

**PHARMACY GRADUATING STUDENT SURVEY
SUMMARY REPORT - 2012**

The Graduating Student Survey was available for online access in the AACP Centralized Survey System on March 5, 2012. As of July 2012, 105 out of 110 (95.5%) colleges and schools of pharmacy graduating students in 2012 administered the survey to their students. A total of twelve thousand, one hundred and eighteen (12,118) graduating students were invited to complete the survey. Eight thousand, six hundred and ninety-two (8,692) graduating students submitted the survey for a total response rate of nearly seventy-two percent (71.7%). Response rates per school ranged from 14.6 percent to 100.0 percent. For more information regarding this summary report or the administration of the survey, please contact Danielle Taylor, research manager (dtaylor@aacp.org).

Total number of schools: 105 (57 public, 48 private)

Total number of responses: 8,692

Part A. Demographic Information

1. Gender

	Response Percent	Response Total
Male	38.4%	3334
Female	61.6%	5358

2. Age

	Response Percent	Response Total
25 or under	49.3%	4287
26-30	37.3%	3239
31-35	8.2%	709
36 or older	5.3%	457

3. Primary area of paid outside work experiences while in school

	Response Percent	Response Total
Community pharmacy	NA	6318
Institutional pharmacy	NA	1583
Other pharmacy related	NA	515
Non-Pharmacy related	NA	592
I did not work	NA	991

3a. Hours worked per week if paid for outside work during your final professional year

	Response Percent	Response Total
I did not work during my final professional year	28.3%	2458
Less than 10 hours	32.5%	2821
10 to less than 15 hours	16.6%	1444
15 to less than 20 hours	10.5%	910
20 to less than 30 hours	5.2%	448
30 or more hours	1.7%	152
No Answer	5.3%	459

3b. Hours worked per week if paid for outside work during the academic year immediately prior to final professional year	Response Percent	Response Total
I did not work during the academic year immediately prior to my final professional year	17.6%	1533
Less than 10 hours	22.7%	1971
10 to less than 15 hours	22.8%	1979
15 to less than 20 hours	17.5%	1518
20 to less than 30 hours	9.5%	823
30 or more hours	4.6%	396
No Answer	5.4%	472
4. College degrees earned prior to entering Doctor of Pharmacy program	Response Percent	Response Total
Did not have a degree prior to entering program	NA	3825
Associate's	NA	912
B.S., B.A. or Other Bachelor's	NA	4119
MBA	NA	31
Master's (other than MBA)	NA	240
JD or Other Law	NA	6
Ph.D.	NA	18
M.D., D.D.S. or other Professional Doctorate	NA	21
Other Doctorate	NA	11
5. Dual degree program participated in while completing Doctor of Pharmacy program	Response Percent	Response Total
Did not participate in a dual degree program	97.0%	8433
Pharm.D./Ph.D.	0.2%	19
Pharm.D./MBA	1.3%	114
Pharm.D./M.S.	0.2%	17
Pharm.D./JD	0.0%	4
Pharm.D./M.P.H.	0.3%	24
Other	0.9%	81
5a. Estimated time of completion of Dual degree program	Response Percent	Response Total
No Answer	2.6%	226
Did not participate in a dual degree program	94.5%	8210
Already completed	0.5%	45
Less than 1 year	0.1%	11
1 year	0.4%	33
2 years	0.9%	78
3 years	0.5%	46
4 years	0.3%	26
5 years	0.1%	5
More than 5 years	0.1%	12
6. Learning environment/configuration of curriculum	Response Percent	Response Total
Traditional program (4 professional years)	90.1%	7829
Accelerated program (3 professional years; year-round classes)	9.9%	863
7. Enrolled learning environment	Response Percent	Response Total
Main campus	90.5%	7867
Distance/Satellite/Branch campus (enter city, state)	8.9%	776
Web-based program	0.6%	49

8. Current plans upon your graduation from the college/school of pharmacy

Employment

	Response Percent	Response Total
Community Pharmacist -- Chain	NA	4952
Community Pharmacist -- Independent	NA	1295
Hospital Pharmacist	NA	2703
Long-term Care Pharmacist	NA	520
Managed Care Pharmacist	NA	308
Pharmaceutical Industry	NA	324
Pharmacist - Armed services or Regulator Agency	NA	229
Pharmacist - Other Government	NA	337
Professional Association	NA	85
Other Pharmacy Related Field	NA	587
Non - Pharmacy Related Field	NA	50
No Plans for Employment in the coming year	NA	373

Further Education

	Response Percent	Response Total
Pharmacy Residency Program	NA	2099
Dual Pharmacy Residency - Master's Program	NA	64
Pharmacy Master's Program	NA	65
Pharmacy Ph.D. Program	NA	71
MBA Program	NA	511
JD or Other Law Program	NA	87
Other Health Professions (M.D., D.D.S., D.V.M., etc.)	NA	133
Other Non-Pharmacy Master's Program	NA	128
Non-Pharmacy Ph.D. Program	NA	32
Fellowship	NA	149
No Plans for Further Education in the coming year	NA	4097

8a. Borrowed money to help pay for your college expenses in the Pharm.D. degree program

	Response Percent	Response Total
Yes	88.7%	7713
No	11.3%	979

Average amount borrowed (all schools): \$123,063
 Median amount borrowed (all schools): \$120,000
 Average amount borrowed (public schools): \$103,829
 Median amount borrowed (public schools): \$100,000
 Average amount borrowed (private schools): \$142,849
 Median amount borrowed (private schools): \$150,000

Section I: Required Interprofessional Education

9. What required curricular activities (didactic or experiential) did you participate in where you had the opportunity to learn with other health professions students?	Response Percent	Response Total
Lectures	NA	6190
Patient-centered case problems	NA	5645
Clinical simulations	NA	4695
Active engagement with patients	NA	4984
Community projects, service learning	NA	4910
Team skills training	NA	3718
Online coursework	NA	3162
Clinical Labs	NA	4252
IPPE	NA	6067
APPE	NA	7435
Research or Capstone projects	NA	2236
Other	NA	128
Did not participate in any required interprofessional education activities	NA	358
9a. With which other professions students have you had the opportunity to participate or interact in required educational activities as indicated above?	Response Percent	Response Total
Dentistry	NA	996
Nursing	NA	5184
Occupational therapy	NA	1110
Osteopathic medicine (DO)	NA	2358
Allopathic medicine (MD)	NA	4086
Physical therapy	NA	1798
Physician assistant	NA	3073
Psychology	NA	937
Public health	NA	983
Social work	NA	1949
Veterinary medicine	NA	226
Other	NA	481
Did not participate in any required interprofessional education activities	NA	1554

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
9(b). 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.	33.6% (2923)	46.4% (4033)	4.5% (392)	1.6% (142)	13.8% (1202)

