

**Standard No. 17: Admission Criteria, Policies, and Procedures:** The college or school must produce and make available to students and prospective students criteria, policies, and procedures for admission to the professional degree program. Admission materials must clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation. As a component of its evaluation plan, the college or school must regularly assess the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.

**Student enrollment must be managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources. The dean and a duly constituted committee of the college or school must share the final responsibility for enrollment and selection of students.**

1) **Documentation and Data:**

Use a check  to indicate the information provided by the college or school and used to self-assess this standard:

**Required Documentation and Data:**

Note: PCAT, GPA, Math GPA and Science GPA data requested below are provided as data views in the Assessment and Accreditation Management System (AAMS) for colleges and schools that participate in PharmCAS. For colleges and schools that do not participate in PharmCAS, the charts and tables must be created from the college or school's own data.

- The list of pre-professional requirements for admission into the professional degree program (Appendix 10E)
- Copies of instruments used during the admissions interview process (Appendix 17A)
- NA** Copies of Early Assurance Program agreement(s) between the college or school and the associated institution(s) of student (if applicable)
- NA** Enrollment projections for the next five years (if applicable, broken down by branch/campus and by pathway)
- NA** Enrollment data for the past five years by year and branch/campus (*only applicable to multi-campus programs*)  
Download template from [http://www.acpe-accredit.org/pdf/Excel%20Documents/ACPEFiveYearEnrollment\\_BranchCampus.xls](http://www.acpe-accredit.org/pdf/Excel%20Documents/ACPEFiveYearEnrollment_BranchCampus.xls)
- NA** Enrollment data for the past five years by year and program pathway (*only applicable to multi-pathway programs*)  
[template from [http://www.acpe-accredit.org/pdf/Excel%20Documents/ACPEFiveYearEnrollment\\_Pathway.xls](http://www.acpe-accredit.org/pdf/Excel%20Documents/ACPEFiveYearEnrollment_Pathway.xls)]
- Mean, Maximum and Minimum PCAT Scores, GPA, Math GPA, & Science GPA for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17] (Appendix 3G)

**Required Documentation for On-Site Review:**

*(None required for this standard)*

**Data Views and Standardized Tables:**

Note: PCAT, GPA, Math GPA and Science GPA data views listed below are provided as data views in the Assessment and Accreditation Management System (AAMS) for colleges and schools that participate in PharmCAS. For colleges and schools that do not participate in PharmCAS, the charts and tables must be created from the college or school's own data (see Required Data and Documentation above).

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- Application and admissions/enrollments for the past 5 years

- Enrollment data for the past five years by gender and race/ethnicity [NOTE: SAME DATA VIEW AS FOR STANDARD 3] (Appendix 17B)
- AACP Standardized Survey: Student – Question 64 (Appendix 17C)

**Optional Documentation and Data:**

- NA** Mean PCAT Scores, GPA, Math GPA, & Mean Science GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- NA** Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include recruitment aids, extracts from the college or school's catalog, brochures, screenshots from the college or school website; data on student employment after graduation; and curricular outcomes data correlated with admissions data.

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	
The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students.	●	○	○
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional technical standards for graduation.	●	○	○
As a component of its evaluation plan, the college or school regularly assesses the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program, the ability to achieve the professional competencies, and the disposition to practice in culturally diverse environments.	●	○	○
Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	●	○	○
The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.	●	○	○
Written and verbal communication skills are assessed for student admissions in a standardized manner.	●	○	○
Interviews are structured to consistently address key admission criteria for each applicant.	●	○	○
Interviewers have appropriate credentials and are trained in successful interview strategies and techniques.	●	○	○
Evaluation of professional attitudes and behaviors is a component of the student selection process.	●	○	○
The college or school develops and employs admission criteria that set performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession.	●	○	○
The admission evaluation of students is documented and records are maintained by the college or school.	●	○	○
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool.	●	○	○
In accordance with United States Department of Education regulations, the college or school has a process in place through which the college or school establishes that the student who registers in a distance education course or program is the same student who participates in and completes all course or program requirements and receives academic credit. N/A (no distance education courses or program) <input checked="" type="checkbox"/>	○	○	○
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs. N/A (no new pathways or programs) <input checked="" type="checkbox"/>	○	○	○
The college or school ensures that early assurance students are at least as well qualified as students accepted for direct entry into the first professional year. Early assurance agreements and policies allow the college or school to manage student enrollment in alignment with physical, financial, faculty, staff, practice site, preceptor, and administrative resources. N/A (no early assurance agreements or policies) <input checked="" type="checkbox"/>	○	○	○

- 3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.
- Admissions and enrollment Information, highlighting how specific requirements of the standards and guidelines are met, including those for early admission agreements or policies, if applicable
  - How admission evaluations of students is documented and how records are maintained.
  - A description of the college or school's recruitment methods
  - A description of methods used to assess verbal and written communication skills of applicants to the program
  - How enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources
  - How curricular outcomes data are correlated with admissions data
  - How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
  - Any other notable achievements, innovations or quality improvements
  - Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

### **Communication of Admission Requirements**

All policies and procedures concerning admissions are publicly available on the College's website:

<http://www.ndsu.edu/pharmacy/> and in the College Policy Manual:

