

2015 AACP GRADUATING STUDENT SURVEY

UNC ESHELMAN SCHOOL OF PHARMACY – PEER COMPARISON SUMMARY REPORT

Peer institutions included in this comparison are: Ohio State University; University of Arizona; University of Kansas; University of Texas at Austin; University of California, San Francisco; University of Florida; University of Illinois-Chicago; University of Kentucky; University of Michigan; University of Minnesota; University of Washington; University of Wisconsin-Madison

UNC: Response Rate: 99.40% (total number of responses 157)

Peer Schools: Response Rate: 78.09% (total number of responses 1,326)

All Schools (n=123): Response Rate: 72.54% (total number of responses 10,093)

Professional Competencies/Outcomes

Pharm.D. Program prepares students to ...	<i>UNC</i>	<i>Peers</i>	<i>National</i>
communicate with health care providers.	3.46	3.37	3.43
communicate with patients and caregivers.	3.59	3.48	3.52
gather and use specific information (e.g. patient histories, medical records) to identify patient medication-related problems.	3.65	3.52	3.55
develop a patient care plan to manage each medication-related problem.	3.55	3.47	3.50
work with the health care team to implement the patient care plan.	3.43	3.31	3.37
document pharmaceutical care activities.	3.38	3.36	3.38
interpret epidemiologic data relevant to specific diseases and their management.	3.26	3.08	3.17
interpret economic data relevant to treatment of disease.	2.93	2.85	2.97
manage the system of medication use to affect patients.	3.34	3.24	3.29
identify and use risk reduction strategies to minimize medication errors.	3.40	3.28	3.34
provide patient care in accordance with legal, ethical, social, economic, and professional guidelines.	3.54	3.40	3.44
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.	3.38	3.24	3.30
interpret and apply drug use policy and health policy.	3.17	3.15	3.20
work with other stakeholders (e.g. patients and other health professionals) to identify and resolve problems related to medication use.	3.43	3.30	3.35
promote wellness and disease prevention services.	3.54	3.42	3.46
practice pharmacy in interprofessional and collaborative practice settings.	3.51	3.39	3.43
search the health sciences literature	3.66	3.44	3.48
evaluate the health sciences literature	3.61	3.36	3.42
reflect critically on personal skills and actions and make plans to improve when necessary.	3.51	3.38	3.43
accept and respond to constructive feedback.	3.54	3.38	3.43

All values presented as mean calculated from aggregate Likert data

Doctor of Pharmacy Curriculum

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
The sequence of courses was appropriate to build my knowledge and skills.	3.22	3.01	3.18
I developed the skills needed to prepare me for continued learning after graduation.	3.45	3.33	3.38
I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).	3.59	3.41	3.47
I was encouraged to ask questions in class.	3.34	3.21	3.30
Pharmacy-related elective courses met my needs as a PharmD student.	3.24	3.14	3.20

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Course loads were reasonable.	3.20	3.02	3.15
The program included opportunities to develop professional attitudes, ethics and behaviors.	3.48	3.31	3.39

All values presented as mean calculated from aggregate Likert data

Pharmacy Practice Experiences

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.	2.81	2.89	3.07
My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.	2.90	2.96	3.09
The sites available for introductory pharmacy practice experiences were of high quality.	2.99	2.98	3.10
The process by which I was assigned sites for introductory pharmacy practice experiences was fair.	3.08	3.04	3.18
In the community pharmacy setting, I was able to apply my patient care skills.	3.34	3.35	3.37
In the ambulatory care setting, I was able to apply my patient care skills.	3.57	3.49	3.50
In the hospital or health-system pharmacy setting, I was able to apply my patient care skills.	3.46	3.34	3.40
In the inpatient/acute care setting, I was able to apply my patient care skills.	3.54	3.45	3.47
The need for continuity of care throughout the health care system was emphasized in the advanced pharmacy practice experiences.	3.48	3.39	3.44
The variety of the available advanced pharmacy practice experience electives met my needs as a student.	3.35	3.36	3.36
I was academically prepared to enter my advanced pharmacy practice experiences.	3.37	3.30	3.32
The sites available for advanced pharmacy practice experiences were of high quality.	3.45	3.33	3.34
The process by which I was assigned sites for advanced pharmacy practice experiences was fair.	3.20	3.28	3.29
Overall, my advanced practice experiences were valuable in helping me to achieve the professional competencies.	3.56	3.47	3.48
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.).	3.53	3.53	3.56
My pharmacy practice experiences allowed me to collaborate with other health care professionals.	3.61	3.51	3.55

All values presented as mean calculated from aggregate Likert data

Student Services

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Academic advising met my needs.	2.82	2.44	2.68
Career planning and guidance met my needs.	2.45	2.22	2.35
Tutoring services met my needs.	2.78	1.39	1.74
Financial aid advising met my needs.	2.84	2.23	2.41
Student health and wellness services (e.g. immunizations, counseling services, campus pharmacy, primary care clinics, etc.) met my needs.	3.28	2.62	2.72

All values presented as mean calculated from aggregate Likert data

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.

