ANNUAL ASSESSMENT REPORT
2011-2012
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INTRODUCTION

The Program Assessment Team at the University of Texas at Austin College of Pharmacy presents this annual report of assessment activities and findings about the degree programs offered in Pharmacy from September, 2011 through August, 2012. The primary purpose of this report is to communicate with various stakeholders, including administrators, faculty, staff, students, and alumni, the most recent information about the Pharm.D., M.S., and Ph.D. program evaluations conducted over the last academic year to encourage ongoing programmatic improvement, enhance student learning, and address accreditation standards.

Doctor of Pharmacy (Pharm.D.) Professional Program
Program assessment for the Pharm.D. program is a continual process that stems directly from stated accreditation standards of the Accreditation Council for Pharmaceutical Education (ACPE), which is responsible for accrediting all professional programs in pharmacy in the United States. The most recent revision to the standards was made in 2007. Oversight for the ongoing assessment in the College related to the Pharm.D. program rests with the Program Assessment Team (PrAT), which has been in place since 2002.

Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Pharmacy Graduate Programs
The M.S. and Ph.D. programs also undergo a continual process of assessment based on standards from the Southern Association of Colleges and Schools—Commission on Colleges (SACS-COC), which is the regional body for the accreditation of degree-granting institutions in the Southern states. Responsibility for all graduate programs in the College of Pharmacy is based on a balance between the autonomy of individual faculty members in supervising their graduate students as well as the entire College graduate faculty. The Associate Dean for Research and Graduate Studies, the Graduate Coordinator, and Division Graduate Advisers also work to ensure graduate students have the requisite academic background and demonstrate mastery in their chosen discipline. In addition to conducting annual programmatic assessments, the College of Pharmacy invited six representatives (one from each discipline) from outside of the University to conduct a formal external review of the College’s Graduate and Research Programs on June 10-11, 2009.
Assessment in all degree programs in Pharmacy relies on collaboration with appropriate individuals and committees, such as faculty members, current students, the Curriculum Committee, and Academic Performance Committee, and utilizes the following cyclical process:

1. Identify and prioritize programmatic assessment needs
2. Determine appropriate data collection methods
3. Gather data
4. Report results to appropriate parties
5. Determine potential actions or changes based on results
OVERVIEW OF THE 2011-2012 ANNUAL ASSESSMENT REPORT

This section is intended to provide an overview of the 2012 Annual Assessment Report, including results that were particularly noteworthy. Since the first Annual Assessment Report was published in 2009, these reports have been providing a formal mechanism for longitudinal monitoring of our programs. As part of integrating assessment within the College of Pharmacy, chairs of standing committees and task forces, as well as administrators, are charged to review the report in relation to their functions and portfolios, and to address areas of concern by developing action plans for the purpose of program improvement.

Doctor of Pharmacy (Pharm.D.) Professional Program

P4 Class of 2012

Like many graduating classes before them, the Pharm.D. class of 2012 had very high pass rates on the North American Pharmacist Licensure Examination or NAPLEX® (99%) and the Multistate Pharmacy Jurisprudence Examination or MPJE (98%). Graduating students must pass both of these exams in order to obtain licensure as a pharmacist. Pages 182-183 of this report present the pass rates of this class and previous graduating classes from the UT College of Pharmacy for the past 10 years. This was also the last class to complete the previous curriculum which was mapped against the adopted 1998 CAPE Outcomes. The section on pages 94-104 shows the P4 students’ self-assessment of competencies against the 1998 CAPE Outcomes over the four years they were in the program. As expected, students self-assessed a systematic growth in competency over the curriculum with few exceptions (e.g., “administer medications” and “provide emergency care”).

P4 students are evaluated by their preceptors on their Advanced Pharmacy Practice Experiences (APPEs) against 22 state-wide adopted dimensions of practice, and from these data, the vast majority of students received high ratings (4 or 5 on a 5-point scale) on each of the 22 dimensions, ranging from 82% of the class achieving this level for “promoting public health” to 99% of the class achieving this level for “demonstrating human relations skills” (page 125).

The standardized AACP survey for graduating students yielded positive and informative results (pages
· 98% of respondents feel prepared to enter practice;
· 90% of respondents would still choose pharmacy as a career; and
· 90% of respondents would still choose the same College of Pharmacy.

P3 Class of 2013, P2 Class of 2014, and P1 Class of 2015
The P3, P2, and P1 classes are the first to experience our new curriculum. Thus, continuing to monitor these classes through our assessment instruments will be especially important to make mid-course corrections and to ensure they achieve the expected outcomes.

College-developed annual surveys conducted with all of these classes at the end of the academic year revealed positive ratings for areas such as academics, facilities and resources, services, and climate (pages 126-152).

Student progression data (page 21-22) shows that 9 students had difficulty with P1 coursework (16 Ds/Fs assigned), and this was consistent with previous reports. This was expected because the P1 year of the new curriculum is not substantially different from the previous curriculum.

On pages 23-31, we present the results for the Grade Inflation Index (GII) and Grade Inflation Factor (GIF) for all courses in the curriculum. It is clear that the same courses in the P1 year are consistently challenging to students over the last five-year period.

This P3, P2, and P1 classes are also the first to complete a self-assessment against the (updated) 2004 CAPE Outcomes, which are mapped to our new curriculum. The results are presented on pages 105-120, and as with the previous curriculum, students will self-assess their competencies progressively through the new curriculum.

Post-Pharm.D. Education and Training
A total of 50 post-Pharm.D. trainees completed a residency or fellowship in 2010-2011 (page 197).
Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Pharmacy Graduate Programs

In Fall, 2011, *graduate program enrollment* changed slightly from the previous year, with 12 new pharmacy-trained students across three Divisions (compared to 10 across five Divisions in 2010), and 10 new non-pharmacy-trained students across three Divisions (compared to 12 across four Divisions in 2010). Full enrollment data is shown on page 199 and allows us to monitor the balance of supervision of students in the Pharmacy graduate programs versus other graduate programs with which our faculty members are affiliated.

By the end of Summer, 2012, the College of Pharmacy awarded 6 M.S. degrees in Pharmacy in three Divisions and 19 Ph.D. degrees in Pharmacy in four Divisions. In 2011-2012, no students left the program without a degree. All *graduate degrees awarded* are shown on page 200.

In an *annual graduate student survey*, the vast majority of students reported feeling satisfied with admissions, the overall program, academics, support, progression and candidacy, and climate. More detailed results are presented on pages 203-208.

Faculty and Staff

The 2012 results of the *AACP Faculty Survey*, which is being conducted on even calendar years only, are presented on pages 213-224. *Faculty demographic information* is presented on pages 211-212.

The 2012 *AACP Preceptor Survey* showed mostly high ratings that were similar to those of our peer institutions (pages 225-233).

Faculty members who teach and supervise graduate students provided feedback on our *survey of the graduate programs* on even calendar years only (pages 234-240), which was largely positive with concerns expressed in the areas of recruitment strategies and financial support available for graduate students.
Finally, please see pages 241-246 for the most current information on the College’s implementation of its **2009-2014 Strategic Plan**. All priorities and objectives show work that is either not yet addressed, in progress, or completed, along with the individuals or groups responsible and target dates.

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