College Evaluation Plan

Listed below are the eleven mission-based goals of the College of Pharmacy (COP). For each goal the assessments that are used by the COP to determine if the goal is met and to make continuous quality improvements are delineated. For each assessment the following information is provided [frequency of data collection], {parties responsible for data collection, analysis, and dissemination}, <parties responsible to receive and authorized to act on findings>, and (manner by which resultant changes are implemented, evaluated, documented, and communicated – as applicable). Where applicable, notation is made of an assessment as measuring an outcome (•) or process (••) and as formative (f) or summative (s).

1. **Provide an education that is effective, innovative and comprehensive.**

This goal is achieved via the curriculum, teaching, the associated human resources, and infrastructure (including physical facilities, educational resources, and practice facilities).

**Curriculum:**

- •• AACP Alumni survey section III Curriculum [yearly, alums surveyed 2 years post-graduation] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, course coordinators, faculty> (Course syllabi)

- •• AACP Graduating student survey section II Professional Competencies/Outcomes and III Curriculum and IV Pharmacy Practice Experiences - [yearly] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, course coordinators, faculty> (Course syllabi)

- • AACP Preceptor survey section III Curriculum [Every 3 years], {Assessment Committee, Executive Associate Dean} <Curriculum Committee, Chair Department of Pharmacy Practice, Director IPPE, Director APPE> (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, Department Chairs, Director IPPEs, Director APPEs, curriculum committee, course coordinators, course faculty, preceptors> (Course syllabi)

**Teaching:**

- •• Mean COP 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, i.e. yearly objectives)
• Mean COP scores for student evaluation of preceptors * [conclusion of each academic year] {Director IPPEs, Director APPEs} < 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, i.e., yearly objectives)

**Curriculum & Teaching:**

• Survey of focus group members * [periodically] {Executive Associate Dean} <course coordinators, course faculty> (Course level meetings of course faculty, verbal and electronic communication to class)

• Comprehensive Progression Examination tracking form for revision of items and teaching * [yearly] {Executive Associate Dean} <Course coordinators and course faculty> (Changes to faculty teaching and Comprehensive Progression Examination 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 {Assessment Committee * [Every 2 years], Executive Associate Dean} <Curriculum Committee, course coordinators, faculty> (Course syllabi)

• NAPLEX scores * [Yearly] { Executive Associate Dean} <Ad hoc committee on NAPLEX, Curriculum Committee, course faculty> (course syllabi)

• MPJE scores * [Yearly] {Executive Associate Dean} <Course Coordinator for Pharmacy Law Course, Curriculum Committee, Law course faculty> (Pharmacy Law Course syllabus, Practice of Pharmacy Course syllabi, IPPE syllabi, APPE syllabi)

**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, * per above. * [yearly] {Executive Associate Dean} <Dean> (Budgeting process)
• Preceptor: Student ratio \(\text{yearly}\) \{Director APPEs, Director IPPEs\} <Chair Department of Pharmacy Practice, Director APPEs, Director IPPEs> (Yearly objectives for Director IPPEs, Director APPEs)

• AACP Preceptor survey section IV Resources/support, Question #38 *The student to preceptor ratios at my site are appropriate to maximize learning.* \[\text{Every 3 years}\] \{Assessment Committee, Executive Associate Dean\} <Curriculum Committee, Chair Department of Pharmacy Practice, Director IPPE, Director APPE> (Student assignment to experiential courses)

**Infrastructure- Physical Facilities, Educational Resources, Practice Facilities:**

• AACP Faculty survey section III Infrastructure \[\text{Every 2 years}\] \{Assessment Committee, Executive Associate Dean\} <Dean, Associate Deans, Department Chairs> (Strategic Planning, Budgeting,)

• AACP Graduating student survey section VII Facilities, Experiential sites, and Educational Resources \[\text{yearly}\] \{Assessment Committee, Executive Associate Dean\} <Dean, Associate Deans, Department Chairs> (Strategic Planning, Budgeting)

• Number of completed site visit evaluation forms for IPPEs and APPEs \[\text{yearly}\] \{Director IPPEs, Director APPEs\} <Chair Department of Pharmacy Practice, Director IPPEs, Director APPEs> (Objectives for Director IPPEs and Director APPEs)

2. **Foster an environment that is caring and responsive toward all constituents.**

Achievement of this goal is assessed with respect to the following constituents: faculty, staff, preceptors, students, administration; and alumni.

