

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
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	8	5.8%	Personal, Academic
2019	145	2	1.3%	4	5	3.4%	Personal, Academic

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>2017</u>	<u>2018</u>	<u>2019</u>
UGA Pass Rate (1 st Time)	97.1%	95%	92.54%
National Pass Rate	88%	92%	88.34%

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 2020.

AACP® CURRICULUM QUALITY SURVEYS ▾

Survey Analysis

Background | Executive Summary | Survey Analysis | Question Trending | Demographics

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Survey Year
2020

Survey
Graduating Student

Sector
(All)

Section Name
(All)

Master Question List
(All)

Question No.
(All)

Standard
(All)

School Agreement %
40

Above Agreement?
(All)

School Disagreement %
40

Above Disagreement?
(All)

Likert Scale Type
Condensed

Likert Scale
 Unable to Comment
 Disagree
 Agree

Survey Questions by Sector
The bar charts show answers in terms of percentages.

2020 Graduating Student

				School	Peer	National
3	Section I: Required Interprofessional Education	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.		96.4%	92.0%	93.6%
4	Section II: Professional Competencies/ Outcomes/ Curriculum	Apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.		100.0%	97.5%	97.7%
5		Apply knowledge from the clinical sciences to the provision of patient care.		100.0%	98.6%	98.4%
6		Evaluate scientific literature.		96.4%	95.9%	95.3%
7		Provide medication expertise as part of patient-centered care.		100.0%	97.5%	98.5%
8		Optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs.		98.2%	97.7%	97.8%
9		Design strategies to manage chronic disease and improve health and wellness.		100.0%	98.5%	98.0%
10		Assess the health needs of a given patient population.		100.0%	97.6%	97.1%
11		Provide patient-centered care based on evidence-based best practices.		100.0%	98.5%	98.7%
12		Design, implement and evaluate viable solutions to patient care problems.		98.2%	96.7%	97.9%
13		Use effective strategies to educate patients, healthcare professionals and caregivers to improve patient care.		100.0%	98.2%	98.4%
14		Advocate for the patient's best interest.		100.0%	97.3%	97.6%
15		Engage as a member of an interprofessional healthcare team.		98.2%	97.4%	97.1%
16		Identify cultural disparities in healthcare.		91.1%	95.0%	93.1%

AACP® CURRICULUM QUALITY SURVEYS ▾

Survey Analysis

[Background](#)
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Survey Year

2020 ▾

Survey

Graduating Student ▾

Sector

(All) ▾

Section Name

(All) ▾

Master Question List

(All) ▾

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Above Agreement?

(All) ▾

School Disagreement %

40

Above Disagreement?

(All) ▾

Likert Scale Type

Condensed ▾

Likert Scale

■ Unable to Comment

■ Disagree

■ Agree

Survey Questions by Sector

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		School	Peer	National	
	17	Recognize and address cultural disparities in access to and delivery of healthcare.	94.7%	94.8%	92.4%
	18	Effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups and organizations.	96.5%	98.1%	97.7%
	19	Examine and reflect on how my behavior and choices affect my personal and professional growth.	100.0%	96.6%	96.3%
	20	Accept responsibility for creating and achieving shared goals.	100.0%	96.8%	96.8%
	21	Develop new ideas and approaches to practice.	98.2%	93.4%	93.0%
	22	Act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers and society.	100.0%	97.8%	98.4%
	23	I developed the skills needed to prepare me for continuous professional development and self-directed life-long learning.	96.4%	97.5%	97.6%
	24	I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).	100.0%	98.7%	98.4%
	25	Elective didactic courses permitted exploration of and/or advanced study in areas of professional interest.	96.4%	96.8%	94.8%
Section III: Pharmacy Practice Experiences	26	My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.	92.9%	87.5%	89.0%
	27	My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.	91.1%	89.7%	89.9%
	28	My introductory pharmacy practice experiences were of high quality.	91.1%	84.2%	86.5%
	29	In the community pharmacy setting, I was able to engage in direct patient care.	94.6%	94.8%	95.6%
	30	In the ambulatory care setting, I was able to engage in direct patient care.	92.9%	96.1%	96.4%