

Background

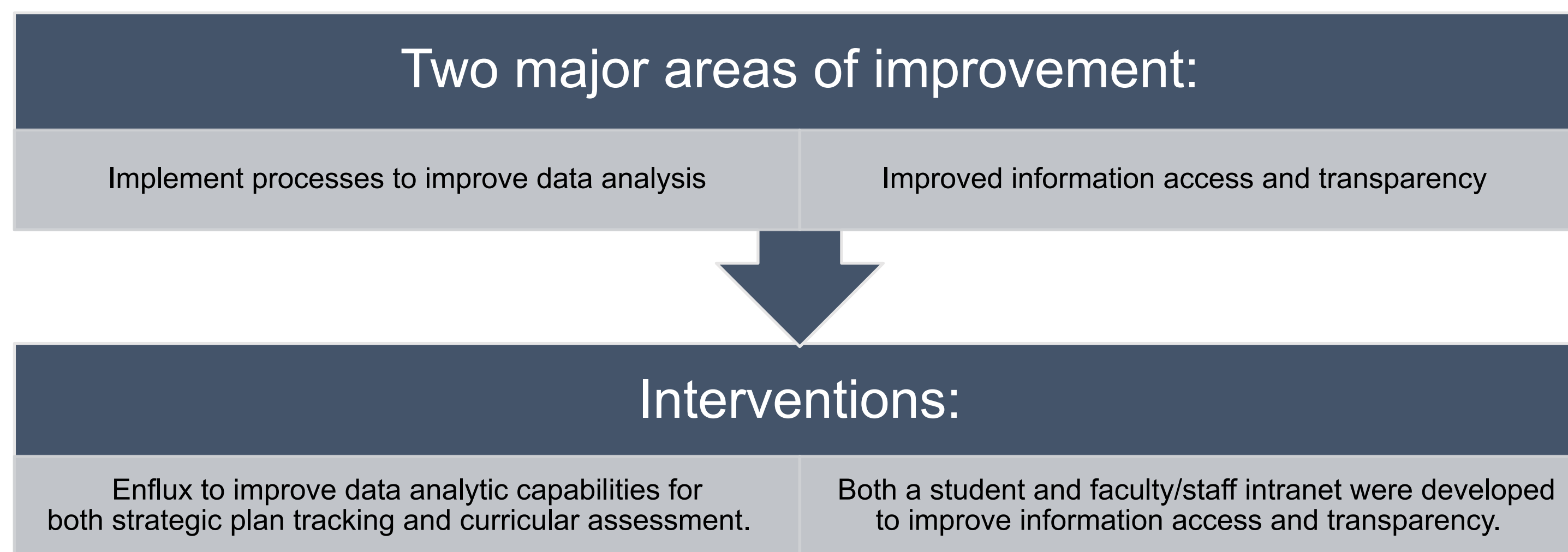
- The college embarked on two important activities:
 - Strategic planning (2022)
 - Accreditation self-study (2023 – 2024)
- Both efforts required technology and data infrastructure to support the processes.
- The college identified when and what technology and data infrastructure was needed to assist faculty and staff in their respective roles.

Objectives

- To identify strengths and areas for improvement using technology and data infrastructure to support faculty and staff.

Methods

- The strategic planning and accreditation preparation processes elucidated opportunities for improving technology and infrastructure.

