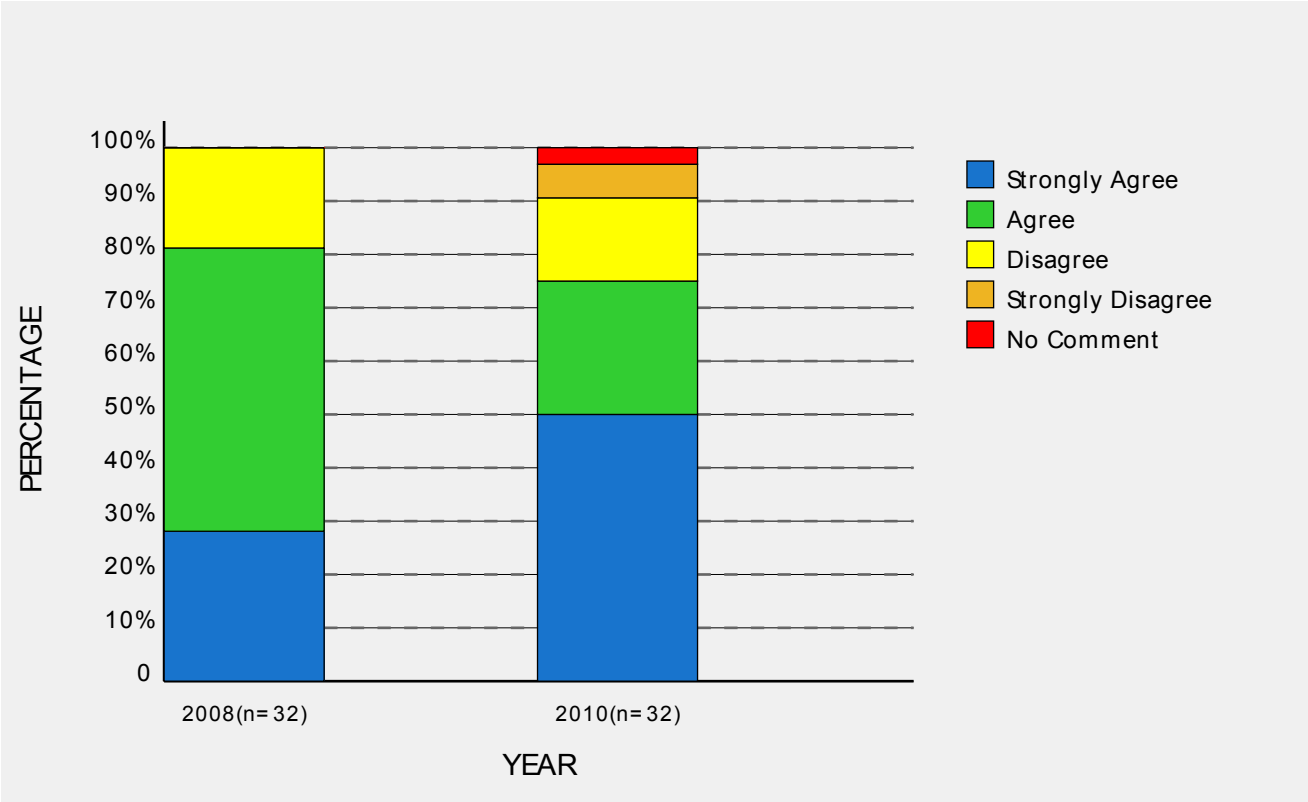
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

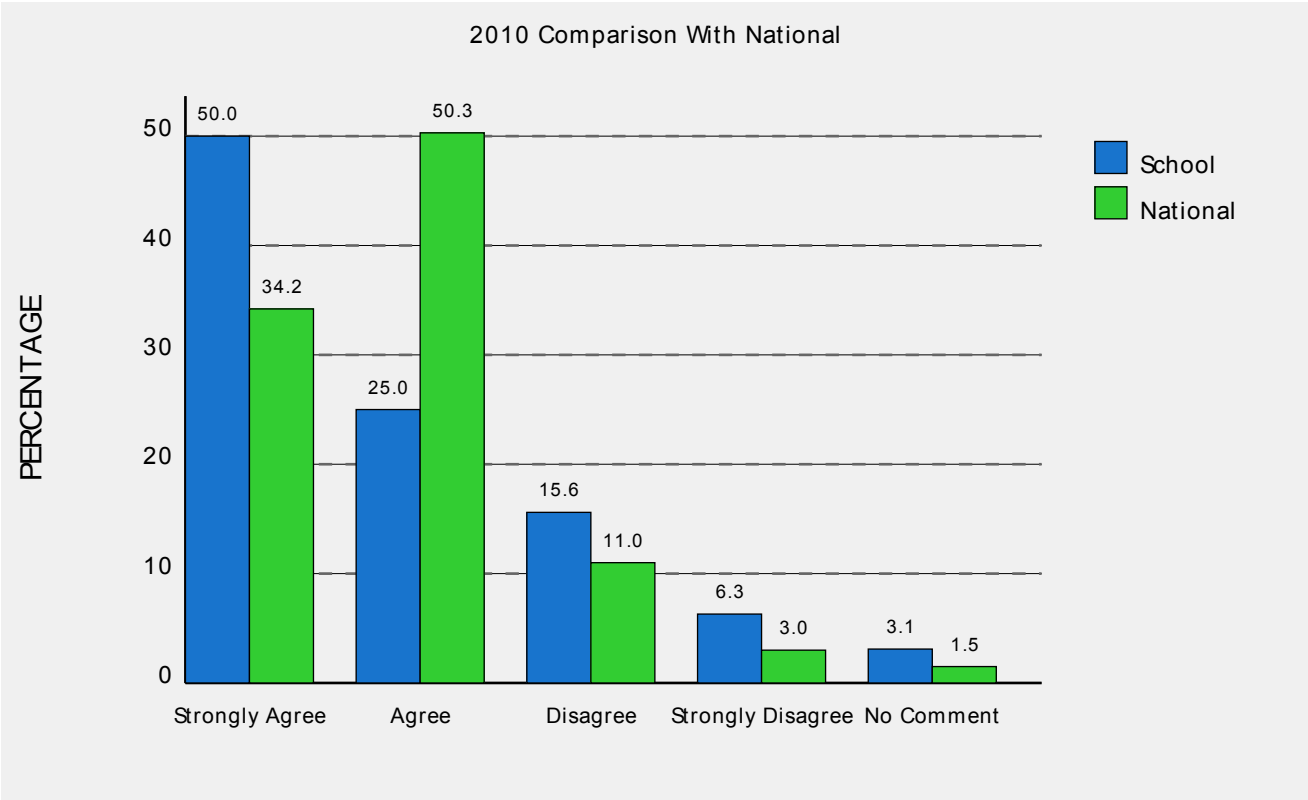
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 26. The college/school has appropriate physical facilities to allow me to fulfill my responsibilities.





Question 26. The college/school has appropriate physical facilities to allow me to fulfill my responsibilities.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	28.1%	9	53.1%	17	18.8%	6	0.0%	0	0.0%	0	32	82.1%
2010	50.0%	16	25.0%	8	15.6%	5	6.3%	2	3.1%	1	32	82.1%
National	34.2%	936	50.3%	1377	11.0%	301	3.0%	81	1.5%	41	2736	69.1%

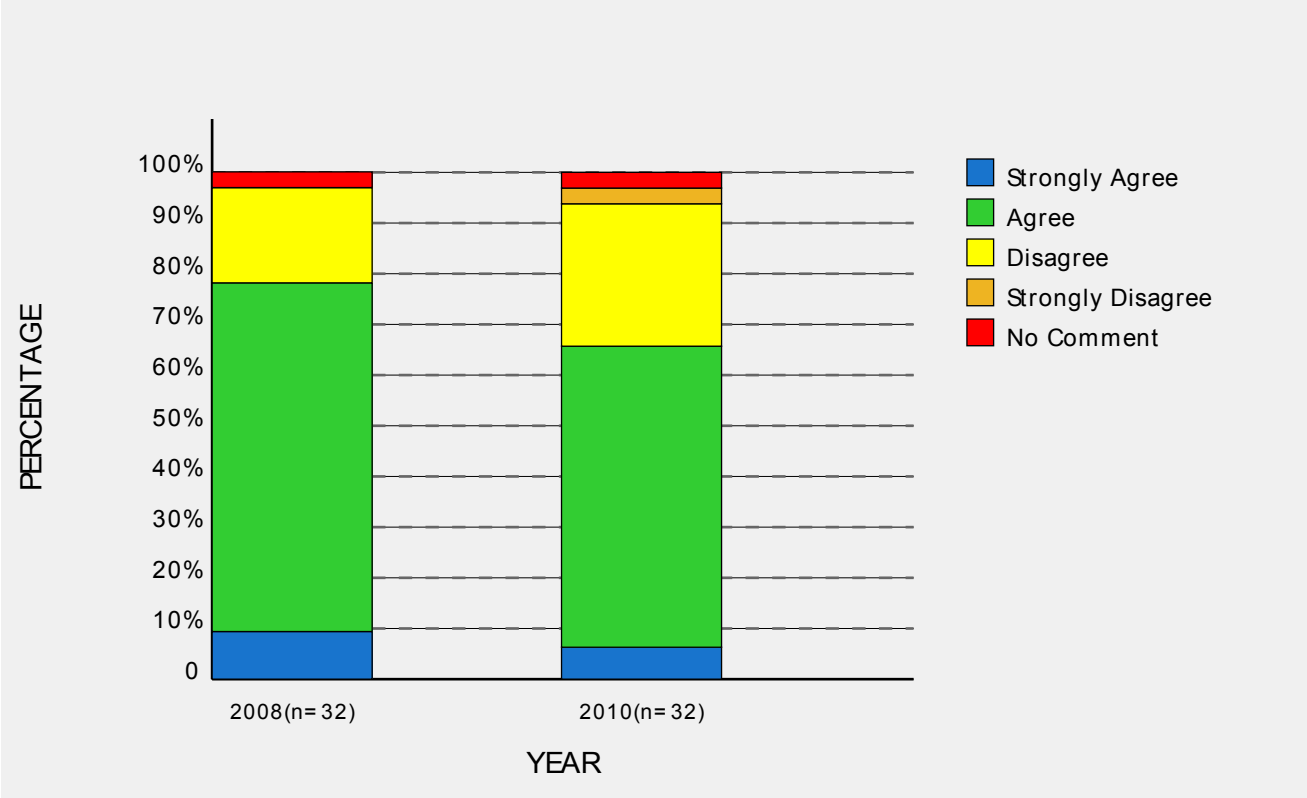
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

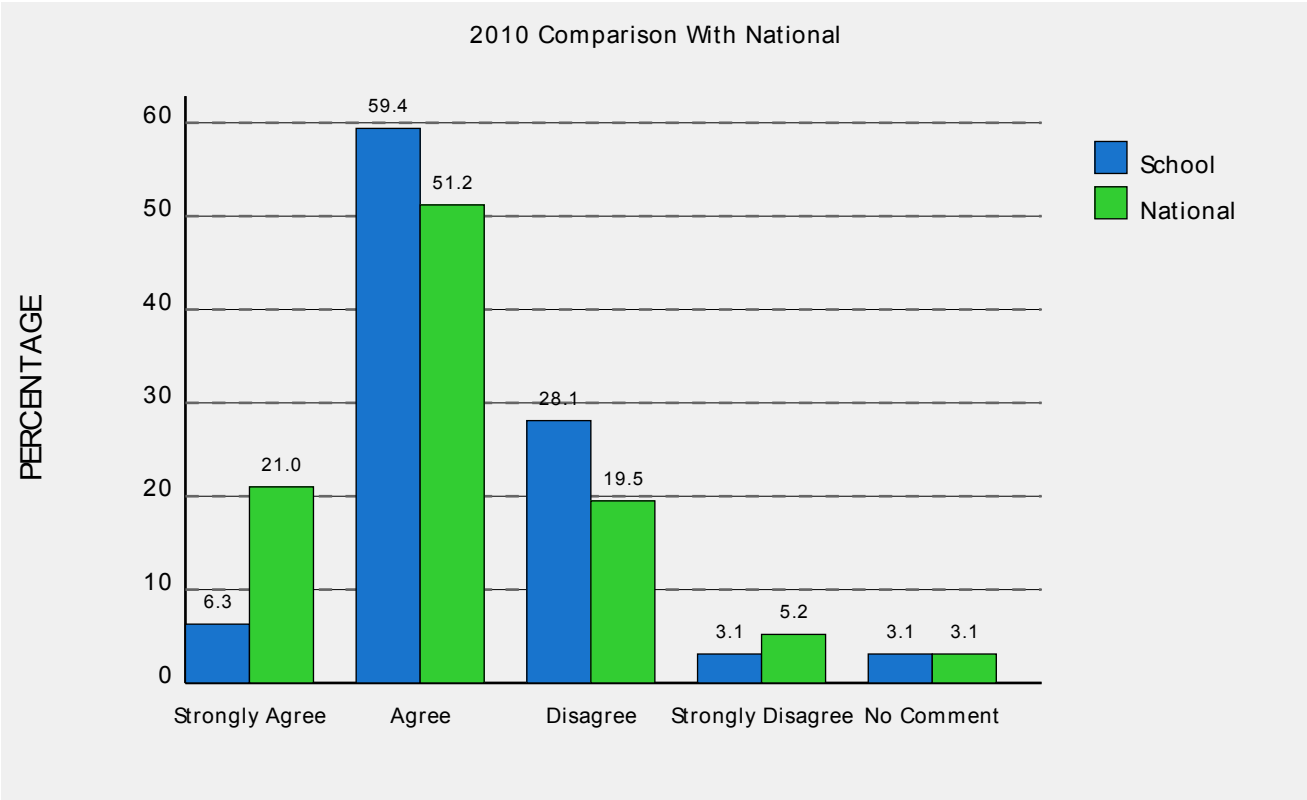
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 10% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 28. The program's resources can accommodate present student enrollment.





Question 28. The program's resources can accommodate present student enrollment.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	68.8%	22	18.8%	6	0.0%	0	3.1%	1	32	82.1%
2010	6.3%	2	59.4%	19	28.1%	9	3.1%	1	3.1%	1	32	82.1%
National	21.0%	574	51.2%	1400	19.5%	534	5.2%	142	3.1%	86	2736	69.1%

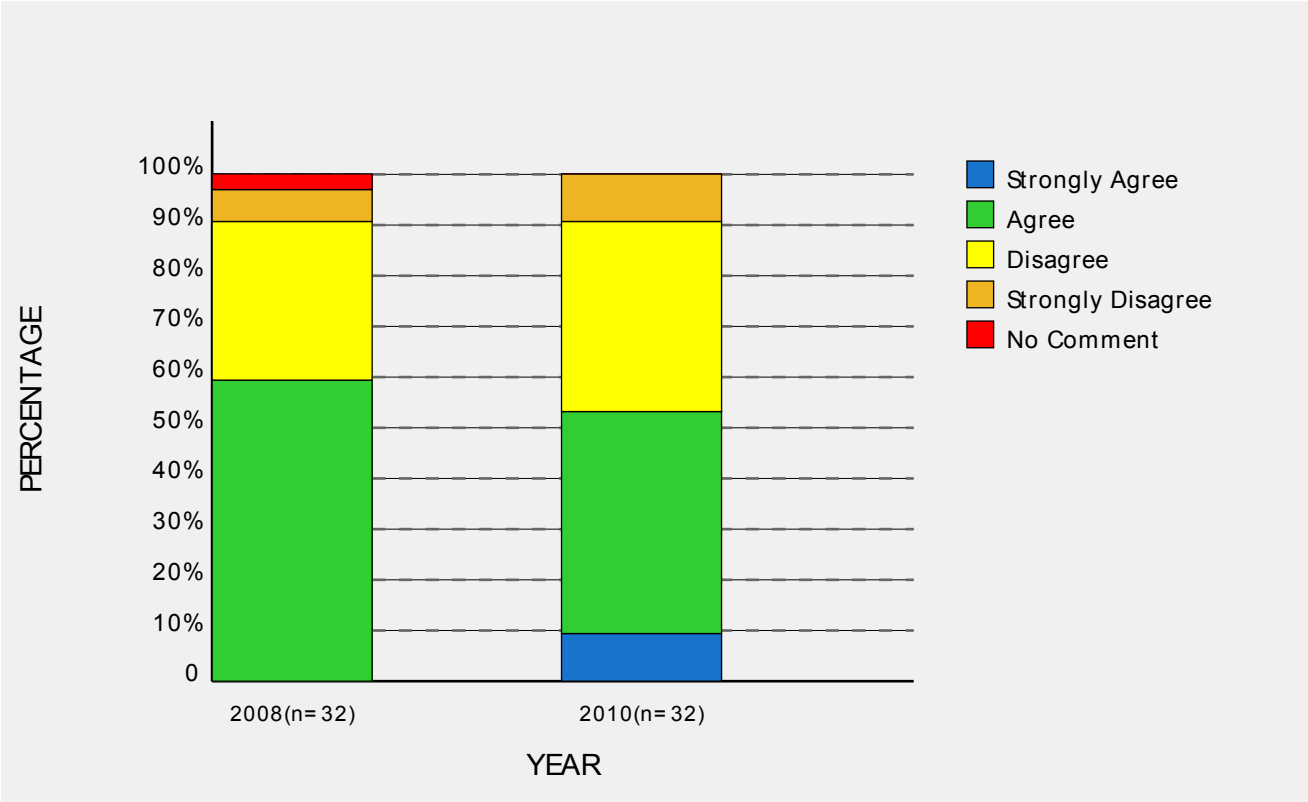
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

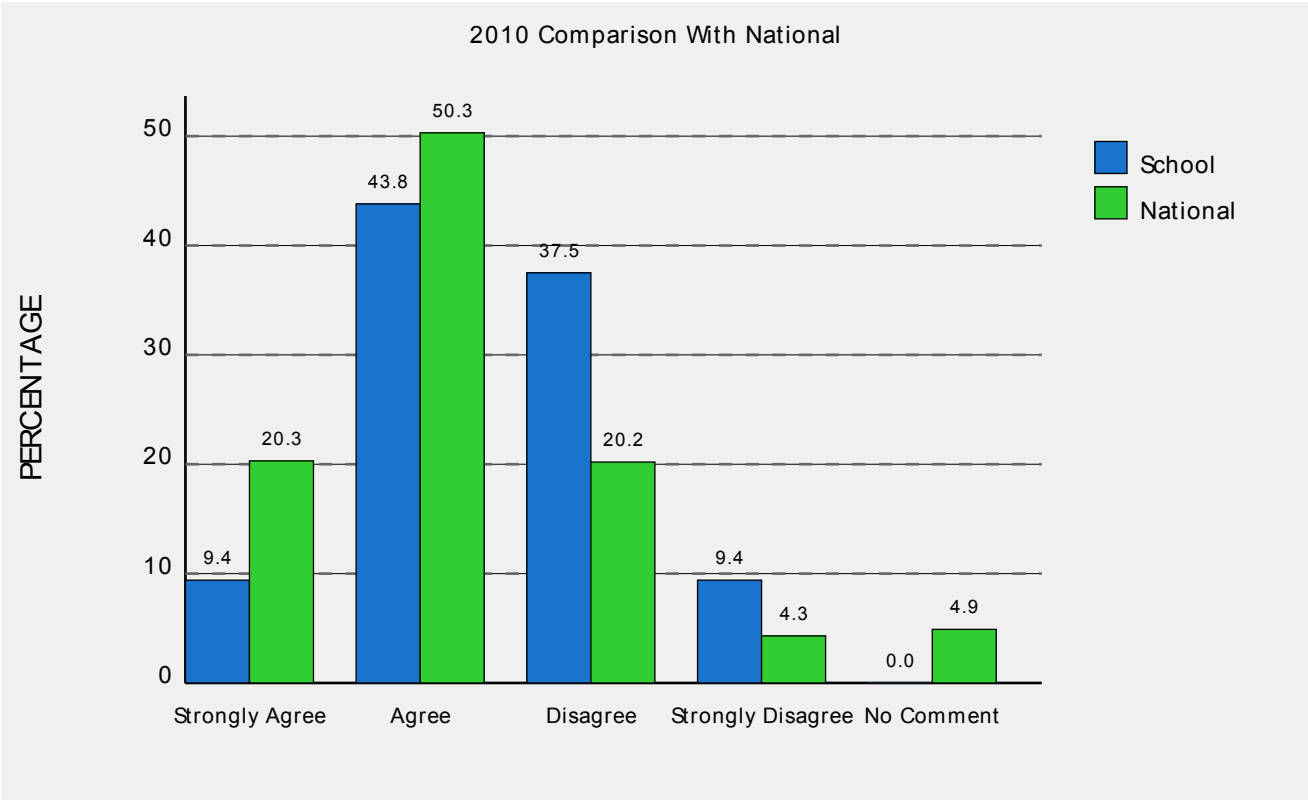
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 20.0% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. These results are reasonably consistent with national data. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 29. The physical facilities enable out-of-class interaction among administration, faculty, and students.





Question 29. The physical facilities enable out-of-class interaction among administration, faculty, and students.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	0.0%	0	59.4%	19	31.3%	10	6.3%	2	3.1%	1	32	82.1%
2010	9.4%	3	43.8%	14	37.5%	12	9.4%	3	0.0%	0	32	82.1%
National	20.3%	555	50.3%	1375	20.2%	554	4.3%	118	4.9%	134	2736	69.1%

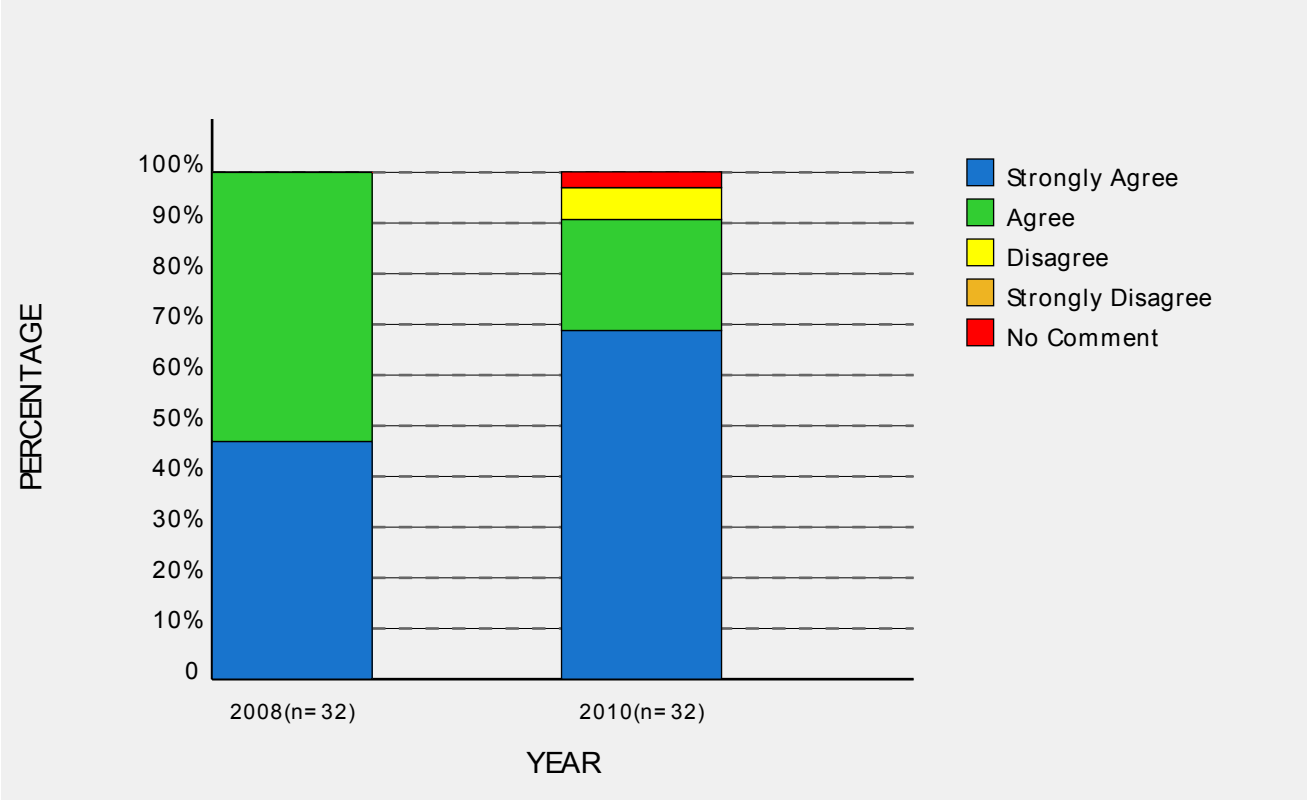
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

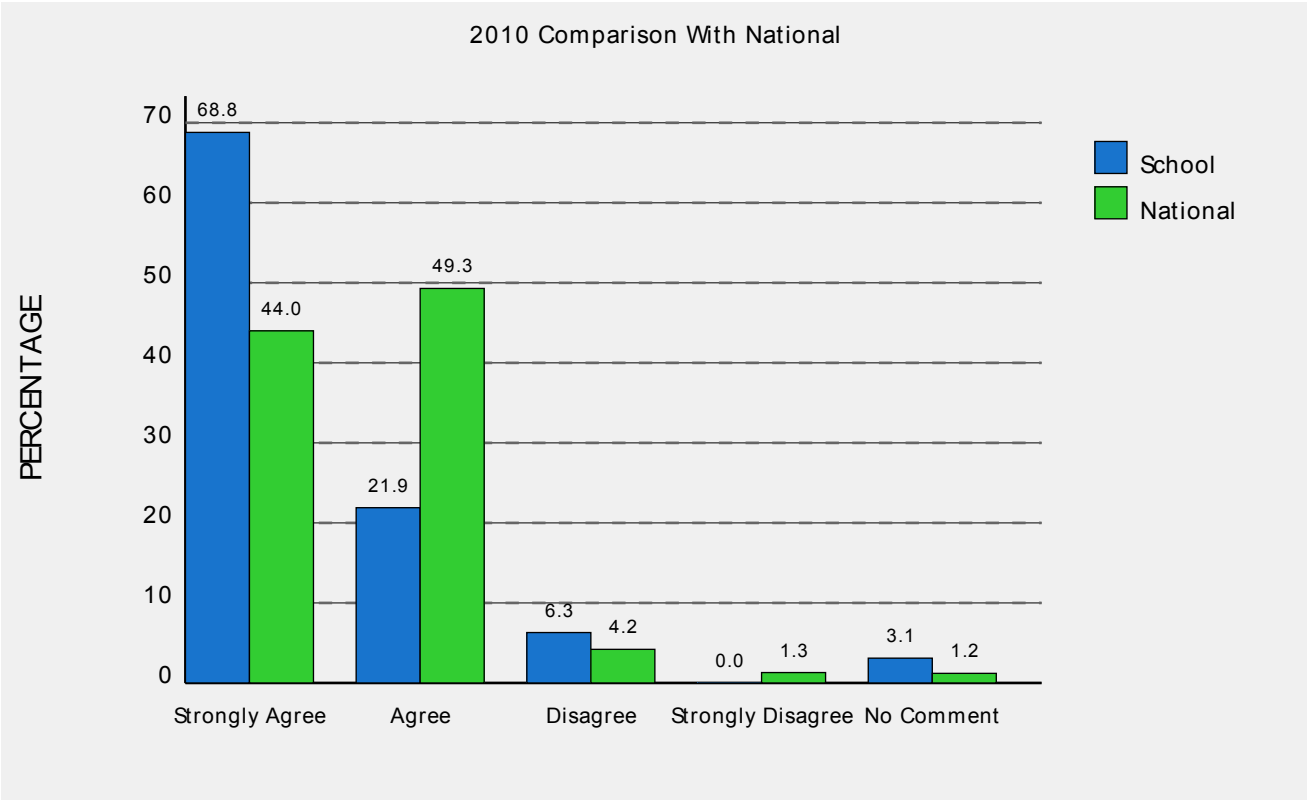
Program comments on this Data View:

The narrative identifies this as the most significant challenge. As the current crowding on the Corvallis campus is resolved and the new CLSB is completed on the Portland campus, perceptions among faculty and student should improve. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 30. My campus work environment is safe.





Question 30. My campus work environment is safe.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	46.9%	15	53.1%	17	0.0%	0	0.0%	0	0.0%	0	32	82.1%
2010	68.8%	22	21.9%	7	6.3%	2	0.0%	0	3.1%	1	32	82.1%
National	44.0%	1204	49.3%	1350	4.2%	114	1.3%	35	1.2%	33	2736	69.1%

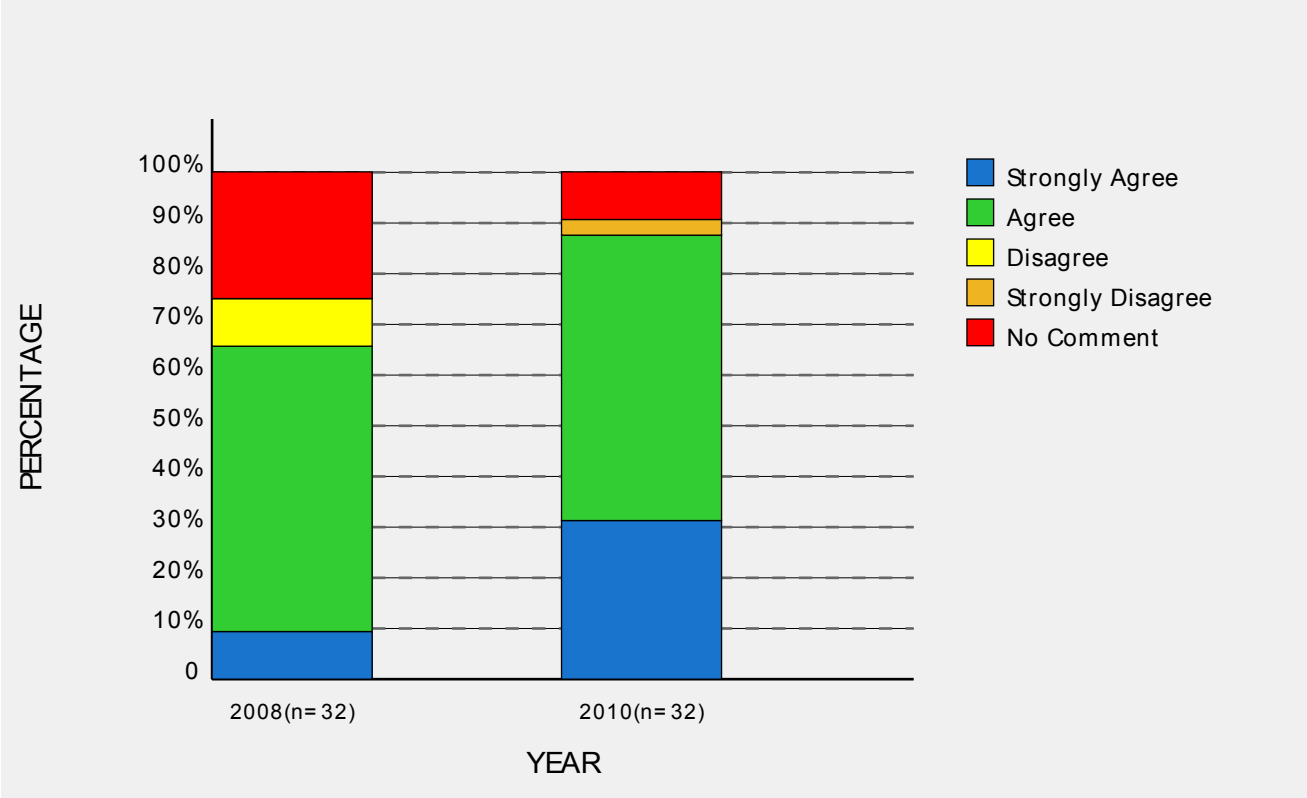
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

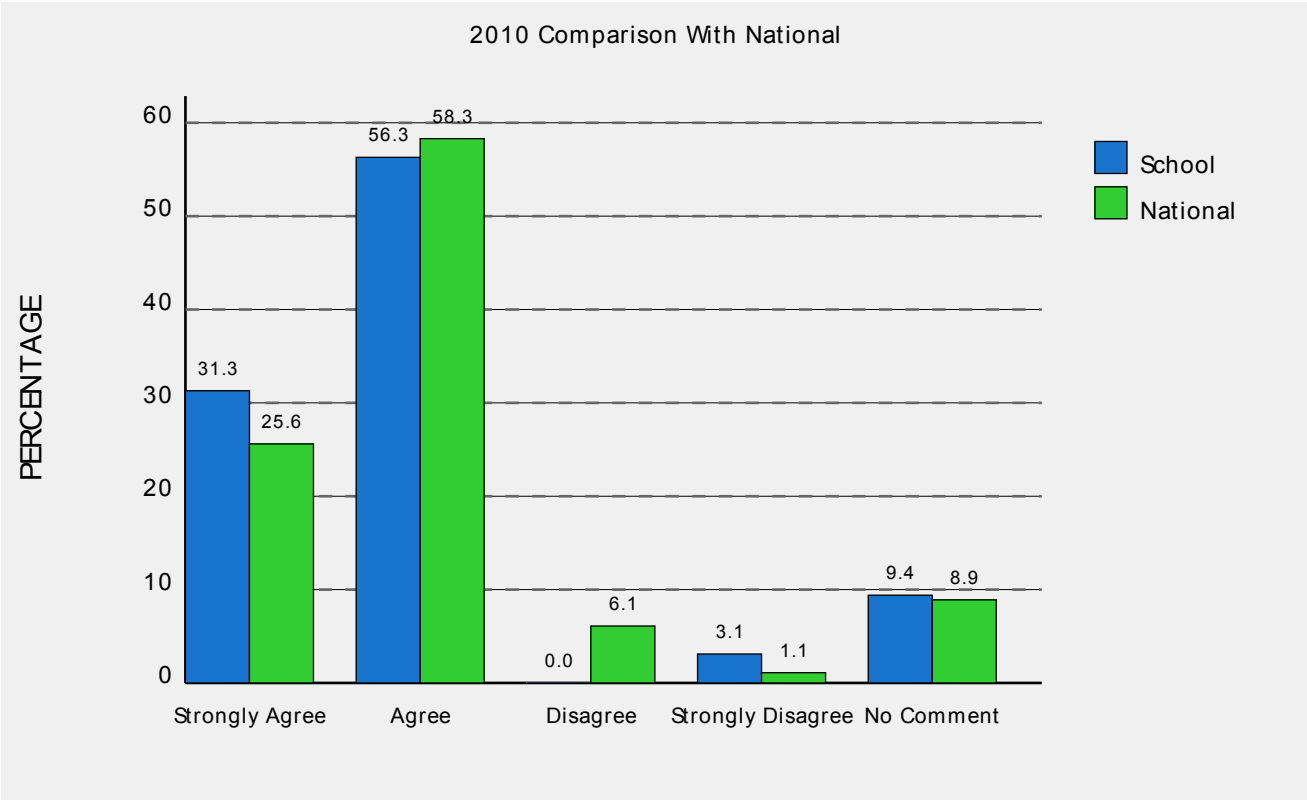
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 39. Laboratories and other non-classroom environments are conducive to learning.