Section II: Professional Competencies/Outcomes

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
The Pharm.D. Program prepared me to...					
10. communicate with health care providers.	45.0% (3915)	50.8% (4413)	2.9% (255)	0.8% (68)	0.5% (41)
11. communicate with patients and caregivers.	53.4% (4640)	44.4% (3858)	1.4% (124)	0.5% (44)	0.3% (26)
12. gather and use specific information (e.g., patient histories, medical records) to identify patient medication-related problems.	55.4% (4813)	42.6% (3699)	1.3% (113)	0.5% (42)	0.3% (25)
13. develop a patient care plan to manage each medication-related problem.	50.7% (4404)	46.9% (4073)	1.6% (141)	0.5% (45)	0.3% (29)
14. work with the health care team to implement the patient care plan.	41.7% (3625)	52.2% (4533)	4.6% (402)	0.9% (78)	0.6% (54)
15. document pharmaceutical care activities.	43.1% (3744)	51.9% (4510)	3.6% (313)	0.8% (67)	0.7% (58)
16. interpret epidemiologic data relevant to specific diseases and their management.	30.4% (2639)	57.8% (5028)	8.5% (736)	1.5% (127)	1.9% (162)
17. interpret economic data relevant to treatment of disease.	22.5% (1957)	56.2% (4887)	15.6% (1353)	2.8% (241)	2.9% (254)
18. manage the system of medication use to affect patients.	36.7% (3191)	56.4% (4898)	4.0% (351)	0.9% (77)	2.0% (175)
19. identify and use risk reduction strategies to minimize medication errors.	37.3% (3244)	56.1% (4874)	4.7% (411)	0.9% (80)	1.0% (83)
20. provide patient care in accordance with legal, ethical, social, economic, and professional guidelines.	46.7% (4057)	50.6% (4402)	1.7% (148)	0.4% (37)	0.6% (48)
21. 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.	36.6% (3180)	56.0% (4871)	5.0% (432)	1.0% (88)	1.4% (121)
22. interpret and apply drug use policy and health policy.	30.7% (2668)	59.4% (5166)	7.2% (626)	0.9% (82)	1.7% (150)
23. work with other stakeholders (e.g., patients and other health professionals) to identify and resolve problems related to medication use.	38.5% (3348)	56.1% (4874)	3.7% (318)	0.8% (67)	1.0% (85)
24. promote wellness and disease prevention services.	47.0% (4084)	49.9% (4338)	1.9% (166)	0.6% (53)	0.6% (51)
25. practice pharmacy in interprofessional and collaborative practice settings.	46.4% (4036)	49.1% (4266)	3.2% (280)	0.7% (64)	0.5% (46)
26. search the health sciences literature.	52.5% (4566)	44.8% (3891)	1.7% (149)	0.7% (57)	0.3% (29)
27. evaluate the health sciences literature.	47.9% (4163)	48.1% (4178)	2.8% (245)	0.8% (73)	0.4% (33)
28. reflect critically on personal skills and actions and make plans to improve when necessary.	44.2% (3842)	51.8% (4505)	2.9% (248)	0.6% (56)	0.5% (41)
29. accept and respond to constructive feedback.	46.2% (4012)	49.8% (4329)	2.7% (233)	0.8% (67)	0.6% (51)

SECTION III: Doctor of Pharmacy Curriculum

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
30. The sequence of courses was appropriate to build my knowledge and skills.	28.9% (2508)	58.2% (5062)	10.4% (903)	1.9% (163)	0.6% (56)
31. I developed the skills needed to prepare me for continued learning after graduation.	40.8% (3546)	54.3% (4718)	3.4% (299)	0.7% (57)	0.8% (72)
32. I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).	46.3% (4024)	50.3% (4371)	2.4% (207)	0.6% (51)	0.4% (39)
33. I was encouraged to ask questions in class.	36.7% (3192)	53.2% (4626)	7.3% (635)	1.4% (126)	1.3% (113)
34. Pharmacy-related elective courses met my needs as a Pharm.D. student.	33.2% (2888)	51.3% (4460)	10.9% (949)	3.0% (257)	1.6% (138)
35. Course loads were reasonable.	27.2% (2365)	61.3% (5327)	8.7% (758)	2.1% (183)	0.7% (59)
36. The program included opportunities to develop professional attitudes, ethics and behaviors.	41.3% (3589)	53.4% (4645)	3.6% (314)	1.0% (89)	0.6% (55)

SECTION IV: Pharmacy Practice Experiences

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
37. My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.	26.1% (2266)	52.5% (4562)	15.8% (1369)	4.3% (371)	1.4% (124)
38. My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.	26.0% (2259)	52.0% (4519)	16.7% (1452)	3.8% (329)	1.5% (133)
39. The sites available for introductory pharmacy practice experiences were of high quality.	25.3% (2201)	56.1% (4875)	12.7% (1105)	3.1% (272)	2.7% (239)
40. The process by which I was assigned sites for introductory pharmacy practice experiences was fair.	28.5% (2477)	57.0% (4951)	7.4% (647)	3.0% (265)	4.0% (352)
41. In the community pharmacy setting, I was able to apply my patient care skills.	44.2% (3838)	47.1% (4095)	5.8% (505)	1.8% (158)	1.1% (96)
42. In the ambulatory care setting, I was able to apply my patient care skills.	54.9% (4773)	39.8% (3456)	2.7% (234)	1.1% (99)	1.5% (130)
43. In the hospital or health-system pharmacy setting, I was able to apply my patient care skills.	45.5% (3951)	46.3% (4025)	5.9% (515)	1.4% (126)	0.9% (75)
44. In the inpatient/acute care setting, I was able to apply my patient care skills.	49.4% (4296)	45.3% (3937)	2.9% (256)	0.8% (73)	1.5% (130)
45. The need for continuity of care throughout the health care system was emphasized in the advanced pharmacy practice experiences.	43.6% (3788)	50.3% (4376)	4.5% (390)	0.8% (68)	0.8% (70)
46. The variety of the available advanced pharmacy practice experience electives met my needs as a student.	42.4% (3682)	47.8% (4157)	6.9% (603)	2.1% (186)	0.7% (64)
47. I was academically prepared to enter my advanced pharmacy practice experiences.	37.9% (3291)	53.6% (4662)	6.4% (553)	1.4% (121)	0.7% (65)
48. The sites available for advanced pharmacy practice experiences were of high quality.	40.2% (3490)	51.3% (4461)	6.0% (519)	1.5% (134)	1.0% (88)
49. The process by which I was assigned sites for advanced pharmacy practice experiences was fair.	38.4% (3334)	50.3% (4370)	6.7% (586)	3.3% (290)	1.3% (112)
50. Overall, my advanced practice experiences were valuable in helping me to achieve the professional competencies.	49.5% (4306)	46.6% (4050)	2.5% (218)	0.8% (68)	0.6% (50)
51. 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.).	53.1% (4619)	44.3% (3851)	1.8% (154)	0.4% (39)	0.3% (29)
52. My pharmacy practice experiences allowed me to collaborate with other health care professionals.	52.8% (4588)	44.9% (3901)	1.6% (135)	0.4% (34)	0.4% (34)

SECTION V: Student Services

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Did not Utilize
53. Academic advising met my needs.	22.9% (1987)	45.7% (3975)	11.4% (989)	4.2% (361)	15.9% (1380)
54. Career planning and guidance met my needs.	15.0% (1307)	38.3% (3325)	16.8% (1462)	6.5% (564)	23.4% (2034)
55. Tutoring services met my needs.	11.6% (1008)	27.2% (2366)	7.7% (671)	2.8% (246)	50.6% (4401)
56. Financial aid advising met my needs.	17.6% (1529)	46.5% (4041)	11.9% (1038)	5.4% (470)	18.6% (1614)
57. Student health and wellness services (e.g. immunizations, counseling services, campus pharmacy, primary care clinics, etc.) met my needs.	24.5% (2130)	49.5% (4301)	6.7% (582)	3.5% (300)	15.9% (1379)