**Faculty & Staff:**

• Perceived stress survey \[\text{periodic, initiated 2012}\] \{Assessment Committee\} <Department Chairs> (Department meetings, Individual faculty MBO meeting, Staff performance reviews)

• Community service survey \[\text{periodic, initiated in 2006, repeated in 2012}\] \{Assessment Committee\} <Faculty, Department Chairs> (Individual faculty MBO, Staff performance review)

**Faculty:**
• Completion rate for midpoint MBO review of teaching, research, service [yearly]
  {Department Chairs} <Department Chairs> (Individual faculty MBO, i.e. 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 3rd yr - tenure track, 3rd or 4th for 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, service [yearly]
  {Department Chairs} <Department Chairs> (Individual faculty MBO)

• AACP Faculty survey section II Recruitment and Retention and V Faculty Development and VIII Academic Roles [Every 2 years] {Assessment Committee, Executive Associate Dean} <Executive Associate Dean, Department Chairs> (Mentoring program, CATAL and departmental programming, faculty MBO, i.e., yearly objectives)

Preceptors:

• AACP Preceptor survey sections II Communication and IV Resources/Support [Every 3 years] {Assessment Committee, Executive Associate Dean} <Chair Department of Pharmacy Practice, Director IPPEs, Director APPEs> (Preceptor Development Training, Preceptor newsletter, Experiential Education Advisory Board)

Students:

• Completion rate for preceptor midpoint assessment of student performance on IPPEs and APPEs [Reported yearly] {Director IPPEs, Director APPEs} <Director IPPEs, Director APPEs> (IPPE, APPE student and preceptor manuals, syllabi all APPEs, IPPEs)

• Honor Code Surveys [periodic, most recent 2010] {Associate Dean for Student Affairs and Admissions} <Associate Dean for Student Affairs and Admissions, 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 and Admissions [yearly] {Associate Dean for Student Affairs and Admissions, Director of Admissions COP} <Associate Dean for Student Affairs and Admissions, Director of Admissions COP>
(Assigned responsibilities in Office of Student Affairs and Admissions, other support services at the University-wide level)

* Evaluation of professional development network [*periodic, last done spring 2012*] {Associate Dean for Student Affairs and Admissions, Director of Learning Technology} <Associate Dean for Student Affairs and Admissions> (Faculty, Office of Student Affairs and Admissions sponsored programming for Academic Advisors)

* Evaluation of Tutoring Program [*yearly*] {Faculty Advisor to the Rho Chi Society} <Executive Associate Dean, Faculty Advisor to the Rho Chi Society> (Tutoring program procedures published on website)

* * AACP Graduating student survey sections V Student Services and VI The Student Experience [*yearly*] {Assessment Committee, Executive Associate Dean} <Associate Dean for Student Affairs and Admissions> (Office of Student Affairs and Admissions)

* * AACP Faculty survey section VII Developing and Supervising Students [*Every 2 years*] {Assessment Committee, Executive Associate Dean} <Associate Dean for Student Affairs and Admissions> (Academic performance and standards committee and professionalism committee)

* Analysis of correlation between pre and post admission factors and academic success [*yearly, initiated spring 07, repeated spring 11, spring 12*] {Director of Admissions COP, Executive Assoc. Dean } <Associate Dean for Student Affairs and Admissions, Director of Admissions COP, Admissions Committee> (Admissions requirements, College catalog and other publications conveying admission requirements)

* Statistics on course failures [*conclusion of each course*] {Executive Associate Dean, Associate Dean for Student Affairs and Admissions} <Executive Associate Dean, Associate Dean for Student Affairs and Admissions> (Probation/dismissal letters, Academic support services including tutoring and advising)