[http://www.ndsu.edu/pharmacy/college\\_information/policy\\_manual/](http://www.ndsu.edu/pharmacy/college_information/policy_manual/). The College Policy Manual is

updated and reposted on the website when changes are approved by the faculty through appropriate procedures. Admission requirements, including dates, deadlines, professional disclosure requirements and required pre-pharmacy courses are contained in the NDSU Pharmacy Handbook which is available on the College website at:

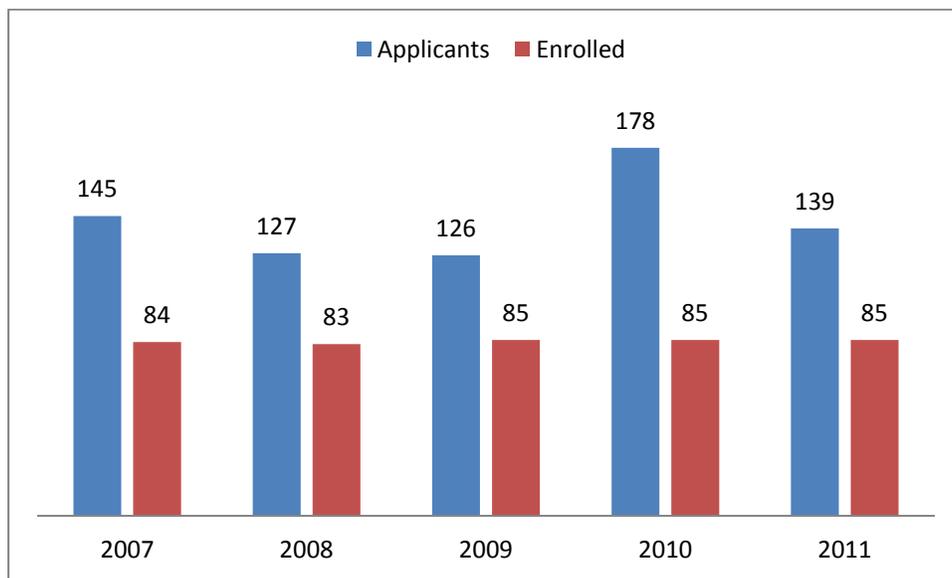
[http://www.ndsu.edu/fileadmin/pharmacy/documents/Handbook\\_2011-2012.pdf](http://www.ndsu.edu/fileadmin/pharmacy/documents/Handbook_2011-2012.pdf). The Pharmacy Handbook is revised annually, usually in September of each year, and reposted to the website. A summary of important dates and deadlines related to admissions is posted elsewhere on the College's website: [http://www.ndsu.edu/fileadmin/pharmacy/FAQs\\_for\\_pre-pharmacy\\_2010-2011.pdf](http://www.ndsu.edu/fileadmin/pharmacy/FAQs_for_pre-pharmacy_2010-2011.pdf).

The director of recruitment and the Associate Dean for Student Affairs and Faculty Development (ADSA&FD) regularly represent the pharmacy program at national and local recruiting fairs and provide academic interest sessions for prospective students and families. Informally, the staff takes telephone and email inquiries from prospective students who are interested in applying to the

program. The exact rubric used to make admission decisions is not public knowledge. Students are made aware of the general criteria, such as grade point average and Pharmacy College Admission Test (PCAT) score that are used to evaluate applicants, but not the actual scoring rubric.

The College receives between 120 and 200 qualified applicants per year (Figure 17-1). Per College Policy 2.24, each incoming class is limited to 85 students per year. This decision was made specifically on the basis of available resources, including the number of IPPE and APPE rotation slots, available classroom constraints and TWCP laboratory space. Students enrolled in dual degree programs must be accepted by both the Pharmacy Admissions Committee (PAC) and the other degree's admissions committee. All applicants are screened based on standardized academic success metrics, such as PCAT scores, academic transcripts and other, related information (e.g., state of residency, etc.) by the PAC.

**Figure 17-1. Applications and Admissions Last 5 Years**



All admission information is assessed using consistent, standard evaluation tools. Written communication skills are evaluated using grades in the required pre-pharmacy English composition courses, as well as performance on the PCAT essay. Ethical reasoning skills are assessed using the Defining Issues Test (DIT). Verbal communication skills are assessed in the applicant interviews and grades received in their pre-professional English and communications courses.

The PAC interviews 110-120 applicants on campus (or, for international students, an equivalent procedure as deemed appropriate by the PAC). Remaining applicants are eliminated from the pool and denied admission. One day in the early spring is set aside as an interview day for all applicants. Each applicant is interviewed by two faculty members who actively teach in the pharmacy program. Whenever possible, faculty members from the Department of Pharmaceutical Sciences are paired with a faculty member from the Department of Pharmacy Practice to ensure an even mix of views and approaches. All faculty involved in the interview process are informed prior to the interviews about the nature of the interview process, the expectations during the interviews, and the schedule of events. Because the College has a relatively small pharmacy program, most faculty actively participate in the interviews, and virtually all faculty who participate in the interviews have done so for multiple years. This allows for a higher likelihood of consistency and more effective pre-interview training.

