

Overview of Mercer University College of Pharmacy (MUCOP)

Mission:

Mercer University College of Pharmacy advances health through innovations in teaching, research, patient-centered care, and service.

Administrative Organization

The college's internal organization supports activity in all mission-related areas. The faculty are organized into two academic divisions: Department of Pharmaceutical Sciences (DPS) and the Department of Pharmacy Practice (DPP). School-wide efforts are led by numerous standing and ad hoc committee. Administrative offices provide support to all functional areas throughout the college.

Assessment Plan Overview:

This document defines the process used by the Assessment Committee as part of its continuous quality improvement efforts. The annual review is intended to preserve program strengths, assess areas of opportunity that need to be addressed, and ensure ongoing monitoring of assessment-related activities. A comparison to previous years data and peer institution data will be done (if possible) to monitor annual progress.

Assessment Data Sources:

The following assessment data* for the professional degree will be annually reviewed by members of the Assessment Committee:

AACP Alumni Survey (<i>every 2 years</i>)	MPJE scores
AACP Faculty Survey (<i>every 3 years</i>)	NAPLEX scores
AACP Graduating Student Survey	P3/P4 Preparedness Survey
AACP Preceptor Survey (<i>every 2 years</i>)	PCOA scores
Administrative evaluations	PhD Graduating Student/Alumni Survey (<i>every 2-3 years</i>)
Admission rubric	Professionalism Development Network completion rates
Course evaluations	Residency/Fellowship Match Data
Department annual reports	
Graduation Rate	
Job Placement Data	

**Unless otherwise noted, assessment data are collected annually.*

Assessment Plan

The parameters incorporated into this Plan are based on the established College, Department, and Program missions and strategic plans and on the educational standards established by the Accreditation Council for Pharmacy Education (ACPE). Numeric benchmarks have been determined based on pre-specified academic standards, pharmacy program norms or expectations, and stakeholder feedback.

On an annual basis, data is obtained from the assessment data sources (listed above) along with curricular documents, other non-annual surveys, focus groups, and committee reports. Items incorporated in this plan are to be reviewed at regular intervals by the Assessment Committee and also incorporates activities included on the MUCOP Strategic Plan.

Obtaining Assessment Data

The Assessment Plan includes a process to collect data, evaluate data, formulate potential changes, and provide feedback to stakeholders. This plan identifies the parties responsible for data collection and evaluation, along with the recipients of the data analysis. For some assessment data, there may be national or other benchmarks which are also available for comparison. The Director of Assessment is responsible for obtaining, storing, and sharing the available, appropriate benchmark data. Examples would be the adopted surveys for graduating students, faculty, alumni, and preceptors (as available from AACCP) and the licensure scores (MPJE and NAPLEX) available from the National Association of Boards of Pharmacy (NABP). When using data for which national benchmarks do not exist, internal benchmarks such as data from previous years are used.

Evaluation of Assessment Data

Assessment data are forwarded to appropriate parties for evaluation, including the Assessment Committee, the Curriculum Committee, personnel committees, Executive Committee, Office of Experiential Education, department chairs, Associate Dean for Research, Assistant Dean for Student Affairs, Executive Associate Dean, or the Dean.

Potential changes in courses, curriculum, policies, or resource allocation are discussed by the Executive Committee, individual college committee, or other responsible stakeholders. External stakeholders include the college's Board of Visitors and the Board of Alumni (both which consists of key employers, preceptors, alumni, and experiential preceptors, etc.), Preceptor Advisory Committee, and others who are actively engaged and play a vital role in continued improvements to the college's program.

Communicating Programmatic Improvements

Summaries of assessment data are regularly shared with the entire faculty at faculty meetings, with administrators at Executive Committee meetings or department meetings, and at individual committee meeting. Curricular and policy changes as well as other resource improvements are communicated to students in pertinent courses, emailed class announcements, and through the Council of Student meetings. External stakeholders, such as clinical preceptors and Board of Alumni/Visitors are provided assessment data and resulting changes during annual meetings or via emailed announcements. Relevant issues that arise are taken back to the corresponding committees or faculty groups for consideration of programmatic revisions.