* Retention statistics [*yearly*] {Associate Dean for Student Affairs and Admissions} <Associate Dean for Student Affairs and Admissions, Executive Associate Dean, Dean> (Admissions Committee Selections, academic support services including tutoring and advising)

**Administration:**

* * Evaluation of Dean by faculty and Council of Students using Mercer-developed instruments [*every 3 years, last done 2011-12*] {Executive Associate Dean and Director of Learning Technology} <Dean, Senior VP and Provost> (Dean’s yearly objectives)
• • Evaluation of Department Chairs by departmental members using Mercer-developed instruments [every 3 years, last done in 2011-12] {Executive Associate Dean and Director of Learning Technology} <Department Chairs, Dean> (Department Chair MBO, i.e., yearly objectives)

• • Evaluation of Associate and Assistant Deans by faculty using Mercer-developed instruments [every 3 years, last done in 2011-12] {Executive Associate Dean and Director of Learning Technology} <Associate and Assistant Deans, Dean> (Associate/Assistant Dean MBO, i.e., yearly objectives)

• • AACP Faculty survey section I Administrative System [Every 2 years] {Assessment Committee, Executive Associate Dean} <Dean, Associate Deans, Department Chairs> (Executive Committee meetings, Faculty meetings, Faculty Handbook)

Alumni:

• • AACP Alumni survey section II Development/Communication and IV General Impressions [yearly, alums surveyed 2 years post graduation] {Assessment Committee, Executive Associate Dean} <COP Administration, Development Office, Senior Director of Communications and Marketing > (Communications to alumni and surveys)

3. Ensure quality of programs through continuous evaluation and improvement.

Achieving this goal requires an effective assessment committee, adherence to the College Evaluation Plan, compliance with ACPE standards, an effective strategic planning process, and guiding documents that are current.

Assessment Committee:

• AACP Faculty survey section VIII Academic Roles, Question #8 The committee responsible for assessment is effective. [Every 2 years] {Assessment Committee, Executive Associate Dean} <Assessment Committee> (Assessment Committee objectives)

College Evaluation Plan:

• Compliance rate for all assessments listed in the CEP [Yearly] {Assessment Committee} <Assessment Committee, Responsible parties listed in CEP for data collection, Data users listed in CEP> (Communication from Assessment Committee to Responsible Parties, Edits to CEP where applicable)
ACPE Standards:

- Faculty retreat activity- interim audit of compliance with ACPE standards [Every 2 years following accreditation renewal decision] {Assessment Committee} <Faculty> (Action step assignments, strategic plan)

- Faculty comprehensive audit of compliance with ACPE standards [2 years prior to initiation of self-study] {Chair Assessment Committee/Executive Associate Dean and Associate Dean for Administration} <Faculty> (Action step assignments, strategic plan)

- Self-study for ACPE accreditation renewal [18 mos prior to site visits] {Steering Committee} <Faculty> (self-study report)

Strategic Planning:

- Compliance rate with all COP strategic planning steps [yearly] {Associate Dean for Administration} <Faculty, administrators> (strategic plan, updates in faculty meetings and to other stakeholders)

- AACP Faculty survey section IV Role and Governance [Every 2 years] {Assessment Committee, Executive Associate Dean} <Dean, Associate Dean for Administration> (Strategic planning process)

Guiding Documents:

- Review of Guiding Documents for possible editing – Mission and Goals, Profile, Core Values and Modeled behaviors, Vision [Every 5 years] {Assessment Committee} <Faculty> (Catalog, Student Handbook, other Publications, Mission Video)

4. **Encourage diversity and adhere to the values of the University’s Judeo-Christian heritage while respecting the pluralistic values of our society.**

- Admission statistics [yearly] {Director of Admissions COP} <Dean, Associate Dean for Student Affairs and Admissions> (Admissions Committee Selections)

- AACP Graduating student survey section VI The Student Experience, Question #63 *The college is welcoming to students with diverse backgrounds.* [yearly] {Assessment Committee, Executive Associate Dean} <Associate Dean for Student Affairs and Admissions> (Office of Student Affairs and Admissions)