Interviewers use a standard set of interview questions, a standard interview protocol and a standard evaluation rubric for all applicants (Appendix 17A). The rubric addresses practical knowledge of pharmacy (inclusive of attitudes and professionalism), their non-academic activities (e.g., volunteerism) and interests, and their conflict management skills. Applicants are also immersed in other activities (taking the DIT, touring the labs and classrooms, etc.) during the interview day. At the end of the day, applicants are provided an opportunity to fill out an evaluation form summarizing their level of satisfaction and to solicit written feedback to improve the organization and sequencing of the interview process.

### **Admission Criteria**

Admission is granted by the PAC (as delegated by the faculty) through majority consensus. This committee is chaired by the ADSA&FD and is comprised of faculty who teach in the pharmacy program and engage in research, community, hospital/Institutional or industrial practice of pharmacy. Written documentation of all admission evaluations are maintained by the ADSA&FD and his staff as Excel spreadsheets.

Interview and DIT scores are combined with academic standing and PCAT scores to cumulatively evaluate applicants. Admission offers are based on a competitive, rank-order process. Potential for academic success is measured using grade point averages in relevant pre-pharmacy coursework and the PCAT (both content and written essay scores). Ethical reasoning is measured using the DIT. Verbal communication, basic knowledge of the profession, leadership and professionalism are assessed using the standardized interviews. Each of these is combined with additional information

exogenous to the applicant (inclusion in under-represented groups, North Dakota residency, etc.) and admission is conditionally offered (based on successfully earning a grade of “C” or higher in all courses, successful background checks and paying the required deposits) to the 85 individuals with the highest rankings. Student enrollment by gender and race/ethnicity for the last 5 years is detailed in Appendix 17B.

A danger in using a rank-order process is that there may be fewer than 85 qualified applicants. This danger is mitigated by two factors. One is that there are few other pharmacy programs in the primary geographic area of service, which helps ensure an adequate applicant pool. Over the past five years, the numbers of applicants were: 139 (2011), 178 (2010), 126 (2009) 127 (2008) and 145 (2007). A second mitigating factor was the decision of the PAC to remove the scoring rubric from the public domain. While students know the general evaluation criteria, they do not know how those criteria are aggregated. As such, they must give maximum efforts to improve their academic and professional credentials. All criteria are strictly enforced; the PAC makes no exceptions for political, donor, legacy or any other reasons. PCAT scores, grade point averages of applicants and accepted students over the past five years (Appendix 3G) show that academic standards and demographics of accepted students are largely stable over this timeframe, suggesting that admission standards are not compromised. From 2008 to 2011, question 64 on the AACCP Graduating Student Survey show student perceptions regarding the organization of the admission process, especially when combining the strongly agree and agree categories, is very similar to peer and national figures.

As evidenced by NAPLEX and MPJE exam scores (see supporting documentation in Standard 15), our students’ pass rates exceed national averages and, in many years, are extremely close to 100 percent. Only a small fraction of each class requires remediation. Currently, the number of first-, second-, third- and fourth-year professional students remediating coursework (based on the year in which they entered the program) are 3, 2, 3 and 5, respectively.

### **Evaluation Plan**

The ADSA&FD and the PAC are charged with regularly reviewing admission policies and procedures. The PAC determines the content of the interview questions and makes recommendations to the faculty concerning major changes to the admissions process. Evaluations by students and faculty are generally done at the conclusion of each admissions cycle, when participants have a very strong impression of what activities/policies/procedures worked well, and which could potentially be improved. For example, based on feedback from the 2010-2011

admissions cycle, the PAC is currently re-evaluating the use of the DIT in the admissions process as a measure of ethical reasoning.

Another area of assessment leading to a change in admission policy involved the post-baccalaureate program. Originally, this program was developed to allow pharmacists currently practicing in North Dakota and the surrounding areas an opportunity to earn a Pharm.D. degree. Over the past decade, virtually all post-baccalaureate students were international students who did not hold licensure in the U.S. While these students assisted the College in meeting its diversity goals, the PAC felt there were more effective ways to ensure diversity in the College. Thus, a decision was made to suspend this program and integrate international students into the entry-level Pharm.D. program. Student diversity is tracked and assessed as part of the College Evaluation Plan described in Standard 3.

Lastly, in 2010, it was determined that the pharmacy program did not have a formal, unified policy on the technical standards necessary to complete the Pharm.D. program and gain licensure. The ADSA reviewed the allied health literatures, subsequently drafted a policy and submitted it for faculty approval. It is now included in the College Policy Manual (Policy 3.11) and contains procedures outlining the actions to be taken when students do not possess (or consistently lose) these competencies.

- 4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> <li>• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance <b>/or</b></li> <li>• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.</li> </ul>	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> <li>• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated <b>/or</b></li> <li>• Adequate information was not provided to assess compliance</li> </ul>
<input checked="" type="checkbox"/> <b>Compliant</b>	<input type="checkbox"/> <b>Compliant with Monitoring</b>	<input type="checkbox"/> <b>Partially Compliant</b>	<input type="checkbox"/> <b>Non Compliant</b>