Table 1 outlines the various assessment activities mapped to each of the College's Critical Issue.

Assessment Area	Assessment Tool	Timing	Formative or Summative		Direct or Indirect		Outcome or Process		Data Collectors and Evaluators	Data Recipients	Manner by which resultant changes are implemented, evaluated, documented, and communicated (as applicable)
			F	S	D	I	O	P			
Critical Issue 1: Attract, recruit, retain, and develop high-quality students, faculty, and staff											
Students	Completion rate for preceptor midpoint assessment of student performance on IPPEs and APPEs	Reported yearly	√		√		√		Director IPPEs, Director APPEs	Vice Chair EE, Director IPPEs, Director APPEs	IPPE & APPE student and preceptor manuals, APPE syllabi, IPPE syllabi
	Honor Code Survey	Periodic				√		√	Assistant Dean for Student Affairs	Assistant Dean for Student Affairs, Executive Associate Dean, Faculty Advisor to Honor Council	Honor code changes and dissemination in student handbook, website, email, faculty meetings, etc.
	Student Affairs Survey administered by Office of Student Affairs	Yearly				√	√	√	Assistant Dean for Student Affairs, Director of Admissions	Assistant Dean for Student Affairs, Director of Admissions	Assigned responsibilities in Office of Student Affairs and Office of Admissions, other support services at university-wide level
	Evaluation of Professional Development Network (PDN)	Periodic						√	Assistant Dean for Student Affairs, Director of Learning Technology	Assistant Dean for Student Affairs	Faculty, Office of Student Affairs, Office of Admissions, sponsored programming for Academic advisors
	Evaluation of Tutoring program	Yearly						√	Faculty Advisor for Rho Chi Society	Assessment Committee, Executive Associate Dean, Faculty Advisor to Rho Chi Society	Tutoring program procedures published on website
	AACP Faculty Survey- Sections V Developing and Supervising Students	Every 2 years		√		√		√	Assessment Committee, Director of Assessment	Assistant Dean for Student Affairs	Academic Performance and Standards Committee, Professionalism Committee
	Analysis of Correlation between pre- and post-admission factors and academic success	Yearly			√		√		Director of Assessment, Director of Admissions	Assistant Dean for Student Affairs, Director of Admissions, Admissions Committee, Assessment Committee	Admissions requirements, College catalog and other publications conveying admission requirements
	Statistics on course failures	Conclusion of each course			√		√		Executive Associate Dean, Assistant Dean for Student Affairs	Executive Associate Dean, Assistant Dean for Student Affairs	Probation/dismissal letters, Academic support services including tutoring and advising

	Retention statistics	Yearly			√		√		Executive Associate Dean	Executive Associate Dean, Assistant Dean for Student Affairs, Dean	Admissions Committee selections, Academic support services including tutoring and advising
	AACP Graduating Student Survey-Section V The Student Experience (q49 The college/school of pharmacy was welcoming to students with diverse backgrounds.)	Yearly				√	√	√	Assessment Committee, Director of Assessment	Assistant Dean for Student Affairs	Office of Student Affairs, Office of Admissions
	AACP Alumni Survey-Section I Demographic (q9 Which pharmacy organization belong to and q10 which pharmacy organization are you engaged in)	Yearly, alumni surveyed 2 years post-graduation		√		√	√	√	Assessment Committee, Director of Assessment	Office of Student Affairs	Professional Development Network
	Residency/Fellowship match rates	Yearly		√	√	√	√		Dean, Executive Associate Dean, Director of Assessment	Dean, Executive Associate Dean, Director of Assessment, Residency Bootcamp Faculty Advisors	Residency Bootcamp program changes, ACT Program coordinators,
	PhD program enrollment	Yearly			√		√		Director PhD program	Office of Student Affairs, Director PhD program	Annual reports, marketing brochures
Teaching	Mean MUCOP scores for student evaluation of classroom teaching	Conclusion of each semester		√		√	√	√	Executive Associate Dean	Executive Associate Dean, Department Chairs, Faculty	Annual reports, Strategic Plan, Individual faculty MBO (yearly objectives)
	Mean MUCOP scores for student evaluation of preceptors	Conclusion of each academic year		√		√	√	√	Director IPPEs, Director APPEs, Vice Chair EE	Vice Chair EE, Director IPPEs, Director APPEs, Preceptors	Preceptor training and Formal Communication to Preceptors
	Tracking form for faculty formal self-assessment of teaching	Yearly				√		√	Executive Associate Dean, Department Chairs	Executive Associate Dean, Department Chairs	Individual faculty MBO (yearly objectives)
Human Resources	Number of faculty in comparison to peer pharmacy schools	Yearly			√		√		Executive Associate Dean	Dean	Budgeting process
	Faculty: Student ratio in comparison to peer pharmacy schools	Yearly			√		√		Executive Associate Dean	Dean	Budgeting process
	Preceptor: Student ratio	Yearly			√		√		Director APPEs, Director IPPEs, Vice Chair EE	Chair Department of Pharmacy Practice, Vice Chair EE, Director APPEs, Director IPPEs	Yearly objectives for Director IPPEs and Director APPEs