5. **Provide an environment where students participate in active learning and interprofessional education and develop critical thinking and problem solving skills.**
Active Learning:

- Descriptive statistics (range, mean) about % 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 Curriculum, Question #32 I was provided opportunities to engage in active learning. [yearly] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, course coordinators, faculty> (Course syllabi)

- § AACP Alumni survey section II Development/Communication, Question #21 The curriculum provided opportunities to engage in active learning. [yearly, alums surveyed 2 years post graduation] {Assessment Committee, Executive Associate Dean} <Curriculum Committee > (Communication to course coordinators, course syllabi)

Interprofessional education:

- Documentation of interprofessional education activities in the curriculum [Ongoing] {COP representative to the IPE ad hoc committee} <course faculty> (course level through meetings of course faculty, course syllabi)

- $ Reported %ages for Interprofessional Education from 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 Graduating student survey section I Required Interprofessional Education- [yearly] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, course coordinators, faculty> (Course syllabi)

6. Foster personal and professional growth and a commitment to lifelong learning.

Achievement of this goal is assessed with respect to students, preceptors, and faculty.

Students:

- $ Compliance rate for on-time completion of P1-P4 student portfolios [yearly] { Director IPPEs, Director APPEs} <Students, Director IPPEs, Director APPEs> (IPPE and APPE course syllabi)
Combined results of third year student self-assessment survey of preparedness to enter the final year [Yearly] {Practice of Pharmacy Course VI Course Coordinator} <Students, Director APPEs> (communication to APPE preceptors and communication to rising P4 students)

Combined results of fourth year student self-assessment survey of preparedness to enter practice [Yearly] {Pharmacotherapy Case Conference Course Coordinator} <Students, Director APPEs> (communication to APPE preceptors and communication to rising P4 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} <Students, Director IPPEs, Director APPEs> (IPPE and APPE student and preceptor manuals, syllabi of all APPEs and IPPEs)

Completion rate for student end point self-assessment of performance on IPPEs and APPEs [Occurs at conclusion of each IPPE (simulation, community, and institutional) and each APPE] {Director IPPEs, Director APPEs} <Students, Director IPPEs, Director APPEs> (IPPE and APPE student and preceptor manuals, syllabi of all APPEs and IPPEs.)

Student passing rate on Comprehensive Progression Examinations [Yearly] {Executive Associate Dean} <Students, course coordinators, course faculty, Assessment Committee> (Results and exam procedures communicated on COP website)

AACP Graduating student survey section II Professional Competencies/Outcomes, Question #28 The PharmD program prepared me to reflect critically on personal skills and actions and make plans to improve when necessary. [yearly] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, course coordinators, faculty> (Course syllabi)

AACP Graduating student survey section III Curriculum, Question #31 I developed the skills needed to prepare me for continued learning after graduation. [yearly] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, course coordinators, faculty> (Course syllabi)

AACP Alumni survey section II Development/Communication, Question #23 I was encouraged to assume responsibility for my own learning. [yearly, alums surveyed 2 years post graduation] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, Course coordinators, Faculty > (Communication to course coordinators, course syllabi)
AACP Faculty survey section VII Developing and Supervising Students, Question #38
*Overall faculty encourage students to assume responsibility for their own learning.*
*Every 2 years* {Assessment Committee, Executive Associate Dean} <Curriculum Committee> (Course coordinators, faculty, course syllabi)

AACP Preceptor survey section III Curriculum, Question #23 *
*Students at my site are encouraged to assume responsibility for their own learning.*
*Every 3 years* {Assessment Committee, Executive Associate Dean} <Curriculum Committee, Chair Department of Pharmacy Practice, Director IPPE, Director APPE> (Course syllabi)

Student Attendance Records at Professional Development Network Programming.
*Yearly* {Assoc. Dean for Student Affairs and Admissions} <Students, PDN faculty.> (PDN guidelines for advisors and PDN communication to students)

