2012-2013 Academic Year Assessment Report

Assessment Committee Members:

- Brian Barnes, Associate Dean for Academic Affairs (ex-officio)
- Millinda Fowles, Director of Assessment (ex-officio)
- Scott Hood, Class of 2015 Representative (Wichita Campus)
- Megan Logan, Class of 2014 Representative
- Jackob Moskovitz, Associate Professor of Pharmacology & Toxicology
- Tom Prisinzano, Department Chair and Professor of Medicinal Chemistry
- Hollie Resseguie, Class of 2016 Representative
- Sarah Shrader, Clinical Associate Professor of Pharmacy Practice
- John Stobaugh, Professor of Pharmaceutical Chemistry

Assessment Notes

School Initiatives

- The School revised the strategic plan to coincide with the university's new strategic plan summarized under the title of "Bold Aspirations." The plan was created by the school's faculty and administrative and executive committees during twice-a-semester meetings. The assessment committee is charged with monitoring the progress of the strategic plan.
- The assessment committee updated its evaluation plan to reflect the changes to the strategic plan and PharmD learning outcomes, and to further align with the accreditation standards set by the Accreditation Council for Pharmacy Education (ACPE).
- The assessment committee submitted a thorough report to the curriculum committee with several years of assessment data pertaining to the curriculum. The curriculum committee appointed a sub-committee to review the data and begin exploring curricular revisions.
- The assessment committee restructured the process and system students use to evaluate instructors and courses in the Spring of 2013. The new process increased the statistical reliability of the student evaluations of teaching.

Personnel Updates

- Brian Barnes, PharmD, was hired as the Associate Dean for Academic Affairs in June 2012. Dr. Barnes oversees the school's academic curriculum and directs its assessment programs.
- Millinda Fowles was hired as the School's first Director of Pharmacy Assessment. Ms. Fowles coordinates the school's assessment activities.
- After serving as assessment committee chair for 6 years, Dr. Tom Prisinzano stepped down after becoming chair of the Department of Medicinal Chemistry. Dr. Sarah Shrader (PHPR) was elected as committee chair.
Curricular Effectiveness
Pre-pharmacy curriculum, recruitment, and admission

<table>
<thead>
<tr>
<th>Composite PCAT Score</th>
<th>Class of 2013* (n = 105)</th>
<th>Class of 2014 (n = 150)</th>
<th>Class of 2015 (n = 170)</th>
<th>Class of 2016 (n = 164)</th>
<th>Class of 2017 (n = 170)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All KU students</td>
<td>73</td>
<td>66</td>
<td>65</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>Lawrence-based students</td>
<td></td>
<td>66</td>
<td>60</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Wichita-based students</td>
<td></td>
<td>60</td>
<td>75</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>National Average</td>
<td>64</td>
<td>63</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

*In 2013, the comparative pool changed, which lowered the PCAT percentile score from this point forward.

<table>
<thead>
<tr>
<th>Overall Pre-Pharmacy GPA</th>
<th>Class of 2013* (n = 105)</th>
<th>Class of 2014 (n = 150)</th>
<th>Class of 2015 (n = 170)</th>
<th>Class of 2016 (n = 164)</th>
<th>Class of 2017 (n = 170)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All KU students</td>
<td>3.5</td>
<td>3.5</td>
<td>3.6</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Lawrence-based students</td>
<td></td>
<td>3.6</td>
<td>3.5</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Wichita-based students</td>
<td></td>
<td>3.5</td>
<td>3.6</td>
<td>3.6</td>
<td></td>
</tr>
</tbody>
</table>

Curricular mapping process

- The SOP completed the curricular mapping process in 2013. Course content is now mapped to our PharmD learning outcomes, the outcomes identified in Appendices B, C, and of our accreditation standards, and the outcomes created by the Center for the Advancement of Pharmacy Education. The curricular map also indicates the level at which the outcome is taught, teaching methods used to teach the concept, and the assessments used to gauge student learning.

Experiential learning
Standardized Client Exam
This exam utilizes trained actors who portray pharmacy clients with a range of needs in a simulated care environment. The exam is pivotal in determining if students can apply the knowledge and skills they acquired during the pharmacy curriculum in a way that allows them to provide comprehensive patient-oriented pharmacy care. Students who do need meet the cut-points work with the Assistant Dean of Experiential Education to develop a remediation plan.
Core Knowledge – Quiz with pharmaceutical and disease state questions related to the case
Class of 2015: 95% pass rate
Class of 2016: 98.8% pass rate

Pharmacists Actions – Actions that should be taken to resolve the case
Class of 2015: 98% pass rate
Class of 2016: 98.8% pass rate

Communication – Verbal and non-verbal expression
Class of 2015: 93% pass rate
Class of 2016: 95% pass rate

NAPLEX/MJPE first time pass rates
  • NAPLEX: 98.99% (Class of 2013)
  • MJPE: 100% (Class of 2013)
  • NAPLEX: 99% (Class of 2012)
  • MJPE: 99% (Class of 2012)

Student Attrition
  • Class of 2013 Graduation Rate: 97.1%

Placement upon degree completion
Class of 2013 (as of March 2013)
  • PGY1 Residency – 29.3%
  • Community Pharmacy
    o Chain – 45.1%
    o Independent – 17.1%
  • Hospital – 4%
  • Other – 4%

Class of 2012 (as of March 2012)
  • PGY1 Residency – 26.8%
  • Community Pharmacy
    o Chain – 53.5%
    o Independent – 11.3%
  • Hospital – 4.23%
  • Other – 4.23%

Student Learning
Assessment of knowledge
Mean Class GPAs
  • Class of 2013, Cumulative GPA: 3.52
  • Class of 2014, 5P GPA: 3.39
- Class of 2015, 4P GPA: 3.32
- Class of 2016, 3P GPA: 3.1

Assessment of skills
Pharmacy Skills Lab Sequence (PHAR 510, PHAR 515, PHAR 520, PHAR 525, PHAR 530) Mean GPA
Class of 2013, 3.96
Class of 2014, 3.96

Faculty Performance
Teaching Effectiveness
Student evaluation of teaching (rated on a 5 point likert scale with 5 being the highest rating)
Spring 2013
- 4.4 – average response to: is an effective teacher overall
- 4.6 – average response to: had command of the subject matter
Fall 2012
- 4.2 – average response to: is an effective teacher overall
- 4.4 – average response to: had command of the subject matter

Research
- Total # of Peer-Reviewed Publications: 692
- Total # of Books/Book Chapters: 65
- Total # of Invited Presentations: 235
- Total # of Research Presentations or Posters: 257

Research funding
- Ranked #2 in the country in National Institutes of Health funding (FY 2012)
- Ranked #1 in the country in the value of awards per funded faculty member (FY 2012)
- $25 million in NIH research funding (FY 2012)