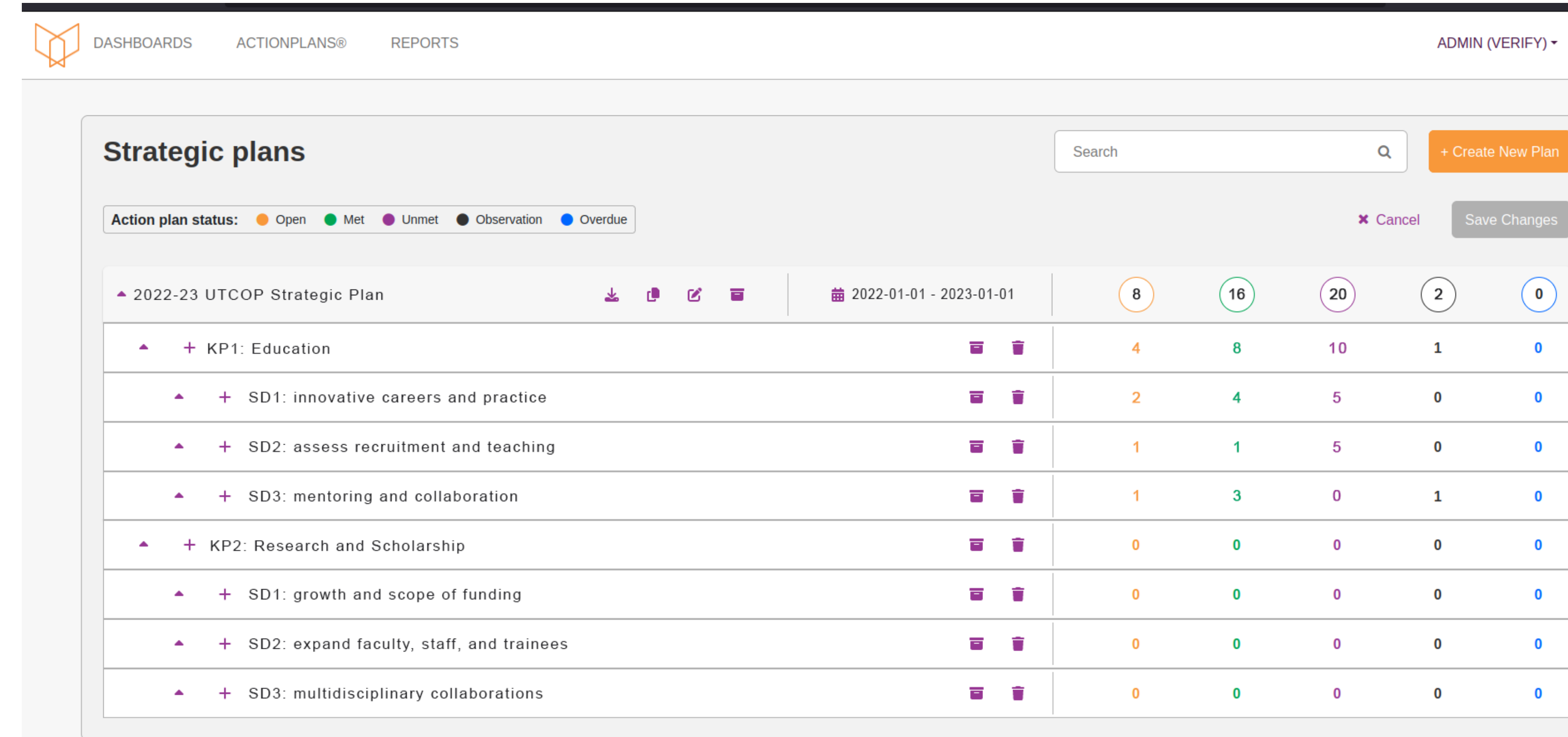


Strategic Plan Monitoring

Become the leading college of pharmacy for innovative interdisciplinary education, research and service, revolutionizing patient care and health outcomes in Texas and the world

Who We Will Be		What We Will Do		
Talent	Environment	Practice	Education	Research
Increase our culture of acceptance and support for students, faculty and staff	Foster a culture that promotes well-being, satisfaction and achievement of faculty, staff and students	Capitalize on opportunities to advance pharmacy's impact on improving patient lives with innovative models of patient care	Prepare students to be career innovators via a dynamic, rigorous professional and interprofessional education	Identify and expand critical areas of impactful pharmacy-driven research
Recruit and retain faculty, staff and trainees uniquely talented to promote pharmacy excellence	Expand our impact on the communities that we serve			Advance strategic, collaborative and multidisciplinary research teams