SECTION VI: The Student Experience

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy.	33.8% (2937)	56.4% (4905)	6.6% (577)	1.9% (166)	1.2% (107)
59. Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).	35.4% (3077)	54.7% (4758)	6.8% (588)	1.9% (169)	1.2% (100)
60. The college/school's administration responded to problems and issues of concern to the student body.	25.8% (2246)	54.0% (4696)	11.8% (1029)	4.3% (374)	4.0% (347)
61. I was aware of the process for raising issues with the college/school administration.	25.3% (2201)	54.1% (4705)	13.1% (1142)	3.2% (282)	4.2% (362)
62. I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters.	33.8% (2940)	56.6% (4924)	6.1% (529)	1.9% (169)	1.5% (130)
63. The college/school of pharmacy is welcoming to students with diverse backgrounds.	44.9% (3901)	49.9% (4333)	2.2% (193)	1.3% (113)	1.7% (152)
64. The admissions process of the college/school of pharmacy was well organized.	37.2% (3233)	53.2% (4620)	4.9% (430)	1.8% (155)	2.9% (254)
65. The college/school of pharmacy had a student government that effectively communicated student opinions and perspectives to the faculty or administration.	29.9% (2598)	52.5% (4562)	8.4% (734)	2.7% (231)	6.5% (567)
66. 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.	36.6% (3185)	53.6% (4659)	6.0% (518)	1.8% (157)	2.0% (173)
67. Faculty, administrators and staff were committed to serving as positive role models for students.	40.0% (3475)	52.7% (4580)	4.4% (386)	1.5% (131)	1.4% (120)
68. Overall, preceptors modeled professional attributes and behaviors in the pharmacy practice experiences.	42.9% (3731)	53.5% (4654)	2.3% (199)	0.7% (59)	0.6% (49)
69. Overall, preceptors provided me with individualized instruction, guidance and evaluation that met my needs as a Doctor of Pharmacy student.	41.6% (3620)	53.5% (4654)	3.3% (283)	0.8% (73)	0.7% (62)
70. I was aware of expected behaviors with respect to professional and academic conduct.	52.3% (4549)	46.2% (4019)	0.6% (56)	0.4% (34)	0.4% (34)
71. The college/school of pharmacy effectively managed academic misconduct by students.	28.3% (2456)	44.7% (3882)	8.8% (762)	4.9% (425)	13.4% (1167)
72. The college/school of pharmacy effectively managed professional misconduct by students.	27.5% (2394)	45.2% (3932)	8.6% (751)	4.1% (358)	14.5% (1257)
73. The college/school's administration and faculty encouraged me to participate in regional, state or national pharmacy meetings.	39.1% (3401)	51.5% (4475)	5.6% (490)	1.5% (132)	2.2% (194)
74. The college/school of pharmacy was supportive of student professional organizations.	44.7% (3883)	50.2% (4366)	2.0% (176)	1.0% (85)	2.1% (182)
75. I was aware of opportunities to participate in research activities with faculty.	28.3% (2458)	48.3% (4199)	15.5% (1346)	4.2% (369)	3.7% (320)

SECTION VII: Facilities, Experiential Sites and Educational Resources

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
76. My campus learning environment was safe.	47.0% (4084)	47.7% (4148)	3.5% (305)	1.0% (89)	0.8% (66)
77. The computer and other information technology resources provided by the college/school of pharmacy and/or elsewhere on campus were conducive to learning.	40.3% (3502)	50.3% (4373)	6.5% (567)	2.2% (190)	0.7% (60)
78. The classrooms in the college/school of pharmacy or elsewhere on campus were conducive to learning.	38.5% (3344)	53.0% (4609)	6.1% (531)	1.6% (139)	0.8% (69)
79. The laboratories and other non-classroom environments were conducive to learning.	39.3% (3414)	54.0% (4692)	4.3% (372)	1.3% (113)	1.2% (101)
80. The study areas in the college/school of pharmacy or elsewhere on campus were conducive to learning.	36.1% (3136)	51.3% (4462)	7.7% (667)	3.3% (287)	1.6% (140)
81. 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.	34.1% (2960)	50.3% (4372)	10.0% (868)	3.9% (340)	1.7% (152)
82. On-campus access to educational resources (e.g., library, electronic data bases, drug information center) was conducive to learning.	44.4% (3855)	49.6% (4313)	3.5% (303)	1.6% (141)	0.9% (80)
83. During pharmacy practice experiences access to educational resources (e.g. library, electronic data bases, drug information center) was conducive to learning.	45.3% (3941)	49.7% (4324)	3.0% (258)	1.3% (114)	0.6% (55)

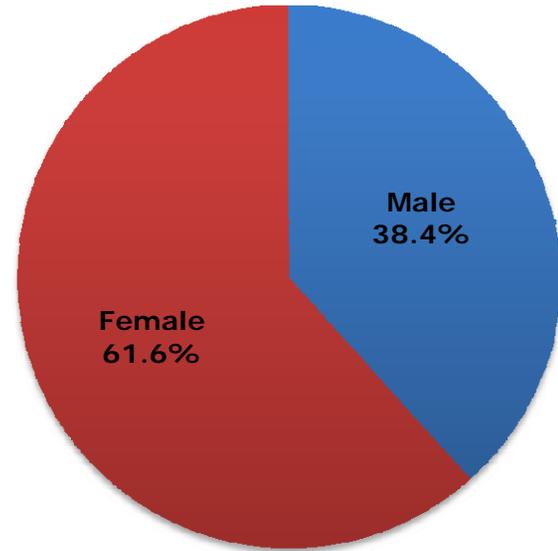
SECTION VIII: Overall Impressions

Indicate the degree to which you agree or disagree with these statements.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
84. I am prepared to enter pharmacy practice.	40.1% (3489)	54.8% (4759)	3.6% (309)	0.6% (53)	0.9% (82)
85. If I were starting my college career over again I would choose to study pharmacy.	40.8% (3546)	41.0% (3565)	10.2% (886)	3.7% (320)	4.3% (375)
86. 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.)	40.1% (3485)	42.8% (3722)	8.8% (769)	4.5% (395)	3.7% (321)
87. I would recommend a career in pharmacy to a friend or relative.	34.9% (3031)	42.9% (3727)	13.5% (1170)	4.2% (367)	4.6% (397)