	AACP Preceptor Survey- Section IV Resources/Support (q40- The student-to- preceptor ratio at my site are appropriate to maximize learning)	Every 2-3 years				√	√		Assessment Committee, Director of Assessment	Curriculum Committee, Chair Department of Pharmacy Practice, Vice Chair EE, Director IPPEs, Director APPEs	Student assignment to experiential courses
Faculty	Completion rate for midpoint MBO review of teaching, research, and service	Yearly	√		√		√		Department Chairs	Department Chairs	Individual faculty MBO (yearly objectives)
	Completion rate for formal assessments of mentee progress in fulfilling faculty responsibilities (part of official mentoring program for new faculty)	Twice yearly	√		√		√		Department Chairs	Department Chairs, Mentee, Mentor	Individual faculty MBO
	On-time completion rate for pre-promotion reviews	Following 3 rd year tenure-track or following 3 rd /4 th year non-tenure track	√		√		√		Promotion and Tenure Committee	Dean, Department Chair, faculty member reviewed	Individual faculty MBO
	Completion rate for Annual MBO review of teaching, research, and service	Yearly		√	√		√		Department Chairs	Department Chairs	Individual faculty MBO
	AACP Faculty Survey- Section II Faculty Development and Performance; and Section VI Academic Roles	Every 2 years				√	√		Assessment Committee, Director of Assessment	Executive Associate Dean, Department Chairs	Mentoring program, CATAL and departmental programming, faculty MBO (yearly objectives)
Staff	Completion rate for annual performance reviews for professional and exempt staff	Yearly	√		√		√		Dean, Department Chairs, Executive Associate Dean, Assistant Dean for Student Affairs, Director of Admissions	Dean, Department Chairs, Executive Associate Dean, Assistant Dean for Student Affairs, Director of Admissions	Individual staff performance reviews
Admin-istration	Evaluation of Dean by faculty and Council of Students using Mercer-developed instruments	Every 3 years				√	√		Executive Associate Dean, Director of Learning Technology	Dean, Senior VP, Provost	Dean's yearly objectives