- 5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

**NA**

**Appendices**

**Appendix 17A: Admission Interview Rubric**

**Appendix 17B: Enrollment by Gender and Race/Ethnicity**

**Appendix 17C: AACCP Survey Data**

**Appendix 10E: Pre-professional Requirements**

**Appendix 3G: PCAT Scores, GPA, Math GPA, and Science GPA for Admitted Class**

**Appendix 10E:**  
**College of Pharmacy, Nursing, and Allied Sciences**  
**PRE-PHARMACY CURRICULUM - Fall 2011**

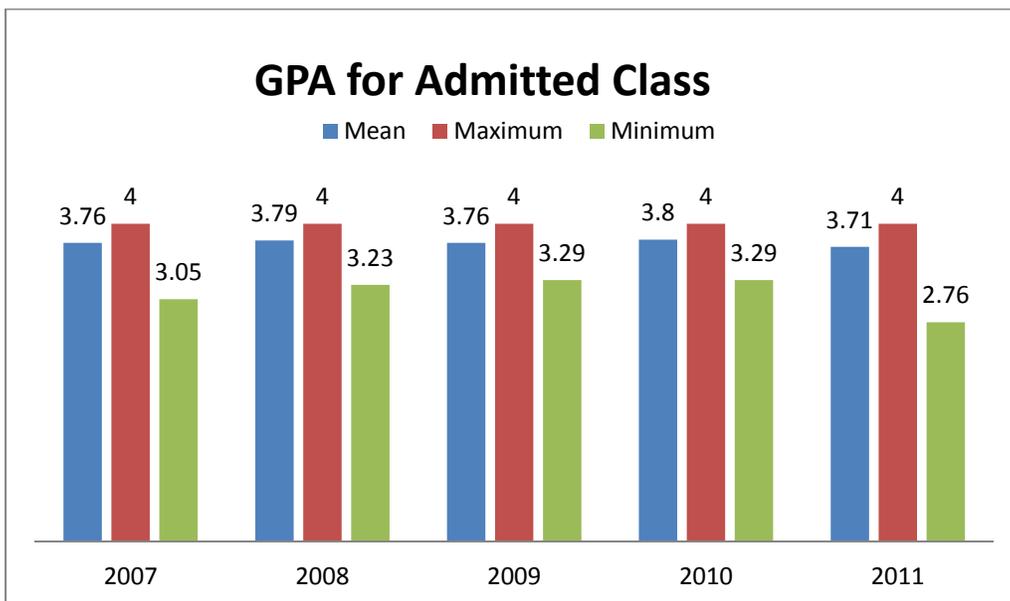
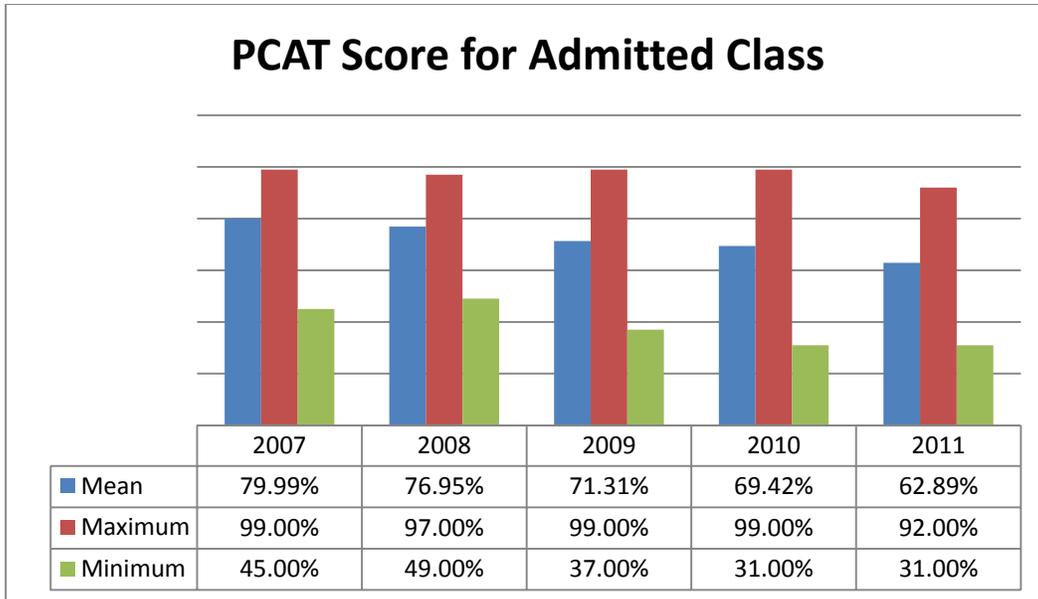
Name: \_\_\_\_\_