**Preceptors:**

- Number of programs and attendance records for preceptor development training
  {Director IPPEs, Director APPEs, SPEEC data manager} <Director IPPEs, Director APPEs, Chair Department of Pharmacy Practice> (Yearly objectives for Director IPPEs, Director APPEs)

**Faculty:**

See goal #7 below

7. **Support a highly qualified faculty in their pursuit of teaching, scholarly activity, and service in recognition that these activities are integral components of continuing professional growth.**

- Number of programs and attendance records for Faculty College (year long programming for new faculty) *
  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 \textit{[yearly at conclusion of one year of mentoring]} \{Executive Associate Dean\} <Department Chairs, Executive Associate Dean> (Selection of mentors and mentor’s MBO, i.e., yearly objectives)

Evaluation of Faculty College (year long programming for new faculty) \textit{[yearly at conclusion of year’s programming]} \{Director Center for the Advancement of Teaching and Learning, Assessment Committee\} <CATAL> (Yearly objectives for CATAL and Faculty College programming)

Evaluation of Faculty Retreat \textit{[yearly]} \{Chair of the Faculty Advisory Council\} <Dean, Faculty Advisory Council> (Faculty Advisory Council meetings - planning of subsequent faculty retreat)

AACP Faculty survey section II Recruitment and Retention, Question \#16 \textit{I am encouraged to engage in scholarly activity.} \textit{[Every 2 years]} \{Assessment Committee, Executive Associate Dean\} <Department Chairs> (Mentoring program, faculty MBO)

8. \textbf{Conduct basic, translational, and applied research emphasizing scientific advancement, educational methods, and improving healthcare outcomes.}

AACP Graduating student survey section VI The Student Experience, Question \#75 \textit{I was aware of opportunities to participate in research activities with faculty.} \textit{[yearly]} \{Assessment Committee, Executive Associate Dean\} <Associate Dean for Student Affairs and Admissions, Director of Summer Research program, Director of Introduction to Research and Project Development courses> (Office of Student Affairs and Admissions)

\begin{itemize}
  \item No. of PharmD Students participating in summer research, project development, introduction to research \textit{[yearly]} \{Course coordinator for Project Development & Introduction to Research, Coordinator for Summer Research program\} <Office of Student Affairs and Admissions, Course coordinator for project development & Coordinator for Summer Research Program > (Promotion of project development, introduction to research, summer research program)
  \item No. of PharmD Students participating in the Advanced Clinical Track Program \textit{[yearly]} \{ACT program coordinator\} <Office of Experiential Education, ACT program coordinator> (Promotion of ACT program to students and preceptors)
  \item No. of Faculty research grants and publications of research \textit{[yearly]} \{Department Chairs\} <Faculty, Department Chairs, Dean> (Department Chronicles, Departmental strategic plans, Annual Report)
\end{itemize}

9. \textbf{Prepare graduates to assume leadership roles in their communities and profession.}

11
AACP Alumni survey section II Development/Communication, Question #19 The faculty, administrators, and staff were committed to developing professionalism, fostering leadership, and serving as mentors and positive role models. [yearly, alums surveyed 2 years post graduation] {Assessment Committee, Executive Associate Dean} <Curriculum Committee, Course coordinators, Faculty, Office of Student Affairs and Admissions> (Course syllabi, Professional Development Network)

AACP Alumni survey section I Demographics, Question #10 Which pharmacy organizations do you currently belong to, and Question #11 In the pharmacy organization with which you are most engaged how would you assess your level of involvement. [yearly, alums surveyed 2 years post graduation] {Assessment Committee, Executive Associate Dean} <Office of Student Affairs and Admissions> (Professional Development Network)

Results of Student Evaluation of Leadership and Advocacy in Pharmacy Course. [yearly] {Executive Associate Dean} <Curriculum Committee, Course coordinator for Leadership and Advocacy in Pharmacy> (Course syllabus for Leadership and Advocacy in Pharmacy)

10. Provide postgraduate education including graduate programs, residencies, fellowships, and certificate programs.

- PhD program enrollment [yearly] {Director PhD program} <Office of Student Affairs and Admissions, Director PhD program> (annual reports, marketing brochures)