	Evaluation of Department Chairs by departmental members using Mercer-developed instruments	Every 3 years				√	√		Executive Associate Dean, Director of Learning Technology	Dean, Department Chairs	Department Chairs MBO (yearly objectives)
	Evaluation of Associate and Assistant Deans by faculty using Mercer-developed instruments	Every 3 years				√	√		Executive Associate Dean, Director of Learning Technology	Dean, Associate/Assistant Deans	Associate and Assistant Deans MBO (yearly objectives)
	AACP Faculty Survey-Section I Administration and Governance	Every 2 years				√	√	√	Assessment Committee, Director of Assessment	Dean, Associate/Assistant Deans, Department Chairs	Executive Committee meetings, Faculty meetings, Faculty Handbook
Trainees	Community Pharmacy Residency program enrollment	Yearly				√	√		Director Community Pharmacy Residency program	Director Community Pharmacy Residency program, community pharmacy residency partners	Annual reports, Resident teaching assignments
	Pharmacy Teaching Certificate program enrollment	Yearly				√	√		Director Pharmacy Teaching Certificate program	Chair Department of Pharmacy Practice, Director Pharmacy Teaching Certificate program	Annual reports, Teaching assignments
	Center for Clinical Outcomes, Research, and Education Fellowship program enrollment	Yearly				√	√		Director Center for Clinical Outcomes, Research, and Education	Director Center for Clinical Outcomes, Research, and Education	Annual reports
	Number of post-doctoral scholars (fellows or research scientists)	Yearly				√	√		Chair Department of Pharmaceutical Sciences	Chair Department of Pharmaceutical Sciences	Annual reports
Preceptors	AACP Preceptors Survey- Section II Communication and Section IV Resources/Support	Every 2-3 years				√	√	√	Assessment committee, Director of Assessment	Chair Department of Pharmacy Practice, Vice Chair EE, Director IPPEs, Director APPEs	Preceptor development training, Preceptor newsletter, Experiential Education Advisory Board
Alumni	AACP Alumni Survey- Section II Development/Communication	Yearly (alumni surveyed 2 years post-graduation)			√	√	√	√	Assessment Committee, Director of Assessment	COP Administration, Development Office, Director of Communications and Marketing	Communications to alumni, surveys
Critical Issue 2: Create and deliver curricula to maximize student success for practice, research, and leadership											
Curriculum	AACP Alumni Survey- Section III Curriculum	Yearly, alumni surveyed 2 years post-graduation	√			√		√	Assessment Committee and Director of Assessment	Curriculum Committee, Course Coordinators, Faculty	Course syllabi

	AACP Graduating Student Survey-Section II Professional Competencies/Outcomes/ Curriculum; and Section III Pharmacy Practice Experiences	Yearly	√		√		√	Assessment Committee and Director of Assessment	Curriculum Committee Course Coordinators, Faculty	Course syllabi
	AACP Preceptor Survey-Section III Curriculum	Every 2-3 years'			√		√	Assessment Committee and Director of Assessment	Curriculum Committee, Chair Department of Pharmacy Practice, Director IPPEs, Director APPEs, Vice Chair EE	Course syllabi
	Student Evaluation of courses and practice experiences	Ongoing, at the conclusion of each course or experience		√	√		√	Executive Associate Dean, Director IPPEs, Director APPEs	Executive Associate Dean, Vice Chair EE, Department Chairs, Director IPPEs, Director APPEs, Curriculum Committee, Course Coordinators, Course Faculty, Preceptors	Course syllabi
	Survey of Focus Group members	Periodic	√		√		√	Executive Associate Dean	Course Coordinators, Course Faculty	Course level meetings of course faculty, verbal and electronic communication to class
	Comprehensive Progressive Exams (CPE)	Yearly		√	√		√	Director of Assessment	Course Coordinators, Course Faculty	Changes to faculty teaching and CPE questions
	Site standardization survey for advanced and introductory pharmacy practice experiences	Yearly		√	√		√	Director APPEs, Director IPPEs	Curriculum Committee, Director APPEs, Director IPPEs	Site quality assurance visit and Preceptor development training
	AACP Faculty Survey-Section VI Curriculum, Teaching, Assessment	Every 2 years			√	√	√	Director of Assessment	Curriculum Committee, Course Coordinators, Faculty	Course syllabi
	NAPLEX scores	Yearly		√	√		√	Executive Associate Dean, Director of Assessment	Curriculum Committee, Assessment Committee, Course Faculty	Course syllabi
	MPJE scores	Yearly		√	√		√	Executive Associate Dean, Director of Assessment	Course Coordinator for Pharmacy Law course, Curriculum Committee, Law Course Faculty	Pharmacy Law course syllabi, Practice of Pharmacy course syllabi, IPPE syllabi, APPE syllabi
	PCOA Scores	Yearly	√		√		√	Director of Assessment	Curriculum Committee, Assessment Committee, Course Faculty	Course syllabi