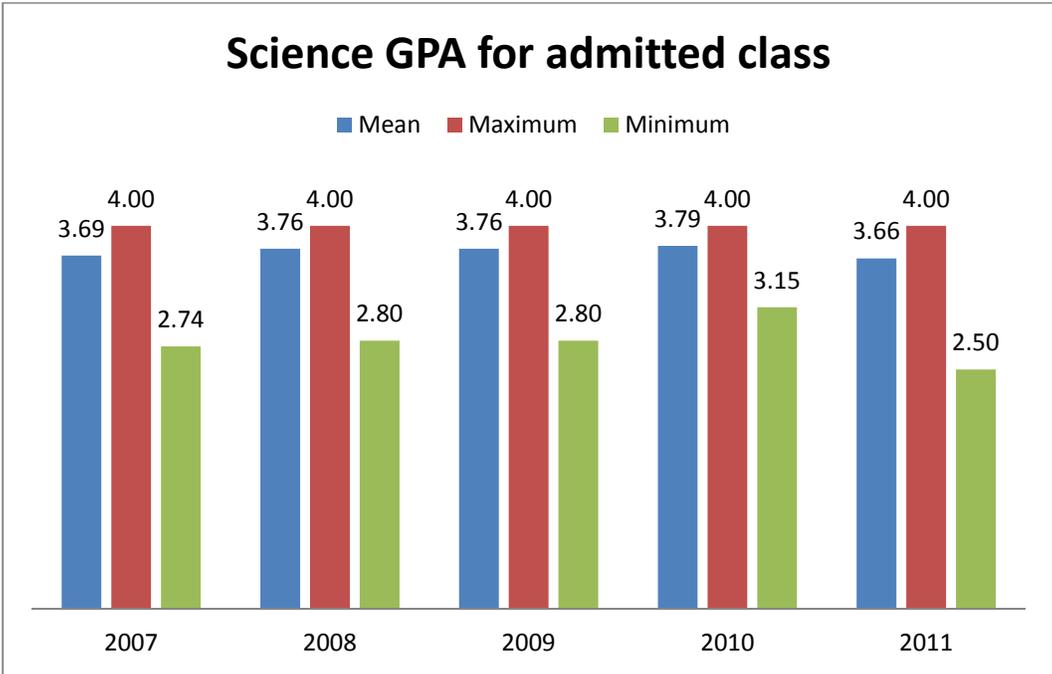
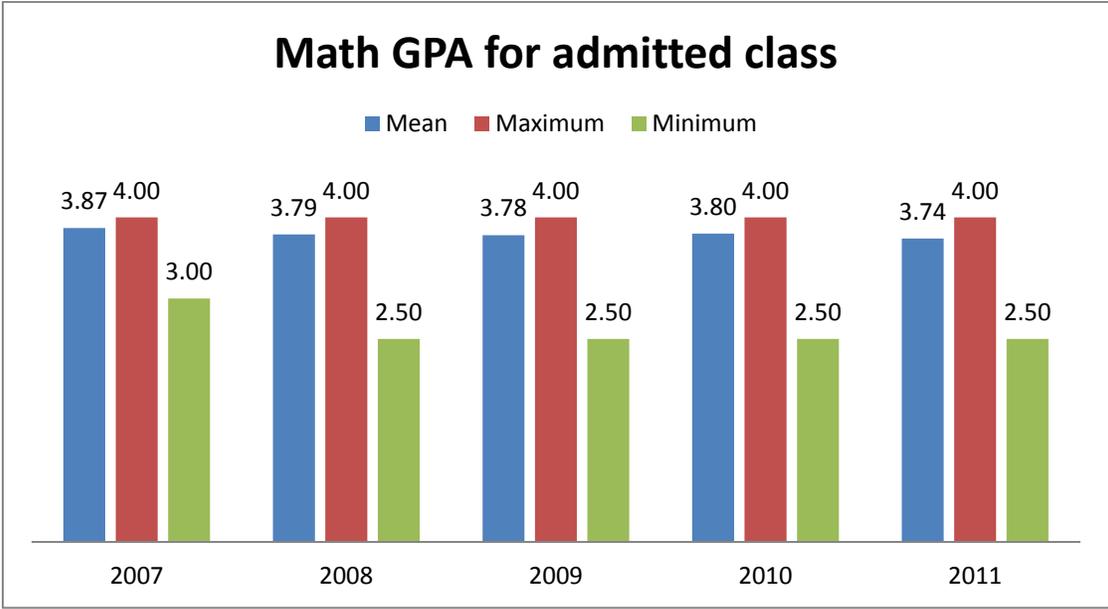
ID: \_\_\_\_\_

GENERAL EDUCATION REQUIRED PRE-REQUISITE COURSES:						DEPARTMENT REQUIRED PRE-REQUISITE COURSES:					
Course	Number	Course Title	Credits	Sem/YR	Grade	Course	Number	Course Title	Credits	Sem/YR	Grade
<b>First Year Experience (F)</b>			<b>1 sem credit</b>			BIOL	150*	General Biology I	3		
UNIV^	189	Skills for Academic Success	1			BIOL	150L*	General Biology I Lab	1		
<b>Communications (C)</b>			<b>12 sem credits</b>			BIOL	220*	Human Anat. & Phys I	3		
ENGL	110 <sup>1</sup>	College Composition I	3			BIOL	220L*	Human Anat. & Phys I Lab	1		
ENGL	120* <sup>1</sup>	College Composition II	3			BIOL	221	Human Anat. & Phys II	3		
COMM	110*	Fundamentals of Public Speaking	3			BIOL	221L	Human Anat. & Phys II Lab	1		
ENGL	324 or 325	Upper level English	3			CHEM	122L	General Chemistry II Lab	1		
<b>Quantitative Reasoning (R)</b>			<b>3 sem credits</b>			CHEM	341*	Organic Chemistry I	3		
MATH	146*	Applied Calc I	4			CHEM	341L	Organic Chemistry I Lab	1		
<b>Science &amp; Technology (S)</b>			<b>10 sem credits</b>			CHEM	342	Organic Chemistry II	3		
CHEM	121*	General Chemistry I	3			MICR	202*	Intro. Microbiology	2		
CHEM	121L	General Chemistry I Lab	1			MICR	202L*	Intro. Microbiology and Lab	1		
CHEM	122*	General Chemistry II	3			MICR	TBA	Medical Microbiology (formerly Micr 460-Pathogenic)	3		
PHYS	211	College Physics I	3			Stat	330 *	Introductory Statistics	3		
<b>Humanities &amp; Fine Arts (A)</b>			<b>6 sem credits</b>			Bioc	460	Biochemistry I	3		
			3			Bioc	461	Biochemistry II	4		
			3			<b>Notes:</b>					
<b>Social &amp; Behavioral Science (B)</b>			<b>6 sem credits</b>			* Denotes core courses used in admission GPA					
ECON	201	Microeconomics	3								
COMM	216	Intercultural Communication	3			<sup>1</sup> Students with composite ACT score of 21 or higher will be encouraged to register for English 120. Students who complete English 120 with a "C" or better will receive credit for English 110 with a passing grade of (P).					
<b>Wellness (W)</b>			<b>2 sem credits</b>								
			2			** Cultural Diversity (D) may come from either Humanities or Social & Beh Sci					
<b>Global Perspectives (G)</b>											
ECON	201	Microeconomics	3			<sup>A</sup> UNIV 189 is required for students with fewer than 24 earned transfer credits.					
<b>Cultural Diversity (D) **</b>											
			3			<b>All Required Courses Must be Completed with at Least a Grade of "C"</b>					
All courses must be completed in order to apply for the professional program in the last spring semester pre-requisite courses are taken.											