- 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)

- Drug Information and Outcomes Research Residency program enrollment [yearly] {Director DI Outcomes Research Residency program} < Director DI Outcomes Research Residency Program> (annual reports, resident DI center responsibilities)

- 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)

- No. of Post doctoral fellows [yearly] {Chair Department of Pharmaceutical Sciences} <Chair Department of Pharmaceutical Sciences> (annual reports)

- No. of Post doctoral research scientists [yearly] {Chair Department of Pharmaceutical Sciences}
11. Participate with other stakeholders in the development of new and improved practice models.

$\text{AACP Graduating student survey section II Professional Competencies/Outcomes, Question \#21 The PharmD program prepared me to work with other stakeholders (e.g. patients and other health professionals) to engender a team approach to assure appropriate use of health care resources in providing patient care. \{yearly\} \{Assessment Committee, Executive Associate Dean\} \langle\text{Curriculum Committee, \& ad hoc committee on IPE, course coordinators, faculty}\rangle \langle\text{Course syllabi}\rangle$

$\text{AACP Graduating student survey section II Professional Competencies/Outcomes, Question \#25 The PharmD program prepared me to practice pharmacy in interprofessional and collaborative practice settings. \{yearly\} \{Assessment Committee, Executive Associate Dean\} \langle\text{Curriculum Committee, \& ad hoc committee on IPE, course coordinators, faculty}\rangle \langle\text{Course syllabi}\rangle$

$\text{AACP Graduating student survey section IV Pharmacy Practice Experiences, Question \#52 My pharmacy practice experiences allowed me to collaborate with other health care professionals. \{yearly\} \{Assessment Committee, Executive Associate Dean\} \langle\text{Curriculum Committee, \& ad hoc committee on IPE, course coordinators, faculty}\rangle \langle\text{Course syllabi}\rangle$

$\text{AACP Alumni survey section III Curriculum, Question \#36 The PharmD program prepared me to communicate with patients, caregivers, and other members of the interprofessional healthcare team. \{yearly, alums surveyed 2 years post-graduation\} \{Assessment Committee, Executive Associate Dean\} \langle\text{Curriculum Committee, course coordinators, faculty}\rangle \langle\text{Course syllabi}\rangle$

$\text{AACP Preceptor survey section III Curriculum, Question \#30 The PharmD program prepares students to communicate with patients, caregivers, and other members of the interprofessional health care team. \{Every 3 years\} \{Assessment Committee, Executive Associate Dean\} \langle\text{Curriculum Committee, Director IPPE, Director APPE}\rangle \langle\text{Course syllabi}\rangle$

$\text{Reported \%ages for Health Care Professional Interaction from Site standardization survey for advanced and introductory pharmacy practice experiences \{yearly\} \{Director APPEs, Director IPPEs\} \langle\text{Curriculum Committee, Director APPEs, Director IPPEs}\rangle \langle\text{Site quality assurance visit and Preceptor development training}\rangle$
**COP** = College of Pharmacy  
**IPPE** = introductory pharmacy practice experience,  
**APPE** = advanced pharmacy practice experience,  
**EE** = experiential education,  
**CATAL** = Center for the Advancement Teaching and Learning

{**Responsible party**} = individual(s) responsible for data collection, analysis, and dissemination  
<**User**> = parties responsible to receive and authorized to act on the findings  
(*Manage resultant change*) = manner by which resultant changes will be implemented, evaluated, documented, and communicated – if applicable

* = Process = assesses how well the processes/methods associated with the program/activity are working, i.e., measures ancillary aspects of program/activity.

* = Outcome = assesses whether desired results of program/activity are achieved.

**f** = Formative = assessment is taken before the program/activity is completed or repeated.

**S** = Summative = assessment is taken at the conclusion of the program/activity.

*= Selection of peers based on total enrollment for professional years plus PhD students. Peers include University of the Pacific, Creighton, University of Rhode Island, University of Georgia, and Drake.