Question 39. Laboratories and other non-classroom environments are conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	56.3%	18	9.4%	3	0.0%	0	25.0%	8	32	82.1%
2010	31.3%	10	56.3%	18	0.0%	0	3.1%	1	9.4%	3	32	82.1%
National	25.6%	701	58.3%	1595	6.1%	168	1.1%	29	8.9%	243	2736	69.1%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 3.3% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

2. College or School's Self-Assessment

The college or school has adequate and appropriate physical facilities to achieve its mission and goals.	Satisfactory
The physical facilities facilitate interaction among administration, faculty, and students.	Needs Improvement
The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.	Satisfactory
Physical facilities provide a safe and comfortable environment for teaching and learning.	Satisfactory
For colleges and schools that use animals in their professional course work or research, proper and adequate animal facilities are maintained in accordance with acceptable standards for animal facilities.	Satisfactory
Animal use conforms to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged.	Satisfactory
Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations.	
All human investigations performed by college or school faculty, whether performed at the college or school or elsewhere, are approved by the appropriate Institutional Review Board(s) and meet state and federal research standards.	Satisfactory
Students, faculty, preceptors, instructors, and teaching assistants have access to appropriate resources to ensure equivalent program outcomes across all program pathways, including access to technical, design, and production services to support the college or school's various program initiatives.	Satisfactory
Commensurate with the numbers of students, faculty and staff, and the activities and services provided, branch or distance campuses have or have access to physical facilities of comparable quality and functionality as those of the main campus.	Satisfactory
Faculty have office space of adequate size and with an appropriate level of privacy.	Satisfactory
Faculty have adequate laboratory resources and space for their research and scholarship needs.	Satisfactory
Computer resources are adequate.	Satisfactory
Laboratories and simulated environments (e.g. model pharmacy) are adequate.	Satisfactory
Facilities encourage interprofessional interactions (e.g., simulation laboratories)	Needs Improvement
Access to quiet and collaborative study areas is adequate.	Satisfactory
Common space for relaxation, professional organization activities and events, and/or socialization is adequate.	Needs Improvement

3. College or School's Comments on the Standard

Focused Questions
☑ A description of physical facilities, including available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc.
☑ A description of the equipment for the facilities for educational activities, including simulation areas
☑ A description of the equipment for the facilities for research activities
☑ A description of facility resources available for student organizations
☑ A description of facilities available for student studying, including computer and printing capabilities
☑ How the facilities encourage and support interprofessional interactions
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
Physical facilities in the College are sufficient to meet the needs of the professional program. They are in four separate locations in two cities, Corvallis and Portland. Corvallis-based pharmacy faculty are located in three buildings (Pharmacy, Weniger, and Oak Creek). Portland-based faculty are housed in a single building, the Center for Health and Healing on the OHSU South Waterfront Campus. Instructional buildings on both campuses provide wheelchair access. Plans and drawings for facilities will be available on site.

Corvallis — The Pharmacy Building has been the home of the College since 1924 and expanded in 1966 to its present size of 41,770 sq ft. Exterior and public areas were enhanced with double pane windows and interior painting in 2001 and 2004, respectively. Laboratories have been renovated as new faculty members are hired.

When the Pharmacy Building was remodeled, the new addition was centrally air-conditioned, but the original part of the building was not. This has been partially addressed by installation of area specific cooling systems, there are still rooms that do not have air conditioning, including the three classrooms (Rooms 107, 305, and 329) and conference room (Room 213). Resulting inconsistent cooling throughout the building can be challenging, and creates less than ideal learning conditions and an extra burden on research equipment.

Instructional facilities are adequate, but have presented some challenges. Didactic instruction occurs in one large lecture hall (Room 305) and two smaller classrooms (Rooms 107 and 329). Rooms 213, 329, and the Practice lab, 219, lend themselves to small-group instruction. Small, flexible classrooms within the building are limited. For new IPE activities in collaboration with Western Health Sciences University, meeting areas across campus will be utilized.

The lecture hall (Rm 305) seats 152 students and is an "enhanced classroom." Pharmacy classes are nominally given scheduling priority; however, large classroom space is insufficient to meet undergraduate needs of the University as a whole due to rapid growth. Pharmacy classes are frequently bumped to, often inferior, classrooms across campus. The University plans to construct two new classroom buildings, to be completed by 2014. This, and a remodeled Education Hall next door, may ease demand and allow pharmacy courses to return to Room 305. Access to technology in Rm 305 outside of scheduled classes is fee-based, controlled by the campus media services. This can be an obstacle to faculty members who wish to 'test-drive' technologies and student groups requiring a large lecture room.

The Pharmaceutical Care Learning Center (PCLC) includes Rooms 219, 235, and 237. The PCLC is equipped with resources to support advanced instruction in pharmacy practice. The computer network allows students access to proprietary pharmacy software used for drug information (Micromedex, Facts and Comparisons). Rm 219 includes two examination rooms with equipment and teaching aids for physical assessment. Rm 235 is a small resource room with 10 computers and study tables for open access use. Students may also access the University's wireless network throughout the Pharmacy building. Rm 237 is a compounding laboratory and includes six analytical balances, four balances, two laminar flow hoods, and one biosafety hood.

Portland —Portland facilities are in the OHSU Center for Health and Healing (CHH) on the South Waterfront Campus. OSU sub-leases approximately 10,000 sq ft of dedicated space and 772 sq ft of shared (50%) teaching space for a total cost of $300,000 annually. The College also pays OHSU an administration fee of $105 per person per term to provide faculty, staff, and students (P3 and P4) electronic library services, email accounts, identification cards and other services (approximate $70,000 per year).

Instructional facilities on the third floor, include one large enhanced lecture hall and two smaller conference rooms. The lecture hall is connected to the Corvallis campus via a video link. The pharmacy practice lab (730 sq ft) and exam rooms (4 x 120 sq ft) are housed within the 12th floor complex in CHH. Each simulation room is equipped with a sink, basic examination equipment and two rooms contain examination tables. These facilities are used for small group training and interviews with standardized patients. CHH also provides access to interprofessional opportunities on the OHSU campus. A high-speed aerial tram provides frequent, rapid access to the upper campus hospital and clinics for faculty with clinical practices and students on clerkships. The new Collaborative Life Sciences Building, to be completed in 2014, will be a dramatic addition in support of IPE at OHSU (see optional documentation)

Student Activities – A small student study lounge in Corvallis was renovated in 2002 and contains a refrigerator and microwave. Students benefit from the proximity of the College to the central campus library (Valley Library). Classrooms and conference rooms are made available for professional organizations upon request. Student-centered facilities in Portland are housed within the 12th floor COP suite of offices and conference rooms. Students have free access to a student practice lab/computer center, and a student lounge.

Students are supportive of statements regarding the adequacy of space for instruction, space and study (Q76–81: Student survey). Space that allows for informal interactions seems most challenging and is reflected in weaknesses cited in the faculty survey (Q28, 29: Faculty survey). It is hoped that new facilities in Portland (see Quality Improvements below) and some relief of campus crowding in Corvallis will address these concerns.

Offices – The administrative office complex in Corvallis consists of a 107 sq ft vestibule, 600 sq ft office housing three support staff, and conference room equipped for video conferencing. Offices for the Dean and the Executive Associate Dean and advisors are within the administrative complex. Faculty mailboxes, fax machine and copier are also available. Additional service areas are on first floor of the building. In Portland, approximately 10,000 sq ft on the 12th floor of CHH houses the administrative and faculty offices. Also included are conference rooms, reception, a staff lounge, and student areas noted above.

Office space for faculty on both campuses is at a premium. Full-time instructional faculty members generally have a personal office, but part-time and emeritus faculty members have to share with others. Faculty generally feel that they have adequate space and resources for instructional and research activities (Q21-24, 26, 30: Faculty survey).

Technology – All faculty and staff have individual computers running relevant software with intranet and Internet capabilities and access to printers. Each user has a secure personal directory on the network for storing electronic files. In addition, a secure group directory is provided for each department to store documents. Only members of the College have access to these files. The University has a fiber optics backbone, maintains a web server and encourages development of course material for the web.

Students have access to Windows-based computers in practice laboratories and other locations on campus. Wireless networks are available on both campuses, allowing students with personal laptop computers access to the Internet. Both campuses support Blackboard as a educational resource for providing access to course documents and course management. All Portland-based faculty and students have access to the OHSU Intranet, which provides electronic access to journal articles and other OHSU databases. Corvallis-based faculty in both departments may obtain a library bar code for remote access to the OHSU library. This allows Corvallis-based faculty and preceptors timely access to specialty biomedical journals that are often not kept in the collection at OSU.

Research – Research is a key component of the College mission and requirements for laboratory space continue to increase. Research activities are supported by an array of equipment and infrastructure. A summary of instrumentation is included in optional documents. Animals are housed in an approved, remodeled, facility on the fifth floor of the Pharmacy building under the jurisdiction of the OSU Office of Laboratory Animal Resources. All animal and human subjects research conducted by faculty or students is first approved by Institutional Care and Use committees or Institutional Review Boards, respectively.

Corvallis research laboratories have been remodeled to meet the demands of modern research. Due to space limitations in the Pharmacy Building, additional research space is located across

campus in the Oak Creek Building and Weniger Hall. The Dean is negotiating with the Provost to consolidate medicinal chemistry faculty in a single location, realizing a net increase in space. ‘Wet’ laboratories in Portland are on the 14th floor of CHH in space contiguous with OHSU faculty members, providing substantial opportunities for interprofessional interactions.

Quality improvement - The Collaborative Life Sciences Building is a new interprofessional science and education building that will transform IPE at OHSU upon completion in 2014 (see optional documentation).

Summary - The College meets the standard for physical facilities. Instructional, faculty, student, administrative, and research facilities in Corvallis and Portland provide an adequate environment for achieving the College mission. The dual campus nature of the College presents challenges in communication and continuity, but the unique relationship with both universities also presents enormous opportunities for collaborative research and professional development.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

28. Practice Facilities

To support the introductory and advanced pharmacy practice experiences (required and elective) and to advance collaboratively the patient care services of pharmacy practice experience sites (where applicable), the college or school must establish and implement criteria for the selection of an adequate number and mix of practice facilities and secure written agreements with the practice facilities.

1. Documentation and Data

Supporting Documents

1. Examples of affiliation agreements or "statements of understanding" with practice affiliates

Appendix	Title	File Name
Appendix 28.1.1	Central City Concern	146664-_Central_City_Concern.pdf
Appendix 28.1.2	Oregon Department of Corrections	ORDeptofCorrections.pdf
Appendix 28.1.3	VA Puget Sound Health Care Agreement	VA_Puget_Sound_Health_Care_agreement_7-

2. ACPE IPPE Capacity Chart

Appendix	Title	File Name
Appendix 28.2.1	ACPE IPPE Capacity Chart	OSU_IPPECapacityChartx.pdf

3. ACPE APPE Capacity Chart

Appendix	Title	File Name
Appendix 28.3.1	ACPE APPE Capacity Chart	OSU_APPE_Capacity_Chart.pdf

4. Criteria used for selection of various types of practice facilities

Appendix	Title	File Name
Appendix 28.4.1	Criteria for Practice Facilities	PrecetorSiteRequirementsx.pdf

5. A list of practices sites (classified by type of practices), specifying IPPE and/or APPE, with number of students served, interaction with other health professional students and practitioners, the number of pharmacy or other preceptors serving the facility, and their licensure status. (Sites used in the past academic year should be identified.)

Appendix	Title	File Name
No files uploaded		

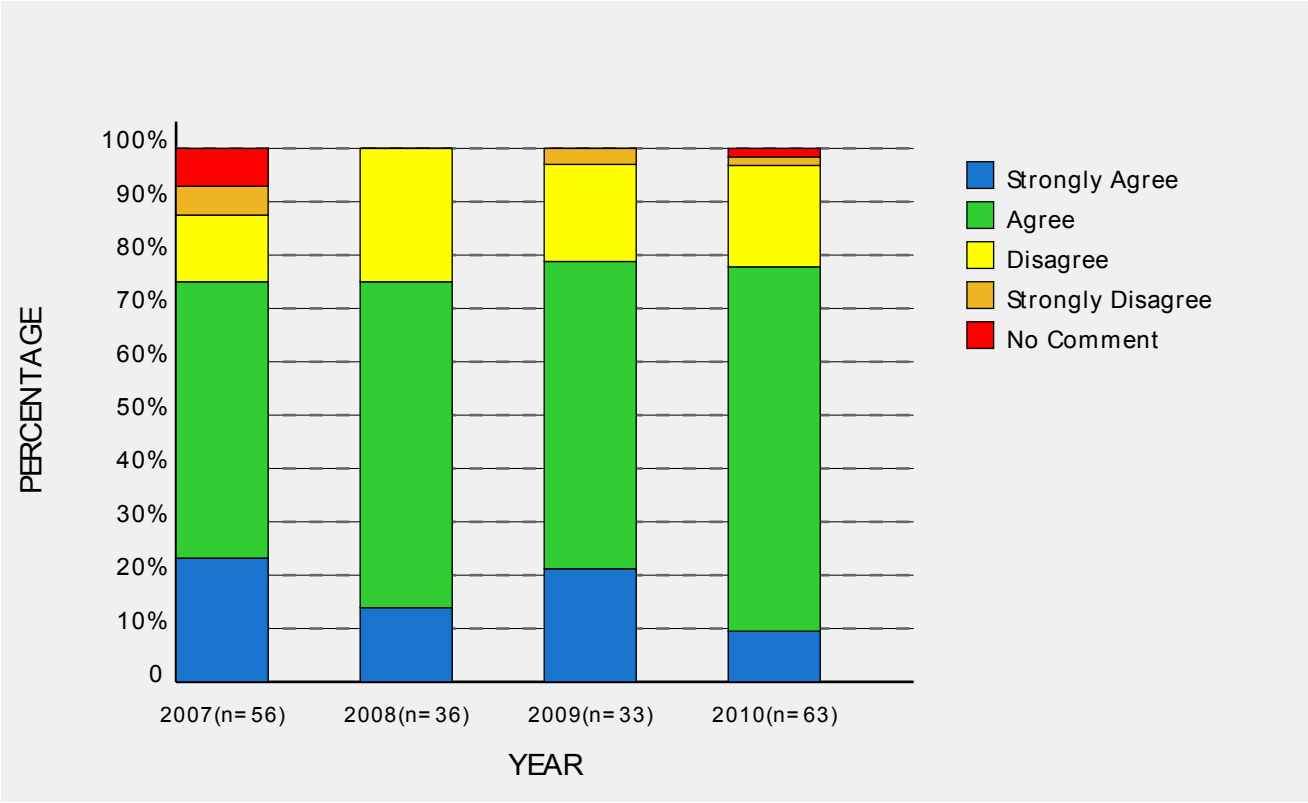
6. Other documentation or data that provides supporting evidence of compliance with the standard

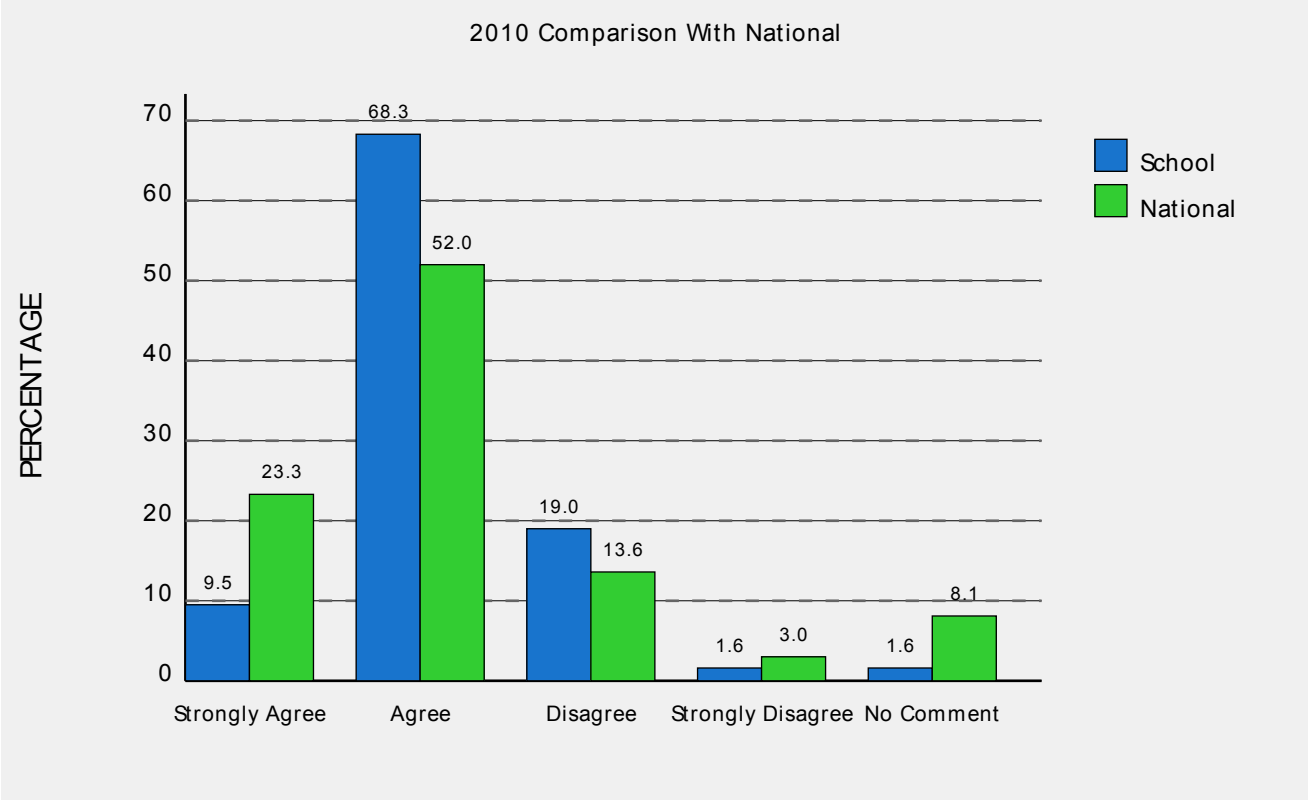
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 39. The sites available for introductory pharmacy practice experiences were of high quality.




2010 Comparison With National
PERCENTAGE
70
60
50
40
30
20
10
0
68.3
52.0
23.3
19.0
13.6
9.5
1.6
3.0
1.6
8.1
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 39. The sites available for introductory pharmacy practice experiences were of high quality.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	23.2%	13	51.8%	29	12.5%	7	5.4%	3	7.1%	4	56	68.3%
2008	13.9%	5	61.1%	22	25.0%	9	0.0%	0	0.0%	0	36	52.2%
2009	21.2%	7	57.6%	19	18.2%	6	3.0%	1	0.0%	0	33	39.3%
2010	9.5%	6	68.3%	43	19.0%	12	1.6%	1	1.6%	1	63	75.0%
National	23.3%	1792	52.0%	3994	13.6%	1040	3.0%	227	8.1%	622	7675	71.2%

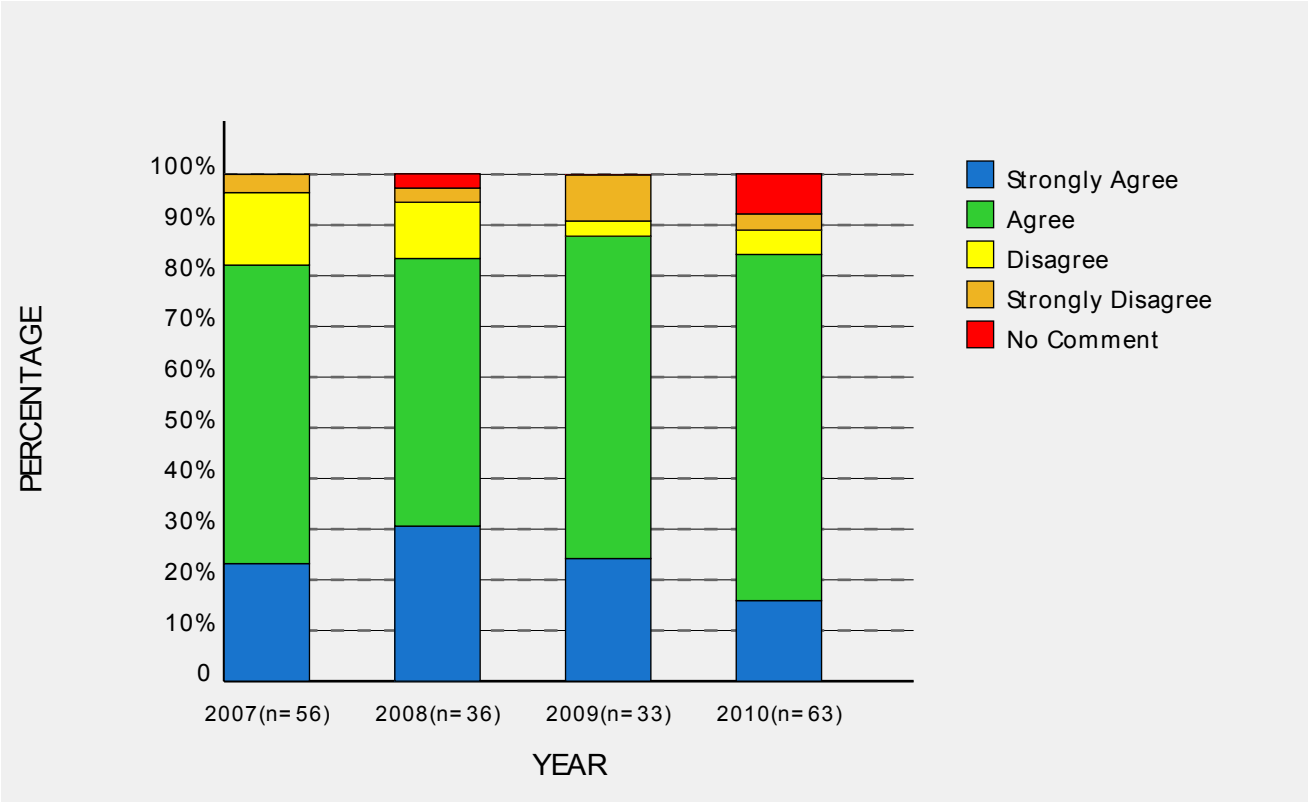
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

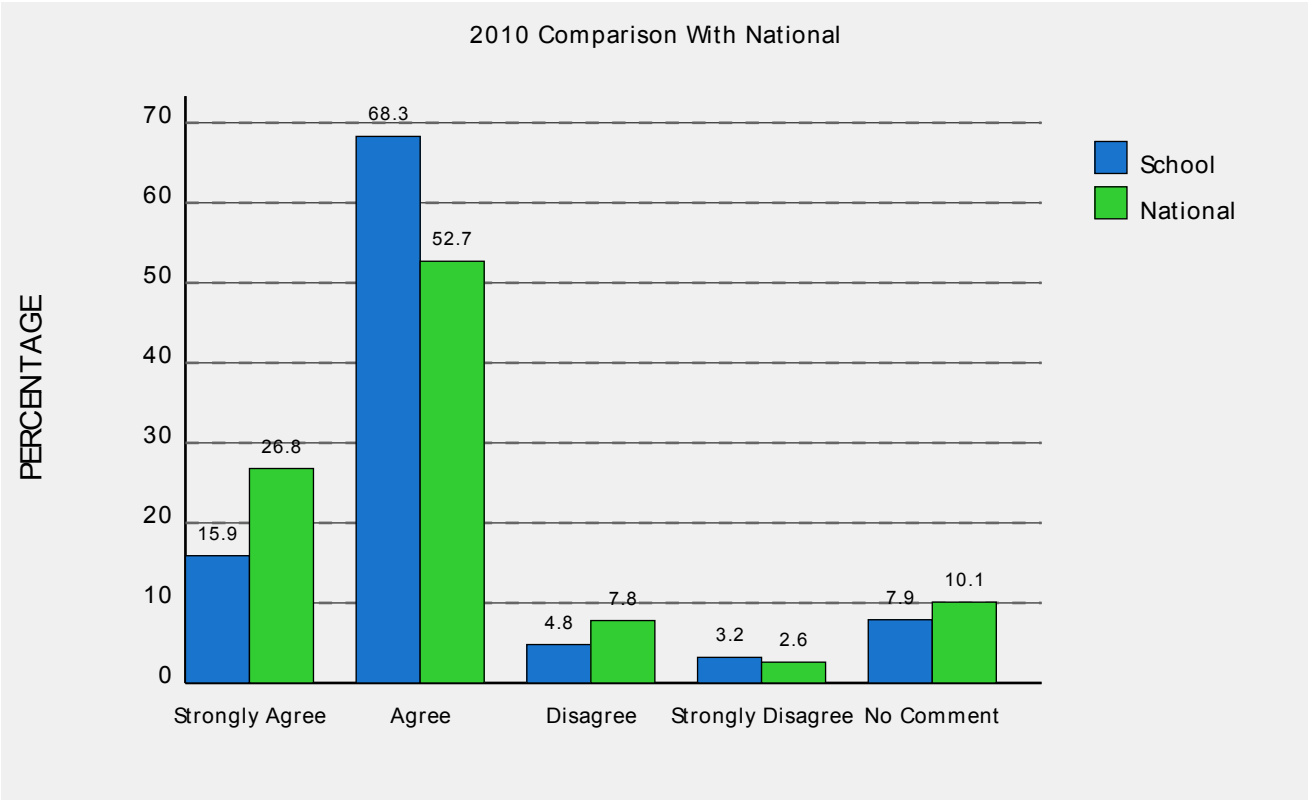
Program comments on this Data View:

2011 Graduating Student survey indicates improvement with 13.2% and 1.3% of students that disagree or strongly disagree, respectively with the statement. (The 2011 GSS is uploaded to Standard 23) The Experiential Director has been in place only three years and new resources are recently available, so further improvement is expected.

Graduating Student Survey

Question 40. The process by which I was assigned sites for introductory pharmacy practice experiences was fair.





Question 40. The process by which I was assigned sites for introductory pharmacy practice experiences was fair.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	23.2%	13	58.9%	33	14.3%	8	3.6%	2	0.0%	0	56	68.3%
2008	30.6%	11	52.8%	19	11.1%	4	2.8%	1	2.8%	1	36	52.2%
2009	24.2%	8	63.6%	21	3.0%	1	9.1%	3	0.0%	0	33	39.3%
2010	15.9%	10	68.3%	43	4.8%	3	3.2%	2	7.9%	5	63	75.0%
National	26.8%	2055	52.7%	4045	7.8%	596	2.6%	201	10.1%	778	7675	71.2%

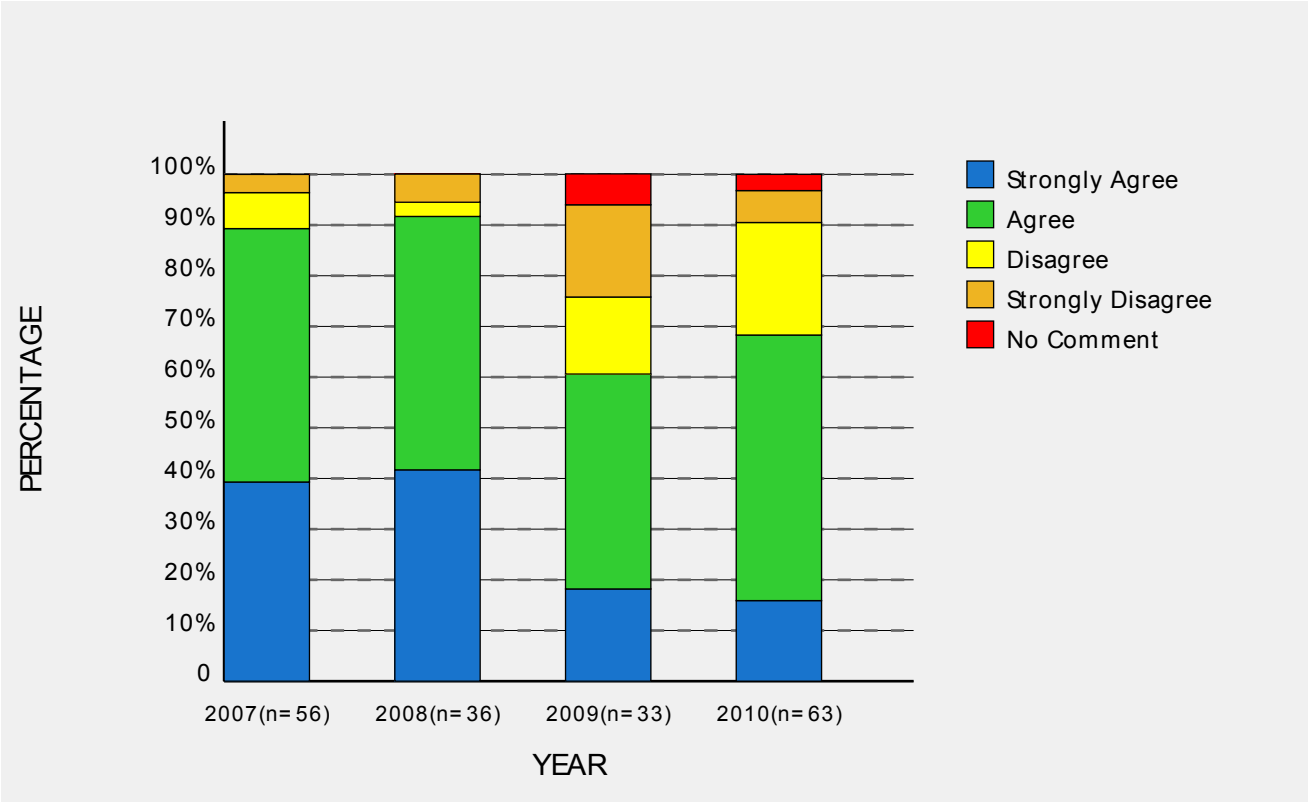
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

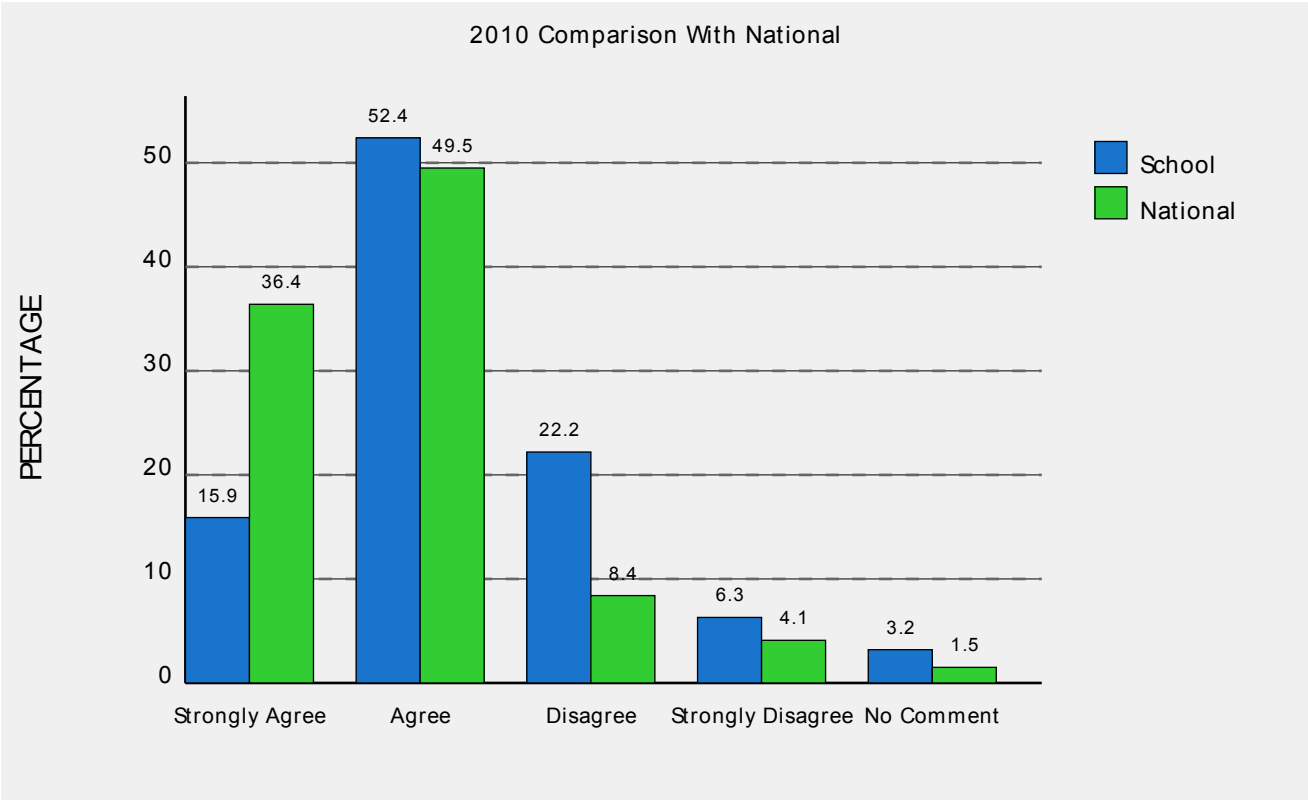
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 5.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 49. The process by which I was assigned sites for advanced pharmacy practice experiences was fair.