Promote pathways of success to our community through innovative practice, education and research



Accreditation Preparation

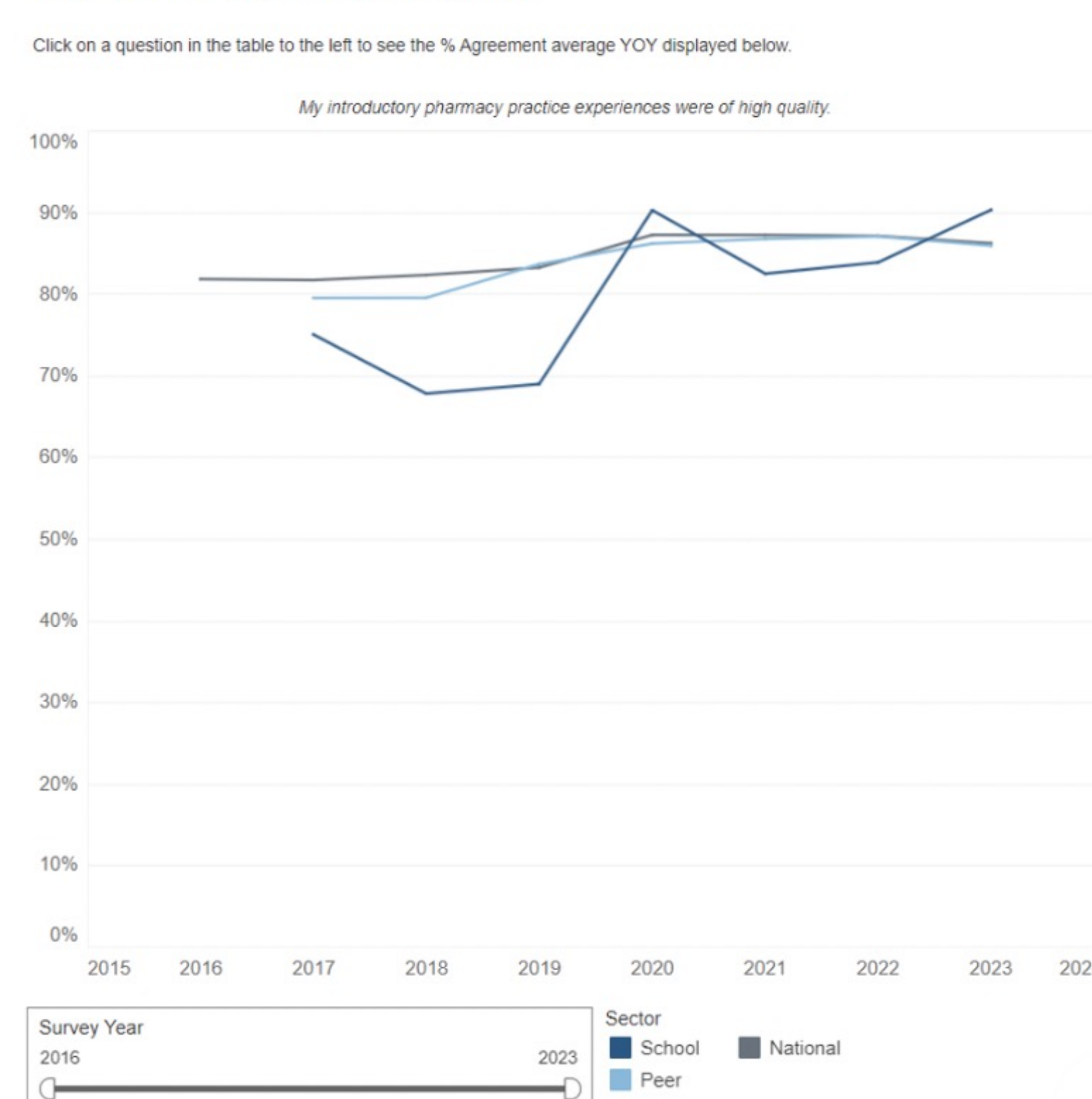
2023 AACP Graduating Student Survey

Question	School	Peer	National
26 My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences.	90.24%	86.98%	88.49%
27 My introductory pharmacy practice experiences permitted my involvement in direct patient care responsibilities in both community and institutional settings.	90.24%	89.96%	89.59%
28 My introductory pharmacy practice experiences were of high quality.	90.24%	85.87%	86.15%
29 In the community pharmacy setting, I was able to engage in direct patient care.	97.56%	96.31%	96.10%
30 In the ambulatory care setting, I was able to engage in direct patient care.	85.12%	87.96%	87.60%
31 In the hospital or health-system pharmacy setting, I was able to engage in direct patient care.	90.24%	92.70%	93.04%
32 In the inpatient/care setting, I was able to engage in direct patient care.	97.56%	97.57%	96.71%