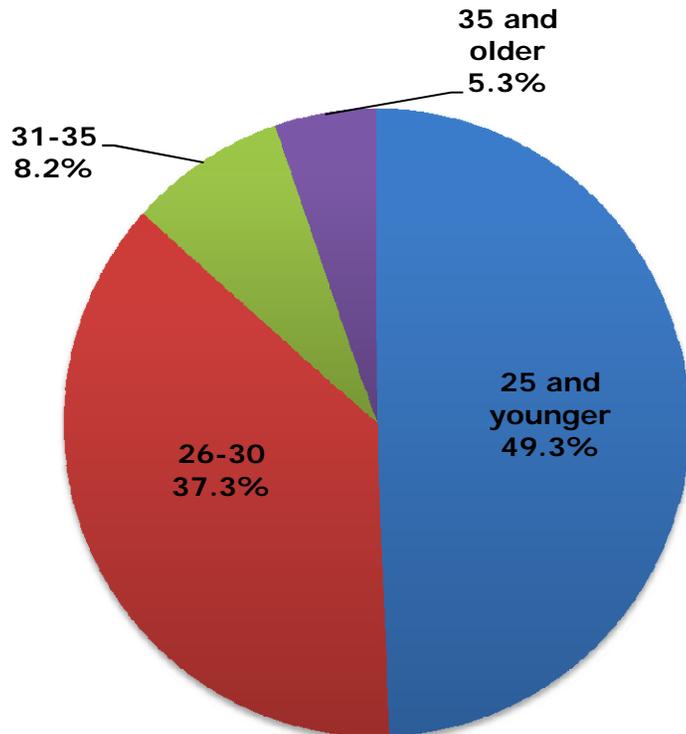
Demographic Information

Of those that completed the survey, about sixty-two percent (61.6%) were females and about thirty-eight percent (38.4%) were males.

Gender

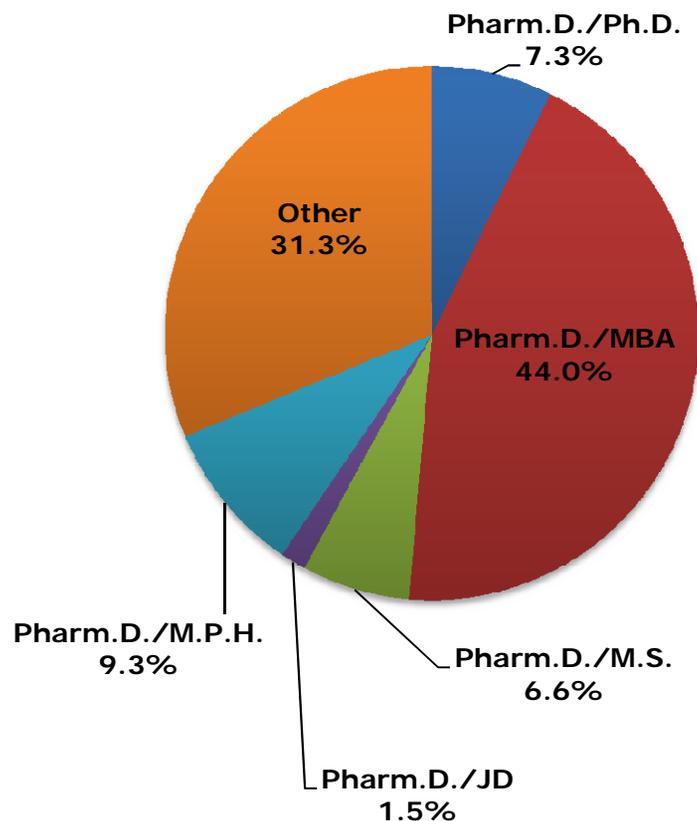


Age



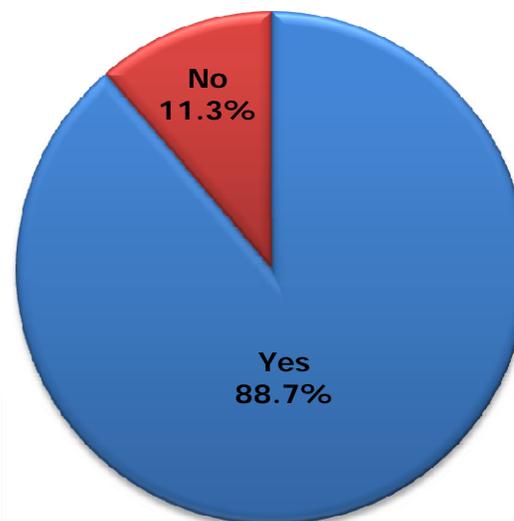
Almost half of all graduating students (49.3%) were 25 or younger.

Dual Degree Programs



Ninety-seven percent (97.0%) of students did not participate in a dual degree program. However, of the students who did complete a dual degree program, the Pharm.D./MBA was the most popular program, with forty-four percent (44.0%) of dual degree students participating in the program.