Question 49. The process by which I was assigned sites for advanced pharmacy practice experiences was fair.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	39.3%	22	50.0%	28	7.1%	4	3.6%	2	0.0%	0	56	68.3%
2008	41.7%	15	50.0%	18	2.8%	1	5.6%	2	0.0%	0	36	52.2%
2009	18.2%	6	42.4%	14	15.2%	5	18.2%	6	6.1%	2	33	39.3%
2010	15.9%	10	52.4%	33	22.2%	14	6.3%	4	3.2%	2	63	75.0%
National	36.4%	2796	49.5%	3801	8.4%	647	4.1%	313	1.5%	118	7675	71.2%

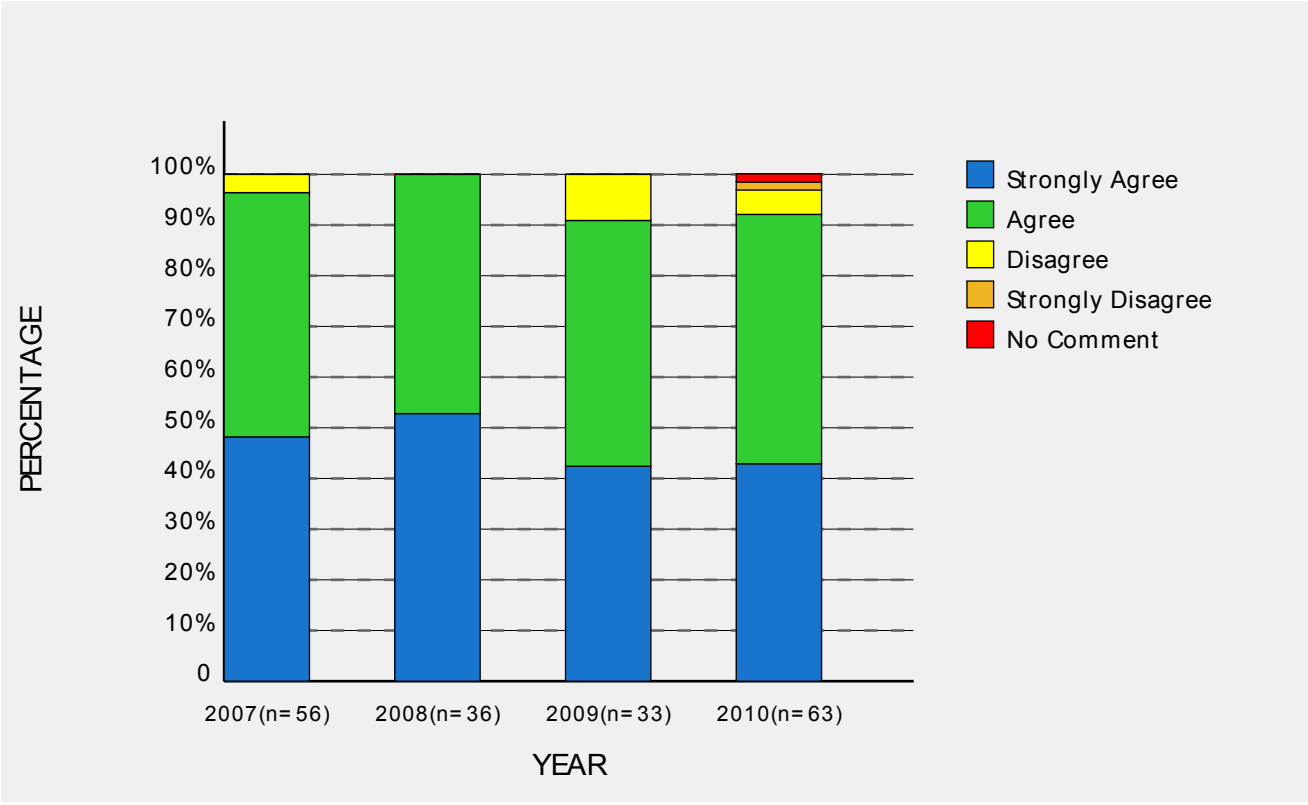
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

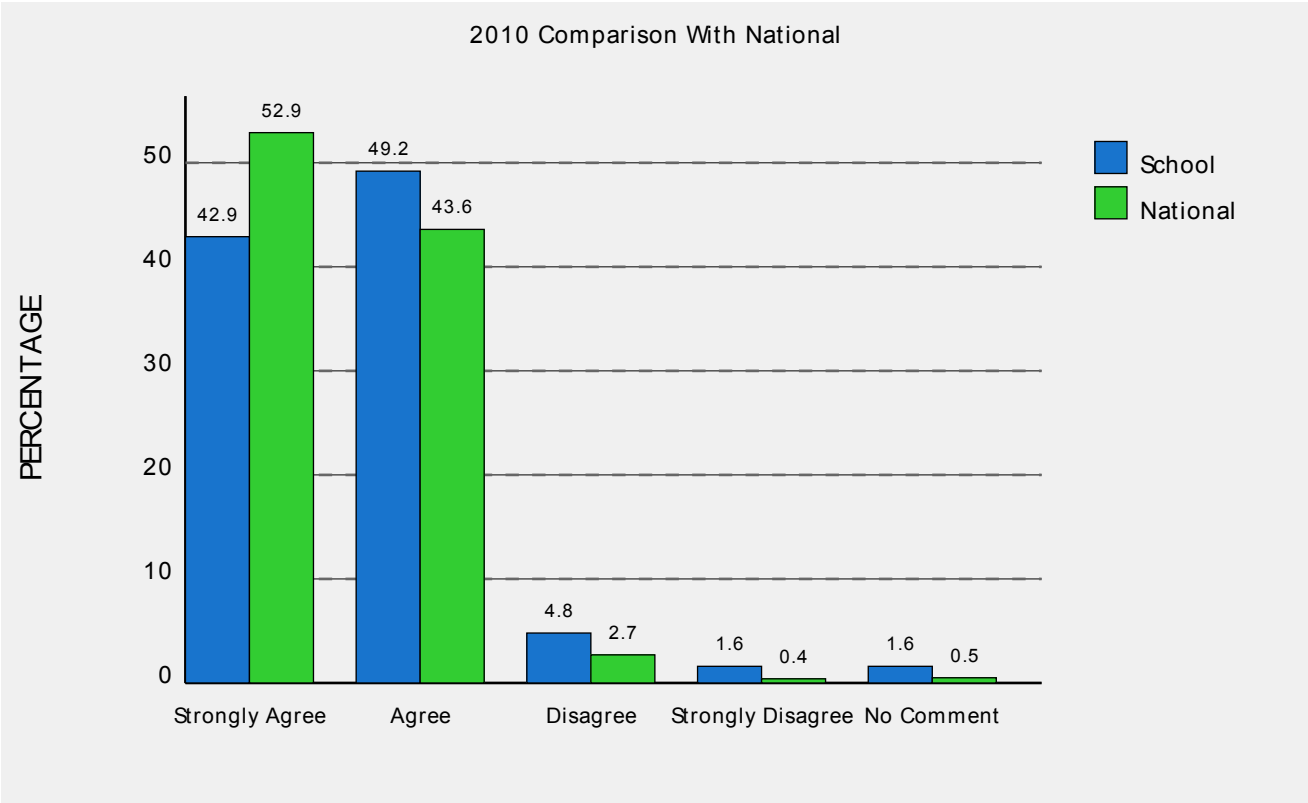
Program comments on this Data View:

2011 Graduating Student survey indicates improvement with 11.8% and 3.9% of students that disagree or strongly disagree, respectively with the statement. (The 2011 GSS is uploaded to Standard 23) The Experiential Director has been in place only three years and new resources are recently available, so further improvement is expected.

Graduating Student Survey

Question 51. My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.).





Question 51. My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	48.2%	27	48.2%	27	3.6%	2	0.0%	0	0.0%	0	56	68.3%
2008	52.8%	19	47.2%	17	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	42.4%	14	48.5%	16	9.1%	3	0.0%	0	0.0%	0	33	39.3%
2010	42.9%	27	49.2%	31	4.8%	3	1.6%	1	1.6%	1	63	75.0%
National	52.9%	4060	43.6%	3343	2.7%	208	0.4%	29	0.5%	35	7675	71.2%

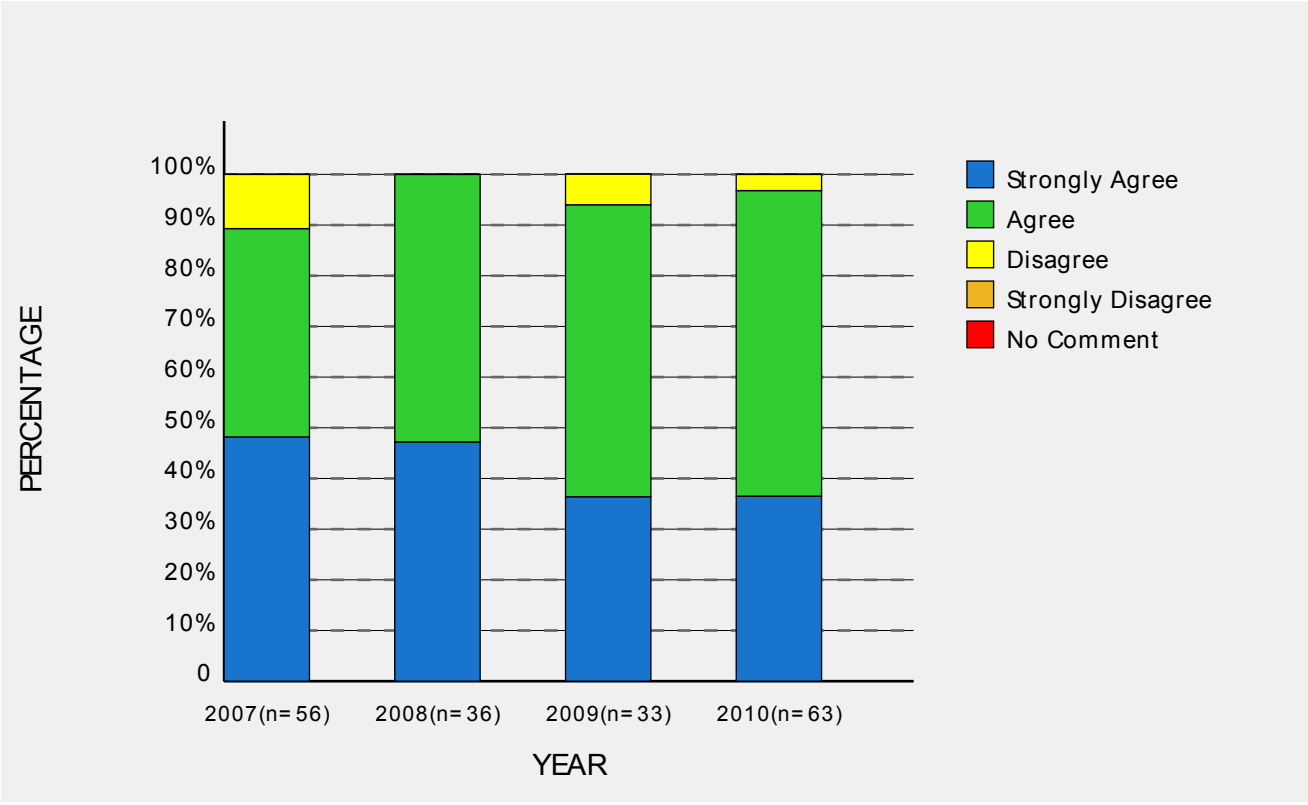
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

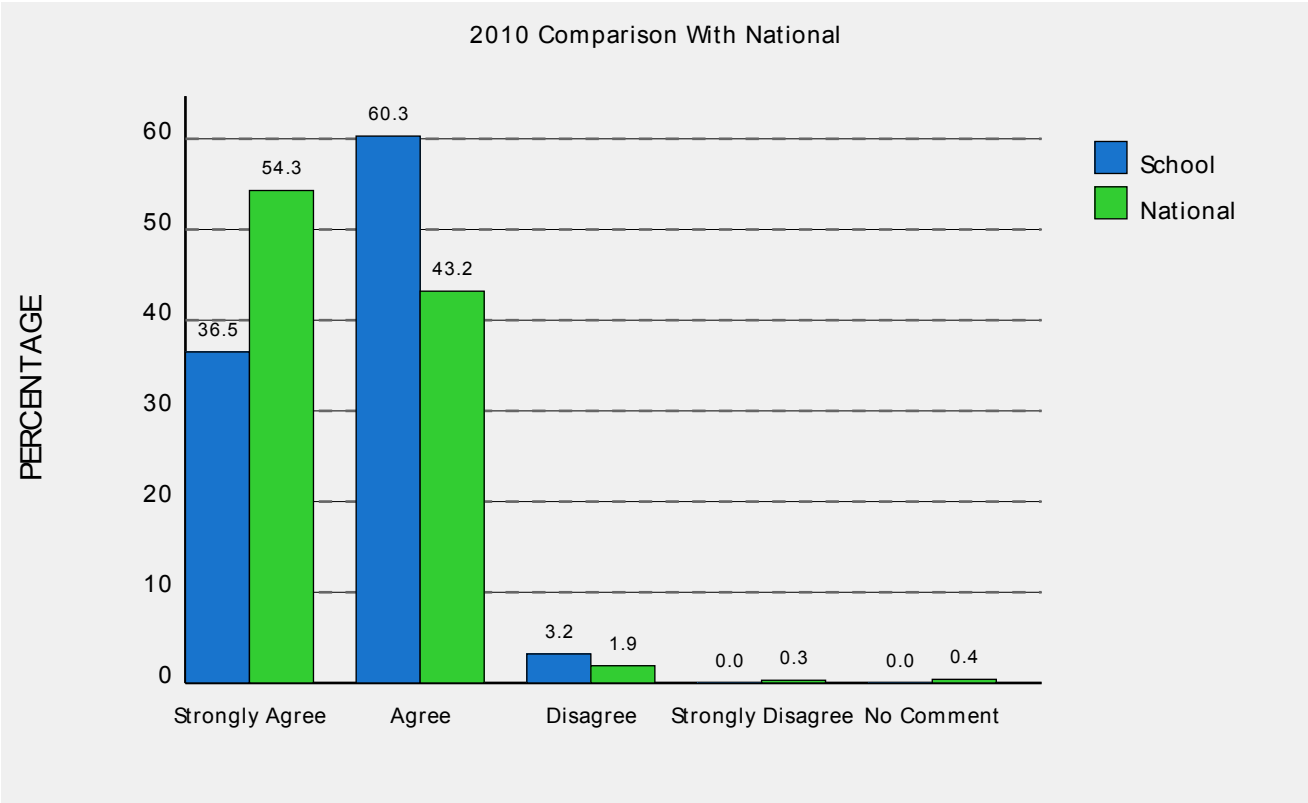
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 2.6% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 52. My pharmacy practice experiences allowed me to collaborate with other health care professionals.





Question 52. My pharmacy practice experiences allowed me to collaborate with other health care professionals.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	48.2%	27	41.1%	23	10.7%	6	0.0%	0	0.0%	0	56	68.3%
2008	47.2%	17	52.8%	19	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	36.4%	12	57.6%	19	6.1%	2	0.0%	0	0.0%	0	33	39.3%
2010	36.5%	23	60.3%	38	3.2%	2	0.0%	0	0.0%	0	63	75.0%
National	54.3%	4165	43.2%	3312	1.9%	142	0.3%	26	0.4%	30	7675	71.2%

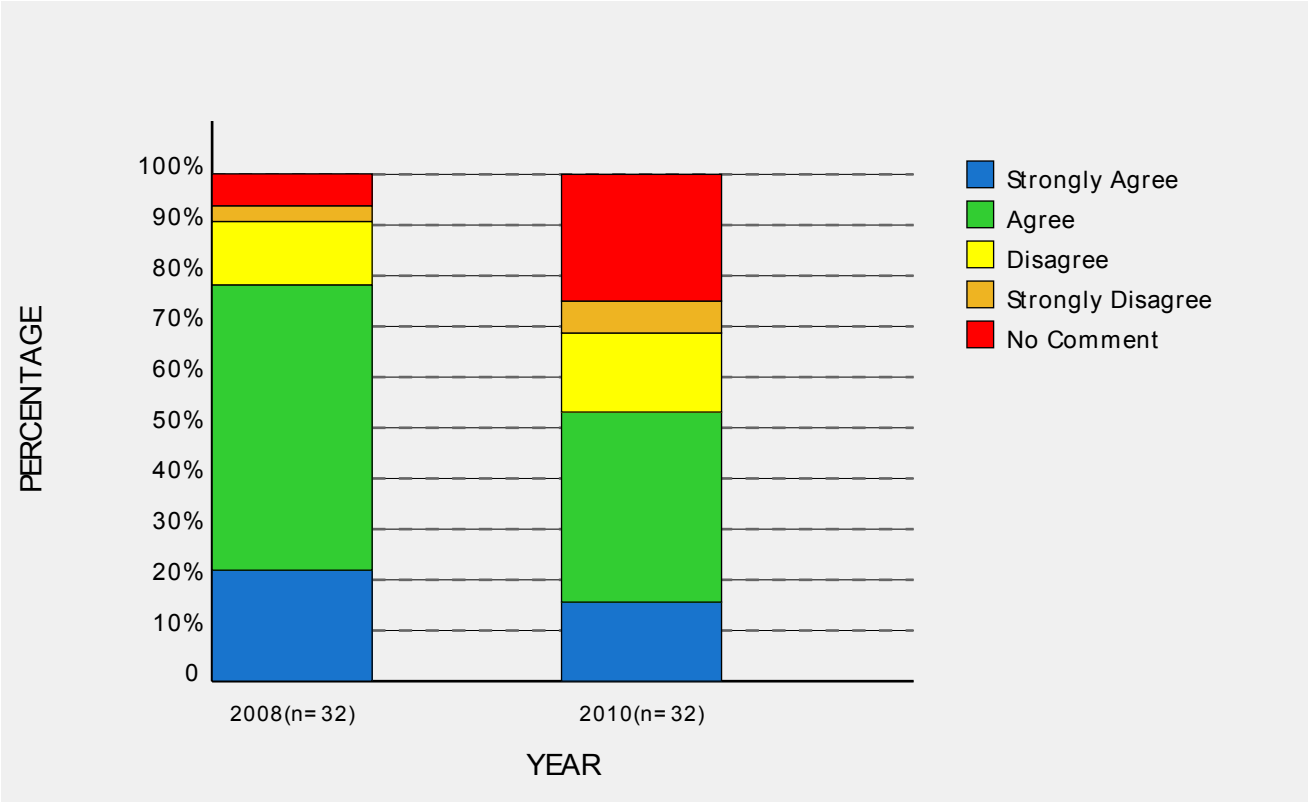
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

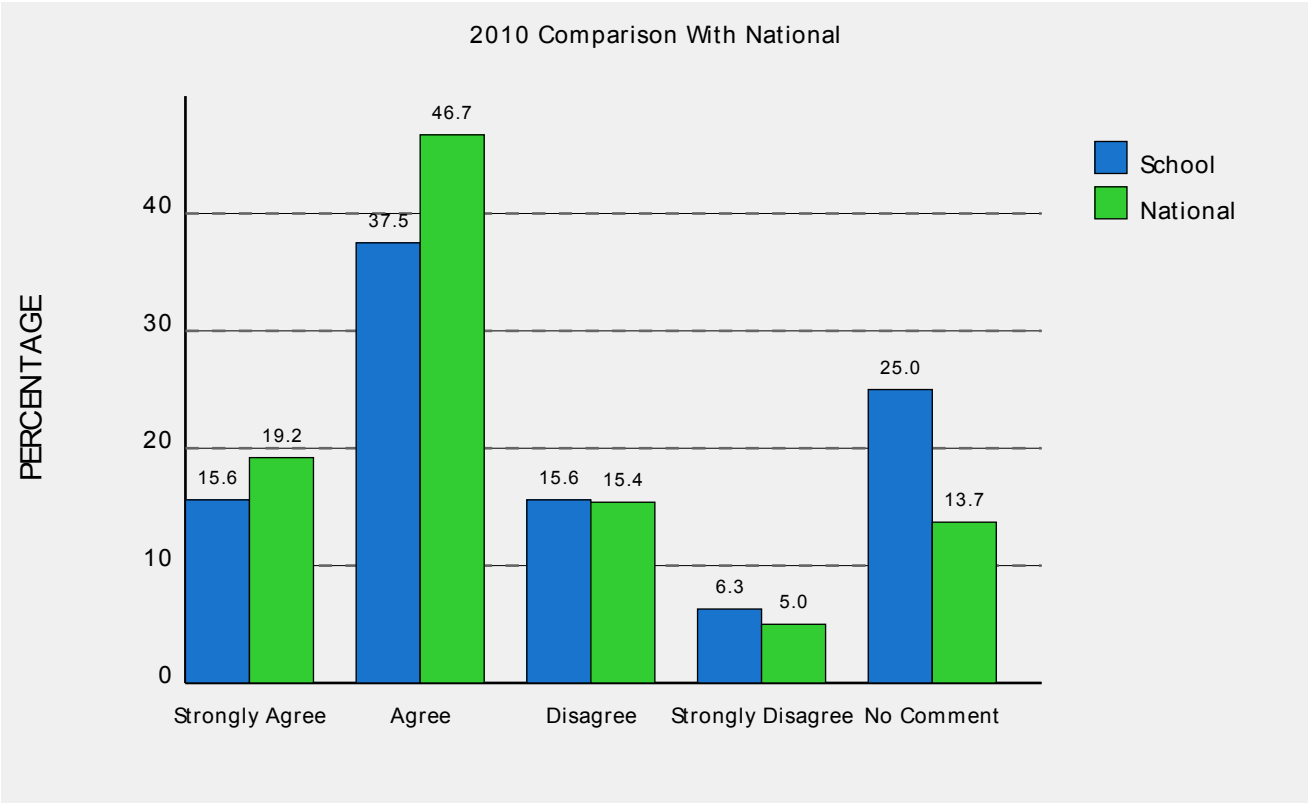
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 22. I have adequate laboratory and/or clinical resources for my research and/or scholarship needs.





Question 22. I have adequate laboratory and/or clinical resources for my research and/or scholarship needs.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	21.9%	7	56.3%	18	12.5%	4	3.1%	1	6.3%	2	32	82.1%
2010	15.6%	5	37.5%	12	15.6%	5	6.3%	2	25.0%	8	32	82.1%
National	19.2%	525	46.7%	1277	15.4%	421	5.0%	137	13.7%	376	2736	69.1%

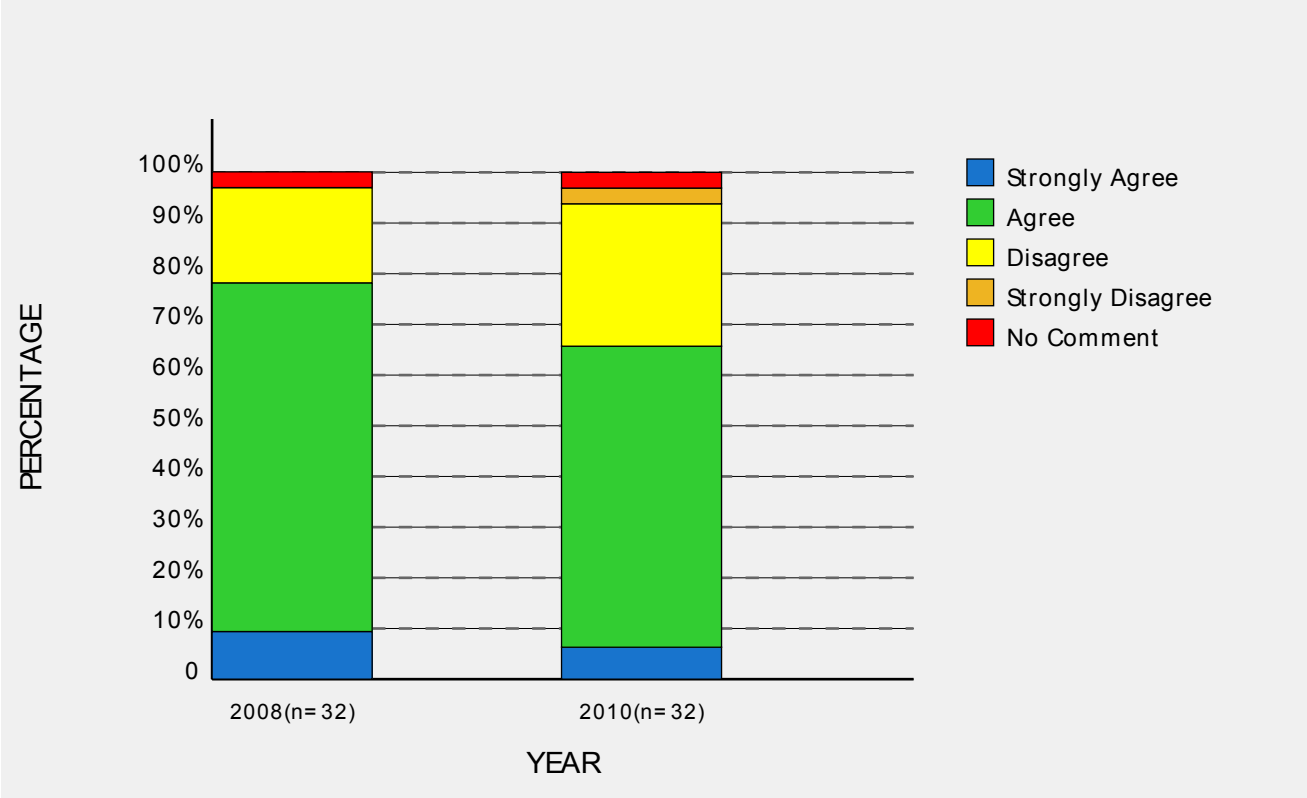
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

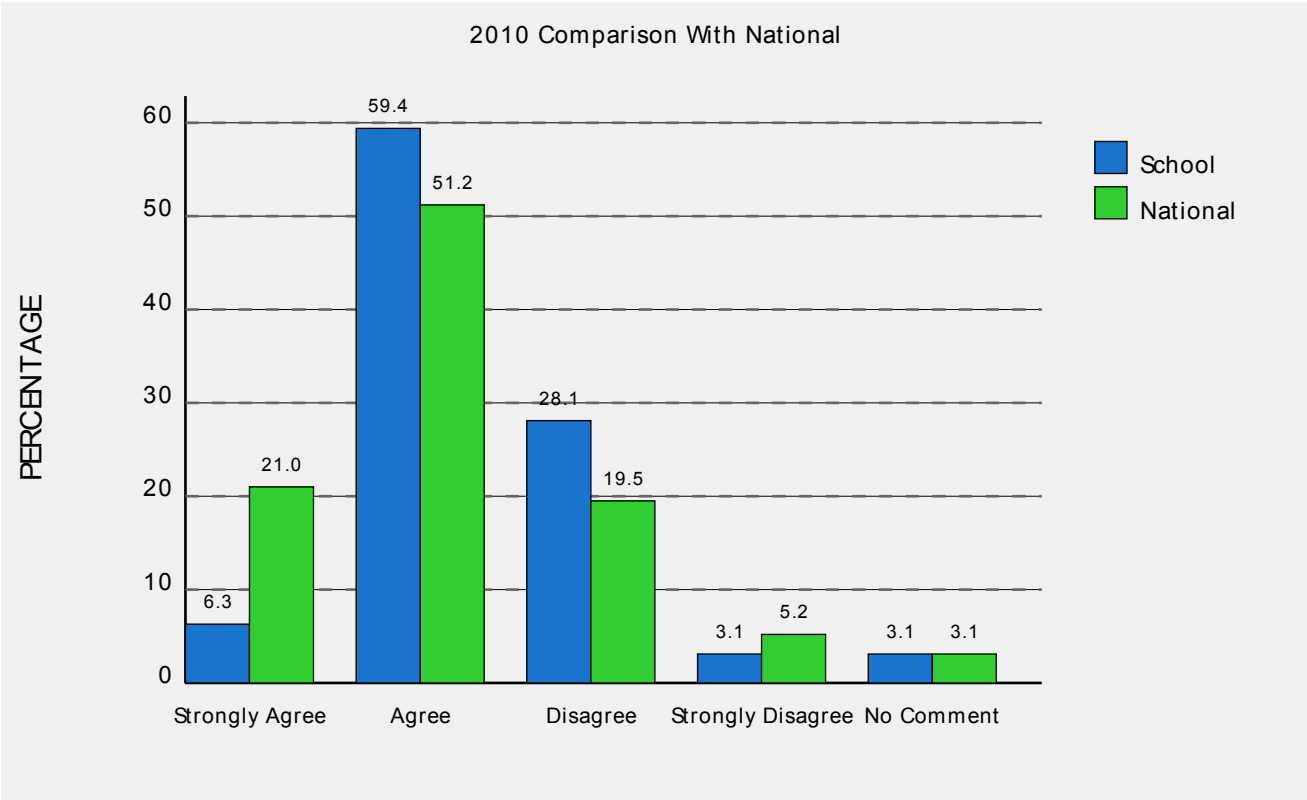
Program comments on this Data View:

Since most rotations utilize voluntary preceptors, this response from employee faculty members is likely to reflect concerns unrelated to Practice Facilities. The response is more appropriately considered under Standard 27, where current efforts to address facility and infrastructure concerns of faculty members are addressed.

Faculty Survey

Question 28. The program's resources can accommodate present student enrollment.