Active Learning	Descriptive Statistics (range, mean) of % class time spent in active learning in required PharmD courses	Yearly			√		√		Course Coordinators, Curriculum Committee	Course Faculty	Course level through meetings of course faculty, course syllabi
	AACP Graduating Student Survey-Section III Professional Competencies/Outcomes/ Curriculum (q32 I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities.)	Yearly		√		√	√		Assessment Committee, Director of Assessment	Curriculum Committee, Course Coordinators, Faculty	Course syllabi
	AACP Alumni Survey- Section II Development/Communication (q19 the curriculum provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities.)	Yearly, alumni surveyed 2 years' post-graduation		√		√	√		Assessment Committee, Director of Assessment	Curriculum Committee	Communication to course coordinators, course syllabi
Interprofessional Education (IPE)	Documentation of IPE activities in the curriculum	Ongoing			√		√		COP representative to the IPE Committee	Course Faculty	Course level through meetings of course faculty, course syllabi
	Reported percentages for IPE from Site Standardization Survey for APPE and IPPE	Yearly		√	√		√		Vice Chair EE, Director APPEs, Director IPPEs	Curriculum Committee, Vice Chair EE, Director APPEs, Director IPPEs	Site quality assurance visit and Preceptor development training
	AACP Graduating Student Survey-Section II Required Interprofessional Education	Yearly		√		√	√		Assessment Committee, Director of Assessment	Curriculum Committee, Course Coordinators, Faculty	Course syllabi
	AACP Alumni Survey-Section III Curriculum (q37 Engage as a member of an interprofessional healthcare team.)										
Students	Compliance rate for on-time completion of P1-P4 student portfolios	Yearly	√		√		√		Director APPEs, Director IPPEs	Students, Director APPEs, Director IPPEs	IPPE and APPE course syllabi
	Combined results of third-year student self-assessment survey of preparedness to enter the final year	Yearly	√			√	√		Director of Assessment	Students, Director APPEs, Vice Chair EE	Communication to APPE preceptors and communication to rising P4 students

	Combined results of fourth-year student self-assessment survey preparedness to enter practice	Yearly		√		√	√		Director of Assessment	Students, Director APPEs, Vice Chair EE	Communication to APPE preceptors and communication to P3 and P4 students
	Completion rate for student midpoint self-assessment of performance on IPPEs and APPEs	Occurs midpoint of IPPEs (simulation, community, institutional) and each APPE	√		√		√		Director IPPEs, Director APPEs	Vice Chair EE, Director APPEs, Director IPPEs, Students	IPPE and APPE student and preceptor manuals, syllabi of all APPEs and IPPEs
	Completion rate for student endpoint self-assessment of performance on IPPEs and APPEs	Occurs at conclusion of IPPEs (simulation, community, institutional) and each APPE		√	√		√		Director IPPEs, Director APPEs	Vice Chair EE, Director APPEs, Director IPPEs, Students	IPPE and APPE student and preceptor manuals, syllabi of all APPEs and IPPEs
	Student passing rate on Comprehensive Progression Exams	Yearly		√	√		√		Director of Assessment	Students, Course Coordinators, Course Faculty, Assessment Committee	Results and exam procedures communicated on COP website
	AACP Graduating Student Survey- Section II Professional Competencies/Outcomes/ Curriculum (q19 Examine and reflect on how my behavior and choices affect my personal and professional growth.)	Yearly		√		√	√		Assessment Committee, Director of Assessment	Curriculum Committee, Course Coordinators, Faculty	Course syllabi
	AACP Graduating Student Survey- Section II Professional Competencies/Outcomes/ Curriculum (q23 I developed the skills needed to prepare me for continuous professional development and self-directed lifelong learning.)	Yearly		√		√	√		Assessment Committee, Director of Assessment	Curriculum Committee, Course Coordinators, Faculty	Course syllabi
	AACP Alumni Survey- Section II (q20 I was encouraged to assume responsibility for my own learning.)	Yearly				√	√		Assessment Committee, Director of Assessment	Curriculum Committee, Course Coordinators, Faculty	Communication to course coordinators, course syllabi
	AACP Preceptor Survey- Section III Curriculum (q34-examine and reflect	Every 3 years				√	√		Assessment Committee, Director of Assessment	Curriculum Committee, Chair Department of	Course syllabi