Advisor: \_\_\_\_\_

**Appendix 3G: PCAT Scores, GPA, Math GPA, and Science GPA for Admitted Class**





## Appendix 17A: Interview Scoring Form 2011

### North Dakota State University College of Pharmacy

**NOTE: Please ask only questions that are listed on this rubric.**

Please tell the student, “This is a structured interview. We aren’t able to react or utilize follow-up questions. Time isn’t usually an issue. So please take time to think about your answers and answer each question completely.”

**1. GET ACQUAINTED “ICE BREAKER” QUESTION:**

**“Pharmacy school is very demanding. There is a lot of work and studying. It’s good to be well-rounded. What do you do in your free time to get balance in your life?” (Do Not Score)**

Not Acceptable	Below Average	Average	Above Average	Outstanding
<b>2. RELEVANT LIFE / WORK EXPERIENCE:</b>				
<b>“What skills and attributes are necessary to be a ‘good’ pharmacist? Describe how you have developed these skills and attributes.”</b>				
<p style="text-align: center;"><b>0</b></p> <p>Very little or no active investigation into the profession.</p> <ul style="list-style-type: none"> <li>No direct investigation</li> <li>Researched pharmacy on internet</li> <li>“I like / am good at science / math”</li> <li>Counselor / other recommendation</li> </ul>	<p style="text-align: center;"><b>1</b></p> <p>Some investigation into the profession, although mostly passive.</p> <ul style="list-style-type: none"> <li>Participated in a pharmacy career day or open forum</li> <li>Knows of a practicing pharmacist</li> </ul>	<p style="text-align: center;"><b>2</b></p> <p>Actively investigated the profession and/or sought out opportunities.</p> <ul style="list-style-type: none"> <li>Talked / visited with a practicing pharmacist.</li> <li>Immediate family member is / was a pharmacist.</li> <li>Worked in a health care setting with some pharmacy contact.</li> <li>School initiated explorer program</li> <li>List skills (i.e. organized)</li> </ul>	<p style="text-align: center;"><b>3</b></p> <p>Currently/previously employed in the field of pharmacy.</p> <ul style="list-style-type: none"> <li>Self initiated job shadowed a pharmacist.</li> <li>Active student member of a pharmacy organization.</li> <li>Volunteered within a pharmacy setting.</li> <li>Able to articulate skills developed in relation to a pharmacy career</li> <li>Pharmacy technician</li> <li>Pharmacy intern</li> <li>Pharmacy clerk</li> <li>Other – Industry health research, Pharmacy research</li> </ul>	<p style="text-align: center;"><b>4</b></p> <p>Articulates skills developed and APPLIES to practice of pharmacy.</p> <ul style="list-style-type: none"> <li>Give example(s) of themselves APPLYING skills in a pharmacy setting.</li> </ul>
Not Acceptable	Below Average	Average	Above Average	Outstanding

Not Acceptable	Below Average	Average	Above Average	Outstanding
<b>3. ETHICS</b>				
“One day, a customer comes to the pharmacy and complains that his prescription was filled with the wrong medication. Another pharmacist made the mistake, but fortunately, it was very minor. What do you do?”				
<p style="text-align: center;"><b>0</b></p> <p>Unconcerned about welfare of patient and/or colleague.</p> <ul style="list-style-type: none"> <li>• Ignores complaint</li> <li>• Tells patient to come back later so someone else can deal with the problem.</li> </ul>	<p style="text-align: center;"><b>1</b></p> <p>Some concern for welfare of patient and/or colleague.</p> <ul style="list-style-type: none"> <li>• Go right to the supervisor &amp; report him/her before talking with the colleague.</li> <li>• Talks about the patient or colleague but not both.</li> </ul>	<p style="text-align: center;"><b>2</b></p> <p>Satisfactory concern for welfare of patient and/or colleague.</p> <ul style="list-style-type: none"> <li>• Acknowledges the error.</li> <li>• Shows compassion.</li> <li>• Comforts the patient <u>and</u> addresses concern with colleague.</li> </ul>	<p style="text-align: center;"><b>3</b></p> <p>Appropriate concern for welfare of patient and/or colleague.</p> <ul style="list-style-type: none"> <li>• Makes sure that safety measures are taken.</li> <li>• Quality assurance.</li> <li>• Discusses how to make sure it doesn't happen again.</li> </ul>	<p style="text-align: center;"><b>4</b></p> <p>Exemplary concern for welfare of patient and/or colleague.</p> <ul style="list-style-type: none"> <li>• Systematic approach to prevention.</li> <li>• Provides full assistance, reassurance to both sides.</li> </ul>