Question 28. The program's resources can accommodate present student enrollment.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	68.8%	22	18.8%	6	0.0%	0	3.1%	1	32	82.1%
2010	6.3%	2	59.4%	19	28.1%	9	3.1%	1	3.1%	1	32	82.1%
National	21.0%	574	51.2%	1400	19.5%	534	5.2%	142	3.1%	86	2736	69.1%

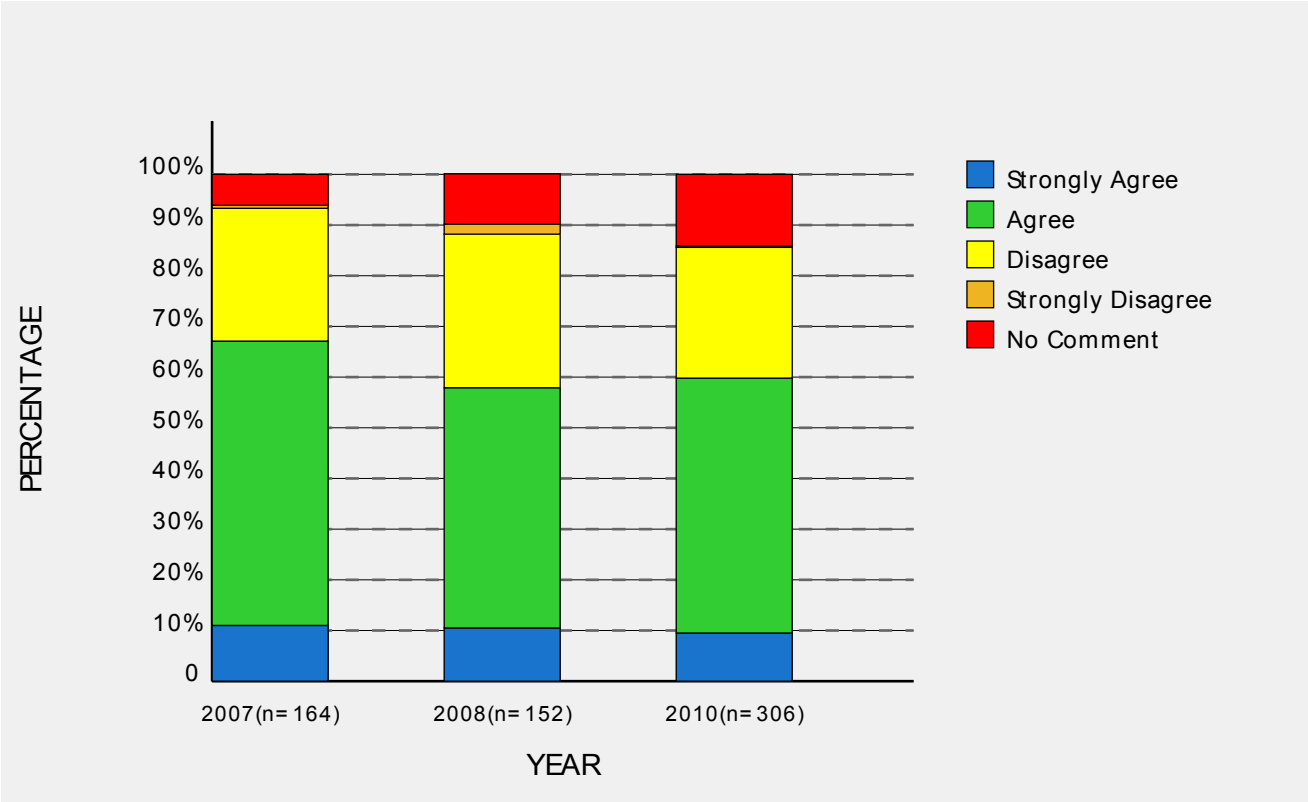
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

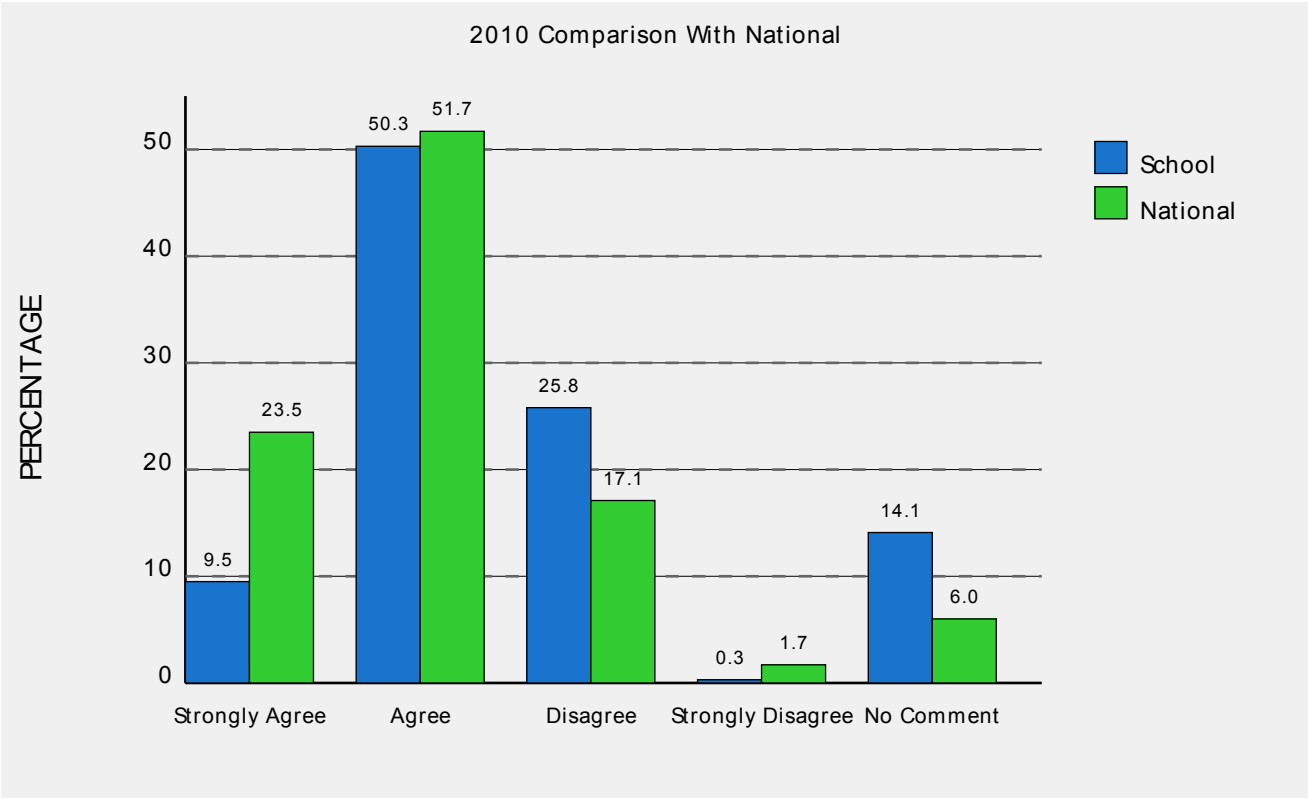
Program comments on this Data View:

Since most rotations utilize voluntary preceptors, this response from employee faculty members is likely to reflect concerns unrelated to Practice Facilities. The response is more appropriately considered under Standard 27, where current efforts to address facility and infrastructure concerns of faculty members are addressed.

Preceptor Survey

Question 15. I know how to utilize policies of the college/school that deal with harassment and discrimination.





Question 15. I know how to utilize policies of the college/school that deal with harassment and discrimination.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	11.0%	18	56.1%	92	26.2%	43	0.6%	1	6.1%	10	164	35.0%
2008	10.5%	16	47.4%	72	30.3%	46	2.0%	3	9.9%	15	152	22.1%
2010	9.5%	29	50.3%	154	25.8%	79	0.3%	1	14.1%	43	306	23.8%
National	23.5%	2019	51.7%	4446	17.1%	1466	1.7%	150	6.0%	513	8594	32.8%

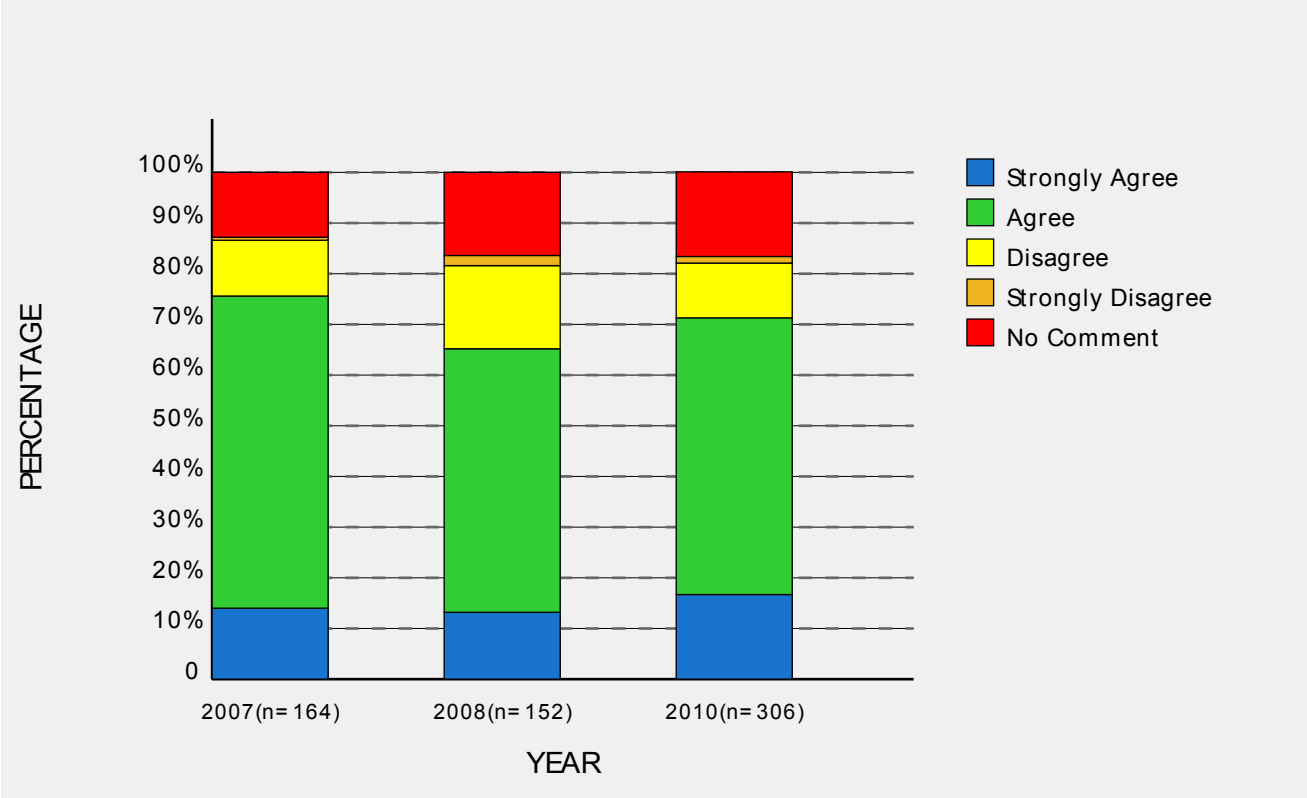
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

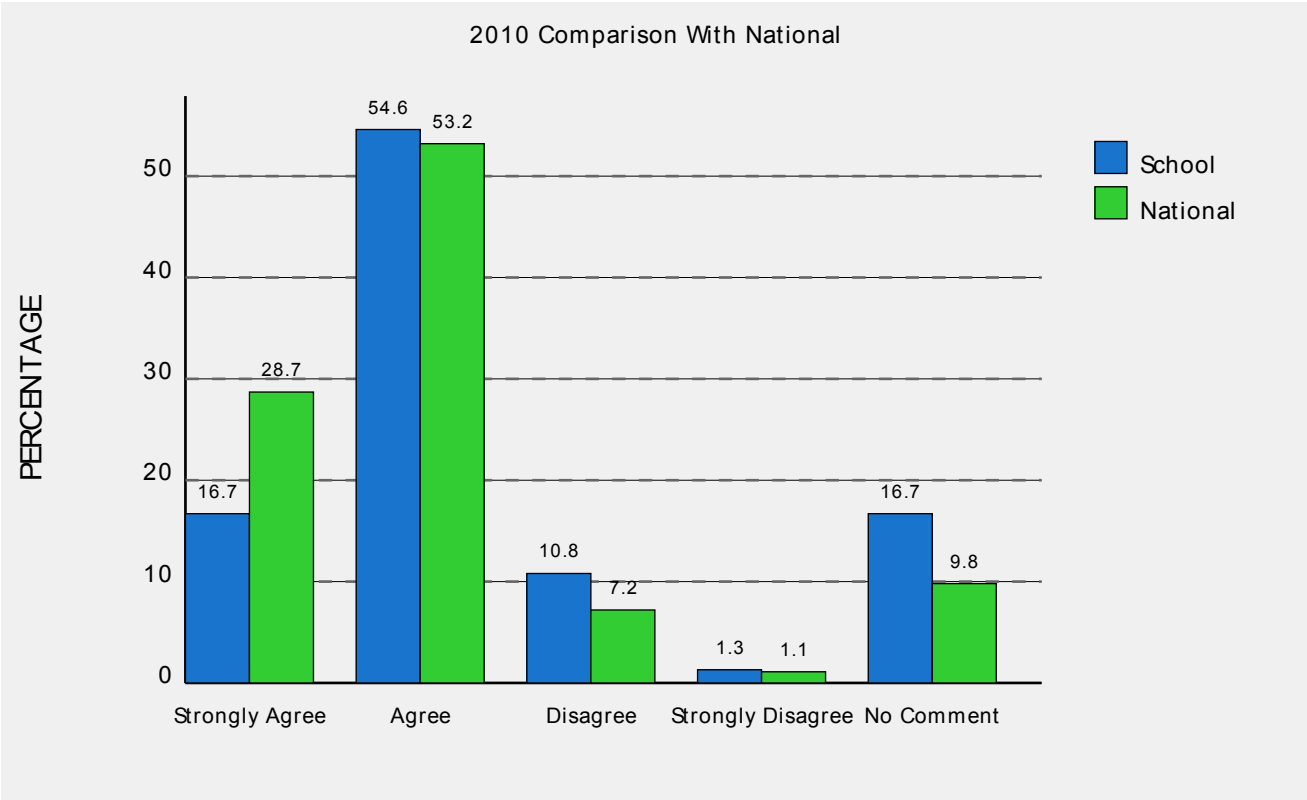
Program comments on this Data View:

See narrative and Standard 14; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 37. I receive needed support from the Office of Experiential Education.





Question 37. I receive needed support from the Office of Experiential Education.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	14.0%	23	61.6%	101	11.0%	18	0.6%	1	12.8%	21	164	35.0%
2008	13.2%	20	52.0%	79	16.4%	25	2.0%	3	16.4%	25	152	22.1%
2010	16.7%	51	54.6%	167	10.8%	33	1.3%	4	16.7%	51	306	23.8%
National	28.7%	2468	53.2%	4574	7.2%	619	1.1%	92	9.8%	841	8594	32.8%

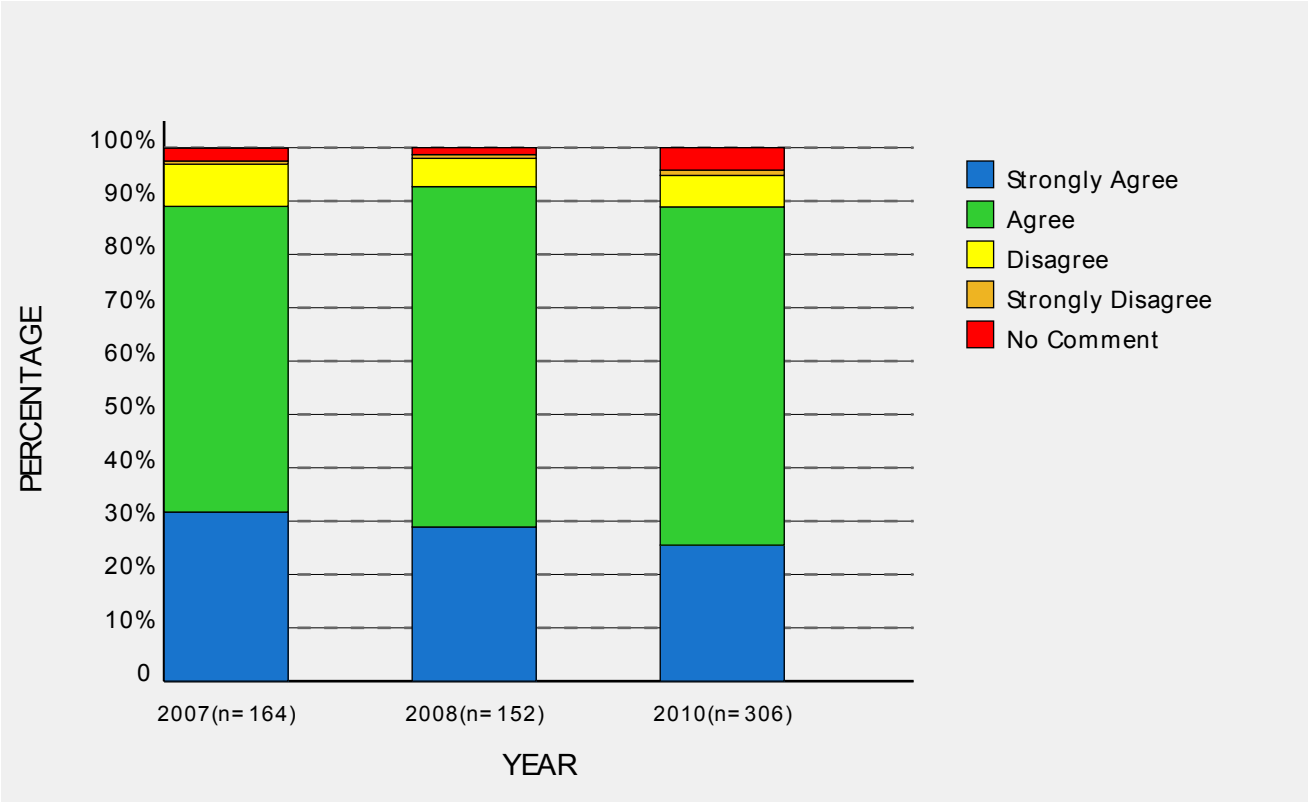
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

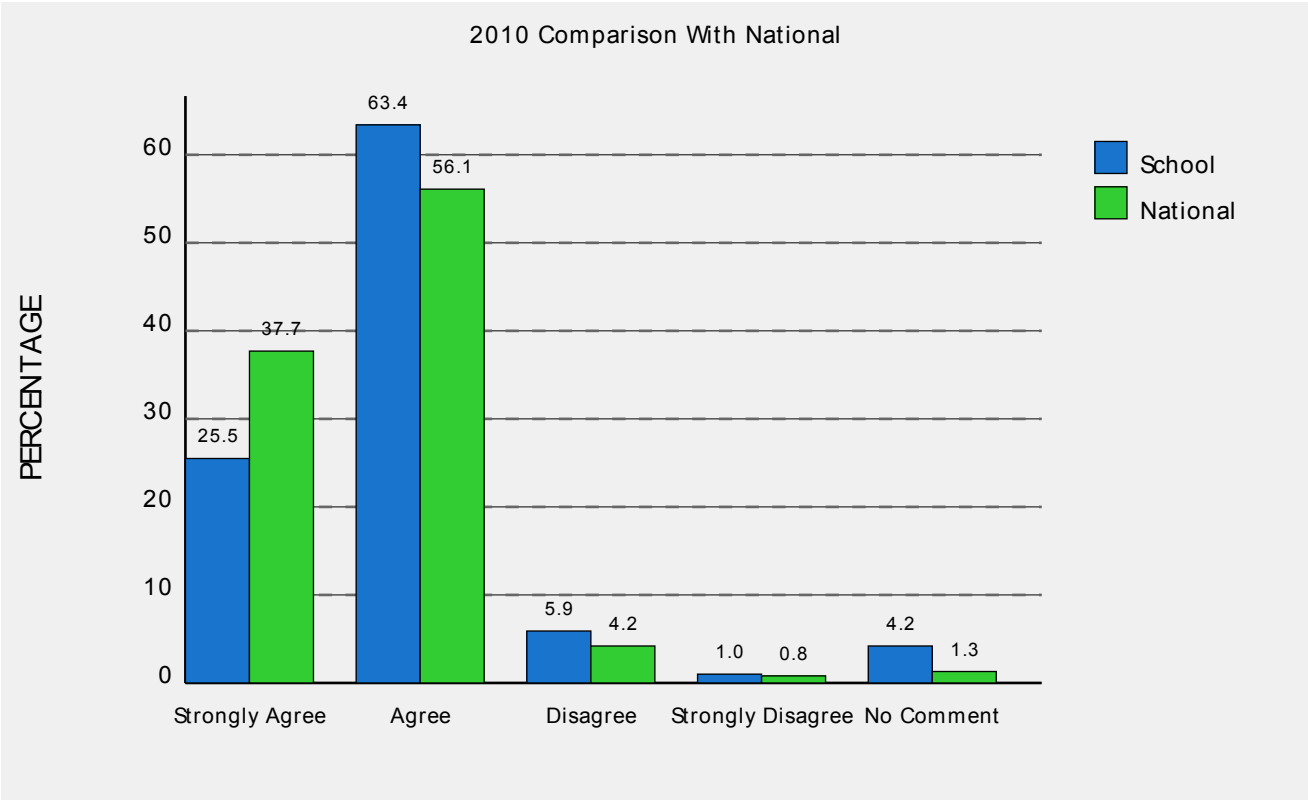
Program comments on this Data View:

See narrative and Standard 14; increased structure and resources for experiential education will help to continue improvement for this concern.

Preceptor Survey

Question 40. There are adequate facilities and resources at the practice site to precept students.





Question 40. There are adequate facilities and resources at the practice site to precept students.

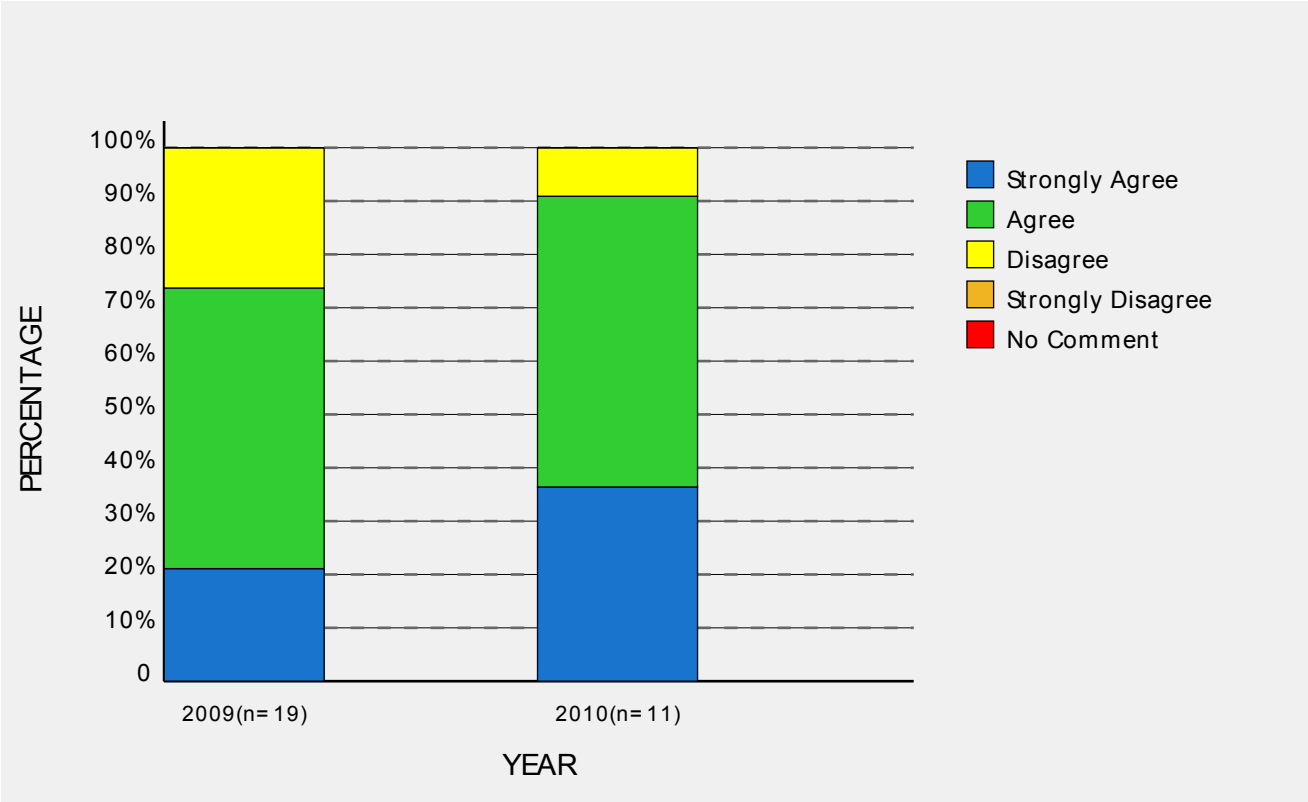
YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	31.7%	52	57.3%	94	7.9%	13	0.6%	1	2.4%	4	164	35.0%
2008	28.9%	44	63.8%	97	5.3%	8	0.7%	1	1.3%	2	152	22.1%
2010	25.5%	78	63.4%	194	5.9%	18	1.0%	3	4.2%	13	306	23.8%
National	37.7%	3236	56.1%	4820	4.2%	357	0.8%	65	1.3%	116	8594	32.8%

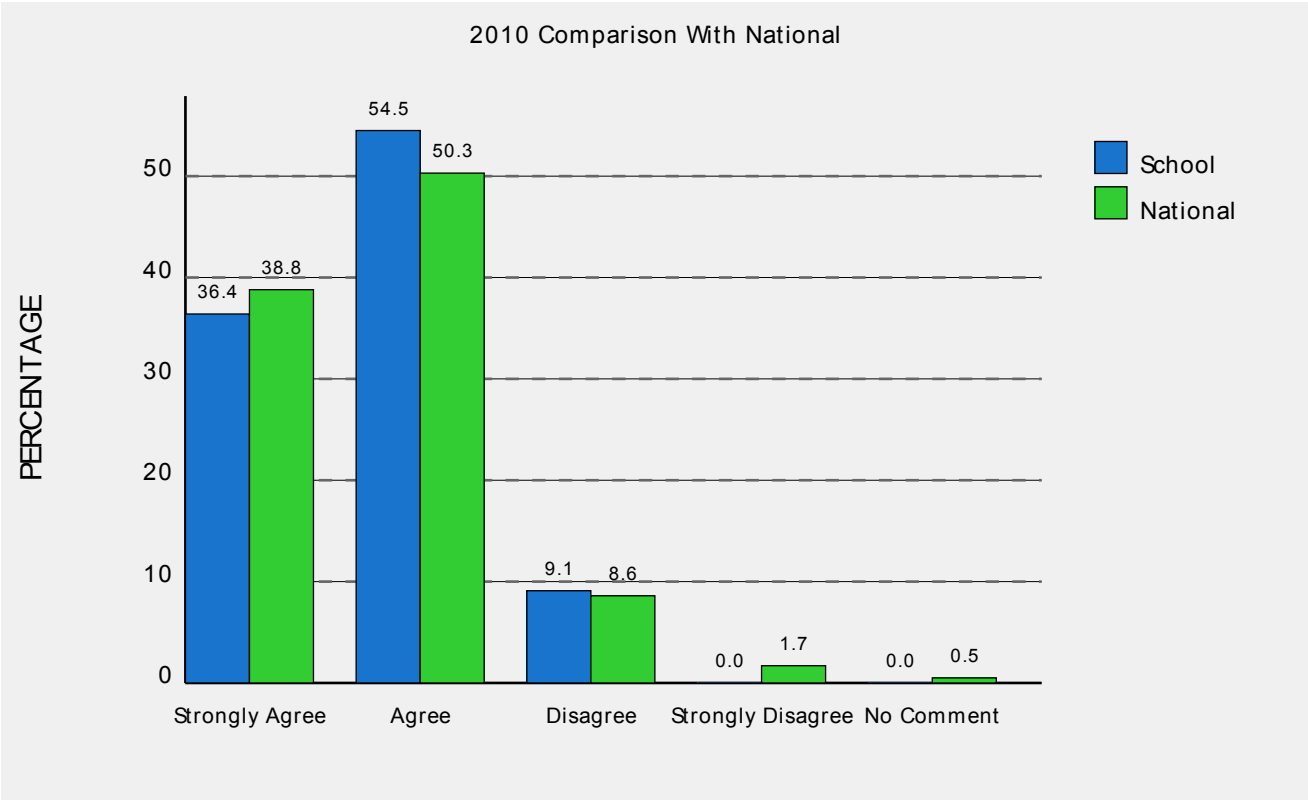
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

Alumni Survey

Question 28. When I was a student the college/school provided an adequate number and mix of practice facilities for experiential education (rotations).





Question 28. When I was a student the college/school provided an adequate number and mix of practice facilities for experiential education (rotations).

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2009	21.1%	4	52.6%	10	26.3%	5	0.0%	0	0.0%	0	19	29.7%
2010	36.4%	4	54.5%	6	9.1%	1	0.0%	0	0.0%	0	11	20.8%
National	38.8%	958	50.3%	1240	8.6%	212	1.7%	43	0.5%	13	2466	19.7%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

The college or school collaboratively advances the patient-care services of its practice sites.	Satisfactory
The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.	Satisfactory
The college or school establishes and implements criteria to secure written agreements with the practice facilities.	Satisfactory
Before assigning students to a practice site, the college or school screens potential sites and preceptors to ensure that the educational experience would afford students the opportunity to achieve the required competencies.	Satisfactory
At a minimum, for all sites for required pharmacy practice experiences and for frequently used sites for elective pharmacy practice experiences, a written affiliation agreement between the site and the college or school is secured before students are placed.	Satisfactory
The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.	Satisfactory
The college or school has sites that provide students with positive experiences in interprofessional team-based care.	Satisfactory
The academic environment at practice sites is favorable for faculty service and teaching.	Satisfactory
There is adequate oversight of practice sites and efficient management and coordination of pharmacy practice experiences.	Satisfactory
The college or school periodically assesses the quality of sites and preceptors in light of curricular needs and identifies additional sites when needed. The college or school discontinues relationships that do not meet preset quality criteria.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites and preceptors for present and, if applicable, proposed future student enrollment
☑ Strategies for the ongoing quantitative and qualitative development of sites and preceptors and formalization of affiliation agreements
☑ How the college or school is collaborating with practice sites to advance patient care services
☑ How the college or school assesses the quality of sites and preceptors in light of curricular needs and discontinues relationships that do not meet preset quality criteria
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
The College has a diverse array of practice sites that accommodate all Introductory (IPPE) and Advanced (APPE) Pharmacy Practice Experience students. Sites are found across the state in direct and indirect patient care settings, and rural and urban geographical locations. Established sites across the United States and abroad offer additional opportunities for unique practice experiences. The College has between 350 - 400 affiliation agreements which yield over 1900 potential preceptors in more than 1000 physical practice sites (see required documentation: Affiliation agreements). As noted in Standard 6, the College also has MOUs with key institutions to support institutional relationships. We have the capacity to provide seven unique APPE experiences for at least 100 P4 students, and IPPE experiences for 300 P1-P3 students. All required experiences are completed within the United States. Although class size may change modestly, there are sites of appropriate quality and diversity to meet the needs of all enrolled students, and enrollment projections. (see required documentation: IPPE/APPE capacity charts).

The Office of Pharmacy Practice Experiential Programs is led by the Director of Experiential Programs, and supported by the Director for IPPE and two program specialists. Recent changes in structure and increased support for experiential programs have helped to assure practice experiences meet both ACPE standards and College expectations for excellence (see Standard 14).

IPPE sites are maintained in community, ambulatory care, and health systems practice settings. Each student is required to complete preceptor- supervised experiences for a minimum of 322 hours, providing a foundation for understanding community, ambulatory and hospital practices, and professional expectations of pharmacists. IPPE sites are specifically selected to ensure students are also exposed to public health perspectives, understand the roles of and interact

with other healthcare professionals, and participate in pharmacy services such as medication reconciliation and hospital clinical consults. Survey data indicate students are satisfied with the quality and diversity of the IPPE experiences.

Required APPE sites are maintained in general adult medicine, hospital health systems, ambulatory care, and community pharmacy settings. In addition, students must complete three electives, one of which must involve direct patient care. Varied elective rotation types are offered. A partial listing includes; community, long-term care, home infusion, pharmaceutical compounding, mail order pharmacy, pain management, oncology, pediatrics, intensive care, infectious disease, medication therapy management, general ambulatory care, anticoagulation, managed care, academia, research, international, public health, drug information, poison control, pharmacy management, informatics, and regulatory.

New experiential sites are developed as preceptors indicate an interest in working with students, and as the College identifies needs in therapeutic areas or specialty practices. The Directors evaluate the potential of sites and preceptors to meet specific criteria defined by the College (see required documentation) and specific course syllabi. Initial screening entails a face to face meeting with preceptors and administrators at the site to provide an overview of the experiential program. After the initial visit, preceptor training is tailored to specific needs of the site/preceptor. The Oregon State Board of Pharmacy issues preceptor licenses based on specific expectations outlined in Board rules. The College annually submits to the Board a list of sites and preceptors for approval. All preceptors who have completed preceptor training and supervised students are offered an affiliate faculty appointment. An affiliate appointment enables preceptors to access learning and informational resources through the College. These, more comprehensive, preceptor orientation efforts should aid preceptors in understanding College policies, such as those related to harassment (Q15: Preceptor survey). While licensed pharmacists comprise a majority of preceptors, inclusion of physicians, nurse practitioners, and other providers as preceptors exemplifies a multidisciplinary, interprofessional approach to the provision of health care.

Preceptors are evaluated by the student following each experience. The evaluation is completed online, facilitated by the E*Value system. Preceptor/site reports are analyzed by the Directors to assess whether the site and preceptors are providing excellent environments for learning. Evaluations are shared with individual preceptors annually and in aggregate. Ongoing evaluation includes site visits and reviews of Student Learning Environment surveys conducted by the Assessment committee. The goal of this quality assurance process is to work with preceptors to improve quality, and to identify and correct any deficiencies. If evaluations suggest deficiencies that are substantive, or if needed improvement of the preceptor or site does not occur, the site is no longer used.

The mixture of experiential sites is designed to provide each student with opportunities to participate in both direct and indirect patient care across diverse patient populations. Affiliation with the OHSU pharmacy department affords our students both IPPE and APPE opportunities. Three faculty members in the College maintain clinical practices with OHSU. In total, OHSU offers 63 different APPE schedules, including: acute general adult medicine, ambulatory care,

community pharmacy, drug information, poison control, nutritional support, oncology/bone marrow transplant, pediatrics, and critical care. OHSU also offers 'Introduction to Hospital Clinical Service' to all P3 students to bridge the transition to the fourth professional year. Surveys indicate that students agree they receive strong preparation, including exposure to diverse patient experiences, interprofessional practice opportunities, and fairness in the selection process (see Graduating Student surveys).