	on how their behavior and choices affect their personal and professional growth.)									Pharmacy Practice, Vice Chair EE, Director APPEs, Director IPPEs	
	Student Attendance Records at PDN programming	Yearly			√		√		Assistant Dean for Student Affairs	Students, PDN Faculty	PDN guidelines for advisors and PDN communication to students
Preceptors	Number of programs and attendance records for preceptor development training	Ongoing			√		√		Vice Chair EE, SPEEC data manager	Vice Chair EE, Director APPEs, Director IPPEs, Chair Department of Pharmacy Practice	Yearly objectives for Director APPEs, Director IPPEs
Assessment Committee	AACP Faculty Survey- Section I Curriculum, Teaching, and Assessment (q8-The assessment process are effective.)	Every 2 years				√		√	Assessment Committee, Director of Assessment	Assessment Committee	Assessment Committee objectives
Faculty	Number of programs and attendance records for Faculty College (year-long programming for new faculty members)	Yearly			√		√		Director CATAL	Director CATAL, Executive Associate Dean	Yearly objectives for CATAL
	Number of programs and attendance records at CATAL-sponsored programming for all faculty	Yearly			√		√		Director CATAL	Director CATAL, Executive Associate Dean	Yearly objectives for CATAL
	Number of programs and attendance records at department sponsored development seminars	Yearly			√		√		Department Chairs	Department Chairs	Yearly objectives for departments
	Mentee assessment of mentoring program	Yearly, at conclusion of one year of mentoring			√		√	√	Executive Associate Dean	Department Chairs, Executive Associate Dean	Selection of mentors and mentor's MBO (yearly objectives)
	Evaluation of Faculty College (year-long programming for new faculty members)	Yearly, at conclusion of year's programming			√		√	√	Director CATAL, Assessment Committee	CATAL	Yearly objectives for CATAL and Faculty College programming
	Evaluation of Faculty Retreat	Yearly				√	√	√	Chair of the Faculty Advisory Council	Faculty Advisory Council	Faculty Advisory Council meetings- planning of subsequent faculty retreat
	AACP Faculty Survey- Section II Faculty Development and Performance (q23-Programs are available to improve teaching and to facilitate student learning).	Every 2 years				√	√		Assessment Committee, Director of Assessment	Department Chairs	Mentoring program, faculty MBO (yearly objectives)
	AACP Faculty Survey- Section II Faculty Development and Performance	Every 2 years				√	√		Assessment Committee, Director of Assessment	Department Chairs	Mentoring program, faculty MBO (yearly objectives)