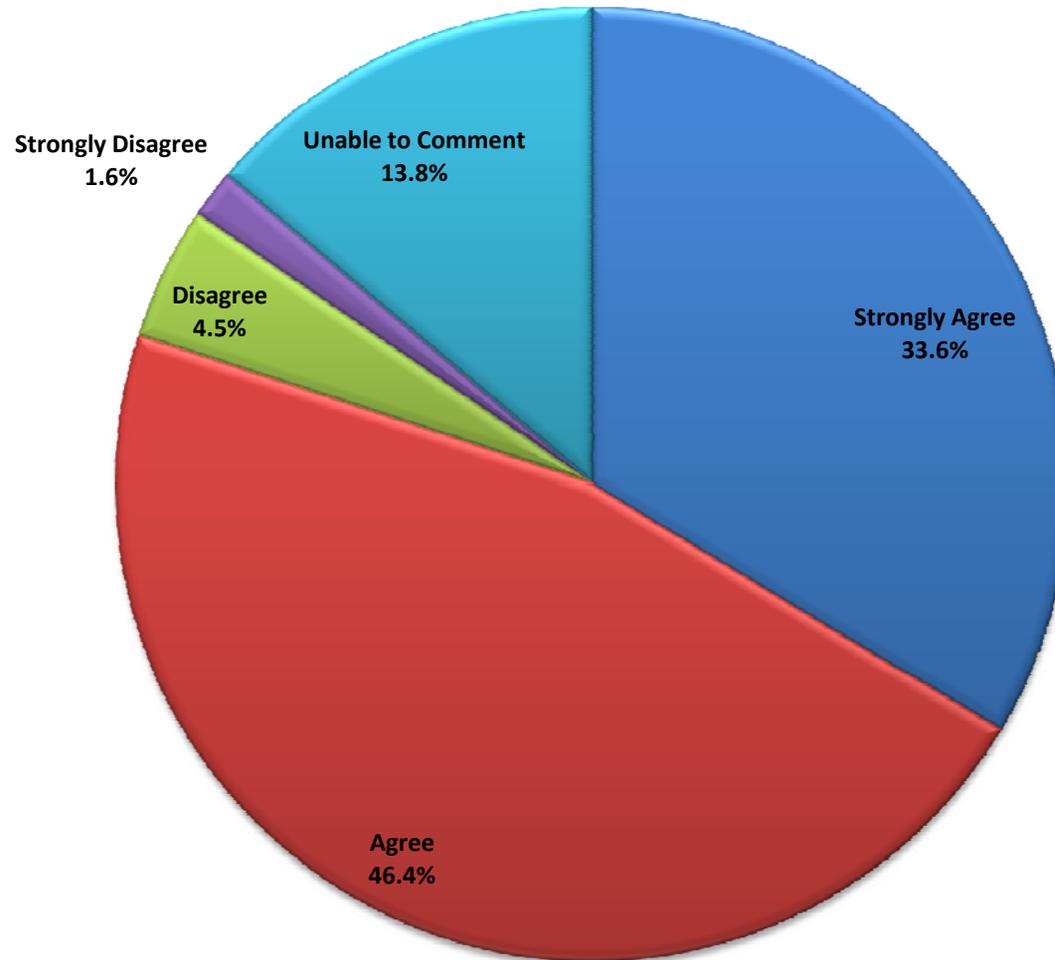
Borrowed Money for College



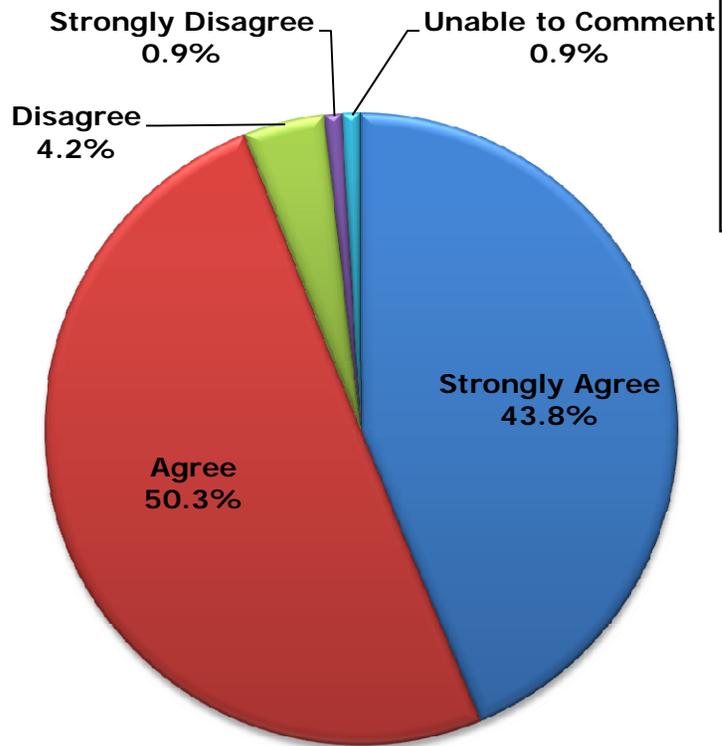
The overwhelming majority of students (88.7%) borrowed money to help pay for college expenses. The average amount borrowed was \$123,063 and the median amount borrowed was \$120,000.

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.

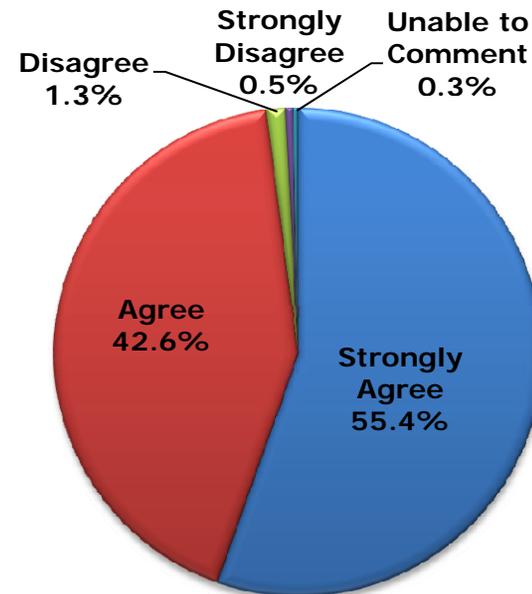


Section II: Professional Competencies/Outcomes



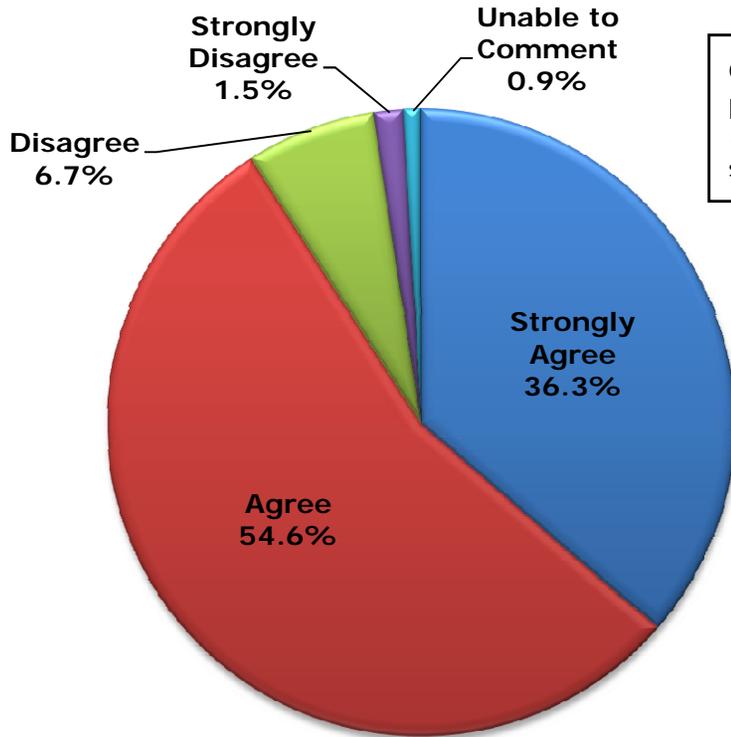
This section seeks the students' perspectives on how well the Pharm.D. program prepared them for professional experiences. Overall, ninety-four percent (94.1%) of students agreed or strongly agreed that the Pharm.D. program was effective in preparing them for professional competencies and outcomes.

The Pharm.D. program prepared me to gather and use specific information (e.g., patient histories, medical records) to identify patient medication-related problems.



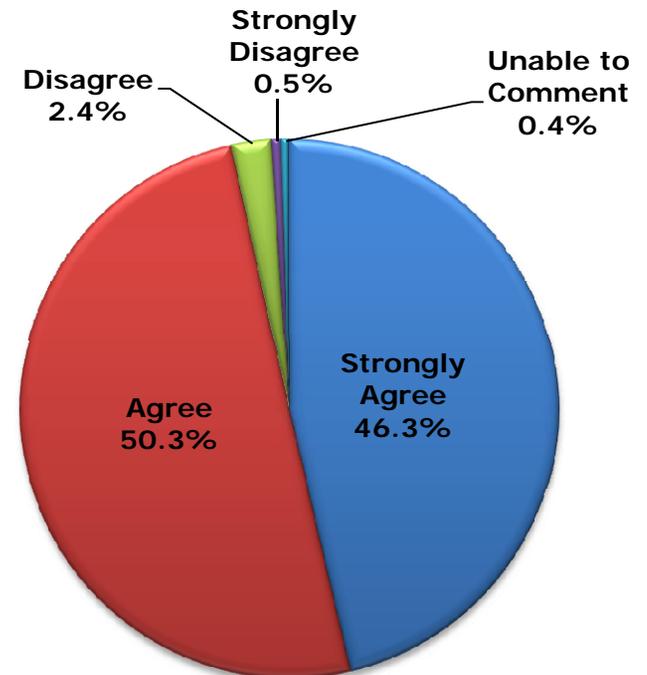
The statement that received the highest level of agreement (98.0%) among graduating students concerned the gathering and use of specific information to identify patient medication-related problems.