The College takes advantage of numerous additional medical centers located in close proximity to both the Corvallis and Portland campuses. OHSU and the Portland VA Medical Center are co-located in Portland. The VA provides student rotations in internal medicine, ambulatory care specialty clinics, primary care clinics, infectious diseases, and oncology. Samaritan Health Services, based in Corvallis, serves as a hub for Corvallis-based institutional activities. Increased opportunities for interprofessional education and practice are anticipated with the recent start-up of Western Health Sciences Osteopathic Medical School in Lebanon, Oregon. The College also utilizes many other health systems in Oregon and throughout the region as practice sites, including Cascade Health Care, Cedar Hills Hospital, Kaiser Legacy, McKenzie-Willamette Medical Center, Mercy Medical Center, North Bay Healthcare, Oregon State Hospital, Peace Health, Providence Hospitals, Rogue Valley, Salem Hospital, Samaritan Health, Silverton Hospital, Sky Lakes Hospital, Tuality, Veterans Administration Hospitals, Vibra Specialty Hospital, and Willamette Valley Hospital.

The College’s development of community-based ambulatory primary care sites extends what is offered in traditional medical centers. Sites are primarily Federally Qualified Health Clinics and many are in rural settings. Clinics include, Benton County Health Clinic, Central City Concern, Chemawa Clinic, In Reach and Out Reach Clinics, Multnomah Clinics, OHSU Richmond Clinic, Salud Medical Clinic, Virginia Garcia Clinic. Growth in these primary care sites and other strong community practice settings has helped to expand sites that offer advanced pharmaceutical care. More than a dozen community pharmacy experiential sites regularly provide MTM and other cognitive services. The commitment of the College to growth in advanced community practice is also evidenced through its partnership in community residencies with Fred Meyer and the OSU Student Health Center.

The College continues to work collaboratively with preceptors to advance the patient-care services at all practice sites. The Directors work with IPPE and APPE sites to integrate student learning with actual provision of patient care. The patient care goal of this program is, very simply, to involve students in initiatives that increase patient safety outcomes. For example, the College has developed a medication reconciliation service in partnership with Salem Hospital that involves P3 and P2 students in interviewing patients upon admission to obtain accurate medication histories. Similarly, P3 students at Providence St. Vincent Hospital participate in discharge consultations for cardiac patients. This service is designed to decrease readmission rates by improving patients’ medication knowledge and adherence. Other activities, such as health fairs and outreach presentations to patients, are woven into IPPE and APPE curricula and engage students in creating health and wellness for the public at large.

Quality improvement – Efforts by experiential program directors have secured quality excess capacity for experiential education at all levels. Criteria for site selection and affiliation agreements are in place, and students' perception of site quality is high.

Summary - The College has a strong, well supervised, diverse experiential program. Adequate numbers of sites are projected for the foreseeable future in both IPPE and APPE settings. Specific criteria are used to establish and evaluate sites and preceptors. The College and, particular the Directors, have been active in developing and improving practice sites that provide advanced levels of care and continually seek opportunities to integrate student experiences into efforts to improve health and wellness for patients.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

29. Library and Educational Resources

The college or school must ensure access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals. The college or school must fully incorporate and use these resources in the teaching and learning processes.

1. Documentation and Data

Supporting Documents

1. Data on the use of library resources by pharmacy students and faculty

Appendix	Title	File Name
Appendix 29.1.1	Library Utilization	Library_Utilizationx.pdf

2. Library Collection Development Policy

Appendix	Title	File Name
Appendix 29.2.1	Library Collection Development Policy	library_collection_development_statement_gary

3. The list of search databases available to faculty and students

Appendix	Title	File Name
Appendix 29.3.1	List of Search Databases	List_of_Search_Databases_Available_to_Facu

4. The list of full text journals electronically available

Appendix	Title	File Name
Appendix 29.4.1	List of Full Text Journals	OSU_OHSU_periodicalsx.pdf

5. CV of the librarian(s) who act as primary contacts for the pharmacy program

Appendix	Title	File Name
No files uploaded		

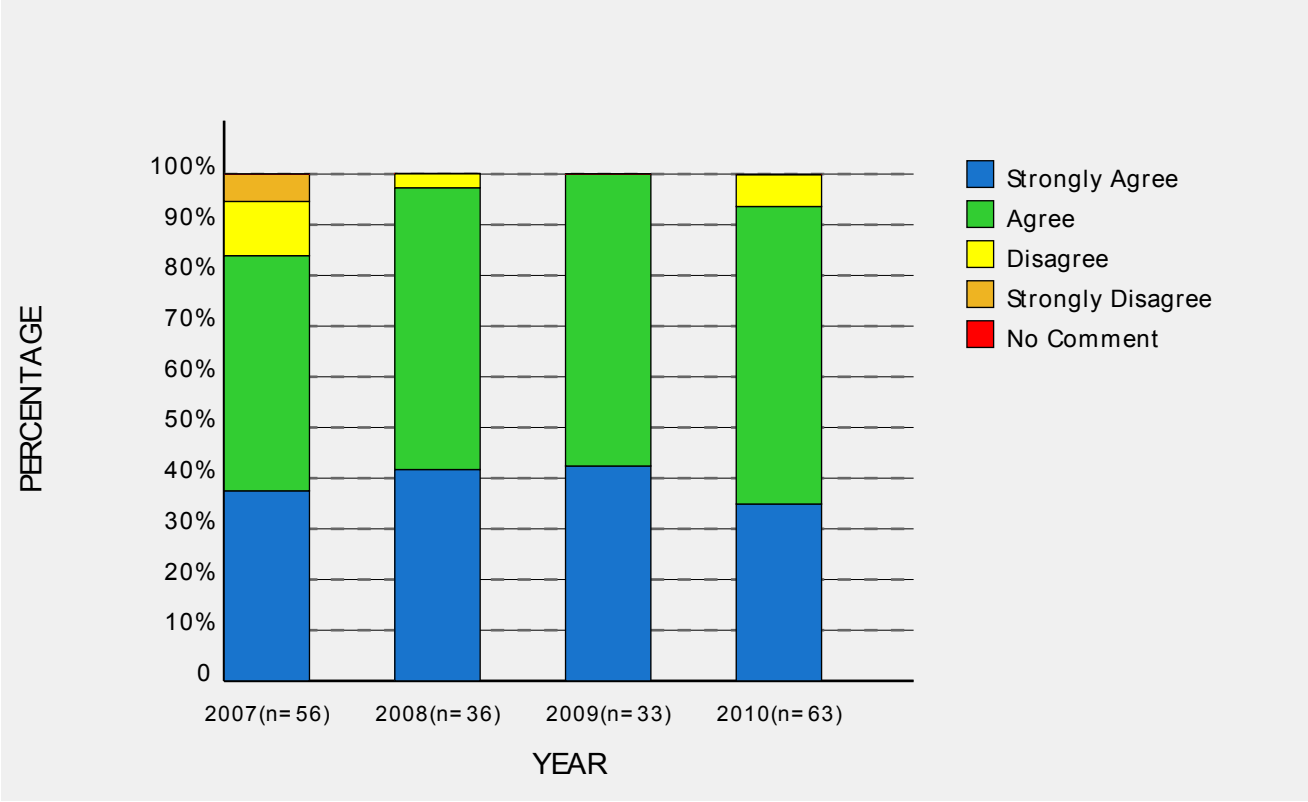
6. Other documentation or data that provides supporting evidence of compliance with the standard

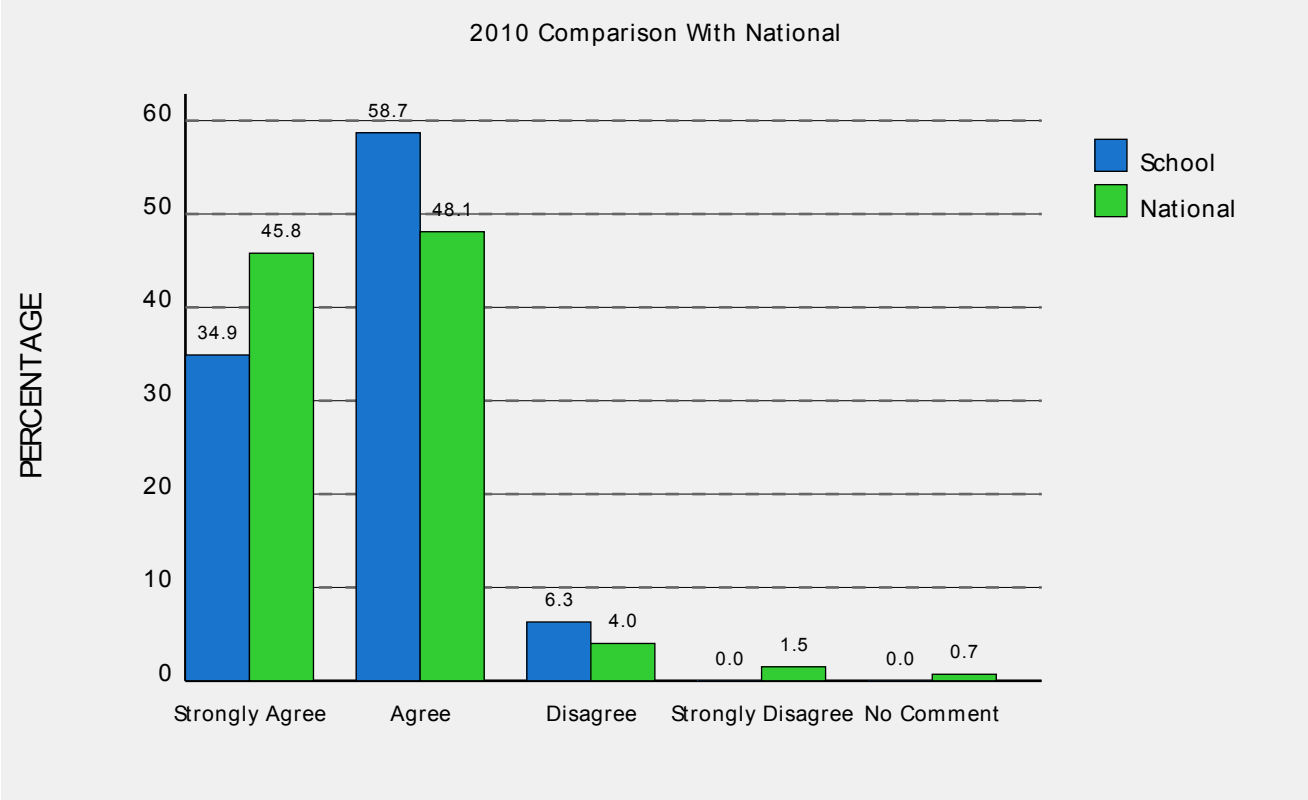
Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables

Graduating Student Survey

Question 82. On-campus access to educational resources (e.g., library, electronic data bases, drug information center) was conducive to learning.




2010 Comparison With National
PERCENTAGE
60
50
40
30
20
10
0
34.9
45.8
58.7
48.1
6.3
4.0
0.0
1.5
0.0
0.7
Strongly Agree
Agree
Disagree
Strongly Disagree
No Comment
School
National

Question 82. On-campus access to educational resources (e.g., library, electronic data bases, drug information center) was conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	37.5%	21	46.4%	26	10.7%	6	5.4%	3	0.0%	0	56	68.3%
2008	41.7%	15	55.6%	20	2.8%	1	0.0%	0	0.0%	0	36	52.2%
2009	42.4%	14	57.6%	19	0.0%	0	0.0%	0	0.0%	0	33	39.3%
2010	34.9%	22	58.7%	37	6.3%	4	0.0%	0	0.0%	0	63	75.0%
National	45.8%	3514	48.1%	3688	4.0%	306	1.5%	116	0.7%	51	7675	71.2%

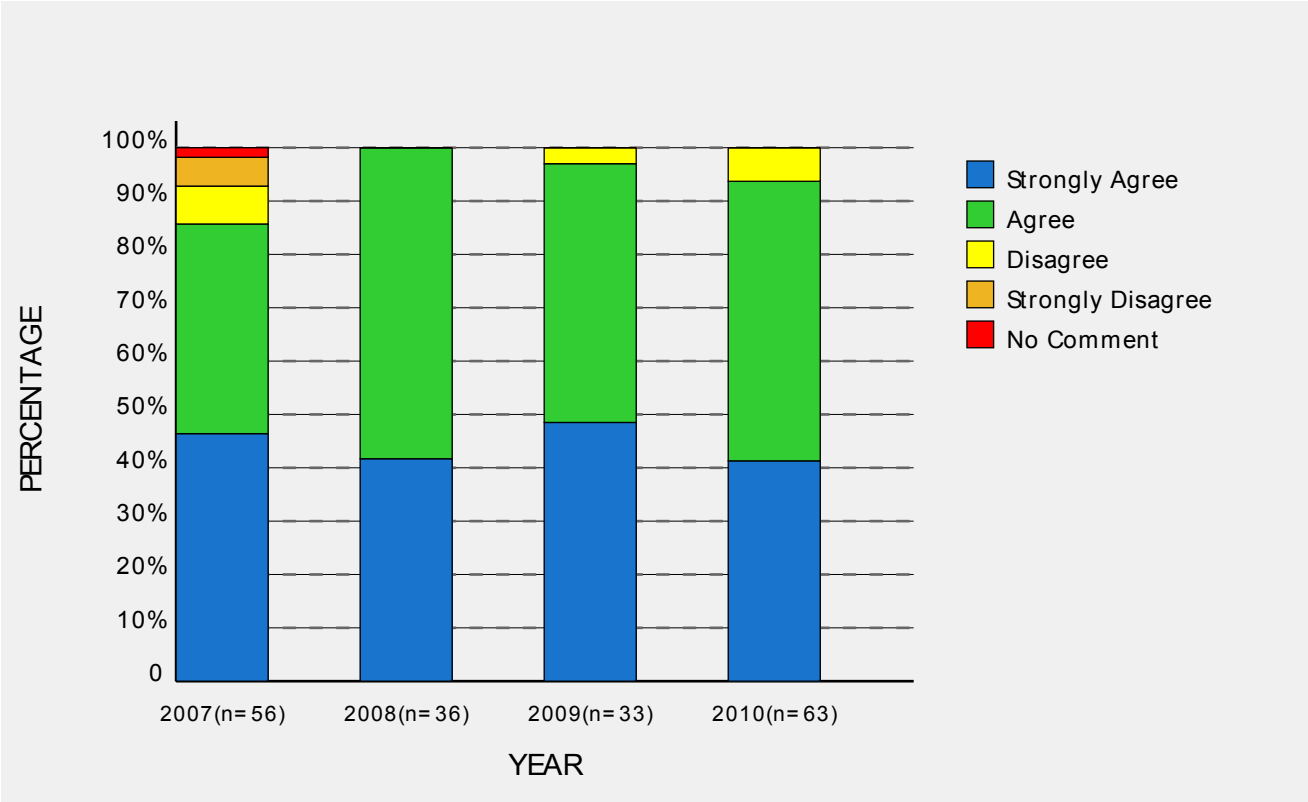
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

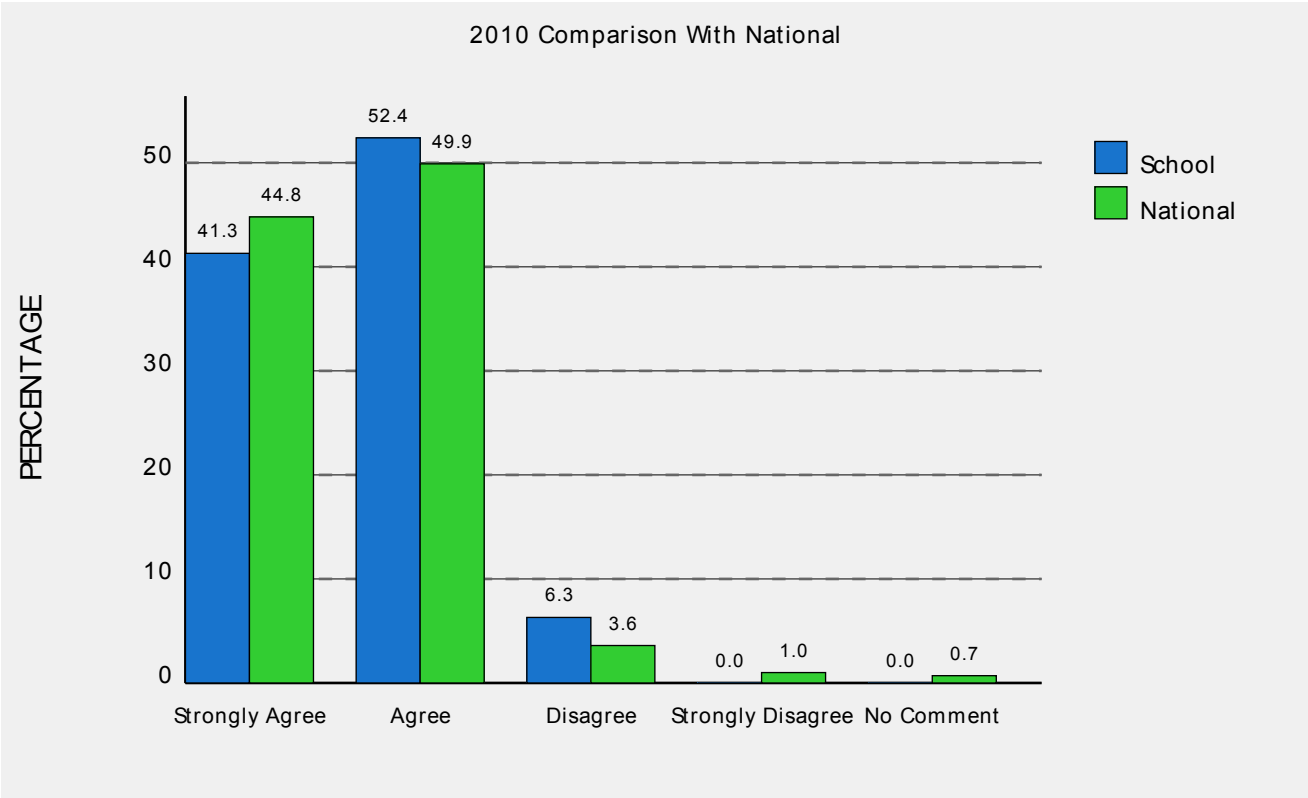
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Graduating Student Survey

Question 83. During pharmacy practice experiences access to educational resources (e.g. library, electronic data bases, drug information center) was conducive to learning.





Question 83. During pharmacy practice experiences access to educational resources (e.g. library, electronic data bases, drug information center) was conducive to learning.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	46.4%	26	39.3%	22	7.1%	4	5.4%	3	1.8%	1	56	68.3%
2008	41.7%	15	58.3%	21	0.0%	0	0.0%	0	0.0%	0	36	52.2%
2009	48.5%	16	48.5%	16	3.0%	1	0.0%	0	0.0%	0	33	39.3%
2010	41.3%	26	52.4%	33	6.3%	4	0.0%	0	0.0%	0	63	75.0%
National	44.8%	3440	49.9%	3827	3.6%	280	1.0%	76	0.7%	52	7675	71.2%

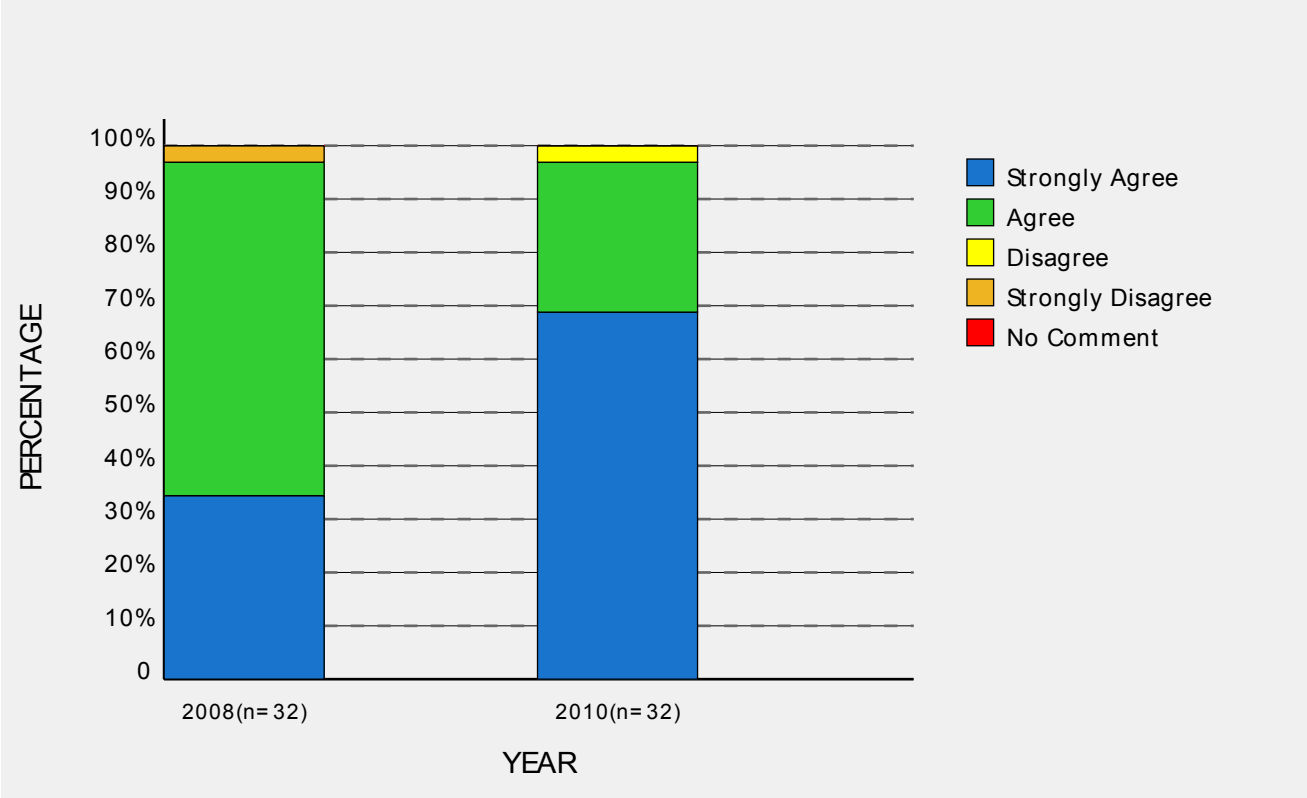
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

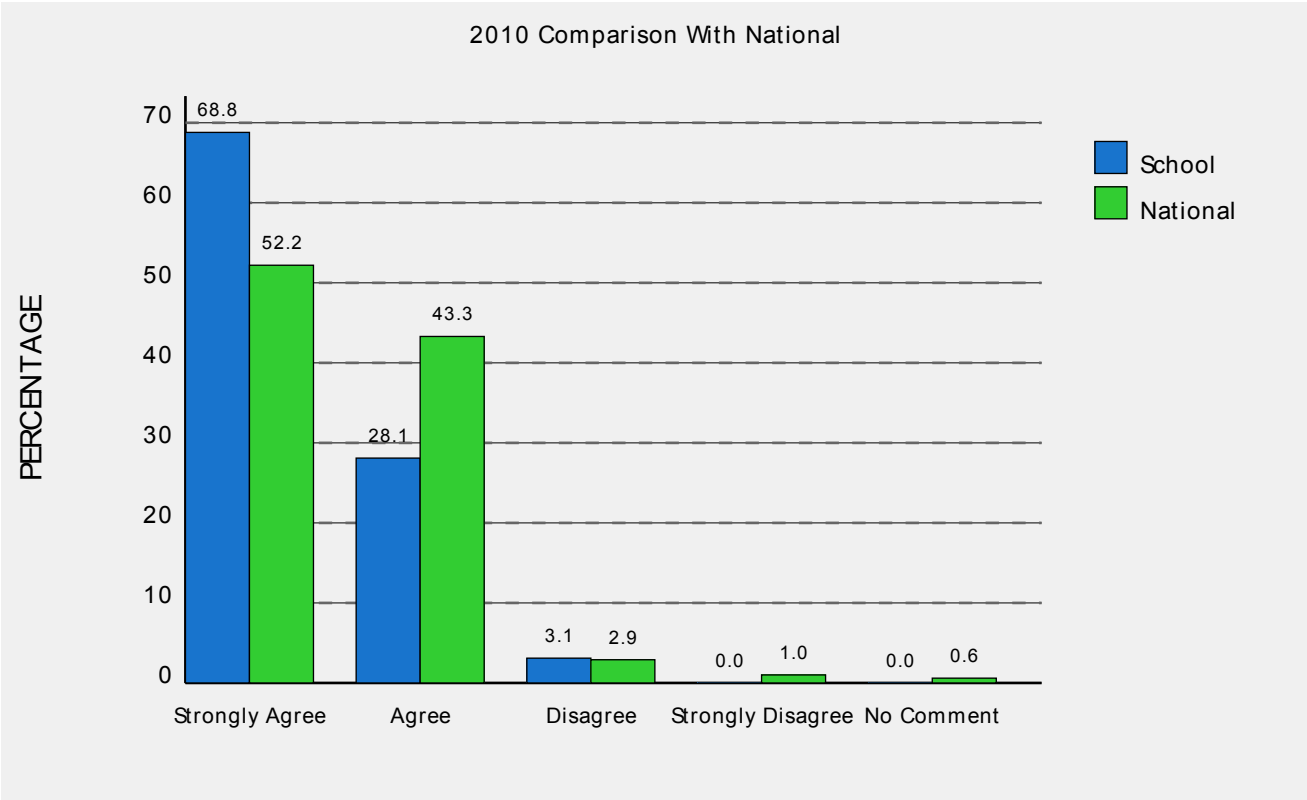
Program comments on this Data View:

Results from the 2011 GSS survey indicate that 1.3% and 0% of students disagree or strongly disagree. respectively, with this statement. The 2011 GSS survey is uploaded to Standard 23.

Faculty Survey

Question 25. I have access to library and other educational resources.





Question 25. I have access to library and other educational resources.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	34.4%	11	62.5%	20	0.0%	0	3.1%	1	0.0%	0	32	82.1%
2010	68.8%	22	28.1%	9	3.1%	1	0.0%	0	0.0%	0	32	82.1%
National	52.2%	1428	43.3%	1186	2.9%	80	1.0%	26	0.6%	16	2736	69.1%

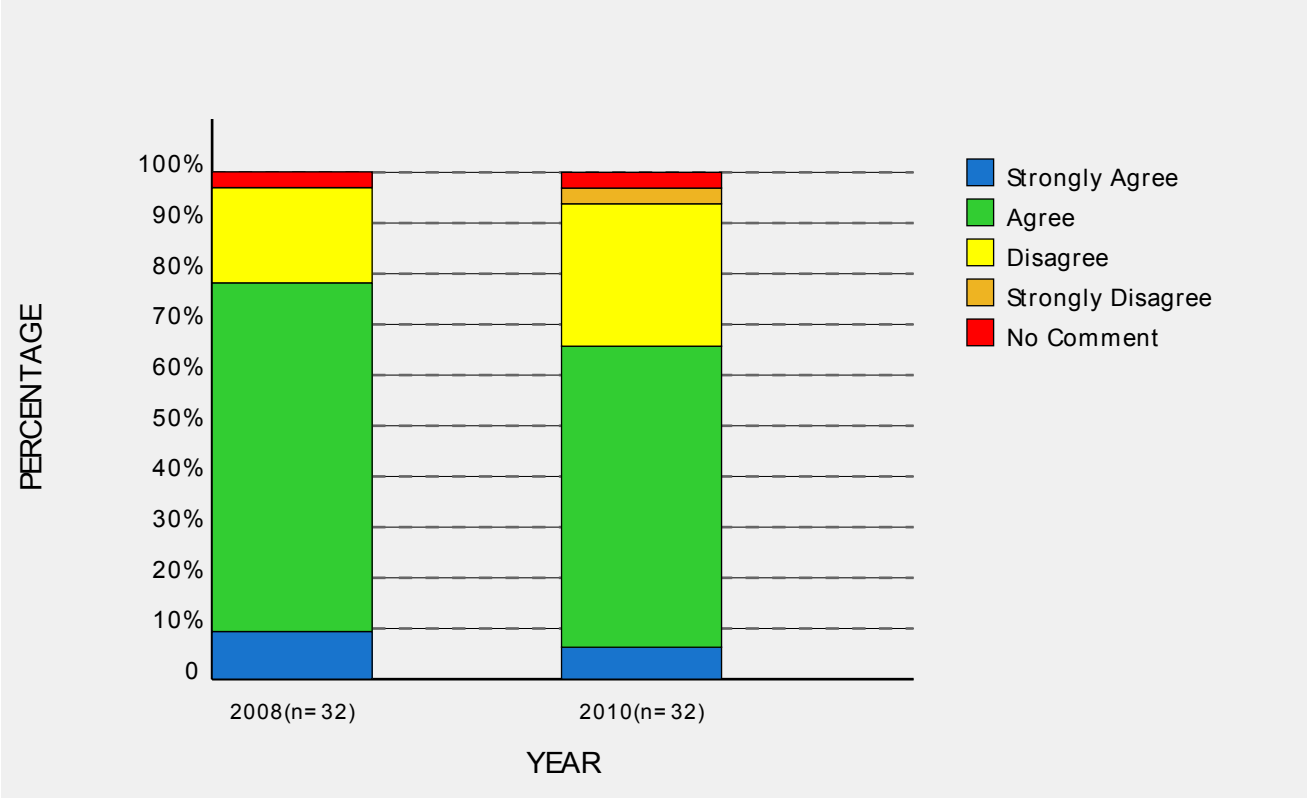
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

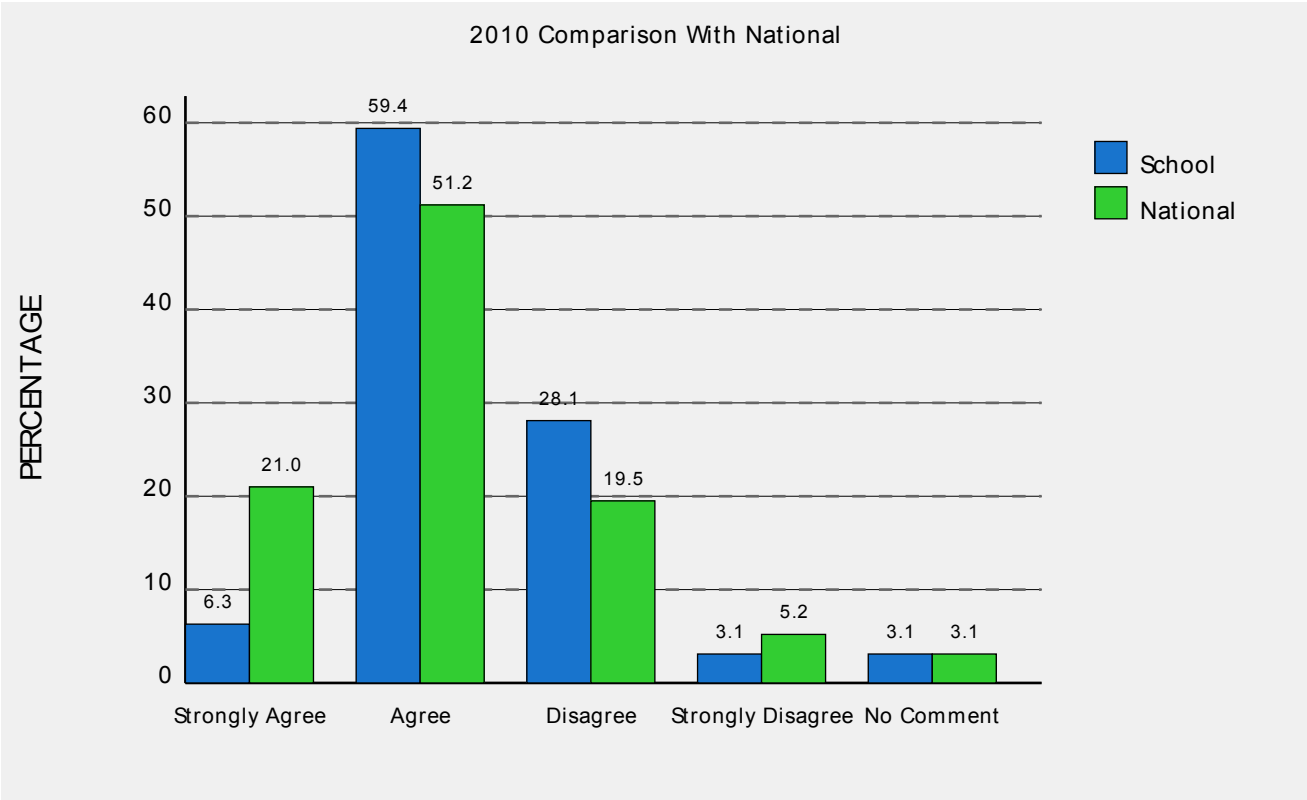
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 0% and 0% of faculty disagree or strongly disagree. respectively, with this statement. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Faculty Survey

Question 28. The program's resources can accommodate present student enrollment.





