

2017 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 Washington; University of Wisconsin-Madison

UNC: Response Rate: 100.00% (total number of responses 159)

Peer Schools: Response Rate: 86.20% (total number of responses 1,324)

All Schools (n=128): Response Rate: 75.38% (total number of responses 10,926)

Professional Competencies/Outcomes/Curriculum

Pharm.D. Program prepares students to ...	<i>UNC</i>	<i>Peers</i>	<i>National</i>
<i>Domain 1: Foundational Knowledge</i>			
Apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.	3.55	3.41	3.37
Apply knowledge from the clinical sciences to the provision of patient care.	3.59	3.48	3.43
Evaluate scientific literature.	3.61	3.33	3.32
<i>Domain 2: Essentials for Practice</i>			
Provide medication expertise as part of patient-centered care.	3.63	3.52	3.46
Optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.	3.52	3.43	3.41
Design strategies to manage chronic disease and improve health and wellness.	3.63	3.49	3.43
Assess the health needs of a given patient population.	3.51	3.38	3.37
Provide patient-centered care based on evidence-based best practices.	3.66	3.52	3.47
<i>Domain 3: Approach to Practice and Care</i>			
Design, implement and evaluate viable solutions to patient care problems.	3.57	3.40	3.38
Use effective strategies to educate patients, healthcare professionals and caregivers to improve patient care.	3.63	3.49	3.44
Advocate for the patient best interest.	3.56	3.48	3.44
Engage as a member of an interprofessional healthcare team.	3.53	3.41	3.39
Identify cultural disparities in healthcare.	3.25	3.26	3.26
Recognize and address cultural disparities in access to and delivery of healthcare.	3.23	3.23	3.23
Effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups and organizations.	3.58	3.46	3.43
<i>Domain 4: Personal and Professional Development</i>			
Examine and reflect on how my behavior and choices affect my personal and professional growth.	3.53	3.38	3.38
Accept responsibility for creating and achieving shared goals.	3.53	3.41	3.40
Develop new ideas and approaches to practice.	3.45	3.25	3.25
Act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers and society.	3.63	3.52	3.48

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

Doctor of Pharmacy Curriculum

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
I developed the skills needed to prepare me for continuous professional development and self-directed life-long learning.	3.56	3.49	3.45
I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).	3.67	3.51	3.47
Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.	3.60	3.37	3.33

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.	3.03	3.00	3.08
My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.	3.10	3.03	3.09
My introductory pharmacy practice experiences were of high quality.	3.08	2.96	3.02
In the community pharmacy setting, I was able to engage in direct patient care.	3.50	3.53	3.44
In the ambulatory care setting, I was able to engage in direct patient care.	3.74	3.62	3.57
In the hospital or health-system pharmacy setting, I was able to engage in direct patient care.	3.59	3.37	3.39
In the inpatient/acute care setting, I was able to engage in direct patient care.	3.66	3.51	3.47
The need for continuity of care (e.g., acute, chronic and wellness promoting patient care services) in outpatient and inpatient settings was emphasized in the advanced pharmacy practice experiences.	3.59	3.46	3.44
The variety of the available advanced pharmacy practice experience electives met my needs as a student.	3.54	3.40	3.36
I was academically prepared to enter my advanced pharmacy practice experiences.	3.55	3.34	3.31
My advanced pharmacy practice experiences were of high quality.	3.63	3.44	3.39
My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, socioeconomic, ethnic and/or cultural background, disease states, etc.).	3.57	3.54	3.51
My pharmacy practice experiences allowed me to collaborate with other health care professionals.	3.66	3.51	3.51

Student Services

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
College/school provided access to academic advising.	3.24	2.93	3.09
College/school provided access to guidance on career planning.	3.07	2.84	2.83
College/school provided access to accommodation services as defined by the Americans with Disabilities Act (ADA).	3.39	2.03	2.22
College/school provided access to financial aid advising.	3.01	2.68	2.80
College/school provided access to student health and wellness services (e.g., immunizations, counseling services, campus pharmacy, primary care clinics, etc.).	3.46	3.11	3.12

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.	3.45	3.22	3.20
Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).	3.48	3.32	3.27
The college/school's administration responded to problems and issues of concern to the student body.	3.29	3.09	3.01
I was aware of the process for raising issues with the college/school administration.	3.15	3.03	3.00
I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters.	3.35	3.34	3.27
The college/school of pharmacy was welcoming to students with diverse backgrounds.	3.50	3.38	3.37
I know how to utilize college/school policies dealing with harassment and discrimination.	3.32	3.02	3.00
The college/school of pharmacy had processes to communicate student perspectives to the faculty or administration.	3.39	3.24	3.16
Faculty, administrators and staff served as positive role models for students.	3.54	3.33	3.28
Preceptors modeled professional attributes and behaviors.	3.56	3.40	3.37
Preceptors provided me with individualized instruction, guidance and evaluation.	3.58	3.39	3.38
I was aware of expected behaviors with respect to professional and academic conduct.	3.66	3.52	3.48
The college/school of pharmacy had an effective process to manage academic misconduct by students (e.g., plagiarism).	3.42	2.99	3.01
The college/school of pharmacy had an effective process to manage professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).	3.31	2.96	2.97
The college/school's faculty and administration encouraged me to participate in regional, state or national pharmacy meetings.	3.50	3.27	3.26
The college/school of pharmacy was supportive of student professional organizations.	3.58	3.39	3.36
I was aware of opportunities to participate in research activities with faculty.	3.35	3.05	3.07