Section III: Doctor of Pharmacy Curriculum



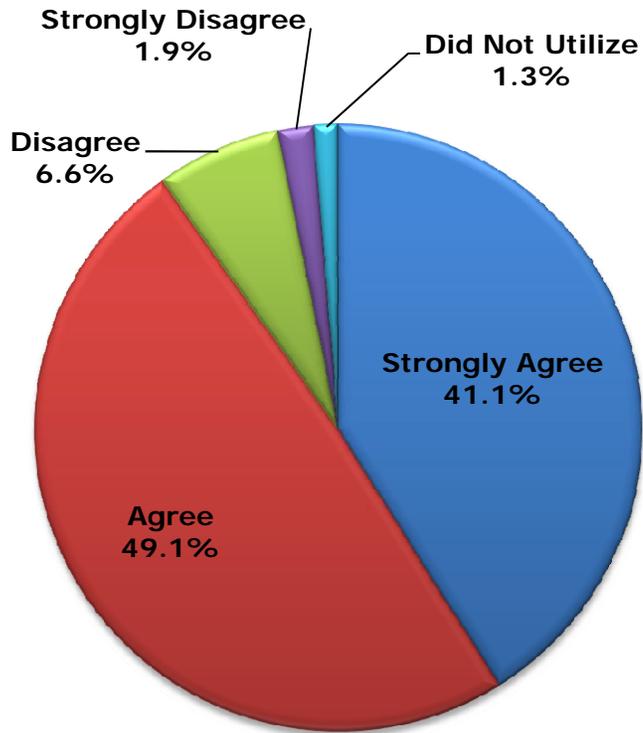
Overall, students were satisfied with the doctor of pharmacy curriculum. Nearly ninety-one percent (90.9%) strongly agreed or agreed with the statements in this section.

I was provided opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).



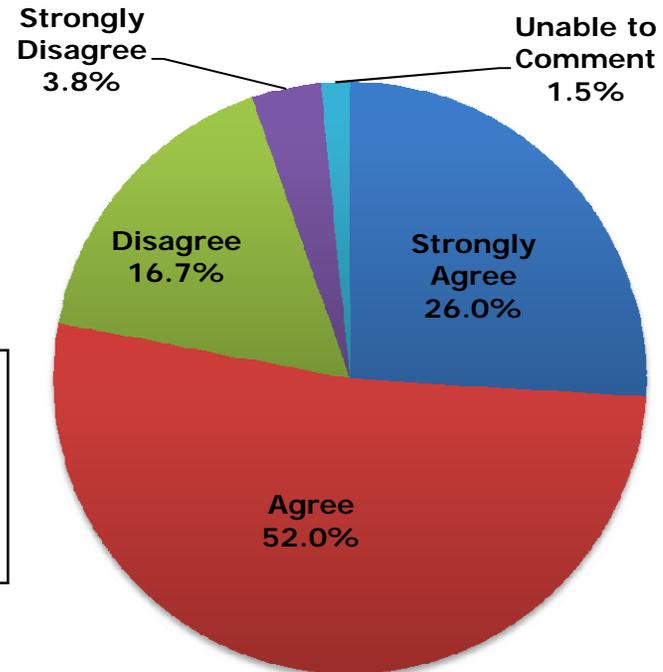
The statement that received the most positive responses concerned opportunities for active learning. Nearly ninety-seven percent (96.6%) strongly agreed or agreed that they were provided with opportunities to engage in active learning (e.g., laboratories, recitations, student portfolios, problem-based learning, in-class activities).

Section IV: Pharmacy Practice Experiences



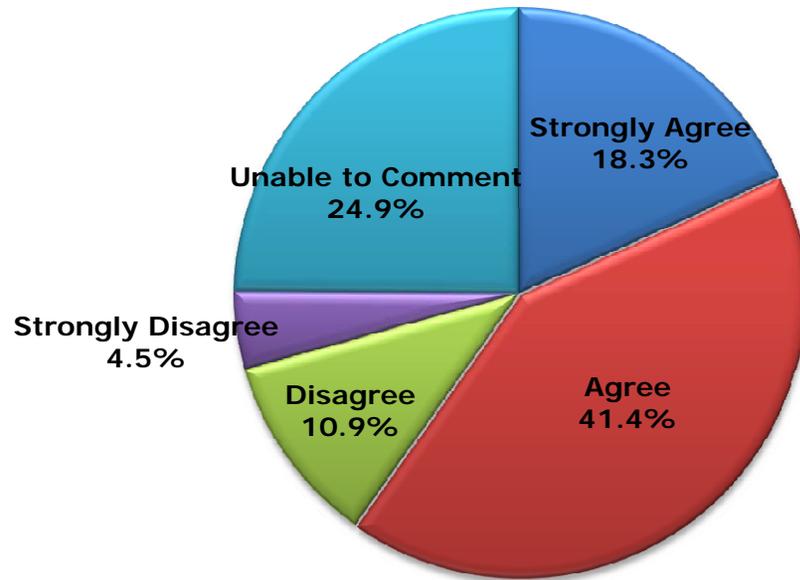
About ninety percent (90.2%) of the students agreed or strongly agreed that they were satisfied with the statements in this section involving their pharmacy practice experiences. The statement indicating experience allowing direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.) had the highest level of agreement, with ninety-seven percent (97.4%) of students strongly agreeing or agreeing.

My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.



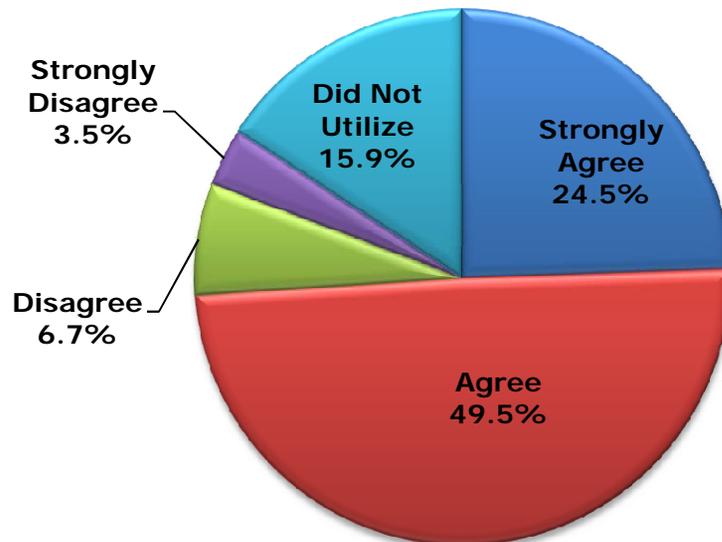
The statement with the highest level of disagreement concerned direct patient care responsibilities. Nearly twenty-one percent (20.5%) disagreed that their introductory pharmacy practice experience permitted their involvement in direct patient care responsibilities in both community and institutional settings.