Question 28. The program's resources can accommodate present student enrollment.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2008	9.4%	3	68.8%	22	18.8%	6	0.0%	0	3.1%	1	32	82.1%
2010	6.3%	2	59.4%	19	28.1%	9	3.1%	1	3.1%	1	32	82.1%
National	21.0%	574	51.2%	1400	19.5%	534	5.2%	142	3.1%	86	2736	69.1%

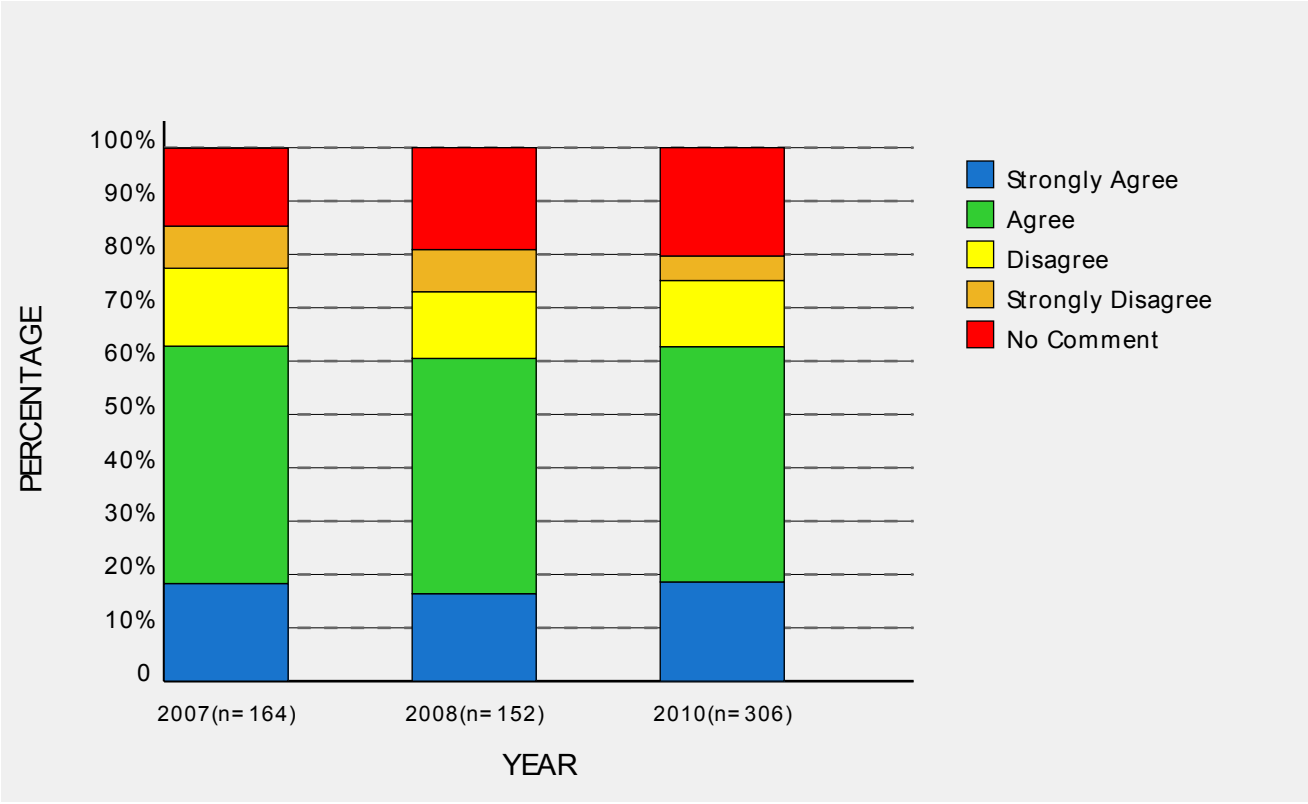
(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

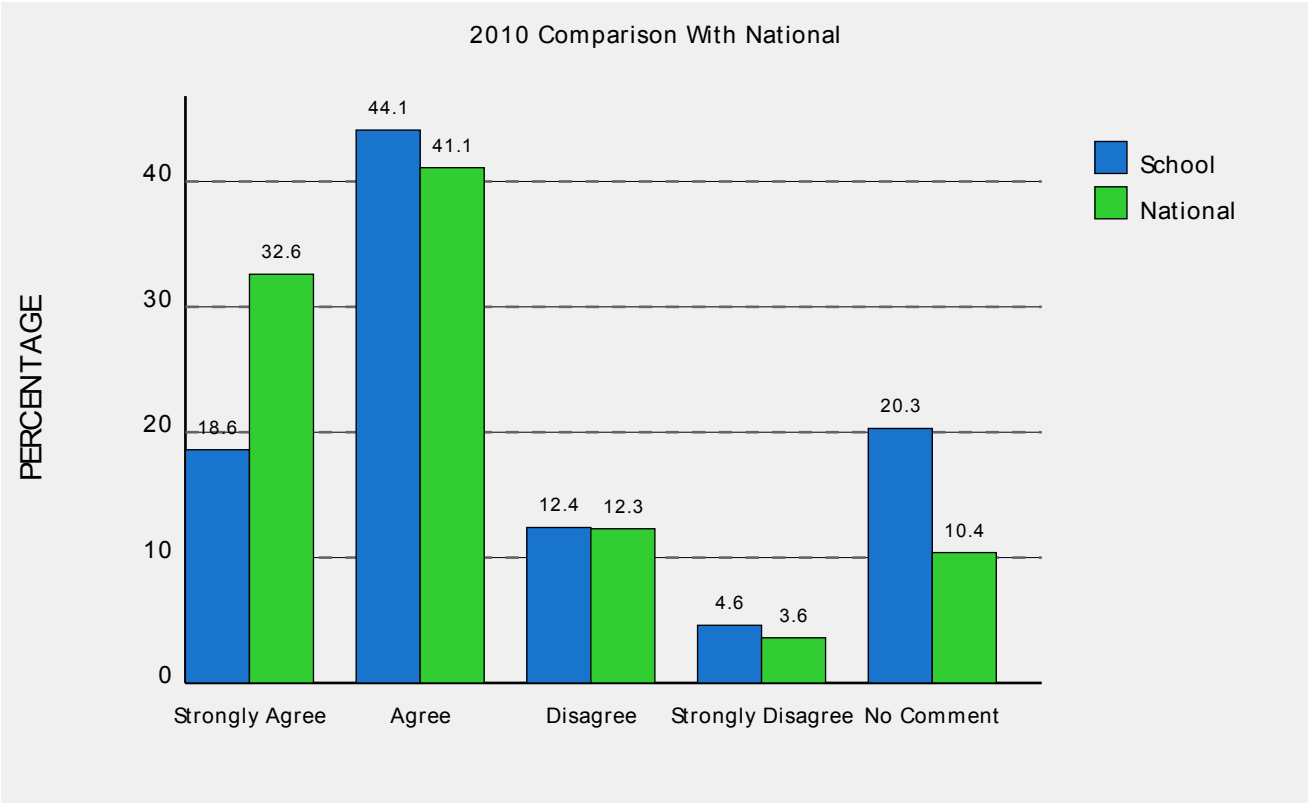
Program comments on this Data View:

Results from the 2011 Faculty survey indicate that 20.0% and 3.3% of faculty disagree or strongly disagree. respectively, with this statement. These results are reasonably consistent with national data. The 2011 Faculty survey is uploaded to Standards 24, 25 and 26.

Preceptor Survey

Question 41. The college/school provides me with access to library and educational resources.





Question 41. The college/school provides me with access to library and educational resources.

YEAR	SA	n SA	A	n A	D	n D	SD	n SD	NC	n NC	N	Resp. Rate
2007	18.3%	30	44.5%	73	14.6%	24	7.9%	13	14.6%	24	164	35.0%
2008	16.4%	25	44.1%	67	12.5%	19	7.9%	12	19.1%	29	152	22.1%
2010	18.6%	57	44.1%	135	12.4%	38	4.6%	14	20.3%	62	306	23.8%
National	32.6%	2803	41.1%	3535	12.3%	1060	3.6%	306	10.4%	890	8594	32.8%

(SA=strongly agree A=agree D=disagree SD=strongly disagree NC=no comment)

Program comments on this Data View:

2. College or School's Self-Assessment

The college or school ensures access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals.	Satisfactory
The college or school fully incorporates and uses library and other educational resources in the teaching and learning process.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ The relationship that exists between the college or school and their primary library, including the level of responsiveness of the Director and staff to faculty, student, staff needs, and any formal mechanisms (e.g., committee assignments) that promote dialog between the college or school and the library.
☑ A description of how the college or school identifies materials for the library collection that are appropriate to its programs and curriculum and assesses how well the collection meets the needs of the faculty and students
☑ A description of computer technology available to faculty and students
☑ A description of courses/activities throughout the curriculum in which students learn about the available educational resources
☑ A description of library orientation and support for faculty and preceptors
☑ A description of how remote access technologies and mechanisms that promote use of library information from off-campus sites by faculty, students, and preceptors compare with on-campus library resources
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements
☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
OSU Libraries are comprised of three libraries with a common online catalog. The Valley Library houses the collection relevant to the Pharm.D. program and is open 24 hours 5 days a week during the academic year, with more limited hours on weekends. Online reference services are available though chat and email, useful for those who do not visit the library in person. Most library resources and services are available 24 hours, 7 days a week, through the library website http://osulibrary.oregonstate.edu.

OHSU Library, the largest health sciences library in Oregon, serves faculty, staff and students; as well as professionals and residents across the state. Library staff integrates knowledge at the point of use in support of teaching, research and patient care. Services are offered through the web and at the OHSU Library in the Biomedical Information and Communication Center (BICC), the Samuel L. Diack Library on West Campus, and OHSU Historical Collections & Archives in the Old Library.

Collections: OSU - The OSU collection includes nearly two million monographs and access to over 50,000 journals. In addition, the Libraries provide access to more than 200 databases. In 2000, OSU Libraries conducted a comprehensive assessment of its monograph collections. At that time, the Pharmacy book collection was found to be adequate in support of doctoral programs. Although OSU Libraries do not comprehensively collect books in Pharmacy, its monograph collection is adequate to support the professional and graduate programs.

OSU Libraries supplements its book collection through participation in Orbis Cascades Alliance, a consortium of 36 academic libraries. Books are requested through a shared catalog, Summit. OHSU and the University of Washington are part of the Alliance giving access to their health sciences collections. Books unavailable through Summit can be requested through interlibrary loans. OSU libraries have established a purchase-on-demand program to buy books requested through interlibrary loan, which are held by only one other Summit library and unavailable at the time of the request. The Libraries also launched a program that acquires electronic books based on use. The Libraries do not actually purchase the book until they have been 'checked out' three times. Acquisition of content through these programs is seamless to the user.

OSU Libraries offer online access to over 375 Pharmacy and Pharmacology related journals, as well as electronic access to many other titles in the health sciences. A list of the Pharmacy titles is available at http://mw8xt6bj7r.search.serialssolutions.com/?V=1.0&L=MW8XT6BJ7R&N=100&S=SC&C=HE0061. OSU students and faculty have access to 67% (49 titles) of journals identified by the AACP as being core (4th edition, 2010). All but one of these titles is available online and that title, *Annals of Pharmacotherapy*, will have online access beginning in January 2012.

OSU Libraries has current access to the primary databases (see required documentation) for searching the Pharmacy literature: PubMed, SciFinder Scholar, CAB Abstracts, and Web of Science. Libraries have linked online journal subscriptions to databases allowing for seamless access to full-text articles. One index not available online is the International Pharmaceutical Abstracts, but is available in a print version.

OSU Libraries made significant cuts in its serials budget in 2010 - 11. Most journals cancelled had low usage and requests could be managed through interlibrary loan. Two journals were cancelled on the AACP Core List: Basic & Clinical Pharmacology & Toxicology and Pharmacology & Therapeutics. Basic & Clinical Pharmacology & Toxicology had very low usage. Overall, the campus journal cancellations had a minor impact on the Pharmacy collection.

Collections: OHSU - OHSU Library holds: 90,809 print books and monographs; 16,267 electronic books; 2,008 purchased journal subscriptions; 12,634 journals with electronic access; and 113 databases. OHSU Library Catalog is publicly accessible at http://catalogs.ohsu.edu/; a full-text journal listing can be viewed and searched at http://www.ohsu.edu/library/ejournals/; databases available can be viewed at http://www.ohsu.edu/library/databases/cfdball.cfm; and worldwide holdings are available using resources such as WorldCat, Summit, LocatorPlus (National Library of Medicine), and PORTALS (a greater Portland library consortium).

The OSHU Library provides access to essential databases of health sciences information including: Access Medicine, Books 24x7, Medline, Micromedex (pharmacological, toxicological), CINAHL (Cumulative Index to Nursing and Allied Health), Cochrane Library, Dynamed, EBSCOHost Databases, Lexi-Comp Online, MDConsult, Nursing Reference Center, PsychINFO, PubMED, RefWorks, Scopus, Stat!Ref, and UpToDate.

The OHSU library currently has an interlibrary loan service that is primarily for OHSU faculty, staff, and students. There are no charges for interlibrary loans supplied by libraries that do not charge the OHSU Library. This includes all academic and public libraries in Oregon and most member libraries of the Orbis/Cascade Alliance. The OHSU Library also provides access to remote collections through partnerships in the Orbis Cascade Alliance and Oregon State Library's Statewide Database Licensing Program. Health information for patients and consumers is also available through a consumer health web page.

Services - OSU Libraries use a subject librarian model giving the College a designated contact. The librarian for the College assists with research strategies and selects materials for collections. Students and faculty are encouraged to request books and journals they feel are important for the collection.

Students are introduced to OSU Libraries through course-related library instruction sessions or through individual sessions with the subject librarian. Emphasis is on helping students understand the breadth of information resources available to them and guidance on identification and effective use of appropriate resources. The librarian also typically attends the P1 orientation session. Students are oriented to the use and value of information sources, and how to find them during the first term of the P1 year in PHAR 729: Information Sciences. The Pharmacy subject librarian has worked closely with faculty teaching Information Sciences. The librarian teaches in-depth searching strategies though resources such as PubMed, SciFinder Scholar and International Pharmaceutical Abstracts. PHAR 726 Drug Literature Evaluation, a P2 course, builds upon the information retrieval emphasized in the P1 year and is focused primarily on literature evaluation.

OSU Libraries recently participated in LibQual+, a service quality survey. Participants from the College were low, but information gathered was valuable to understand perceptions of students and faculty. College respondents noted dissatisfaction with “Resources added to the library collection on request." The libraries’ flat budget situation has made it difficult to add new journals without consequently cancelling another title. This zero-sum situation has understandably been frustrating to library users.

Staff members at OSU and OHSU libraries are very responsive to faculty and student requests for resources including journals, databases, books, study space needs, and new delivery models for instructional programs. OHSU libraries developed a web page to assist pharmacy students in identifying library resources on the OHSU campus: http://www.ohsu.edu/library/osupharm.shtml. Library services include reference services, database searching, interlibrary loans, a photocopy service, and training classes. The Health Sciences library is housed in the BICC. The BICC is a combined venture in biomedical information. It consolidates the activities of the health sciences library, academic computing, biomedical communications, telecommunications, and medical informatics research. The BICC supports the educational, research, patient care, and public service missions of OHSU and is one of five IAIMS (Integrated Academic Information Management System) sites in the United States.

Libraries do not keep records specific to the level of use, but student and faculty surveys indicate access is excellent. Portland-based faculty and students have access to OSU and

OHSU libraries, but Corvallis-based students do not have access to electronic resources at OHSU. Corvallis-based faculty can obtain remote access to OHSU libraries on an individual basis. Students off campus can also access electronic resources. These electronic resources are open to any user with an OHSU IP address, via a proxy server (EZProxy), allowing for seamless access from anywhere on the OHSU network. Staff members at both libraries are responsive to faculty and student requests for resources including journals, databases, books, study space needs, and new delivery models for instructional programs.

Preceptors actively providing IPPE/APPE experiential rotations and recognized as Affiliate faculty are eligible to receive access to both OSU and OHSU libraries. Their access is equal to the level provided to each fulltime faculty. This benefit is communicated to preceptors during formal preceptor training and normal communication that occurs during the academic year. The process for obtaining access is facilitated through the Director of Experiential Programs.

Summary - Collections at OSU and OHSU libraries are comprehensive and staff members are fully committed to providing students, faculty, and preceptors with the research materials and services they need, at the time they need them. Students are well oriented to information retrieval, evaluation and utilization through a combination of coursework, workshops and projects distributed throughout the professional program.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University / College of Pharmacy

30. Financial Resources

The college or school must have the financial resources necessary to accomplish its mission and goals. The college or school must ensure that student enrollment is commensurate with its resources.

1. Documentation and Data

Supporting Documents

1. A financial summary including an analysis of actual or projected revenues and expenses for the past year, current year, and next year.

Appendix	Title	File Name
Appendix 30.1.1	Financial Summary Report	FinancialSummaryReport_2011-08-05_FINAL.x

2. In-state tuition for past five years, with peer school comparisons

Appendix	Title	File Name
No files uploaded		

3. Out-of-state tuition for past five years, with peer school comparisons

Appendix	Title	File Name
No files uploaded		

4. NIH funding for past five years, with peer school comparisons

Appendix	Title	File Name
No files uploaded		

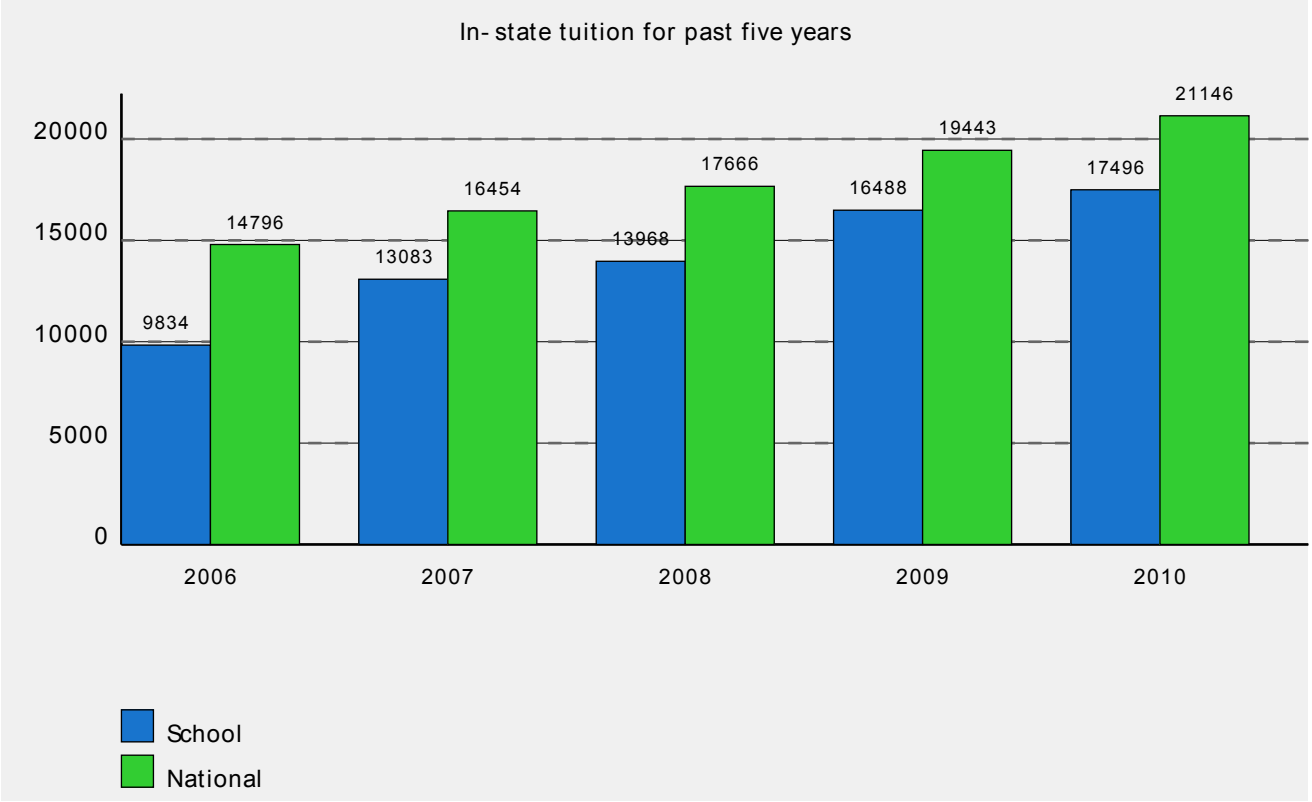
5. Faculty salaries by academic rank expressed as a percentile against a selected peer group of colleges and schools.

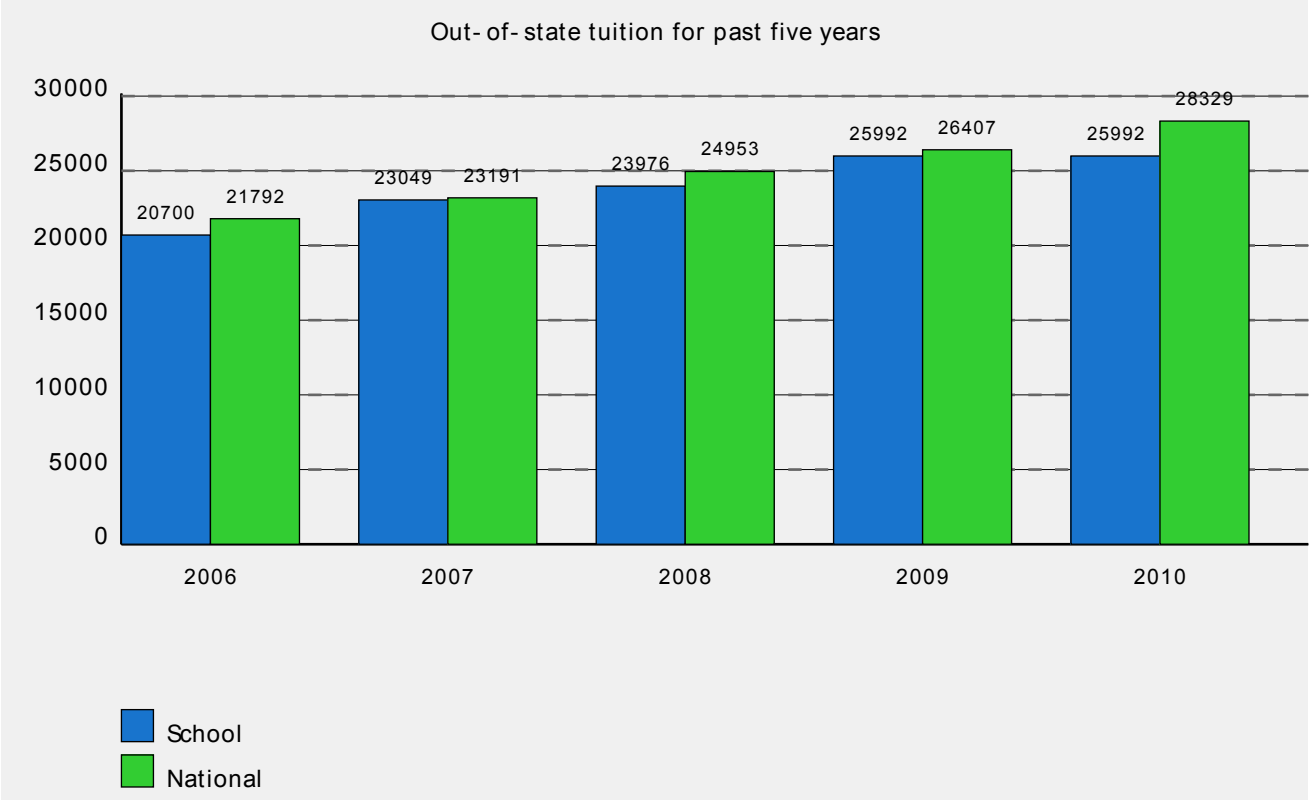
Appendix	Title	File Name
No files uploaded		

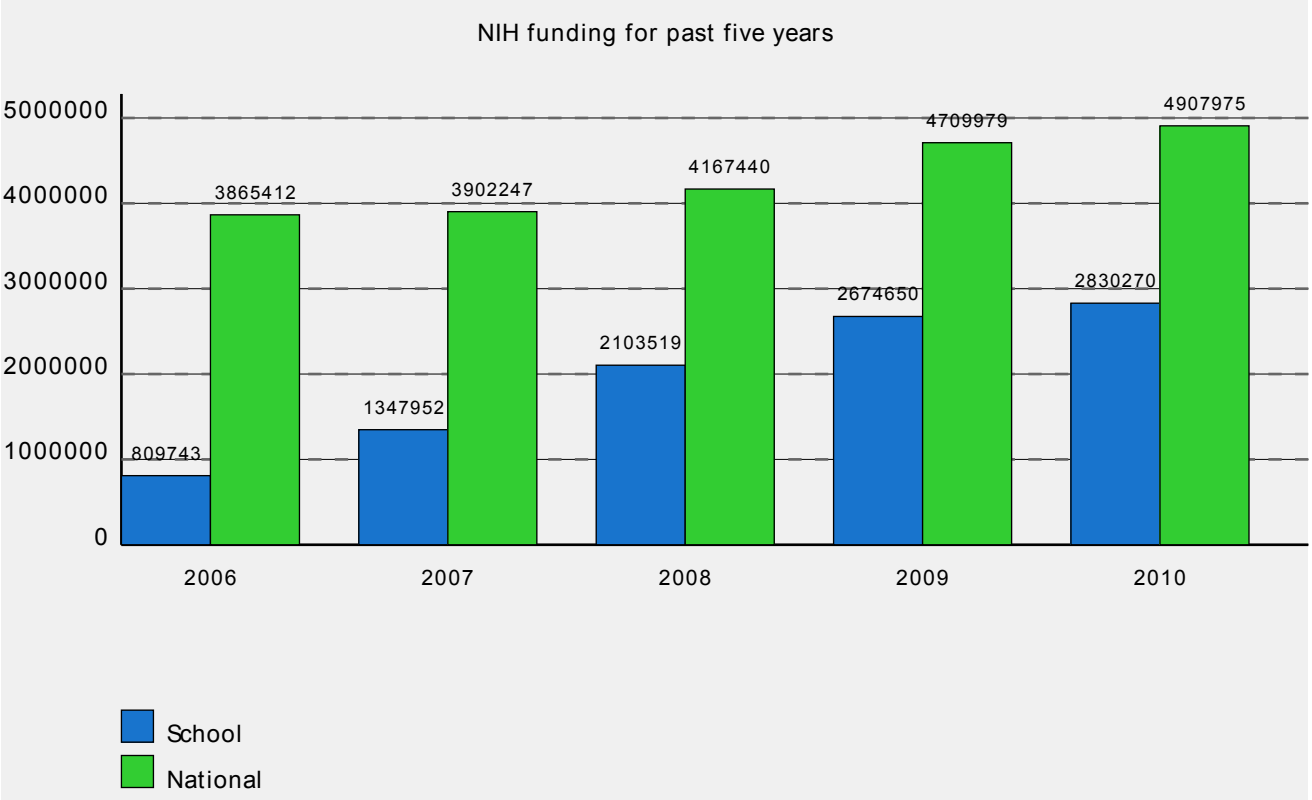
6. Other documentation or data that provides supporting evidence of compliance with the standard

Appendix	Title	File Name
No files uploaded		

Data Views and Standardized Tables







Total research funding at the College has risen from approximately $2 million in FY 2007 to over $5 million in FY 2011.

2. College or School's Self-Assessment

The college or school has the financial resources necessary to accomplish its mission and goals.	Satisfactory
The college or school ensures that student enrollment is commensurate with its resources. Enrollment is planned and managed in line with resource capabilities, including tuition and professional fees.	Satisfactory
Tuition for pharmacy students is not increased to support unrelated educational programs.	Satisfactory
The college or school has input into the development of and operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices.	Satisfactory
Financial resources are deployed efficiently and effectively to:	Satisfactory
support all aspects of the mission, goals, and strategic plan	Satisfactory
ensure stability in the delivery of the program	Satisfactory
allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	Satisfactory
maintain and improve physical facilities, equipment, and other educational and research resources	Satisfactory
enable innovation in education, interprofessional activities, research and other scholarly activities, and practice	Satisfactory
measure, record, analyze, document, and distribute assessment and evaluation activities	Satisfactory
ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum	Satisfactory
The dean reports to ACPE, in a timely manner, any budget cuts or other financial factors that could negatively affect the quality of the professional degree program or other aspects of the mission of the college or school.	Satisfactory
Business plans, including revenue and expense pro forma for the time period over which the change will occur and beyond, are developed to provide for substantive changes in programmatic scope or student numbers.	
The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways.	

3. College or School's Comments on the Standard

Focused Questions
☑ How the college or school and university develop annual budgets (including how the college or school has input into the process) and an assessment of the adequacy of financial resources to efficiently and effectively deliver the program and support all aspects of the mission and goals.
☑ An analysis of federal and state government support (if applicable), tuition, grant funding, and private giving
☑ A description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees
☑ A description of how the resource requirements of the college or school's strategic plan have been or will be addressed in current and future budgets
☑ How business plans were developed to provide for substantive changes in the scope of the program or student numbers, if applicable
☑ An assessment of faculty generated external funding support in terms of its contribution to total program revenue
☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
☑ Any other notable achievements, innovations or quality improvements

(School comments begin here)

University Instructional Allocation (Education and General Fund – E&G): The College has multiple sources of revenue, totaling between $12 million and $15 million annually in recent years. Funding for the educational mission of the College comes almost exclusively from the University instructional allocation (Education and General Fund – E&G); generated by legislative appropriations, tuition, student fees, targeted provost's initiative funding, targeted research office funding, and partial return of indirect costs. E&G funds represent 53% of the $15.575 million FY 2011 total operating budget. [E&G - $8.25 million (53%); Grants and Contracts $5.29 million; Student Health Service Pharmacy $1.60 million; Endowment Earnings $127,478; Gifts $307,479].

The budget from the University contains few directives. Deans are not bound to a fixed number of FTE lines or distribution between salaries and operational expenditures. While the College budget has separate indexes for departments and other units (e.g., Deans Office, Experiential Programs, Student Services, and Alumni Development), funds are held and administered centrally. Nonetheless, a strong collaborative budget process exists. Budget planning and decisions for programmatic enhancements are formulated by the Executive committee with input from the College Council.

All aspects of the budget are discussed openly. Department chairs hold regularly-scheduled faculty meetings to obtain input from the faculty regarding hiring decisions and strategic initiatives. The Executive committee also approves a budget for the Associate Dean for Research to stimulate faculty research. Budget updates are provided to the faculty and staff at quarterly meetings.

Fiscal management by the Dean, Executive committee, and faculty is supported by Health Sciences Business Center personnel. They advise the Dean preparing and reviewing budgets; adjust allotment and spending patterns as needed during the biennium; prepare cost estimates and projections; assist with departmental decisions; and monitor compliance with fiscal policies.

The College is in excellent financial health with a steady increase in its annual operating budget over the last several years and elimination of a one-time negative fund balance. Factors contributing to a negative fund balance in 2008 included, declining state funding, a lag in new tuition revenues, and partially unfunded salary increases. Return to a positive balance was achieved by continued phase in of new tuition rates, modestly increased student count, reduction of non-salary expenses, adjustment of Portland lease fees, and deferral of faculty hires.

Recent financial strength is the result of continuing increases in tuition (2011: Resident $18,000, Non-Resident $29,774; 2012 Resident $18,891, Non-Resident $32,487) and negotiated budget additions when Dean Zabriskie was hired. Since 2006, the Provost has approved remission of most tuition increases to the College. Comparison with national and regional averages suggests tuition is priced to ‘market’, but still competitive. Budget increases significantly strengthened the College. The College increased support personnel, purchased improved operational software (E*Value, CEI), and completed searches for six faculty and one academic advisor. It is projected fund balances will remain strong and support additional enhancements identified during strategic planning.

Faculty salaries have become modestly depressed due to a statewide salary freeze. On average salaries are at the 25th percentile of national averages for 2010 - 2011, generally lagging slightly more than 5% below peers. The current financial strength of the University and College should allow salary concerns to be addressed as an important aspect of strategic planning.

Non – E&G Funding: Revenues from grants and contracts, student health center pharmacy sales, endowments, and private gifts are restricted to targeted use and contribute minimally to the instructional mission. OSU is a Carnegie “Doctoral Granting Very High Research Activity University.# Faculty members are expected to actively participate in scholarly activities and to seek extramural funding. Led by the Research and Scholarship committee, the College supports seed grants and improvements in infrastructure through an annual call for proposals. Pilot project funding from the Health Sciences division also supports interdisciplinary initiatives.

Grant and Contracts - Grants and contracts are administered by individual faculty receiving the award to pay direct expenses of the research project. The College has seen strong growth in NIH funding over the last five years and total research funding has risen from approximately $2 million in FY 2007 to over $5 million in FY 2011. The F&A rate for grants is 45% of direct expenses for on-campus projects and 29.1% for off-campus. Of this amount, 26% is returned to the academic unit. A portion of royalty earnings from patents and inventions is also returned to the College and helps to support research infrastructure.