Facilities, Experiential Sites and Educational Resources

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
My campus learning environment was safe.	3.63	3.50	3.44
The information technology resources provided by the college/school of pharmacy and/or elsewhere on campus were conducive to learning.	3.66	3.39	3.35
The classrooms in the college/school of pharmacy or elsewhere on campus were conducive to learning.	3.65	3.31	3.33
The laboratories and other non-classroom environments were conducive to learning.	3.62	3.34	3.35
The study areas in the college/school of pharmacy or elsewhere on campus were conducive to learning.	3.57	3.24	3.26
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.	3.43	3.17	3.21
Access to educational resources (e.g., library, electronic data bases) was conducive to learning.	3.69	3.50	3.44
During pharmacy practice experiences, access to educational resources (e.g., library, electronic data bases) was conducive to learning.	3.70	3.50	3.46

Overall Impressions

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
I am prepared to enter pharmacy practice.	3.50	3.36	3.31
If I were starting my college career over again I would choose to study pharmacy.	3.37	3.02	3.07
If I were starting my pharmacy program over again I would choose the same college/school of pharmacy.	3.65	3.26	3.09

Demographic Information

Gender	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Male	37.1%	33.9%	36.2%
Female	61.0%	65.0%	62.5%
Prefer not to respond	1.9%	1.1%	1.2%

Age	<i>UNC</i>	<i>Peers</i>	<i>National</i>
≤ 25	34.6%	37.6%	44.9%
26-30	48.4%	50.9%	40.8%
31-35	10.1%	6.7%	8.6%
36-40	3.8%	2.3%	2.8%
41-45	1.3%	0.7%	1.1%
46-50	0.0%	0.7%	0.3%
>51	0.0%	0.1%	0.2%
Prefer not to respond	1.9%	1.1%	1.2%

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	52.2%	68.5%	69.4%
Institutional pharmacy	22.6%	21.8%	18.0%
Other pharmacy related	15.7%	13.4%	7.6%
Non-pharmacy related	5.0%	7.3%	6.2%
I did not work	20.1%	9.1%	13.5%

Students were allowed to select multiple responses

If you had paid employment please indicate the approximate number of hours you worked per week.	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Less than 10 hours	47.2%	33.1%	34.3%
10 to less than 14 hours	33.9%	33.2%	30.4%
15 to less than 19 hours	11.0%	20.1%	19.0%
20 to less than 29 hours	4.7%	8.1%	9.8%
30 or more hours	2.4%	3.3%	4.2%
No answer	0.8%	2.1%	2.3%

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	19.5%	18.8%	37.5%
Associate's	3.1%	15.3%	10.2%
B.S., B.A. or Other Bachelor's	78.0%	68.3%	54.0%
Master's	6.9%	2.6%	3.0%
JD or Other Law	0.0%	0.1%	0.1%
Ph.D.	0.0%	0.2%	0.2%
M.D., D.D.S. or other Professional Doctorate	0.0%	0.1%	0.2%
Other Doctorate	0.0%	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	82.4%	84.4%	86.0%
No	17.6%	15.6%	14.0%

Required Interprofessional Education

What required curricular activities (didactic or experiential) did you participate in where you had the opportunity to learn with other health professions students?	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Lectures	59.7%	56.7%	64.9%
Patient-centered case problems	53.5%	63.6%	72.5%
Clinical simulations	45.3%	61.6%	62.5%
Active engagement with patients	52.2%	53.5%	54.7%
Community projects, service learning	34.0%	45.5%	50.4%
Team skills training	31.4%	45.0%	46.1%
Online coursework	36.5%	30.7%	35.3%
Clinical Labs	44.0%	33.1%	39.9%
IPPE	76.1%	61.3%	69.1%
APPE	91.2%	86.9%	88.6%
Research or Capstone projects	13.8%	16.8%	23.0%
Other	0.6%	2.2%	1.5%
Did not participate in any required interprofessional education activities	6.3%	1.7%	1.2%

Students were allowed to select multiple responses

With which other professions students have you had the opportunity to participate or interact in required educational activities as indicated above?	<i>UNC</i>	<i>Peers</i>	<i>National</i>
Dentistry	11.9%	35.7%	24.6%
Nursing	66.0%	85.9%	78.0%
Occupational therapy	19.5%	23.8%	24.9%
Osteopathic medicine (DO)	23.9%	23.9%	30.4%
Allopathic medicine (MD)	56.0%	64.4%	48.0%
Physical therapy	26.4%	37.8%	39.5%
Physician assistant	46.5%	33.3%	46.0%
Psychology	13.2%	12.3%	12.4%
Public health	18.2%	19.0%	16.9%
Social work	37.7%	42.4%	36.7%
Veterinary medicine	7.5%	5.9%	4.5%
Other	2.5%	5.7%	5.5%
Did not participate in any required interprofessional education activities	17.0%	4.2%	4.7%

Students were allowed to select multiple responses

	<i>UNC</i>	<i>Peers</i>	<i>National</i>
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.	3.46	3.13	3.17