Section V: Student Services

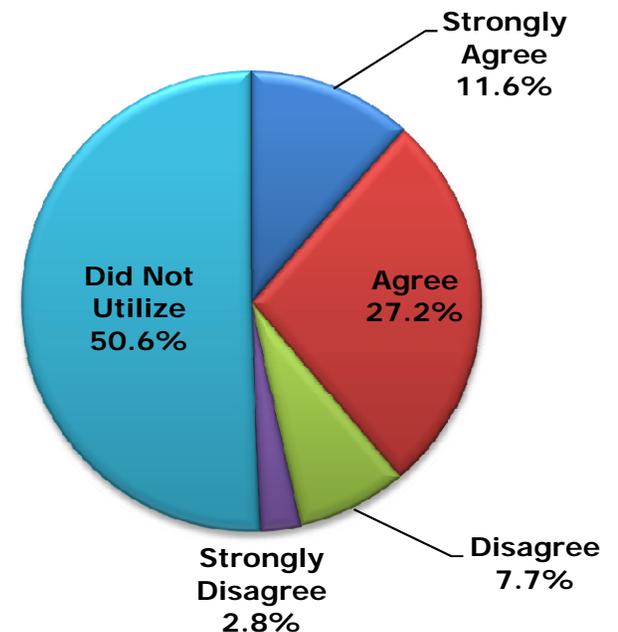


Overall, nearly sixty percent (59.7%) of graduating students strongly agreed or agreed that student services such as academic advising, career planning, tutoring, financial aid, and health services met their needs. Tutoring services were the least utilized service and health and wellness services received the most positive response.

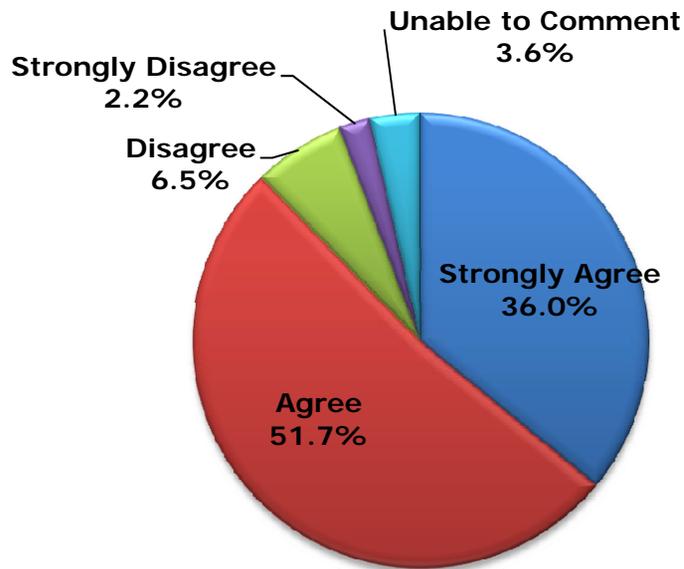
The student health and wellness services met my needs



Tutoring services met my needs

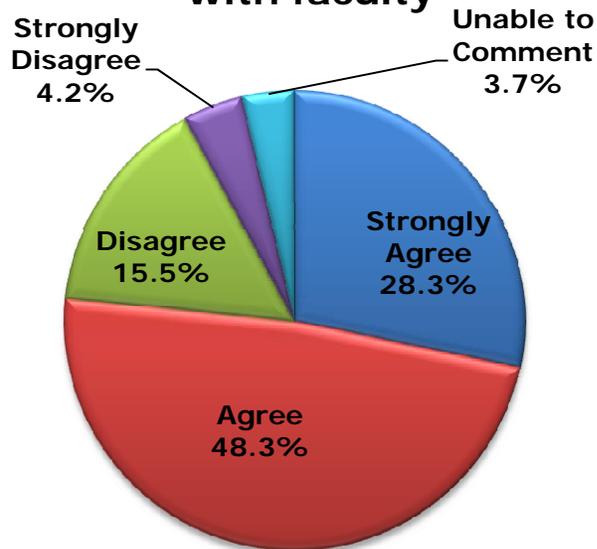


Section VI: The Student Experience

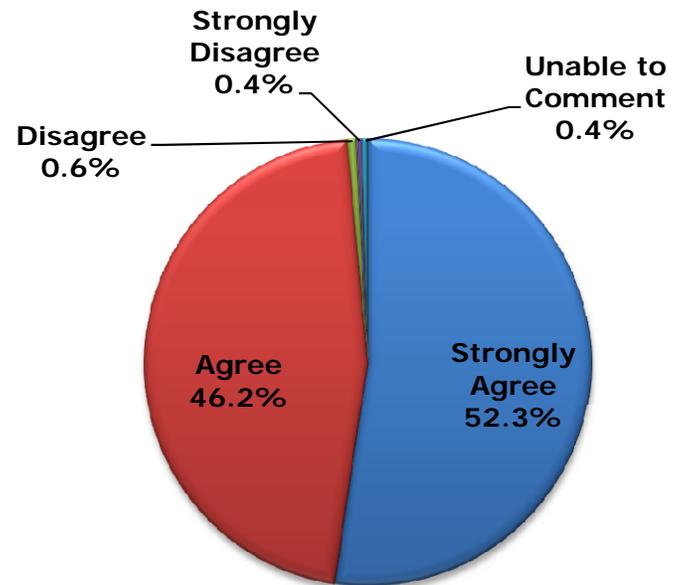


Overall, students tended to agree (87.7%) that their experience in their pharmacy program was a positive one. The statement regarding awareness of expected behaviors and academic conduct received the highest level of agreement (98.5%), while the statement regarding awareness of research opportunities received the highest level of disagreement (19.7%).

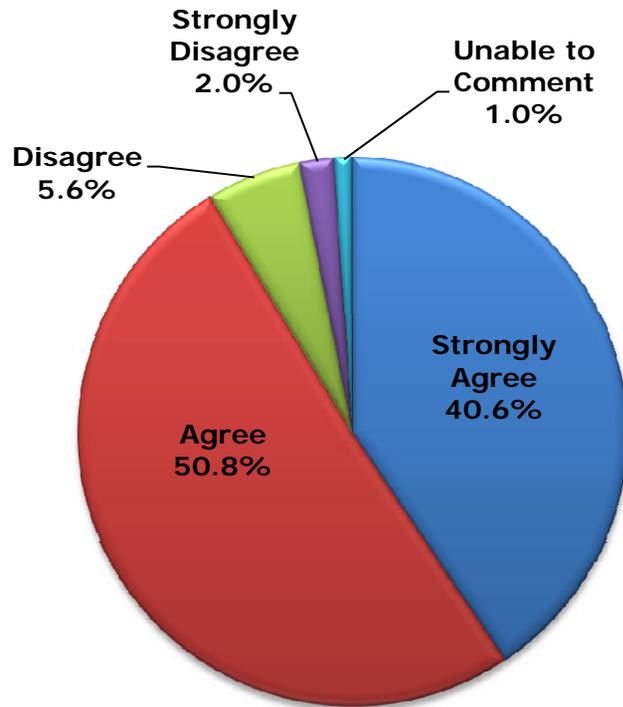
I was aware of opportunities to participate in research activities with faculty



I was aware of expected behaviors with respect to professional and academic conduct