Critical Issue 3: Optimize future and existing facilities to achieve strategic goals											
	AACP Faculty Survey- Section III Infrastructure	Every 2 years				√	√		Assessment Committee, Director of Assessment	Dean, Associate/Assistant Deans, Department Chairs	Strategic Planning, Budgeting
	AACP Graduating Student Survey- Section VI Facilities, Experiential sites, and Educational Resources	Yearly		√		√	√		Assessment Committee, Director of Assessment	Dean, Associate/Assistant Deans, Department Chairs	Strategic Planning, Budgeting
	Number of completed site visit evaluation forms for IPPEs and APPEs	Yearly			√			√	Vice Chair EE, Director IPPEs, Director APPEs	Chair Department of Pharmacy Practice, Vice Chair EE, Director IPPEs, Director APPEs	Objective for Director IPPEs and Director APPEs
	Technology Needs survey	As needed	√		√			√	Director of Learning Technologies	Executive Associate Dean, Director of Learning Technologies,	Strategic Planning, Budgeting
	IPPE and APPE site evaluation survey	Yearly			√			√	Vice Chair EE, Director IPPEs, Director APPEs	Chair Department of Pharmacy Practice, Vice Chair EE, Director IPPEs, Director APPEs	Site quality assurance visit and Preceptor development training
Critical Issue 4: Strategically Advance Practice Model											
	AACP Graduating Student Survey- Section I Required Interprofessional Education (q3 The learning experience with other professions students helped me gain a better understanding of how to be part of a multi-disciplinary team to improve patient outcomes.)	Yearly		√		√		√	Assessment Committee, Director of Assessment	Curriculum Committee, IPE Committee, Course Coordinators, Faculty	Course syllabi
	AACP Graduating Student Survey- Section II Professional Competencies/Outcomes/Curriculum (q15 Engage as a member of an interprofessional healthcare team.)	Yearly		√		√		√	Assessment Committee, Director of Assessment	Curriculum Committee, IPE Committee, Course Coordinators, Faculty	Course syllabi
	AACP Graduating Student Survey- Section III Pharmacy Practice Experiences (q38 My pharmacy practice experiences allowed me to collaborate with other healthcare professionals.)	Yearly		√		√		√	Assessment Committee, Director of Assessment	Curriculum Committee, IPE Committee, Course Coordinators, Faculty	Course syllabi
	AACP Alumni Survey- Section III Curriculum (q43 develop new ideas and approaches to practice.)	Yearly, alumni surveyed 2		√		√		√	Assessment Committee,	Curriculum Committee, Course Coordinators, Faculty	Course syllabi

		years post-graduation							Director of Assessment		
	AACP Preceptor Survey- Section III Curriculum (q30 use effective strategies to educate patients, healthcare professionals and caregivers to improve patient care.)	Every 3 years				√		√	Assessment Committee, Director of Assessment	Curriculum Committee, Vice Chair EE, Director APPEs, Director IPPEs	Course syllabi
	AACP Preceptor Survey- Section III Curriculum (q36 develop new ideas and approaches to practice).	Every 3 years				√		√	Assessment Committee, Director of Assessment	Curriculum Committee, Vice Chair EE, Director APPEs, Director IPPEs	Course syllabi
	Reported percentages for Health Care Professional Interaction from Site Standardization survey for APPEs and IPPEs	Yearly			√	√		√	Vice Chair EE, Director APPEs, Director IPPEs	Curriculum Committee, Vice Chair EE, Director APPEs, Director IPPEs	Site quality assurance visit and Preceptor development training
	Number of Faculty research grants and publications of research focused on new practice models and initiatives	Yearly				√		√	Department Chairs	Faculty, Department Chairs, Dean, Associate Dean for Research	Activity Insight, Departmental Strategic Plans, Annual Report
Critical Issue 5: Promote and expand the research and scholarship enterprise											
	AACP Graduating Student Survey- Section V Student Experience (q60 I was aware of opportunities to participate in research activities with faculty.)	Yearly				√		√	Assessment Committee, Director of Assessment	Assistant Dean for Student Affairs, Director of Summer Research program, Course Coordinator of Introduction to Research and Project Development courses	Office of Student Affairs
	Number of PharmD students participating in summer research, project development, and introduction to research courses	Yearly				√		√	Course Coordinator of Introduction to Research and Project Development courses, Director of Summer Research program	Assistant Dean for Student Affairs, Director of Summer Research program, Course Coordinator of Introduction to Research and Project Development courses	Promotion of project development, introduction to research, summer research program
	Number of PharmD students participating in the Advanced Clinical Track (ACT) program	Yearly				√		√	ACT program coordinator	Office of Experiential Education, ACT program coordinator	Promotion of ACT program to students and preceptors
Faculty	Number of Faculty research grants and publications of research	Yearly				√		√	Department Chairs	Faculty, Department Chairs, Dean	Activity Insight, Departmental Strategic Plans, Annual Report

	Completion rate for midpoint MBO review of teaching, research, and service	Yearly	√		√		√		Department Chairs	Department Chairs	Individual faculty MBO (yearly objectives)
	Research Needs Survey	As needed or requested	√		√		√		Associate Dean for Research and Director of Assessment	Associate Dean for Research	Faculty Professional Development meetings and opportunities