33 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 experience electives met my needs as a student.	97.56%	96.71%	96.94%
34 The variety of the available advanced pharmacy practice experience electives met my needs as a student.	92.50%	93.79%	92.94%
35 I was academically prepared to enter my advanced pharmacy practice experiences.	85.37%	93.15%	93.26%
36 My advanced pharmacy practice experiences were of high quality.	100.00%	96.04%	96.16%
37 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 state).	100.00%	96.61%	98.16%
38 My pharmacy practice experiences allowed me to collaborate with other health care professionals.	100.00%	98.92%	98.53%

% Agreement by Question: 2023 Graduating Student

Question	School	Peer	National
28 My introductory pharmacy practice experiences were of high quality.	90.24%	85.87%	86.15%

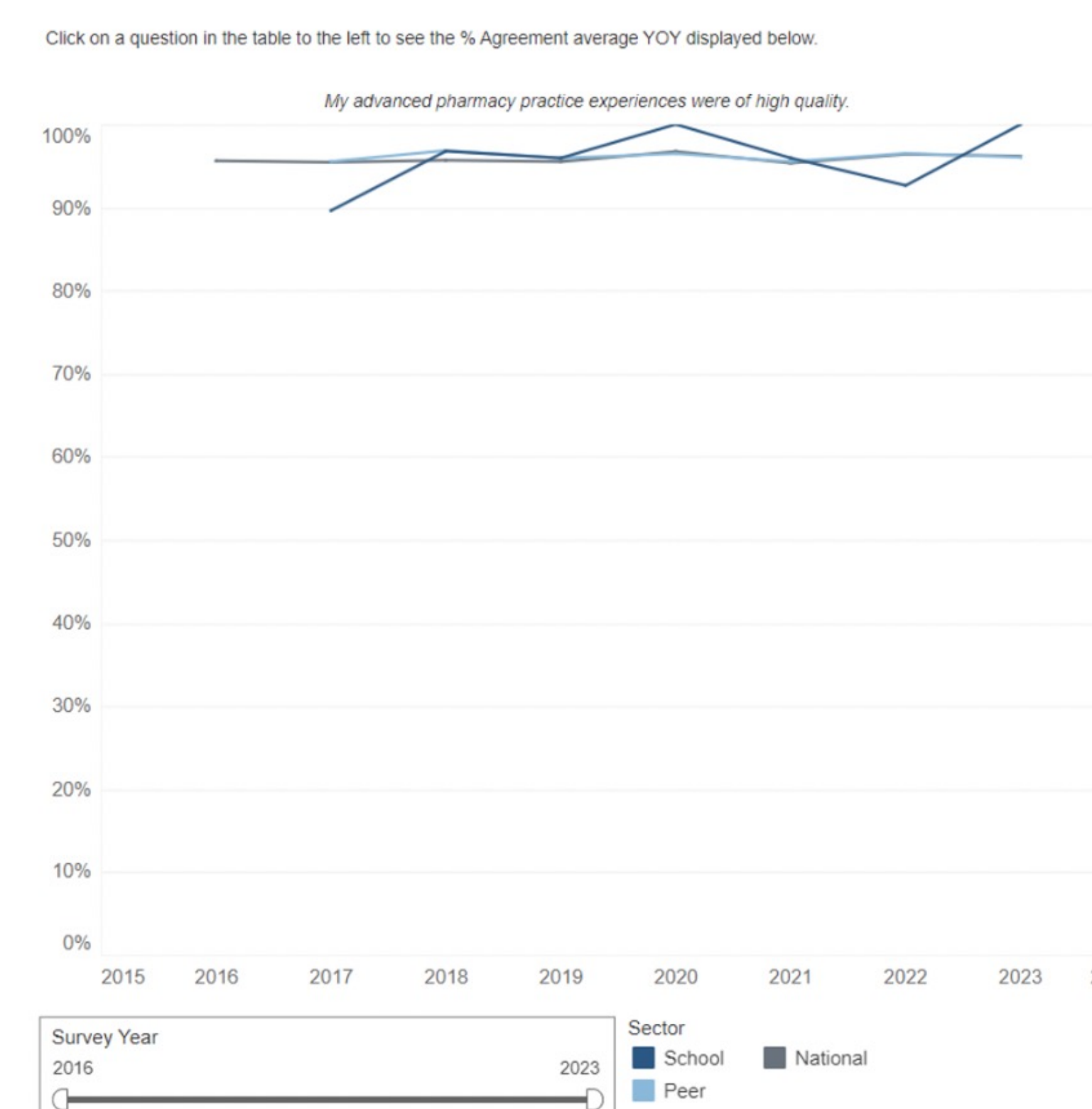
% Agreement YOY by Question: Graduating Student



