

Accreditation

The University of Georgia is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) www.sacscoc.org to award baccalaureate, masters, specialist and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of the University of Georgia.

The professional PharmD program and the Continuing Pharmacy Education (CPE) programs in the University of Georgia's College of Pharmacy are accredited by the Accreditation Council for Pharmacy Education (ACPE) www.acpe-accredit.org. The Council can be contacted at 135 S. LaSalle Street, Suite 4100, Chicago, Illinois 60603-4810 or by calling (312) 664-3575.

The Residency Programs in the University of Georgia's College of Pharmacy are accredited by the American Society of Health-System Pharmacists (ASHP) www.ashp.org. The association can be contacted at 7272 Wisconsin Avenue, Bethesda, MD 20814 or by phone at (301) 664-8656.

Graduation Rates for the PharmD

The UGA College of Pharmacy monitors the attrition of students and the rate at which our students complete their program on-time (within 9 semesters). A variety of personal and academic issues impact on-time graduation rates and overall graduation rates. The College of Pharmacy evaluates these situations to assist students with their academic and professional goals if possible. The following table shows our most recent graduation rates.

Graduating Class	# of Students Entering the Program	# of Students Who Left Program	% of Students Who Left Program	# of Students Dismissed	# of Students Not Graduating on Time (4 years)	% of Students Not Graduating on Time (4 Years)	Reason for Not Graduating on Time
2013	138	2	1.45%	0	9	6.52%	Personal, Academic
2014	145	3	2.07%	0	10	6.90%	Personal, Academic
2015	145	9	6.21%	3	16	11.03%	Personal, Academic
2016	145	3	2.07%	3	3	2.07%	Military Orders
2017	145	1	0.69%	2	7	4.83%	Personal, Academic
2018	138	1	0.72%	1	7	5.07%	Academic, Personal

NAPLEX Performance

In order to gain state licensure to practice pharmacy, graduates of the PharmD program must pass the North American Pharmacist Licensure Examination (NAPLEX) offered by the National Association of Boards of Pharmacy (NABP). The Accreditation Council for Pharmacy Education (ACPE) compiles statistics on the performance of all candidates who take the exam. The table below shows the NAPLEX pass rate of UGA graduates taking the test for the first time in comparison to the National average pass rate for graduates taking the test for the first time. The pass rate for UGA PharmD graduates is consistently higher than the national average.

	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
UGA Pass Rate (1 st Time)	99%	96.5%	88.6%	92%	97.1%	95%
National Pass Rate	97%	96%	92%	86%	88%	92%
UGA Total Mean	106.7	102.27	97.1	97	100.6	98.2

*- The blueprint for the NAPLEX was changed during the 2015 year

Assessment of Student Learning

The College of Pharmacy engages in quantitative and qualitative approaches that assess student learning in the PharmD program. The following are highlights of data related to our graduating students as shared on the American Association of Colleges of Pharmacy Graduating Student Survey for the Class of 2018.

Interprofessional Education Outcomes

Please indicate the degree to which you agree or disagree with the statement below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
11. 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.	40.6% (43)	47.2% (50)	7.5% (8)	2.8% (3)	1.9% (2)

Student Confidence in Achievement of Program Learning Outcomes

The following are the responses are related to the Graduating Student Survey question:

The PharmD program prepared me to. . .

Domain 1: Foundational Knowledge

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
12. Apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.	56.6% (60)	43.4% (46)	0.0% (0)	0.0% (0)	0.0% (0)
13. Apply knowledge from the clinical sciences to the provision of patient care.	60.4% (64)	38.7% (41)	0.9% (1)	0.0% (0)	0.0% (0)
14. Evaluate scientific literature.	46.2% (49)	46.2% (49)	6.6% (7)	0.0% (0)	0.9% (1)

Domain 2: Essentials for Practice

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
15. Provide medication expertise as part of patient-centered care.	56.6% (60)	41.5% (44)	1.9% (2)	0.0% (0)	0.0% (0)
16. Optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.	57.5% (61)	40.6% (43)	1.9% (2)	0.0% (0)	0.0% (0)
17. Design strategies to manage chronic disease and improve health and wellness.	63.2% (67)	36.8% (39)	0.0% (0)	0.0% (0)	0.0% (0)
18. Assess the health needs of a given patient population.	57.5% (61)	41.5% (44)	0.9% (1)	0.0% (0)	0.0% (0)
19. Provide patient-centered care based on evidence-based best practices.	67.0% (71)	33.0% (35)	0.0% (0)	0.0% (0)	0.0% (0)

Domain 3: Approach to Practice and Care

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
20. Design, implement and evaluate viable solutions to patient care problems.	55.7% (59)	42.5% (45)	1.9% (2)	0.0% (0)	0.0% (0)
21. Use effective strategies to educate patients, healthcare professionals and caregivers to improve patient care.	54.7% (58)	42.5% (45)	1.9% (2)	0.0% (0)	0.9% (1)
22. Advocate for the patient best interest.	58.5% (62)	41.5% (44)	0.0% (0)	0.0% (0)	0.0% (0)
23. Engage as a member of an interprofessional healthcare team.	58.5% (62)	37.7% (40)	1.9% (2)	0.9% (1)	0.9% (1)
24. Identify cultural disparities in healthcare.	50.0% (53)	41.5% (44)	6.6% (7)	0.9% (1)	0.9% (1)
25. Recognize and address cultural disparities in access to and delivery of healthcare.	50.0% (53)	41.5% (44)	5.7% (6)	0.9% (1)	1.9% (2)
26. Effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups and organizations.	61.3% (65)	37.7% (40)	0.9% (1)	0.0% (0)	0.0% (0)

Domain 4: Personal and Professional Development

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
27. Examine and reflect on how my behavior and choices affect my personal and professional growth.	63.2% (67)	34.9% (37)	1.9% (2)	0.0% (0)	0.0% (0)
28. Accept responsibility for creating and achieving shared goals.	65.1% (69)	33.0% (35)	1.9% (2)	0.0% (0)	0.0% (0)
29. Develop new ideas and approaches to practice.	50.0% (53)	39.6% (42)	10.4% (11)	0.0% (0)	0.0% (0)
30. Act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers and society.	66.0% (70)	33.0% (35)	0.9% (1)	0.0% (0)	0.0% (0)

The following statements refer to the curriculum of the Doctor of Pharmacy program at your college/school of pharmacy and/or your experiences with the curriculum.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
31. I developed the skills needed to prepare me for continuous professional development and self-directed life-long learning.	63.2% (67)	32.1% (34)	3.8% (4)	0.0% (0)	0.9% (1)
32. I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).	65.1% (69)	34.0% (36)	0.9% (1)	0.0% (0)	0.0% (0)
33. Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.	53.8% (57)	37.7% (40)	6.6% (7)	0.9% (1)	0.9% (1)