The Student Experience

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.	3.42	3.23	3.24
Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).	3.29	3.29	3.27
The college/school's administration responded to problems and issues of concern to the student body.	3.17	3.00	3.03
I was aware of the process for raising issues with the college/school administration.	3.05	2.98	3.03
I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters.	3.36	3.30	3.26
The college/school of pharmacy is welcoming to students with diverse backgrounds.	3.39	3.37	3.40
The admissions process of the college/school of pharmacy was well organized.	3.44	3.30	3.30
The college/school of pharmacy had a student government that effectively communicated student opinions and perspectives to the faculty or administration.	3.39	3.13	3.11
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.	3.41	3.29	3.29
Faculty, administrators and staff were committed to serving as positive role models for students.	3.44	3.27	3.30
Overall, preceptors modeled professional attributes and behaviors in the pharmacy practice experiences.	3.44	3.40	3.40
Overall, preceptors provided me with individualized instruction, guidance and evaluation that met my needs as a Doctor of Pharmacy student.	3.43	3.35	3.38
I was aware of expected behaviors with respect to professional and academic conduct.	3.59	3.52	3.52
The college/school of pharmacy effectively managed academic misconduct by students.	3.32	2.68	2.84
The college/school of pharmacy effectively managed professional misconduct by students.	3.24	2.68	2.84
The college/school's faculty and administration encouraged me to participate in regional, state or national pharmacy meetings.	3.49	3.25	3.29
The college/school of pharmacy was supportive of student professional organizations.	3.49	3.37	3.39
I was aware of opportunities to participate in research activities with faculty.	3.14	2.96	3.02

All values presented as mean calculated from aggregate Likert data

Facilities, Experiential Sites and Educational Resources

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
My campus learning environment was safe.	3.54	3.44	3.44
The computer and other information technology resources provided by the college/school of pharmacy and/or elsewhere on campus were conducive to learning.	3.45	3.31	3.31
The classrooms in the college/school of pharmacy or elsewhere on campus were conducive to learning.	3.50	3.30	3.34
The laboratories and other non-classroom environments were conducive to learning.	3.50	3.33	3.36
The study areas in the college/school of pharmacy or elsewhere on campus were conducive to learning.	3.48	3.25	3.24
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.	3.33	3.14	3.19

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
On-campus access to educational resources (e.g., library, electronic data bases, drug information center) were conducive to learning.	3.57	3.43	3.41
During pharmacy practice experiences access to educational resources (e.g., library, electronic data bases, drug information center) were conducive to learning.	3.57	3.47	3.45

All values presented as mean calculated from aggregate Likert data

Overall Impressions

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
I am prepared to enter pharmacy practice.	3.39	3.31	3.34
If I were starting my college career over again I would choose to study pharmacy.	3.16	3.04	3.11
If I were starting my pharmacy program over again I would choose the same college/school of pharmacy. (If you select disagree or strongly disagree please indicate the reason why in the comment box at the end of this section.)	3.43	3.20	3.15
I would recommend a career in pharmacy to a friend or relative.	3.16	2.89	3.01

All values presented as mean calculated from aggregate Likert data

Demographic Information

Gender	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Male	31.8%	38.3%	37.2%
Female	68.2%	61.7%	62.8%

Age	<i>UNC</i>	<i>Peers</i>	<i>National</i>
≤ 25	42.0%	37.0%	46.1%
26-30	43.3%	49.4%	39.8%
31-35	8.9%	7.8%	8.9%
> 35	5.7%	5.8%	5.2%

Which of the following choice(s) describes the primary area of your paid outside work experiences while in the college/school?	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Community pharmacy	69.4%	64.8%	68.3%
Institutional pharmacy	12.1%	22.6%	18.1%
Other pharmacy related:	12.1%	12.7%	7.6%
Non-pharmacy related:	6.4%	6.7%	6.8%
I did not work (Skip to number 4)	15.3%	10.3%	13.8%

Students were allowed to select multiple responses

If you had paid outside work during your final professional year please indicate the approximate number of hours you worked per week.	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Less than 10 hours	57.1%	45.2%	38.5%
10 to less than 15 hours	16.5%	20.8%	22.3%
15 to less than 20 hours	1.5%	7.9%	13.4%
20 to less than 30 hours	0.8%	2.5%	6.0%
30 or more hours	0.8%	1.5%	2.1%
I did not work during my final professional year	22.6%	21.4%	16.6%
No answer	0.8%	0.6%	1.2%

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.

If you had paid outside work during the academic year immediately prior to your final professional year please indicate the approximate number of hours you worked per week during that year.	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Less than 10 hours	37.6%	29.9%	27.3%
10 to less than 15 hours	35.3%	28.4%	27.1%
15 to less than 20 hours	14.3%	19.0%	19.5%
20 to less than 30 hours	2.3%	7.7%	9.2%
30 or more hours	2.3%	4.5%	4.5%
I did not work during the academic year immediately prior to my final professional year	7.5%	9.5%	10.3%
No answer	0.8%	1.1%	2.1%

Please indicate any college degrees you had earned prior to entering the Doctor of Pharmacy program.	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Did not have a degree prior to entering program	19.7%	20.5%	39.3%
Associate's	2.5%	14.3%	9.8%
B.S., B.A .or Other Bachelor's	76.4%	67.3%	52.6%
MBA	0.0%	0.5%	0.6%
Master's (other than MBA)	7.0%	3.4%	2.9%
JD or Other Law	0.0%	0.2%	0.0%
Ph.D.	0.0%	0.5%	0.3%
M.D., D.D.S. or other Professional Doctorate	0.0%	0.0%	0.1%
Other Doctorate	0.6%	0.1%	0.1%

Students were allowed to select multiple responses

Have you borrowed money to help pay for your college expenses in the PharmD degree program?	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Yes	86.6%	89.6%	88.6%
No	13.4%	10.4%	11.4%

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.