Not Acceptable	Below Average	Average	Above Average	Outstanding
<b>4. COMMITMENT TO PATIENT CARE</b>				
“You own a pharmacy. What would you do if a patient asks you to fill a prescription for a very expensive (\$500) antibiotic to treat an infection but could not afford to pay for it?”				
<p style="text-align: center;"><b>0</b></p> <p>Unconcerned about the patient's welfare.</p> <ul style="list-style-type: none"> <li>• Refuses to dispense the medication without some form of payment</li> </ul>	<p style="text-align: center;"><b>1</b></p> <p>Some concern for the patient's welfare.</p> <ul style="list-style-type: none"> <li>• Refers the patient to another pharmacy.</li> </ul>	<p style="text-align: center;"><b>2</b></p> <p>Adequate concern for the patient's welfare.</p> <ul style="list-style-type: none"> <li>• Offers to give a 24 hour supply of the medication while financing is “worked out”</li> <li>• Dispenses the prescription and allows the patient to “charge it”.</li> <li>• Pay for prescription</li> </ul>	<p style="text-align: center;"><b>3</b></p> <p>Appropriate concern for the patient's welfare.</p> <ul style="list-style-type: none"> <li>• Calls the prescriber to recommend a less expensive alternative.</li> </ul>	<p style="text-align: center;"><b>4</b></p> <p>Exemplary concern for the patient's welfare.</p> <ul style="list-style-type: none"> <li>• Demonstrates patient advocacy by helping patient access “professional samples”, patient assistance programs, or community grants.</li> </ul>

Not Acceptable	Below Average	Average	Above Average	Outstanding
<b>5. EMOTIONAL MATURITY</b>				
<b>“Name a time when you participated in a group activity during pre-pharmacy. What was your role in the group and how did you deal with a group member who did not contribute to the group?”</b>				
<p style="text-align: center;"><b>0</b></p> <p>Avoids conflict by not responding or responding inappropriately.</p> <ul style="list-style-type: none"> <li>• Never experienced conflict</li> <li>• Didn't do anything</li> <li>• Never a leader in a group- didn't contribute</li> <li>• Quit the group</li> </ul>	<p style="text-align: center;"><b>1</b></p> <p>Satisfactory conflict resolution occurred without any real intervention on candidate's part.</p> <ul style="list-style-type: none"> <li>• Quit with proper notice</li> <li>• Told other student that you are not happy with them, but have no suggestions, etc.</li> <li>• Talked with other group members about the non-contributing group member, but failed to talk to that person</li> <li>• Contributed to group but a follower</li> <li>• Talked to instructor regarding other student's activity</li> </ul>	<p style="text-align: center;"><b>2</b></p> <p>Satisfactory resolution to conflict but relationship remained somewhat strained or tense.</p> <ul style="list-style-type: none"> <li>• Recognizes negative feelings/emotions but doesn't act upon them</li> <li>• Shared responsibilities with the group (i.e. co-leader)</li> <li>• Focused on the situation rather than the person</li> <li>• Took over the responsibilities of the non-contributing member and did themselves</li> </ul>	<p style="text-align: center;"><b>3</b></p> <p>Took initiative to resolve conflict in a timely fashion with both parties fairly satisfied with the outcome.</p> <ul style="list-style-type: none"> <li>• Asks for re-evaluation of role responsibilities.</li> <li>• A leader in the group</li> <li>• Discuss pros and cons of total group participation</li> <li>•</li> </ul>	<p style="text-align: center;"><b>4</b></p> <p>Exemplary approach to conflict management with all parties satisfied with the outcome.</p> <ul style="list-style-type: none"> <li>• Asks for meeting with all group members to discuss conflict and to discuss ways to overcome.</li> <li>• An ACTIVE leader in the group-promoting group participation from everyone</li> <li>• Offer suggestions of how to make the situation work for everybody</li> </ul>