The Dean’s office retains 100% of re-captured F&A, but faculty members keep all salary offsets. In consultation with the Executive committee, F&A funds are used to pay for research-related expenses, such as graduate assistantships, equipment purchases, and seed grants. Retained salary offsets are used by faculty to conduct unfunded research, hire research assistants, and support travel. Faculty members feel strongly that the policy of the faculty retaining salary offsets should continue. Nine-month faculty may pay summer salaries from retained salary offsets. However, the College taxes salary offsets on a sliding scale when they exceed 25% of the faculty member's 12 month, 1.0 FTE salary. It is anticipated that funds resulting from 'taxation' will be used in the future to hire new faculty, fellows, or residents on soft money appointments.

Growth in research funding reflects a return on investment of targeted new faculty hires. Research initiatives in the College support the OSU strategic plan and are divided into five research cores. Consistent with the research cores, areas with greatest funding support drug discovery for infectious diseases and cancer; antibiotic resistance; targeted drug delivery for cancer and skin disorders; gene regulation for atopic dermatitis, melanoma, musculoskeletal development and cardiac diseases; and drug use review and drug use policy development for the Oregon Medicaid Program and other public and private provider groups.

Adjusted for PhD faculty size, the College of Pharmacy is one of the most productive Colleges in the University. In 2010 -11 eleven faculty served as principal investigators on one or more PHS/NIH grants including six R01, three R21, and two R15 grants. Two faculty members have faculty scholar K awards through the OHSU Clinical and Translational Research Institute (OCTRI), with five others identified as a co-investigators.

Student Health Services Pharmacy - Sales and service income for the College is derived almost entirely from gross receipts of the Student Health Services Pharmacy. The Pharmacy has experienced steady growth, with current annual sales of $1.6 million. The pharmacy occupies rented space in the Student Health Services building on the Corvallis campus and is self-supporting, while the rest of the clinic operations are funded through student fees. Lower reimbursement rates have reduced the operating margin, but a capital reserve is still maintained as a contingency fund.

The Director of the Pharmacy is a member of the clinic’s administrative team and also assists as an instructor in the College. A recent remodeling project doubled the size of the pharmacy, enhancing capacity and quality for pharmacy student rotations. The pharmacy recently initiated a residency program and has assumed responsibility for a drug room at the College of Veterinary Medicine hospital.

Endowments and gifts - Endowment earnings and gifts from private and corporate donors are used to award student scholarships and support a variety of other initiatives. More than $150,000 in scholarships is given to students each year. Since the start of the University capital campaign in 2006, over $5 million in gifts toward a goal of $7.5 million have been received, including 17 new scholarship endowments, one endowed faculty scholar, and programmatic support for drug discovery. The market value of the College endowments was just over $3

million as of May 2011, yielding approximately $135,000 per year in expendable funds, with earnings exceeding 4.5% added to the corpus of the endowment.

Annual gifts vary widely each year; this category includes large single gifts, pledges, bequests to establish endowments; research grants from foundations; scholarship pledges from employers; non-scholarship corporate gifts to the Pharmacy Partners Program; and individual gifts to the Dean's Fund for Excellence, or graduate student/research support from alumni and friends of the college. Of note, the College of Pharmacy has the highest percentage of alumni donors among all the OSU academic units.

Quality improvement - The financial health of the College has improved substantially in recent years. Projected fund balances are expected to readily support salary adjustments, new faculty and start up expenses, improvements to physical facilities, and other mission critical initiatives identified during strategic planning processes.

Summary - The College has dramatically improved its financial picture over the past three years. Expenditures are determined collaboratively and have improved several aspects of the professional and research program. Projected budgets assure stability and increased support for all aspects of the College mission.

4. College or School's Final Self-Evaluation

Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
• No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance/**or** • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.	• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /**or** • Adequate information was not provided to assess compliance
☑ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Oregon State University/College of Pharmacy

Faculty Member Profiles

1. Alani, Adam WG on page 831	Assistant Professor
2. Bearden, David T. on page 834	Clinical Associate Professor
3. Braden Suchy, Natalea A. on page 838	Clinical Assistant Professor
4. Cherala, Ganesh on page 841	Assistant Professor
5. Christensen, J. Mark on page 844	Professor
6. DeLander, Gary E. on page 847	Associate Dean
7. Filtz, Theresa M. on page 850	Associate Professor
8. Hartung, Daniel M. on page 853	Assistant Professor
9. Haxby, Dean G. on page 856	Associate Professor
10. Indra, Arup K. on page 859	Associate Professor
11. Ishmael, Jane E. on page 862	Associate Professor
12. Ito, Matthew K. on page 865	Professor
13. Kioussi, Chrissa on page 868	Associate Professor
14. Kullar, Ravina on page 871	Clinical Assistant Professor
15. Leid, Mark E. on page 874	Associate Dean
16. Linares, Roberto W. on page 877	Instructor
17. Mahmud, Taifo on page 880	Associate Professor
18. McGregor, Jessina C. on page 884	Assistant Professor
19. McPhail, Kerry L. on page 887	Assistant Professor
20. Munar, Myrna Y. on page 891	Associate Professor
21. Olyaei, Ali J. on page 894	Professor
22. Proteau, Philip J. on page 898	Associate Professor
23. Proteau, Rosita R. on page 901	Associate Professor
24. Ramirez, Juancho on page 904	Director of Experiential Programs
25. Ramirez, Stacy J. on page 907	Clinical Assistant Professor
26. Singh, Harleen on page 910	Clinical Associate Professor
27. Starwalt, Shannon G. on page 913	Instructor
28. Stevens, Jan Frederik on page 916	Associate Professor
29. Williams, Craig D. on page 919	Clinical Associate Professor
30. Zabriskie, T. Mark on page 922	Dean
31. Zweber, Ann on page 925	Senior Instructor

Alani, Adam WG

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Assistant Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Male
Ethnicity	Other/Unknown
Years in current academic rank	0-1 year
Previous academic position	

Pacific University, Guest Lecturer, 2007-2010

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmaceutics/ Pharmacy
Please specify, if other	Pharmaceutical Sciences

DEGREES AWARDED

Degree	Institution	Year
Ph.D. Pharmaceutical Science	University of Wisconsin-Madison	2007
B.S. Chemistry	University of Baghdad	1989
M.S. Physical Chemistry	Al-Nahrain University	1995

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	

N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Academic (Full-time)
Tenure Status	Nontenured, tenure track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.0
Other relevant employment/practice site (if applicable)	N/A

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	35
Research/scholarly activity	55
Service/committee assignments	10
Practice	
Administration	
Precepting	
Faculty mentoring	
Student advising	
Professional/personal development	
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PHAR 733 Pharmaceutics I

PHAR 734 Pharmaceutical II

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Graduate Studies Committee, Member

Professional Development Committee, Member

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	6
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	1

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Controlled Release Society

American Association of Colleges of Pharmacy (AACP)

American Association of Pharmaceutical Sciences (AAPS)

Go to Faculty List on page

Bearden, David T.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Clinical Associate Professor
Department Chair	Yes
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	

OSU, Department of Pharmacy, Clinical Assistant Professor, 2001-2006

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Undergraduate coursework	University of Illinois at Chicago	1991-1993
Pharm. D.	University of Illinois at Chicago	1997

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	☑
Other Credentials	Pharmacy Practice Residency, University of Utah Hospitals and Clinics, 1997-1998
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon, certificate #10073

Illinois, certificate #0051-286529 (inactive)

Utah, certificate # 97-343103-1701 (inactive)

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	None

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	20
Research/scholarly activity	10
Service/committee assignments	10
Practice	
Administration	40
Precepting	3
Faculty mentoring	10
Student advising	2
Professional/personal development	5
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PHAR 762: Pathophysiology and Therapeutics II, Lecturer

PHAR 763: Pathophysiology and Therapeutics III, Course Coordinator

PHAR 772: Applied Pharmacokinetics II, Lecturer

PHAR 765: Pharmacy Practice, Facilitator

PHAR 777: Acute Medical Emergencies, Lecturer/ Coordinator

PHAR 705: Global Health Elective, Lecturer/Coordinator

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

University-Wide Committees

Oregon Health & Science University

Assessment Council Member 2009 - present

Academic and Student Affairs Council Member 2009 - present

Diversity Recruitment and Retention Committee Member 2009 - present

Student Health Service Advisory Committee Member 2009 - present

Simulation Advisory Board Member 2010 - present

Simulation Executive Committee Member 2011 - present

NWCCU Accreditation Steering Committee Member 2011 - present

College-Wide Committees

Curriculum Committee Member 2002 - present

Academic and Professional Standards Committee Member 2008 - present

Fellowship Subcommittee, Graduate Studies Member 2010 - present

ACPE Accreditation Report, Mission/Vision Committee Chair 2011

Departmental Committees

Faculty Search Committee (Instructor) Chair 2011

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	5
Number of Books/book chapters published in past 3 years as author or co-author	2
Number of Invited presentations during past year at professional or scientific meetings and conferences	4
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	5

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Infectious Diseases Society of Oregon Member 2004 - present

Oregon Society of Health - System Pharmacists Member 2001 - present

Silent Auction Committee Liaison 2010

Student Chapter Liaison 2001 - present

Educational Affairs Council 2001 - 2003

American Association of Colleges of Pharmacy Member 2001 - present

New Investigator Grant Reviewer - 2006

American Society for Microbiology Member 1999 - present

Society of Infectious Diseases Pharmacists Active Member 2001 - present

Chair, Recognition Awards Committee 2005

Recognition Awards Committee

2002, 2006, 2007, 2009, 2011

Newsletter Committee 2003

Program Committee 2001

Associate Member 1999 - 2000

American College of Clinical Pharmacy Full Member 2003 - present

Associate Member 1998 - 2003

Rho Chi Pharmacy Honor Society Member 1995 - present

Reviewer: Clinical Research Scholarship 2005, 2006

American Society of Health - System Pharmacists Member 1995 - present

Student Chapter Liaison 2001 - present

Kappa Psi Pharmaceutical Fraternity Member 1993 - present

Chi Chapter Vice Regent 1995

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Braden Suchy, Natalea A.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Clinical Assistant Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Female
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	

n/a

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	University of Southern California School of Pharmacy	2006
Bachelor of Arts in Biological Sciences	University of Southern California	2002

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	MTM and Immunization certified
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon and California

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Clin. Pharm. at Benton Co. Comm. Hlth;Consult Medicap Pharm

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	64
Research/scholarly activity	5
Service/committee assignments	10
Practice	15
Administration	0
Precepting	3
Faculty mentoring	0
Student advising	1
Professional/personal development	2
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Course coordinator: Phar 740, Phar 741, Phar 742; Preceptor: 2 Residents, 2 APPE students, 35 IPPE students (per year)

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

* Oregon State University College of Pharmacy

o Faculty Senate representative

o Member of the diversity committee

o Chair of the diversity committee

o Member of the Faculty development committee

o Member of the information and technology committee

o Search committee member: Pharmacy Practice instructor

o Faculty advisor for Operation Diabetes

o Preceptor for ICHEE/Global Health outreach

o Preceptor for numerous student out-reach events

* Oregon State Pharmacy Association

o Chair of the membership committee

o Member of the medication therapy management task force

o Board Member

* Other

o Serve on the planning committee for the Benton County Soccer Tournament

o Reviewer for Annals of Pharmacotherapy

o Reviewer for the American Journal or Pharmacy Education

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	0
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	1
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	0

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

2008 to Present Oregon State Pharmacy Association

2008 to Present American Association of Colleges of Pharmacy

2004 to Present Rho Chi Honors Society, Theta chapter

Go to Faculty List on page

Cherala, Ganesh

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Assistant Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Male
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	2-5 years
Previous academic position	

n/a

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Visiting Student Biochemical Pharmacology	University of Pennsylvania	2006
B. Pharm	Osmania University, India	1999
Ph.D., Pharmaceutical Sciences	University of the Sciences in Philadelphia	2006
Postdoc Clinical Pharmacokinetics	University of the Sciences in Philadelphia	2007

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	Foreign Pharmacy Degree
Licensure	

None

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenured, tenure track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	OHSU Adjunct Assnt Prof, Department of Obstetrics & Gyne

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	30
Research/scholarly activity	60
Service/committee assignments	10
Practice	
Administration	
Precepting	
Faculty mentoring	
Student advising	
Professional/personal development	
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Advanced Pharmacokinetics, Pharma-CSI, PK lecture in OHSU's PA program.

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Member, Graduate Studies --- College committee.

Member, Research & Scholarship --- College committee.

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	10
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	3
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	7

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	☑
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

American Association of Pharmaceutical Scientists, Member 2001-Present

Rho Chi, Member 2004-Present

American College of Clinical Pharmacology, Member 2006-Present

American Association of Colleges of Pharmacy, Member 2007-Present

Murdoch Scholar program, Mentor 2009-Present

Howard Hughes Medical Institute undergraduate scholar program, Mentor 2010-Present

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Christensen, J. Mark

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Professor
Gender	Male
Ethnicity	White
Years in current academic rank	> 20 years
Previous academic position	

OSU, Assistant Professor of Pharmaceutical Sciences, 1979-1986

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmaceutics/ Pharmacy
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
B.S. Pharmacy	Univeristy of Utah	1976
PhD Pharmaceutics (Biopharmaceutics-Pharmacockinetics)	University of Utah	1980

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	

Utah, Oregon

APPOINTMENT

Type of appointment with college or school of pharmacy	Academic (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Consult for Tec Labs in Albany, OR; Consult for legal firms

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	15
Research/scholarly activity	40
Service/committee assignments	8
Practice	0
Administration	0
Precepting	2
Faculty mentoring	2
Student advising	1
Professional/personal development	2
Teaching in other school program	15
Teaching in "pre-professional" years	15
Other	0
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Graduate:

Phar 580 Advanced Pharmacodynamic and Pharmacokinetic Modeling

Phar 571 Experimental Design in Biopharmaceutics and Pharmacokinetic Studies

Professional Pharmacy Program:

Phar 733 Pharmaceutics I

Phar 734 Pharmaceutics II

Phar 751 Biopharmaceutics

Baccalaureate Core Courses:

Phar 321 Science and Culture of Cosmetics

Phar 432 Writing in the Pharmaceutical Sciences

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

College

Graduate Research and Studies Committee, 1991-present; Chair 1992-1994, 2000-2001

Pharmaceutics Search Committee, Chair, 2007-2008

Pharmaceutics Search Committee, Chair, 2009-2011

National

Delegate USP convention, April 21-24, 2010-present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	16
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	1
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	2

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	☑
State or regional	
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Member of AAPS, 1987-present

Member of ACS, 1997-present

Member of OSPA, 1994-present

Member of OSHP, 2003-present

Go to Faculty List on page

DeLander, Gary E.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Dean
Department Chair	Yes
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	White
Years in current academic rank	> 20 years
Previous academic position	

OSU, College of Pharmacy, Assistant Dean for Academic Affairs, 1996-2004

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmacology
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
B.S. Pharmacy	University of Colorado	1977
Ph.D. Pharmacology	University of Minnesota	1983

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon (#7331 - Preceptor), Wyoming (#2043), California (#30907)

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	N/A

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	15
Research/scholarly activity	5
Service/committee assignments	5
Practice	0
Administration	60
Precepting	0
Faculty mentoring	10
Student advising	5
Professional/personal development	
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD

PHAR 735 Foundations of Drug Actions

PHAR 752 Pharmacology/Med Chem.

PHAR 753 Pharmacology/Med Chem.

PHAR 737 Foundations of Drug Actions

PHAR 716 Healthcare for Persons with Disabilities

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

University

Community Network Advisory Committee (2008-present)

Outreach and Engagement Council (2007-present)

University Budget Committee (2007-present)

Undergraduate Education Council (2006-present)

College

Executive Committee and College Council (1999-present)

Admissions Committee (1999-present)

Academic and Professional Standards Committee (1994-present)

Curriculum Committee (1987-present)

Student Awards and Scholarship Committee (1984-present)

Student Organizations

Student Executive Council Advisor (1990-present)

Academy of Students of Pharmacy Advisor (1989-present)

Phi Delta Chi Professional Fraternity, Member (1977-present)

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	1
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	0

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

* American Society for Pharmacology and Experimental Therapeutics

* American Pain Society

* American Association of Colleges of Pharmacy

* Rho Chi Society

* Phi Delta Chi professional pharmacy fraternity

* Phi Lambda Sigma

* American Pharmaceutical Association

* Oregon State Pharmacists Association

* Oregon Society of Hospital Pharmacists

* Linn/Benton County Pharmacist's Association

* Association of Oregon Faculty

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Filtz, Theresa M.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Female
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	

OSU, Assistant Professor of Pharmacology, October 1998-May 2007

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmacology
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
B.S. Chemistry	University of Virginia	1986
Ph.D. Pharmacology	University of Pennsylvania School of Medicine	1993

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	? Faculty Member, Graduate program in Molecular and Cellular Biology, Oregon State University, January 1999-present; ? Member, Center for Genome Research and Biocomputing, Oregon State University, January 1999-present; ? Adjunct faculty, Department of Biochemistry and Biophysics, January 2003-present
None	

Pharmacy degree	No Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	24
Research/scholarly activity	50
Service/committee assignments	20
Practice	0
Administration	0
Precepting	0
Faculty mentoring	0
Student advising	2
Professional/personal development	2
Teaching in other school program	1
Teaching in "pre-professional" years	1
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Professional Pharmacy Program:

Phar 735 Found. Drug Action I

Phar 736 Found. Drug Action II

Phar 716 Healthcare Challenges for Persons with Disabilities

Phar 705 Current Topics

Graduate:

Phar 564 Receptors and Signal Transduction

Undergraduate:

Phar 210 Terminology for Health Professionals

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Accreditation self study curriculum committee, Chair 2010-2011

Graduate studies committee, 1999-2007, 2009-present, Chair, 2004-2007, 2009 to present

Faculty professional development committee, 2010-present

Graduate council representative, 2004-2007, 2010-present, Chair, Spring 2011

Divisional Research and Graduate Programs work group, Co-Chair, 2010-2011

Women in Pharmacology division of the American Society for Pharmacology and Experimental Therapeutics, 2010-present.

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	10
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	1

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Rho Chi Pharmacy Honor Society

American Association of Colleges of Pharmacy, 1999-present

American Society for Pharmacology and Experimental Therapeutics, 1999-present

Webmaster, Willamette Valley Down Syndrome Society, 2003-present

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Hartung, Daniel M.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Assistant Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Male
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	

OSU, Assistant Director of Research and Program Evaluation, 2003-2007

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Social and Administrative Sciences
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
B.S. Pharmacy	University of Wisconsin	1998
Pharm.D.	University of Wisconsin	2000
Master of Public Health	OHSU	2006

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	☑
Other Credentials	Residency-Pharmacy Practice VA 2000-2001
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

State of Oregon, Registered Pharmacist, 2000 - present

State of Wisconsin, Registered Pharmacist, 2000 - present

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenured, tenure track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	N/A

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	12
Research/scholarly activity	85
Service/committee assignments	1
Practice	1
Administration	
Precepting	
Faculty mentoring	
Student advising	
Professional/personal development	1
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PHAR 726: Drug Literature Evaluation, Biostatistics

PHAR 724: Healthcare systems, Medicaid

PHAR 773: PharmEcon, Applying CEA analyses

PHAR 774: Drug Policy, Quality in healthcare\Conflicts of interest\Healthcare reform

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

OSU COP Scholarship Committee

OSU Assessment Committee

OHSU Teaching Interprofessional Education Committee

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	11
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	2
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	1

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

International Society of Pharmacoepidemiology, Member, 2010- present

Academy Health, Member, 2010- present

American College of Clinical Pharmacy (ACCP), Member, 2000- present

American College of Clinical Pharmacy (ACCP), Outcomes and Economics PRN, 2001- present

Oregon Society of Health-Systems Pharmacists (OSHP), Member

Professional Affairs Committee, 2000- present

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Haxby, Dean G.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	White
Years in current academic rank	16-20 years
Previous academic position	

OSU, Assistant Professor of Pharmacy, 1988-1995

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	Medical University of South Carolina	1985
B.S. Pharmacy	OSU	1980

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	☑
Other Credentials	
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon Pharmacist

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	* Director, Drug Use Research and Management Program

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	20
Research/scholarly activity	10
Service/committee assignments	10
Practice	40
Administration	5
Precepting	10
Faculty mentoring	1
Student advising	2
Professional/personal development	2
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Pharm.D.

Phar 774 Drug Policy/Drug Use Management

Phar 795 Elective Managed Care Clerkship

Phar 763 Pathophysiology and Therapeutics (lecture)

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Faculty Promotions and Development Committee, 1997 - present

Outcomes Research Faculty Search Committee- Chair, 2010-2011

Faculty and Staff Self Study Committee - Chair, 2010-2011

2011 Self Study Steering Committee, 2010-2011

Admissions Committee, 2010 - present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	5
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	0

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	☑
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Northwest Pharmacy Benefits Managers - Board member

American Society of Health-System Pharmacists

Oregon Society of Health-System Pharmacists

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Indra, Arup K.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	0-1 year
Previous academic position	

Institut de G?n?tique et de Biologie Mol?culaire et Cellulaire, Universit? Louis Pasteur, Illkirch, FRANCE, Research Scientist, 2002-2005

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmacology
Please specify, if other	Molecular Biology

DEGREES AWARDED

Degree	Institution	Year
M.Sc. Bio-chemistry	Calcutta University	1990
B.Sc> Chemistry	Calcutta University	1988
Ph.D. Molecular Biology	Calcutta University	2001

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	Foreign Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Mmbr, Molar&Cell Bgy, Envn Hlth Sce Ctr; AstProf Dpt of Derm

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	15
Research/scholarly activity	65
Service/committee assignments	10
Practice	0
Administration	0
Precepting	2
Faculty mentoring	0
Student advising	5
Professional/personal development	3
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD

Phar 754

Phar 737 (foundation)

Graduate

Phar 563/MCB 563 (course-coordinator)

Phar 564/MCB 564 (co-Course coordinator)

Phar 565/MCB 565

MCB 611

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Research & Scholarship Committee (College/School)

Graduate Admission Committee (College/School)

Diversity Committee (College/School)

Research Council (University Committee, completed in 2010)

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	7
Number of Books/book chapters published in past 3 years as author or co-author	1
Number of Invited presentations during past year at professional or scientific meetings and conferences	4
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	3

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	☑
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

AACR active member, 2005-present

American Association of College of Pharmacy (AACP) member, 2005-present

Pan American Society of Pigment Cell Research (PASPCR) member, 2005-present

Rho Chi Society Member, 2006-present

Member of European Society of Investigative Dermatology, 2006-present

Member of Society of Investigative Dermatology, 2009-present

National Institute of Health (NIAMS), Ad hoc reviewer, 2009-present

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Ishmael, Jane E.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Female
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	
OSU, Investigator, 2000-2008	

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmacology
Please specify, if other	Toxicology

DEGREES AWARDED

Degree	Institution	Year
B.Sc. (Hons) Biomedical Sciences (Pharmacology)	University of Bradford	1988
Ph.D. Toxicology	OSU	1995

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	No Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	OSU, Faculty Member, Grad Pgrm in Molecular and Celluar Biol

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	45
Research/scholarly activity	50
Service/committee assignments	5
Practice	
Administration	
Precepting	
Faculty mentoring	
Student advising	
Professional/personal development	
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD

Phar 752/591 Pharmacologyl/Med Chem

**Phar 715 Prescription Drug Abuse

**Phar 735 Foundations of Drug Action

**Phar 701 Introduction to Pharmacology Research

Phar/MCB 564 Receptors and Signal Transduction: Advanced topics

Phar 501/3 Graduate Research/Thesis

**Course coordinator

Graduate

Phar 503 Graduate Thesis

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

University Service

* Alternate Member, Institutional Animal Care and Use Committee (IACUC) Dec. 2010 - present

Departmental Service

* Member, Search Committee (Portland-based Academic Advisor), November 2010 - May 2011

* Member, Academic and Professional Standards Committee, September 2010 - present

* Member, Mission, Planning & Evaluation Self Study Subcommittee September 2010 - present

* Faculty Advisor for Student Committee on Drug Abuse Education (SCODAE), College of Pharmacy, Jan 2006 - present

* Speaker and participant, New Student Orientation, College of Pharmacy. All first year course coordinators participate in new student orientation for professional PharmD students, 2004 - present

* Academic Advisor Professional Program, College of Pharmacy, 2000 - present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	3
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	4

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	☑
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

British Society for Neuroscience (2006- present)

Oregon Chapter - Society for Neuroscience (2001 -present)

Society of Neuroscience (1990-present)

Rho Chi - Pharmacy Honor Society (2000 - present)

Editorial Board Member for The Open Proteomics Journal, Bentham Science Publisher's Ltd., (2007 - present)

Ad hoc reviewer 2005 - present:

Journal of Neuroscience

Journal of Neurochemistry

Neurochemistry International

Neuroscience Letters

International Journal of Biological Macromolecules

Brain Research

BMC Neuroscience

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Ito, Matthew K.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Professor
Gender	Male
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	11-15 years
Previous academic position	

University of the Pacific School of Pharmacy, Professor of Pharmacy Practice, 1999-2005

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	University of Southern California	1986

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	☑
Other Credentials	Residency in Clinical Pharmacy, University of S. CA 1987; AHSP Accreditation, NIH Office of Dietary Supplements, Dietary Supplement Research Practicum, Diplomat status with the Accreditation Council for Clinical Lipidology, Molecular Medicine for Clinicians
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

California

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	OSU/Director, Cardiovascular Pharmacodynamics Laboratory

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	30
Research/scholarly activity	40
Service/committee assignments	10
Practice	0
Administration	0
Precepting	0
Faculty mentoring	1
Student advising	2
Professional/personal development	2
Teaching in other school program	5
Teaching in "pre-professional" years	0
Other	10
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

* (PHAR 761) Course Coordinator
* (PHAR 705 Lipid Research) Course coordinator
* (PHAR 765) teach
* (Clinical Medicine II OHSU School of Medicine, Division of Physician Assistant Education) lecture
* (Foundations of Medical Sciences Block III OHSU School of Medicine, Division of Physician Assistant Education) lecture

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Admissions Committee, OSU College of Pharmacy, 2009-present

Student Interviews, OSU College of Pharmacy, 2006-present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	5
Number of Books/book chapters published in past 3 years as author or co-author	4
Number of Invited presentations during past year at professional or scientific meetings and conferences	6
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	2

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	☑
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

*Planning Committee, 2011

o National Lipid Association Annual Scientific Sessions May 19-22, 2011

o Abstract Reviewer for National Lipid Association Annual Scientific Sessions, 2011

*National Lipid Association Foundation, Jan 28-29, 2011

o Familial Hypercholesterolemia Expert Panel Conference, Chair - Management Issues in Adults

* National Lipid Association Strategic Planning Meeting, March 27, 2010 Austin, TX

* Secretary, National Lipid Association, 2010-2011

* Editorial Board, Metabolic Syndrome and Related Disorders, 2009 - present

* Editorial Board, Journal of Clinical Lipidology, 2006 - present

* Chairman, Dyslipidemia Panel Editorial Board, The Annals of Pharmacotherapy, 2003 - present

* Immediate-Past President, Pacific Lipid Association

* Member and Fellow, American College of Clinical Pharmacy

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Kioussi, Chrissa

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Female
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	
OSU, Assistant Professor, 2002-2009	

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmacology
Please specify, if other	Cell Molecular Biology

DEGREES AWARDED

Degree	Institution	Year
BS, Biology	University of Athens	1982-1987
MS, Biochemistry	National Hellenic Research Foundation	1987
Ph.D. Cell Molecular Biology	Hellenic Pasteur Institute	1992

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	☑
Other Credentials	
None	

Pharmacy degree	No Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	20
Research/scholarly activity	65
Service/committee assignments	15
Practice	0
Administration	
Precepting	
Faculty mentoring	
Student advising	
Professional/personal development	
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD:

Phar 753 Pharmacology and Medicinal Chemistry II

Phar 737 Foundations of Drug Action III

Graduate:

Phar/MCB 565 Mammalian Molecular Genetics

MCB511 Research Perspectives in Molecular and Cellular Biology

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

College Committees

Advisor Professional Program, College of Pharmacy, 2006 - date

Interviewer for applicants to the Pharm. D. program, 2006 - date

IACUC member, 2009-date

University Committees

Member, Faculty Women Network Steering committee, 2007 - date

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	9
Number of Books/book chapters published in past 3 years as author or co-author	1
Number of Invited presentations during past year at professional or scientific meetings and conferences	5
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	8

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Stem Cells and Development, Editorial Member

Development, Anatomical Record, Journal of Endocrinology, Journal of Biological Chemistry, BMC Developmental Biology, MCB, Editorial Reviewer

Methods in Odontogensis, Humana Press, Editor

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Kullar, Ravina

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Clinical Assistant Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Female
Ethnicity	Other/Unknown
Years in current academic rank	2-5 years
Previous academic position	

Infectious Diseases Fellow

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	University of Southern Nevada	August 2004-May 2007

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	☑
Other Credentials	* Resident Teaching Certificate, Wayne State University, July 2007- July 2008; * Pharmacy Practice Residency Detroit Receiving Hospital, July 2007-July 2008
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Licensure in MI; obtaining license in OR

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.0
Other relevant employment/practice site (if applicable)	OHSU

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	20
Research/scholarly activity	20
Service/committee assignments	15
Practice	15
Administration	0
Precepting	20
Faculty mentoring	0
Student advising	0
Professional/personal development	10
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

* Pharmacy Practice coordinator in Spring term
* Infectious Diseases Therapeutic lectures

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Admissions Committee

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	4
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	5
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	3

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

* American College of Clinical Pharmacy (ACCP)
* American Society of Health-System Pharmacists (ASHP)
* American Association of Colleges of Pharmacy (AACP)
* Infectious Diseases Society of America (IDSA)
* Society of Infectious Diseases Pharmacists (SIDP)
* Michigan Society of Health-System Pharmacists (MSHP)
* Pharmacist Licensure in Michigan

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Leid, Mark E.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Dean
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Professor
Gender	Male
Ethnicity	White
Years in current academic rank	6-10 years
Previous academic position	

OSU, College of Pharmacy, Assistant Dean for Research, 2004-2010

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmacology
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Ph.D. Pharmacology	OSU	1989
B.S. Pharmacy	Washington State University	1983

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Oregon State University: Adjunct in MCB, Biochem/ Biophys, Ge

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	10
Research/scholarly activity	30
Service/committee assignments	8
Practice	0
Administration	50
Precepting	0
Faculty mentoring	1
Student advising	
Professional/personal development	
Teaching in other school program	1
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD:

* Pharmacology/Medicinal Chemistry (Phar 754)
* Pharmacology/Medicinal Chemistry (Phar 753)
* Foundations of Drug Action (Phar 735)
* Foundations of Drug Action (Phar 737)
* Mouse Molecular Genetics (Phar 564)

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

College of Pharmacy

* Chair of Facilities and Resources Workgroup of Accreditation Self-Study
* Chair of Search Committee, Assistant Professor Position in Pharmacogenomics
* Chair of Promotion and Tenure Committee, 2010 - present

University

* Search committee member, Director of Center for Genome Research and Biocomputing 2010-present
* Member, Task Force on NMR Core Facilities, 2010-present
* Chair, Institutional Biosafety Committee, 2008-present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	9
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	3
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	6

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

* Reviewer, Nuclear Receptor Reviews 2006-present
* Ad hoc reviewer, Biochemistry, 2004 - present
* Ad hoc reviewer, Biochimica et Biophysica Acta, 2000 - present\
* Ad hoc reviewer, BMC Molecular Biology 2010

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Linares, Roberto W.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Instructor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Instructor
Gender	Male
Ethnicity	Hispanic or Latino
Years in current academic rank	6-10 years
Previous academic position	

None

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	BS Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
BS Pharmacy	OSU	1991

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon L incense 8221

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Bi-Mart Pharmacy, Staff Pharmacist, Relief Agency

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	60
Research/scholarly activity	5
Service/committee assignments	5
Practice	5
Administration	0
Precepting	5
Faculty mentoring	5
Student advising	5
Professional/personal development	7
Teaching in other school program	3
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Pharmacy Practice

Phar 720 Pharmacy Practice I

Phar 721 Pharmacy Practice II

Phar 722 Pharmacy Practice III

Phar 713 Spanish for Pharmacists

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

STATE

Oregon State Pharmacists Association

Continuing Education and Programming Committee

Oregon Pacific Allied Health Education Centers

Spanish for Pharmacy Professionals Video Series - Consultant, 1999

COLLEGE OF PHARMACY

Diversity Committee, 2005-present

Admissions Committee, 2001 - present

Awards Committee, 2005 - present

Faculty Search Committees, 2006, 2010, 2011

Faculty Development Committee 2010-2011

College Council 2010-2011

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	0
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	2
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	1

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

American Association of Colleges of Pharmacy

American Pharmacists Association

Oregon State Pharmacy Association

* Continuing Education Committee, 2007-2008

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Mahmud, Taifo

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	2-5 years
Previous academic position	

OSU, Assistant Professor of Medicinal Chemistry, 2003-2007

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
M.Sc. Pharmaceutical Sciences (Natural Products Chemistry)	Osaka University	1994
Ph.D. Pharmaceutical Sciences (Natural Products Chemistry)	Osaka University	1997
Apothecary	University of North Sumatra	1991
B.S. Pharmacy	University of North Sumatra	1989

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	Postdoc Bioorganic Chemistry/Genetics
None	

Pharmacy degree	Foreign Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	N/A

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	20
Research/scholarly activity	35
Service/committee assignments	15
Practice	0
Administration	0
Precepting	0
Faculty mentoring	1
Student advising	20
Professional/personal development	2
Teaching in other school program	7
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD:

Phar 752 Pharmacology/Medicinal Chemistry

Graduate:

Phar 540 Medicinal Natural Products

Phar 537 Bioorganic Chemistry

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

College of Pharmacy or Department Service

Pharm.D. Students Advisor (2004 - current)

Graduate Study Committee (2005 - current)

Pharm.D. Admission Interviewer (2005 - current)

Research and Scholarship Committee (2007 - current)

Faculty Search Committee for Pharmaceutics (2009/2010)

Chair of Self-Study Committee and Task-Force Member (2010 - 2011)

Faculty Mentor for a Junior Colleague (2010 - current)

Faculty Search Committee for Pharmaceutics (2010/2011)

Faculty Search Committee for Pharmacogenomics (2010/2011)

Faculty Search Committee for Natural Products/Medicinal Chemistry (2011)

University-wide Service

Graduate School Representative (2004 - current)

International Council (2006 - current)

Member of the Association of Faculty for the Advancement of People of Color (AFAPC) at Oregon State University (2004 - current).