% Agreement by Question: 2023 Graduating Student

Question	School	Peer	National
36 My advanced pharmacy practice experiences were of high quality.	100.00%	96.04%	96.16%

% Agreement YOY by Question: Graduating Student

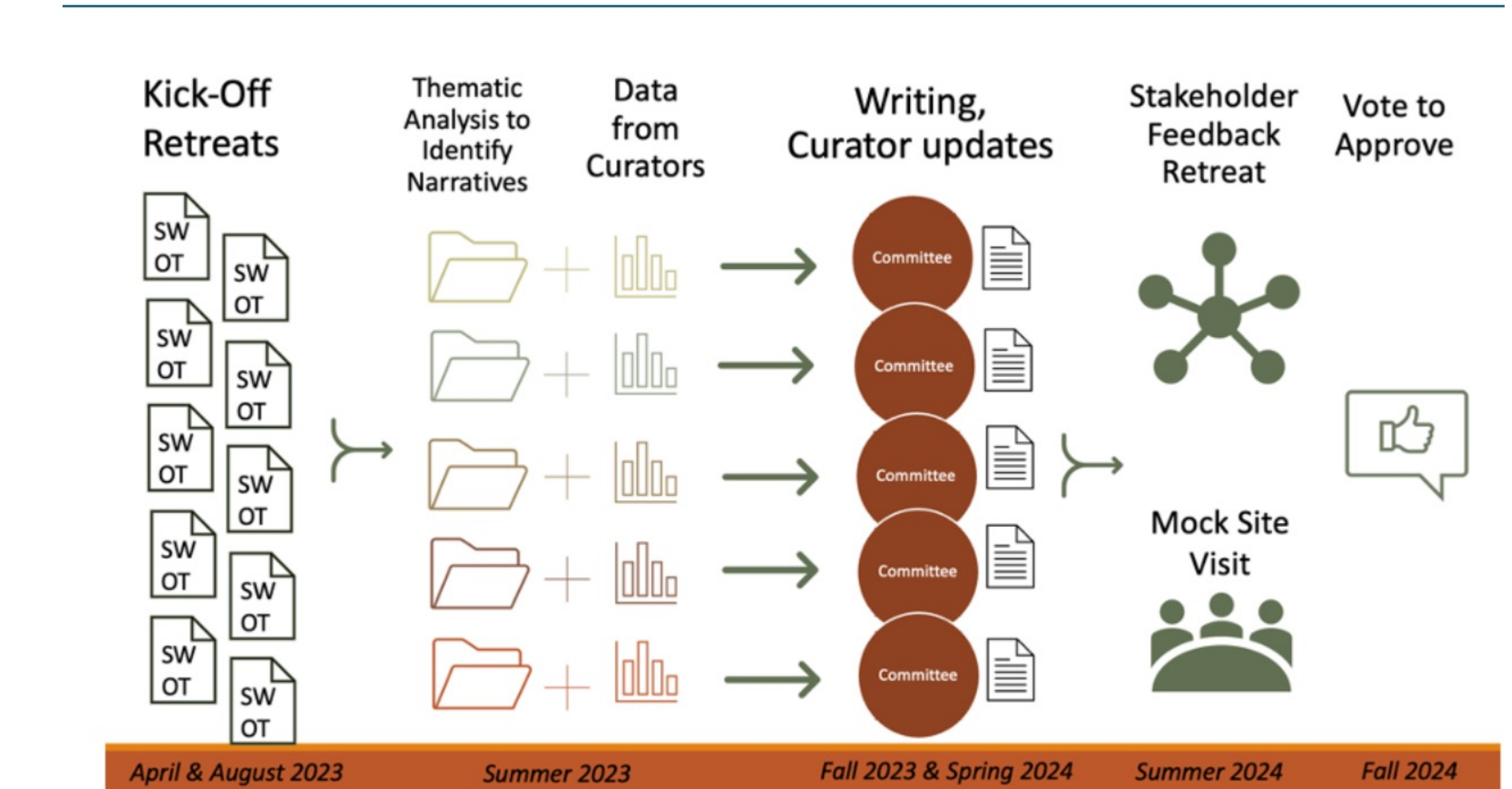


Intranet Usage

The University of Texas at Austin College of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE).

The College of Pharmacy participated in its most recent ACPE accreditation self-study process in 2016, ending with an accreditation site visit in March 2017. As a result, the college received full accreditation status through June 2025. Kicking off the self-study process in April 2023, the college will welcome an accreditation site visit in November 2024.

Accreditation Process Overview



Completed Phases

- Faculty and Staff Kick Off Retreat (April 2023)
- Student Kick Off Retreat (Summer 2023)
- Identification of Narratives (Summer 2023)
- Data Curation (Summer 2023)

Upcoming Phases

- Committee Writing (Fall 2023 and Spring 2024)
- Stakeholder Feedback Retreat (Summer 2024)
- Mock Site Visit (Summer 2024)
- Approval Vote and Submission of Materials to ACPE (Fall 2024)
- ACPE Site Visit (November 5-8, 2024)

Results / Discussion

- Deploying data analysis strategies and intranet data sharing has led to workflow improvements from data-driven decision-making.
- Faculty have utilized these technologies to improve teaching and processes have been implemented to test future technology.
- The college has invested in a strategic intranet of all operational data management, maximizing access to policy/procedure/guidance materials across activities.
- A new Assistant Dean for Curriculum and Assessment position was created and a new Director of Faculty Support & Administrative Services was created to bridge staff coordination within our divisions, central business, and HR units.

Conclusions

- Actively engaging the college community in strategic planning and accreditation self-study can identify areas of strength and opportunity to improve access and utilization of data technologies while improving overall infrastructure to assist both faculty and staff in their efforts.