Not Acceptable	Below Average	Average	Above Average	Outstanding
<b>6. UNDERSTANDING OF THE PHARMACY PROFESSION</b>				
<b>“Explain activities pharmacists are becoming involved in, beside the traditional dispensing functions and discuss that importance in healthcare.”</b>				
<p style="text-align: center;"><b>0</b></p> <p>Not able to identify a major issue/problem. Random thoughts with no real focus. Poor knowledge base</p> <ul style="list-style-type: none"> <li>No idea of activities that pharmacists do</li> </ul>	<p style="text-align: center;"><b>1</b></p> <p>Generates superficial healthcare issues or those that do not relate to the practice of pharmacy</p> <ul style="list-style-type: none"> <li><b>Only lists traditional pharmacy functions (dispensing, compounding, consultation, etc.)</b></li> </ul>	<p style="text-align: center;"><b>2</b></p> <p>Identifies other cognitive services but <b>lacks clear description of its’ impact</b> on healthcare</p> <ul style="list-style-type: none"> <li>Vaccinations</li> <li>Patient Assistance</li> <li>Disease State Management</li> <li>Medication Therapy Management</li> <li>Automation/Technology</li> <li>Nursing Home Consulting</li> </ul>	<p style="text-align: center;"><b>3</b></p> <p>Knowledgeable answer <b>and is able to explain</b> the impact these services have in healthcare</p> <ul style="list-style-type: none"> <li>Improved vaccination rates</li> <li><b>Increased patient compliance</b></li> <li><b>Control of disease processes</b></li> </ul>	<p style="text-align: center;"><b>4</b></p> <p>Clear demonstration of knowledge about important current issues and their potential impact on the practice of pharmacy <b>via personal experience or application.</b></p> <p>Can explain how they are/were directly involved in cognitive services and the importance in healthcare</p>

<b>Not Acceptable</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Outstanding</b>
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**7. LEADERSHIP:**

**“Pharmacy is in need of leaders to address all the issues in healthcare. Explain why you would be a good leader for the profession of pharmacy. Include any leadership and volunteer activities and tell us what skills you have developed.”**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>Very little or no organization/volunteer activities.</p> <ul style="list-style-type: none"> <li>• “I like to make decisions/tell people what to do.”</li> <li>• Nothing done/stated</li> </ul>	<p>Some leadership and volunteer activities.</p> <ul style="list-style-type: none"> <li>• Gives organization examples, but can’t explain why they would be a pharmacy leader</li> <li>• Involved as a member of committee/ group but no active involvement or leadership role held</li> </ul>	<p>Leadership and volunteer activities for at least one year.</p> <ul style="list-style-type: none"> <li>• Gives examples of organization roles held and why they would be pertinent to being a leader in pharmacy/ healthcare (but interviewer feels that rationale or skills are average at best)</li> </ul>	<p>Leadership and volunteer activities for one to two years.</p> <ul style="list-style-type: none"> <li>• Gives examples of leadership roles held and why they would be pertinent to being a leader in pharmacy/ healthcare (but interviewer feels that rationale or skills are not a perfect fit, but above average)</li> <li>• Explain skills</li> <li>• Identifies skills/no application to importance in advancing profession of pharmacy</li> </ul>	<p>Excellent leadership &amp; volunteer activities for more than two years with well-developed skill set.</p> <ul style="list-style-type: none"> <li>• Gives examples of leadership roles held and why they would (and they are) be pertinent to being a leader in pharmacy/ healthcare</li> <li>• Explain skills</li> <li>• Able to identify SKILLS and APPLY to why important in advancing profession of pharmacy</li> </ul>

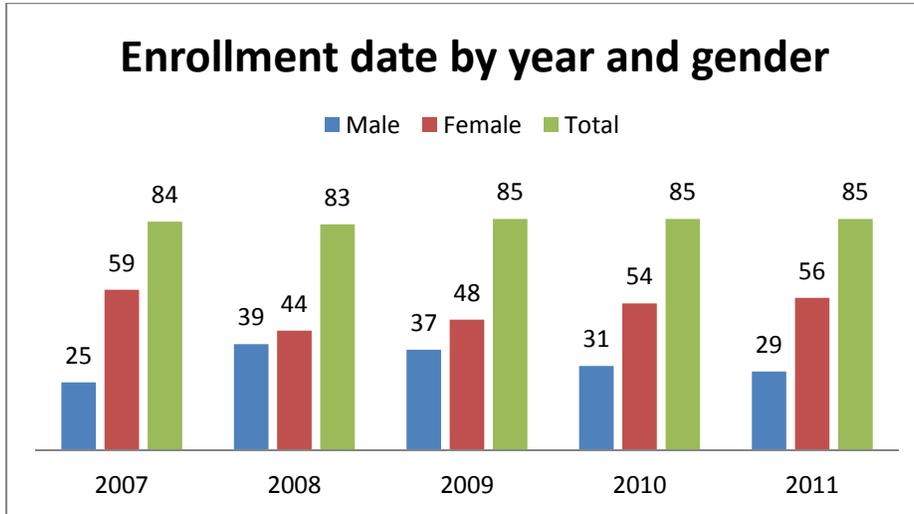
**8. FOLLOW-UP –**

**“Do you have any pharmacy or pharmacy program related questions for us?”**

**Place a check mark in this box if they have a question. (one point for answering this)**  
**If NO follow up question(s)... DO NOT CHECK THE BOX!!**



**Appendix 17B: Enrollment by Gender and Race/Ethnicity**



<b>Enrollment Data by Year and Ethnicity</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Asian</b>	4	1	7	3	5
<b>Black</b>	1	1		2	1
<b>Hispanic</b>		2		1	
<b>Native American</b>	3	1	1	1	3
<b>North African</b>		1			
<b>Middle Eastern</b>				1	
<b>Total Enrollment</b>	84	83	85	85	85

## Appendix 17C: AACP Surveys

### Graduating Student Survey Name

**Question: 64.** The admissions process of the college/school of pharmacy was well organized.