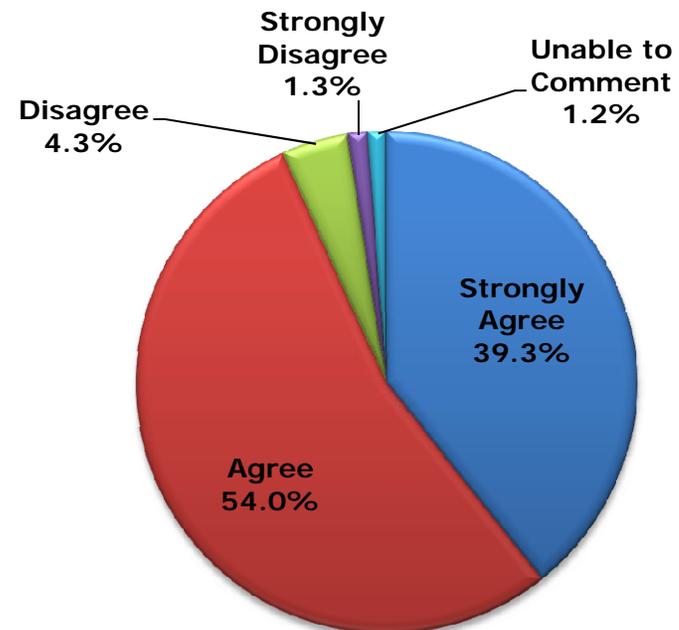


Section VII: Facilities, Experiential Sites, and Educational Resources



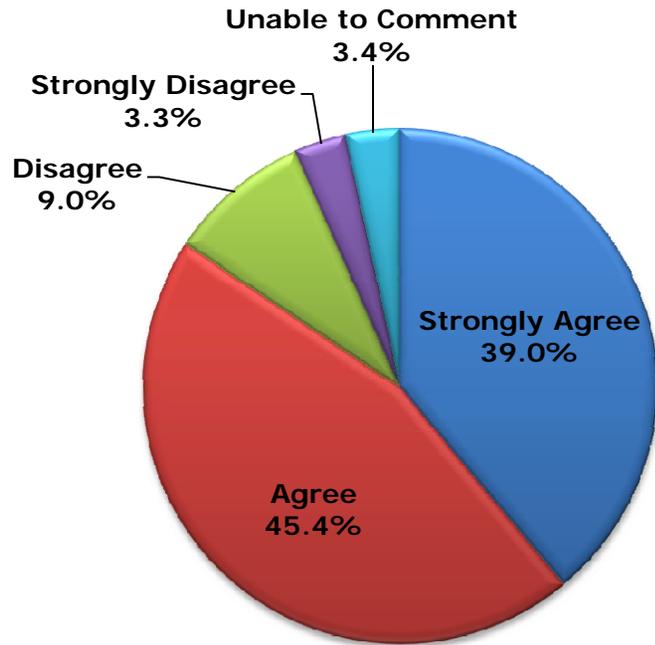
Over ninety-one percent (91.4%) of students agreed with the statements in this section regarding adequate facilities, experiential sites, and educational resources.

The laboratories and other non-classroom environments were conducive to learning



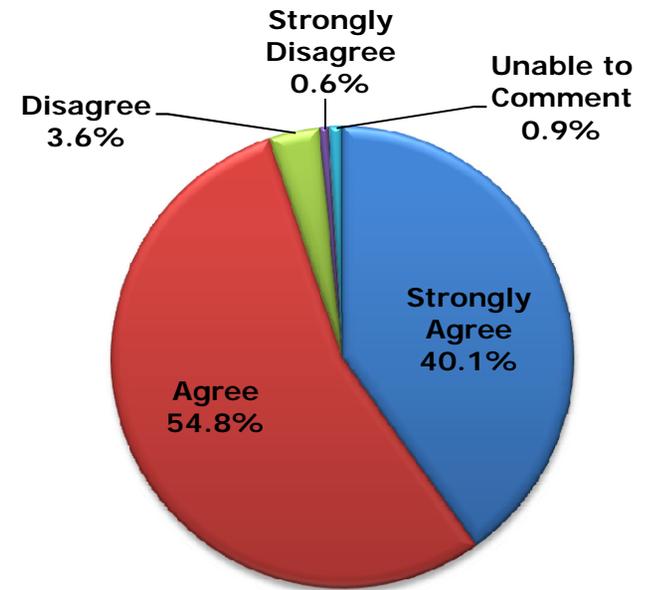
The statement concerning laboratories and other non-classroom environments received a high level of agreement. Over ninety-three percent (93.3%) of graduating students agreed or strongly agreed that laboratories and other non-classroom environments were conducive to learning.

Section VIII: Overall Impressions



Students had a positive overall impression of their preparedness for pharmacy practice, choice of career field, and choice of college/school. About eighty-four percent (84.4%) of students agreed or strongly agreed with statements in this section.

I am prepared to enter pharmacy practice

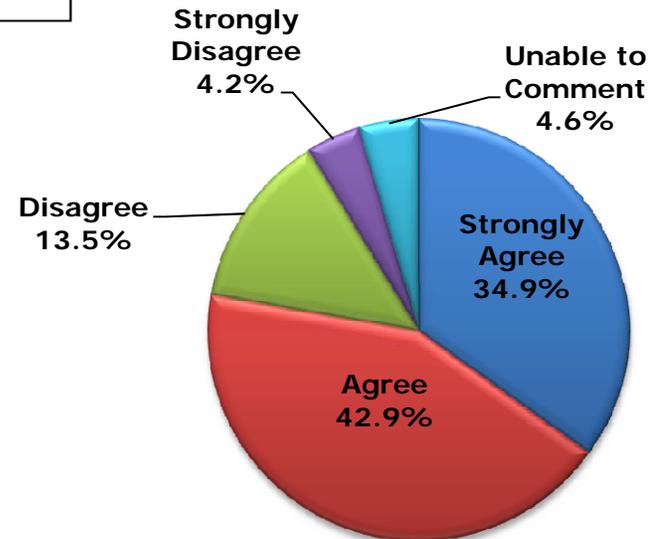


Nearly ninety-five percent (94.9%) of students felt prepared to enter pharmacy practice.

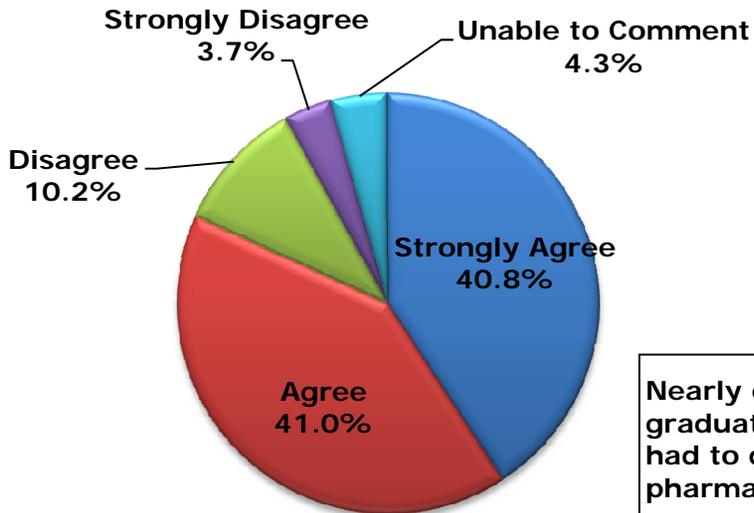
Section VIII: Overall Impressions - *continued*

Nearly seventy-eight percent (77.8%) of graduating students would recommend pharmacy as a career choice to a friend or relative.

I would recommend a career in pharmacy to a friend or relative



If I were starting my college career over again I would choose to study pharmacy



Nearly eighty-two percent (81.8%) of graduating students indicated that if they had to do it over again, they would choose pharmacy as a career.