Mentor of University Honors College (2007 - current)

College of Science Faculty Search Committee (2010/2011)

Research Council (2011 - current)

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	12
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	2
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	11

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

American Society for Microbiology (ASM Member, 1998-present)

American Society of Pharmacognosy (ASP Member, 1999-present)

Constitution and Bylaws Committee of the American Society of Pharmacognosy (2005-current)

Editorial Board Member of Perspectives in Medicinal Chemistry (2006-present)

NIH Study Sections (Ad-Hoc, June 2004; June 2008; October 2008; October 2009; May 2010, June 2011)

Editorial Board Member of Perspective in Medicinal Chemistry (2006 - current)

Referee for Account of Chemical Research, Angewandte Chemie, Applied Microbiology and Biotechnology, Archives of Microbiology, Australian Journal of Chemistry, Bioorganic & Medicinal Chemistry Letters, Chemistry - A European Journal, Chemistry & Biology, ChemBioChem, Federation of European Biochemical Societies, Journal of Antibiotics, Journal of Labelled Compounds and Radiopharmaceuticals, Journal of Molecular Biology, Journal of Natural Products, Journal of Organic Chemistry, Journal of the American Chemical Society, Molecular Microbiology, Organic Letters, Pest Management Science, Process Biochemistry.

Active Member of the American Society of Pharmacognosy (since 1999)

Active Member of the American Society for Microbiology (since 1999)

Active Member of the American Chemical Society (since 2004)

Convener and Chair of the "Biosynthesis and Genetic Engineering of Unusual Nitrogenous Natural Products" session in the Society for Industrial Microbiology (SIM) Annual Meeting, San Francisco, CA, August 1-5, 2010.

P&T external reviewer (UCSD - 2010).

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McGregor, Jessina C.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Assistant Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Female
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	2-5 years
Previous academic position	
University of Maryland, Baltimore, Post-doctoral fellow, 2005-2006	

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Social and Administrative Sciences
Please specify, if other	Epidemiology

DEGREES AWARDED

Degree	Institution	Year
Honors B.S., Microbiology, Honors B.A. International Studies	OSU	2001
Ph.D. Epidemiology	University of Maryland	2005

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	No Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenured, tenure track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	OHSU Affiliate Clinical Asstnt Professor, Adjunct Assista

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	10
Research/scholarly activity	70
Service/committee assignments	10
Practice	
Administration	
Precepting	2
Faculty mentoring	2
Student advising	2
Professional/personal development	2
Teaching in other school program	
Teaching in "pre-professional" years	
Other	2
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Phar 739 Lectures in Healthcare Systems II

Phar 726 Lectures in Drug Lit. Eval.

Phar 705 R&C: AWARE elective

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

* Member, College of Pharmacy Admissions Committee 2006 - present

* Member, College of Pharmacy Diversity Committee 2006 - present

* Member, OHSU Teaching Services Review Committee 2007 - present

* Faculty advisor to Pharmacy Student Executive Council 2007 - present

* Member, OSU University Honors College Council 2010 - present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	14
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	1
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	7

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

* American Society of Microbiology 2000 - present
* Society for Epidemiologic Research 2004 - present
* American Association of Colleges of Pharmacy 2007 - present
* The Rho Chi Society 2007 - present
* International Society for Pharmacoepidemiology 2007 - present
* American College of Epidemiology 2007 - present
* Society for Healthcare Epidemiology of America 2009 - present
* Reviewer, Infection Control and Hospital Epidemiology 2007 - present
* Reviewer, Clinical Infectious Diseases 2007 - present

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McPhail, Kerry L.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Assistant Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Female
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	

OSU, Research Assistant Professor, 2002-2006

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Please specify, if other	Marine Natual Prod Chemistry

DEGREES AWARDED

Degree	Institution	Year
Ph.D. Marine Natural Products Chemistry	Rhodes University	2000
B.Sc. Hons (Organic Chemistry and Marine Biology)	Rhodes University	1996

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	No Pharmacy Degree
Licensure	N/A

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenured, tenure track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Affiliate in the Department of Chemistry

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	10
Research/scholarly activity	55
Service/committee assignments	15
Practice	
Administration	
Precepting	
Faculty mentoring	
Student advising	5
Professional/personal development	2
Teaching in other school program	10
Teaching in "pre-professional" years	3
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD

PHAR 735 Foundations of Drug Action

PHAR 753 Pharmacology and Med. Chem. II

PHAR 754 Pharmacology/Med Chem

PHAR 718 Natural Product Drug Discovery

PHAR 563 Cancer and Chemoprevention

Graduate

PHAR 540 Medicinal Natural Products

PHAR 537 Bioorganic Chemistry

PHAR 501 Graduate Research

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

College

* Assessment committee, member (2009 - date).

* Involved in the interview process of Pharm. D. candidates (6-12) (2007, 2009, 2010, 2011)

* Search Committee, member, (Natural Products Chemistry), senior faculty position in the Departments of Pharmaceutical Sciences or Chemistry (February 2011 - to date)

University

* Organizing Committee for Center for Genome Research and Biocomputing (CGRB) retreat, member (March - September 2011).

* University Undergraduate Research subcommittee (of the University Council for Student Engagement and Experience) as a College of Pharmacy representative (2009 - date).

* Campus NMR Steering Committee, member (Spring 2009 - date).

* OSU Dive Control Board, member (affiliated with the American Academy of Underwater Sciences, 2005 - date).

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	11
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	3
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	8

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	☑
State or regional	☑
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Active Member of the American Academy of Underwater Sciences (AAUS) (2009 - date)

Member of the American Association for the Advancement of Science (AAAS) (2007 - date)

Active Member of Rho Chi Society (National pharmacy scholastic honor society) (2007 - date).

Active Member, American Chemical Society (ACS) (2007 - date).

Active Member, American Association of Colleges of Pharmacy (AACP) (2006 - date).

Active Member, American Society of Pharmacognosy (ASP) (2002 - date).

Ad Hoc reviewer:

* Journal of Natural Products (2003 - date).

* Journal of Medicinal Chemistry (2008 - date).

* Bioorganic and Medicinal Chemistry (2008 - date)

* Journal of Organic Chemistry (2009 - date)

* Marine Drugs (2009 - date)

* Immunopharmacology and Immunotoxicology (2009 - date)

* Environmental Technology (2010 - date)

* Phytochemistry (2010 - date)
* Tetrahedron Letters (2010 - date)

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Munar, Myrna Y.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Female
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	16-20 years
Previous academic position	N/A

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	Philadelphia College of Pharmacy	1988
BA, Psychology	University of Southern California	1981
Residency Certificate	Good Samaritan Hospital and Medical Center	1986
Doctor of Pharmacy	University of Southern California	1985

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	Board certified pharmacotherapy specialist, 1995 (Recertified 2002)
None	

Pharmacy degree	US Pharmacy Degree
Licensure	
Oregon, California	

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Adjunct Assistant Professor, OHSU Department of Physiology a

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	50
Research/scholarly activity	25
Service/committee assignments	10
Practice	0
Administration	0
Precepting	5
Faculty mentoring	3
Student advising	2
Professional/personal development	0
Teaching in other school program	5
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PHAR 770 Advanced Pharmacokinetics

PHAR 762 Pharmacotherapeutics

PHAR 776 Pharma-CSI

PHAR 765 Pharmacy Practice Winter

PHAR 766 Pharmacy Practice Spring

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

ACPE Self Study (Facilities and Resources) (College of Pharmacy)

OSU Search Advocate for Diversity

Awards and Scholarships (College of Pharmacy)

Faculty Development and Promotions (College of Pharmacy)

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	0
Number of Books/book chapters published in past 3 years as author or co-author	5
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	0

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

American College of Clinical Pharmacy

Oregon Society of Health-System Pharmacists

Go to Faculty List on page

Olyaei, Ali J.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Professor
Gender	Male
Ethnicity	Other/Unknown
Years in current academic rank	0-1 year
Previous academic position	

OHSU, Associate Professor of Surgery, 2004-2010

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	Clinical Pharmacy

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	University of Kansas	1991

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	Pharmacotheraphy Specialist
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon, Kansas

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenured, tenure track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.0
Other relevant employment/practice site (if applicable)	Professor of Medicine, OHSU; Professor of Surgery, OHSU

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	20
Research/scholarly activity	20
Service/committee assignments	5
Practice	25
Administration	1
Precepting	20
Faculty mentoring	1
Student advising	1
Professional/personal development	2
Teaching in other school program	5
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD Program:

1) Pharmacokinetic

2) Pharmacotherapuetic

3) This third-year experiential clinical pharmacy

4) APPE Student Syllabus

5) PGY1 Transplant Resident Rotation

Other Programs

1) Nursing school (8 hrs)

2) PA school (6 hours)

3) Medical school (12 hours)

4) School of Medicine [residents] (8 hours)

5) Nephrology and Hypertension (16 hours)

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Liver Transplant program committee

Kidney Transplant outcome Improvement

UNOS

Cardiology Best Practice

Dialysis Quality improvements

Monthly Preceptor Team Meeting

Antimicrobial Subcommittee Quarterly meeting

Self-Assessment and Standard

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	12
Number of Books/book chapters published in past 3 years as author or co-author	9
Number of Invited presentations during past year at professional or scientific meetings and conferences	12
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	4

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Membership in Professional Societies:

Member, International Transplant Society

Member, Professional Society of Pharmacists

Member, American Society of Hospital Pharmacists

Member, Oregon Pharmaceutical Association

Member, American Red Cross

Chairperson, Blood Drive 1988

Member, American College of Clinical Pharmacy

Member, American Pharmaceutical Association

Member, International Transplant Nurse Society

Editorial and Ad Hoc Review Activities:

Editor and Editorial Board

Pharmacy Times (Editor 3 years)

Transplant FAX (Editor 1 year)

Clinical American Journal of Nephrology (Editorial Board)

Transplantation Progress (Editorial Board)

Drug Safety (Editorial Board)

Journal of Internet Nephrology (Editorial Board)

Journal of Lipidiology (Editorial Board)

World Journal of Nephrology (WJN) (Editorial Board)

Reviewer

Annals of Pharmacotherapy

Pharmacotherapy

American Journal of Nephrology

American Journal of Kidney Disease

Clinical American Journal of Nephrology

Renal Failure

Pharmacy Times

US Pharmacist

UHC

Transplantation Progress

Drugs

Nephrology, Hypertension and Transplantation

Liver Transplantation

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Proteau, Philip J.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	White
Years in current academic rank	6-10 years
Previous academic position	

Adjunct Associate Professor, Chemistry Department, Oregon State University, 2002-2007

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Ph.D. Medicinal/Natural Products Chemistry	OSU	1993
B.S. (Magna Cum Laude) Chemistry	University of Washington	1985
M.S. Organic Chemistry	California Institute of Technology	1989

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	No Pharmacy Degree
Licensure	

n/a

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Associate Editor, Journal of Natural Products, 2008-present

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	25
Research/scholarly activity	55
Service/committee assignments	10
Practice	
Administration	
Precepting	
Faculty mentoring	
Student advising	
Professional/personal development	
Teaching in other school program	10
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD

PHAR 735 Foundations of Drug Action I

PHAR 736 Foundations of Drug Action II

PHAR 752 Pharmacology and Medicinal Chemistry I

PHAR 753 Pharmacology and Medicinal Chemistry II

PHAR 719 Poisons and Toxins

Graduate

PHAR 537 Bioorganic Chemistry

PHAR 540 Medicinal Natural Products

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Admissions (College)

Faculty Development (College)

Department and Unit Safety Coordinator (University)

NMR Steering Committee (Chair, University)

College of Pharmacy Faculty Senator (University)

Health Sciences Business Center Advisory Committee (University)

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	6
Number of Books/book chapters published in past 3 years as author or co-author	1
Number of Invited presentations during past year at professional or scientific meetings and conferences	1
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	2

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

American Society of Pharmacognosy (Publications Committee member)

American Chemical Society (general member)

Go to Faculty List on page

Proteau, Rosita R.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Female
Ethnicity	Hispanic or Latino
Years in current academic rank	6-10 years
Previous academic position	

Oregon State University, Assistant Professor, 1996-2002

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Pharmaceutics/ Pharmacy
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Ph.D. Pharmacology/Toxicology	University of Texas at Austin	1996
B.S. Pharmacy with Special Honors	University of Texas at Austin	1991

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon and Texas

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	OSU, Aff. Prof and Env./Molecular Tox.;NIEHS Training Grant

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	25
Research/scholarly activity	60
Service/committee assignments	5
Practice	
Administration	
Precepting	
Faculty mentoring	
Student advising	2
Professional/personal development	3
Teaching in other school program	5
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PHAR 751 Biopharmaceutics

PHAR 735 Found. of Drug Action

PHAR 750 Pharmacokinetics

PHAR 572 Applied Biopharmaceutics and Pharmacokinetics

PHAR 573 Current Topics in Pharmaceutical Sciences

PHAR 575/TOX 575 Advanced Xenobiotic Metabolism

TOX 411/511 Foundations of Toxicology I

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

College of Pharmacy and University Committees

Member, Search Committee Pharmacy Practice, Instructor

Member, Radiation Safety Committee

Pharmacy Student Advisor

Student Awards and Scholarships

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	5
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	3

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	
State or regional	☑
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Toxicology Letters, External Reviewer, 2003 - present

Drug Metabolism and Disposition, External Reviewer, 2003 - present

In Vitro Specialty Section, Member, 2000 - present

Molecular Pharmacology, External Reviewer, 1997 - present

Toxicology In Vitro, Member, Advisory Editorial Board, 1996 - present

SOT's PANWAT Regional Chapter, Member, 2000 - present

Toxicology In Vitro, External Reviewer, 1995 - present

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Ramirez, Juancho

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Director of Experiential Programs
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Other
Gender	Male
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	2-5 years
Previous academic position	

Pacific University School of Pharmacy, Director for Advanced Experiential Education, Interim Director of Student Affairs and Associate Professor, June 2007-September 2008

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	University of Southern California	1999

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	

California

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	N/A

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	
Research/scholarly activity	
Service/committee assignments	
Practice	
Administration	100
Precepting	
Faculty mentoring	
Student advising	
Professional/personal development	
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Phar 760 Transitional Experience

Phar 780 Community Practice

Phar 785 Ambulatory Care

Phar 790 General Medicine

Phar 792 Hospital

Phar 795 Patient Care Elective

Phar 797 Non Patient Care

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Northwest Pharmacy Experiential Consortium 08- present

College Executive Council 08-present

Awards and Scholarship 08-present

Curriculum 08-present

Central City Concern Pharmacy Development 08-present

Area Health Education Center (AHEC) - Oregon Board of Directors 2010

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	0
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	2
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	1

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Oregon State Pharmacist Association (OSPA)

American Pharmacist Association (APhA)

American Association of Colleges of Pharmacy (AACP)

American Society of Health Systems Pharmacists (ASHP)

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Ramirez, Stacy J.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Clinical Assistant Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Assistant Professor
Gender	Female
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	

n/a

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Doctor of Pharmacy	University of Southern California	1999

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	Pharm.D., MTM and Immunization certified
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon and California

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Clinical Pharmacist, Benton Co Comm Hlth Ctr, Consult/ Medap

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	35
Research/scholarly activity	10
Service/committee assignments	15
Practice	30
Administration	0
Precepting	7
Faculty mentoring	1
Student advising	1
Professional/personal development	1
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

Course Coordinator: PHAR 738, PHAR 739, PHAR 741

Lecturer: PHAR 738, PHAR 739, PHAR 746, PHAR 716, PHAR 741

Preceptor: 1 Resident, 6 APPE students, 110 IPPE students (per year)

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Oregon State University College of Pharmacy

* Curriculum committee
* Admissions committee
* Mapping Subcommittee
* Diversity committee
* Faculty Senate
* Thematic area steering committee
* Faculty advisor-National Community Pharmacy Association
* Faculty advisor-Phi Lambda Sigma Pharmacy Leadership Society
* Search Committee: Dean of the College of Pharmacy

Community

* Drug Utilization Review and Management Board of Directors (2009-present)
* President, Mid-Valley Housing Plus Board of Directors (2007-2008)
* Board Member, Oregon State Pharmacy Association(2006 - present)

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	0
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	0
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	2

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	☑
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Oregon State Pharmacy Association, 2006-present
American Pharmaceutical Association, 1995-2000, 2006-present
American Association of Colleges of Pharmacy, 2006-present

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Singh, Harleen

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Clinical Associate Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Female
Ethnicity	Asian or Native Hawaiian or Other Pacific Islander
Years in current academic rank	2-5 years
Previous academic position	

Oregon State University, Assistant Clinical Professor, 2002-2009

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
B.S. Pharmacy	The Ohio State University	1998
Doctor of Pharmacy	The Ohio State University	2001
Pharm.D.	The Ohio State University	2001

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	National Certificate Program: Pharmacy-Based Immunization Delivery, Accreditation Council for Pharmacy Education (ACPE) 2007; Delivering Medication Therapy Management (MTM) services in the community. ACPE 2008 Certificate Training Program; Heart Failure Traineeship Certification, American College of clinical Pharmacology, 2004. BCPS (board certified in Pharmacotherapy)2009

None	

Pharmacy degree	US Pharmacy Degree
Licensure	
Oregon and Ohio	

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Clinical specialist in Heart Failure and Adult Medicine

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	25
Research/scholarly activity	10
Service/committee assignments	2
Practice	20
Administration	0
Precepting	30
Faculty mentoring	5
Student advising	5
Professional/personal development	1
Teaching in other school program	2
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PHARM.D courses

Pharmacy Practice 764, 766

Pathophysiology and Therapeutics 761, 763

Adult medicine elective 778

Research elective in HF 701

OHSU Physician Assistant program

Osteoarthritis and Gout

HF Pharmacotherapy

Parkinson's Pharmacotherapy

Ischemic Heart disease

Seizures pharmacotherapy

OHSU Medical informatics and Clinical Epidemiology

Pharmacist's Perspectives in the Process of Disease Management

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Assessment Committee, Diversity Committee

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	1
Number of Books/book chapters published in past 3 years as author or co-author	2
Number of Invited presentations during past year at professional or scientific meetings and conferences	4
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	3

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

* American College of Clinical Pharmacy (ACCP) 2002 - present
* American Association of Colleges of Pharmacy (AACP) 2008 - present
* Heart failure Society of America (HFSA) 2007 - present
* Oregon Society of Health-System Pharmacists (OSHP) 2007 - present

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Starwalt, Shannon G.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Instructor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Instructor
Gender	Female
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	

n/a

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pharm.D.	OSU	2007
B.S. General Science Cum Laude	OSU	2003

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon Pharmacist License (#11120), July 2007 - Present

Oregon Preceptor License (#11120-P), July 2008 - Present

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Good Samaritan Regional Medical Center, Inpatient Pharmacist

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	15
Research/scholarly activity	5
Service/committee assignments	5
Practice	7
Administration	50
Precepting	7
Faculty mentoring	0
Student advising	2
Professional/personal development	2
Teaching in other school program	2
Teaching in "pre-professional" years	5
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PHAR 201: Pharmacy Orientation

PHAR 707, 708, 709: Pharmacy Practice Symposium

PHAR 710: Introduction to Community Pharmacy Clerkship

PHAR 711: Introduction to Institutional Pharmacy Clerkship

PHAR 743, 744, 745: Clinical Applications

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Assessment Committee (College)

Interprofessional Education Committee (University)

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	0
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	2
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	1

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Oregon State Pharmacy Association, 2003 - Present

Oregon Society of Health-System Pharmacists, 2003 - Present

American Association for Colleges of Pharmacy 2008 - Present

Area Health Education Centers Advisory Committee, 2008 - Present

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Stevens, Jan Frederik

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Associate Professor
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	White
Years in current academic rank	2-5 years
Previous academic position	
Oregon State University, Assistant Professor, Department of Chemistry	

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Postgraduate degree (Pharm.D. equivalent)	Groningen University, The Netherlands	1990
Diploma, Atheneum with Latin	Veendam, The Netherlands	1984
MSc., Pharmacy	Groningen University, The Netherlands	1988
Ph.D. Pharmaceutical Chemistry	Groningen University, The Netherlands	1995

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	Foreign Pharmacy Degree
Licensure	
RPh (Netherlands, 1990-present)	

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Co-Dtr, OSU Biomolecular Mass Spectrometry Fac; PI Linus Pau

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	20
Research/scholarly activity	55
Service/committee assignments	15
Practice	0
Administration	0
Precepting	1
Faculty mentoring	0
Student advising	2
Professional/personal development	1
Teaching in other school program	4
Teaching in "pre-professional" years	2
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD:

PHAR737 Foundations of Drug Action

PHAR753 Pharmacology/Med Chem

PHAR754 Pharmacology/Med Chem

PHAR743 Clinical Applications IV

PhD:

PHAR537 Bio-organic Chemistry

PHAR540 Medicinal Natural Products

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

College

Pharm.D. Admissions Committee

Promotion and Tenure Committee

University

Mass Spectrometry Advisory Council

Conflict of Interest Committee and Chair of the Subcommittee on Education and Outreach

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	18
Number of Books/book chapters published in past 3 years as author or co-author	1
Number of Invited presentations during past year at professional or scientific meetings and conferences	2
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	4

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	☑
Other Federal	☑
State or regional	
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

Associate Editor, Molecular Nutrition and Food Research (impact factor 4.3) (2010)

Associate Editor, Recent Advances in Phytochemistry (book series) (2010)

Reviewer for professional journals: Phytochemistry, Journal of Agricultural and Food Chemistry, Alcohol, Antioxidants & Redox Signaling, Biochemistry (ACS), British Journal of Nutrition, Cancer Letters, Chemical Research in Toxicology, Bioorganic & Medicinal Chemistry Letters, Current Medicinal Chemistry, Food Chemistry, Free Radical Biology & Medicine, Free Radical Research, J. Applied Physiology, J. Mass Spectrometry, Rapid Communications in Mass Spectrometry, J. Natural Products, Planta Medica, Nature Chemical Biology, Steroid Biochemistry & Molecular Biology.

Reviewer for funding agencies: National Institutes of Health (study section panel member, NCRR-S10 program, 2009), Netherlands Organization for Scientific Research (NWO, The Hague, 2005), North Carolina Biotechnology Center (2007), Bicentennial Program for Science and Technology, CONICYT (Reviewer and Site Visitor, Santiago, Chile, 2006-present), U.S. Department of Agriculture (mail reviewer, 2009), Natural Sciences and Engineering Research Council of Canada (mail reviewer, 2010).

Member, Royal Pharmaceutical Society of the Netherlands (1990-present), American Society of Mass Spectrometry (1996-present), Phytochemical Society of North America (1997-present), American Society of Pharmacognosy (2005-present), American Heart Association (2004-present), American Chemical Society (2008-present).

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Williams, Craig D.

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Clinical Associate Professor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Associate Professor
Gender	Male
Ethnicity	White
Years in current academic rank	6-10 years
Previous academic position	

Associate Professor of Pharmacy Practice, Purdue University

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PharmD Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Pre-pharmacy	University of California at Los Angeles	1990
Doctor of Pharmacy	University of California School of Pharmacy, San Francisco	1994
Pharm.D.	UCSF	1994

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	Fellow of the National Lipid Association (FNLA)
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon, Indiana, California

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	OHSU, department of Family Medicine

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	30
Research/scholarly activity	10
Service/committee assignments	5
Practice	20
Administration	0
Precepting	30
Faculty mentoring	0
Student advising	5
Professional/personal development	
Teaching in other school program	
Teaching in "pre-professional" years	
Other	
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD:

PHAR 765 Pharmacy Practice VIII

PHAR 766 Pharmacy Practice IX

PHAR 778 Advanced Adult Medicine

Lecturer: OHSU Family Medicine Residency Program

Pharmacology of managing diabetes (1 hour)

Pharmacology of managing CHF (1 hour)

Management of dyslipidemias (1 hour)

Lecturer: Physicians Assistant Program at OSHU

Pharmacodynamics (2 hours)

Autonomic pharmacology (1 hour)

Lecturer: OSU College of Pharmacy Pathophysiology and Therapeutics

Antiplatelet therapies (1 hour)

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

* Elected to planning committee for American Diabetes Association annual scientific sessions meeting, 2010-present

* Elected to OHSU University Senate to represent college of pharmacy, 2010-present

* OHSU PharmAC (pharmacy advisory committee). Broad committee of pharmacists who practice at OHSU and advise the hospital on operations issues, particularly as related to direct patient care activities such as electronic order entry, medication distribution and staff pharmacist activities, 2009-present

* Member, promotion and tenure committee, OSU School of Pharmacy, 2009-present

* Member, research and scholarship committee, OSU School of Pharmacy, 2008-present

* Member, Curriculum committee, OSU School of Pharmacy, 2006-present

* Guest speaker for OSU School of Pharmacy recruitment meetings. City-wide efforts to reach undergraduate students for discussions about careers in pharmacy, 2006-present

* Precept "shadow students." Students considering pharmacy as a career who want additional experience with the profession, 2002-present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	9
Number of Books/book chapters published in past 3 years as author or co-author	4
Number of Invited presentations during past year at professional or scientific meetings and conferences	21
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	3

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	☑
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

* Pharmacists Letter and Prescribers Letter, Editorial Advisory Board member, 1998 - present

* Journal of the American Pharmacists Association (JAPhA), Reviewer, 2004-present

* Diabetes Forecast, Associate Editor, 2006-present

* Journal of Clinical Lipidology, Reviewer, 2009-present

* Journal of Pharmacy Practice, Reviewer, 2009-present

* American Journal of Health-System Pharmacy, Reviewer ,2010-present

* Pharmacotherapy, Reviewer, 2010-present

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Zabriskie, T. Mark

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Dean
Department Chair	No
Primary Department/Division	Pharmaceutical Sciences
Primary Campus	Main Campus
Current academic rank	Dean
Gender	Male
Ethnicity	White
Years in current academic rank	0-1 year
Previous academic position	

Oregon State University, Assistant and Associate Professor

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	PhD Degree
Please specify, if Other	
Primary Discipline	Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy
Please specify, if other	

DEGREES AWARDED

Degree	Institution	Year
Ph.D., Medicinal Chemistry	University of Utah	1989
B.Sc., (Cum Laude) Chemistry	University of Utah	1985

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	
None	☑

Pharmacy degree	No Pharmacy Degree
Licensure	

n/a

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Tenured
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Adjunct Prof of Chem, OSU, 2009-present;Cnslt Intervet/Scher

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	2
Research/scholarly activity	5
Service/committee assignments	20
Practice	0
Administration	65
Precepting	0
Faculty mentoring	5
Student advising	0
Professional/personal development	0
Teaching in other school program	3
Teaching in "pre-professional" years	0
Other	0
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

PharmD

Phar 754 Pharmacology and Medicinal Chemistry

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Member, OHSU/OUS Collaborative Life Sciences Building Steering Committee, 2011 - present

Member, Provost's Council, 2010 - present

Member, University Space Committee, 2010 - 2011

Member, OSU Research Agenda Development Team, 2010 - 2011

Member, OHSU Provost Search Committee, 2011

Member, OHSU Dean's Council, 2010 - present

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	11
Number of Books/book chapters published in past 3 years as author or co-author	0
Number of Invited presentations during past year at professional or scientific meetings and conferences	1
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	5

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	☑
State or regional	
Industry	☑

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

American Chemical Society

American Association for the Advancement of Science

American Society of Pharmacognosy

American Association of Colleges of Pharmacy

Rho Chi Honor Society

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Zweber, Ann

DEMOGRAPHIC INFORMATION

Title(s)/Position(s)	Senior Instructor
Department Chair	No
Primary Department/Division	Pharmacy Practice
Primary Campus	Main Campus
Current academic rank	Instructor
Gender	Female
Ethnicity	White
Years in current academic rank	11-15 years
Previous academic position	

N/A

HIGHEST DEGREE EARNED AND PRIMARY DISCIPLINE

Highest degree earned	BS Degree
Please specify, if Other	
Primary Discipline	Pharmacy Practice
Please specify, if other	Not Applicable

DEGREES AWARDED

Degree	Institution	Year
BS	OSU	1995
BS Degree	University of Wisconsin-Stevens Point	1985

OTHER CREDENTIALS CURRENTLY HELD OR TRAINING COMPLETED

PGY1	
PGY2	
BCNP	
BCNSP	
BCOP	
BCPS	
BCPS-Cardiology	
BCPS-Infectious Diseases	
Post Doctoral Fellowship	
Other Credentials	APhA Pharmacy Based Immunization Delivery, APhA MTM Management in the community, CPR certification
None	

Pharmacy degree	US Pharmacy Degree
Licensure	

Oregon State Board of Pharmacy, Registered Pharmacist

APPOINTMENT

Type of appointment with college or school of pharmacy	Calendar (Full-time)
Tenure Status	Nontenure Track
Current Year FTE at college or school of pharmacy (in terms of contract)	1.00
Other relevant employment/practice site (if applicable)	Staff Pharmacist, Community Pharmacy

FTE: ALLOCATION OF EFFORT

Teaching in "professional years" of PharmD program	35
Research/scholarly activity	10
Service/committee assignments	10
Practice	5
Administration	25
Precepting	10
Faculty mentoring	1
Student advising	2
Professional/personal development	2
Teaching in other school program	0
Teaching in "pre-professional" years	0
Other	0
Total percent effort	100

TEACHING RESPONSIBILITIES (CURRENT ACADEMIC YEAR)

OSU College of Pharmacy Pharm.D. Program:

Pharmacy Practice I, II, III (Phar 720, 721, 722), 3 credits fall, winter spring

Health in Literature, Pharmacy 705, 1 credit fall winter , spring

Teaching Clerkship, Blocks 3, 4, 5, 6, 7, 8 (7 students total)

COLLEGE, SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS

Oregon Board of Pharmacy, President

OSU: NSF Advance Committee

OSU: University Assessment Committee

OSU: Pre-College Programs, Pharmacy Activity Coordinator

OSU: Academy of Women in Science, Pharmacy Activity Coordinator

College of Pharmacy: ACPE Self-Study, Co-Chair

College of Pharmacy: Assessment Committee, Chair

College of Pharmacy: Admissions Committee, Interview Subcommittee, Chair, 2010

College of Pharmacy: Orientation Committee

PUBLICATIONS & PRESENTATIONS

Number of Publications in peer-reviewed journals during past 3 years	1
Number of Books/book chapters published in past 3 years as author or co-author	2
Number of Invited presentations during past year at professional or scientific meetings and conferences	1
Number of Research presentations or posters during past year at professional or scientific meetings and conferences	2

EXTRAMURAL GRANTS RECEIVED DURING PAST YEAR

NIH	
Other Federal	
State or regional	
Industry	

CURRENT PROFESSIONAL/SCIENTIFIC INTERESTS, MEMBERSHIPS, AND ACTIVITIES

American Association of Colleges of Pharmacy

* Chair, Caring for the Underserved Curriculum Task Force, 2005-2008
* CAPE Educational Outcomes subcommittee, 2004-2005
* Faculty Delegate 2000, 2004
* Pharmacy Practice Section Poster Review Committee, 2001, 2002, 2011
* Manuscript Reviewer, American Journal of Pharmacy Education, 2004, 2005, 2007, 2009, 2010

American Pharmacists Association

* Chapter reviewer, Handbook of Nonprescription Medications, 2003, 2005, 2008, 2011
* Advisory Board, OTC Advisor: Self-Care for Dermatologic Conditions, 2010
* Article reviewer, Journal of the American Pharmacists Association

National Association of Boards of Pharmacy

Resolutions Committee, NABP Annual Meeting, 2010

Technician Training and Education Task Force, 2009

Long Term Care Model Rules Committee, 2005

Oregon State Pharmacy Association

* Continuing Education Committee, 2004-present

Linn Benton Pharmaceutical Association

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