



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

Characteristics of Texas Public Doctoral Programs
Jerry H. Hodge School of Pharmacy

Department		Pharmacy				
	Degree Awarded	PharmD (Doctor of Pharmacy)				
	Program Website	https://www.ttuhscc.edu/pharmacy/programs.aspx				
	Measure	Operational Definition	Departmental Response			3-year average (as applicable)
			2018-2019	2019-2020	2020-2021	
1	Number of Doctoral Degrees Per Year	Number of degrees awarded per academic year for each of the 3 most recent years.	146	152	157	152
Comments (if needed):						
2	Graduation Rates	Percentage of doctoral students who graduated within ten years for the 3 most recent years.	96%	99%	96%	97.15%
Comments (if needed):						
3	Average Time to Degree	Average of graduates' time to degree for each of the most recent 3 years.	4.08 years	4.11 years	4.04 years	4.076 years
Comments (if needed):						
4	Employment Profile (in field within one year of graduation)	Number/percentage of graduates employed in their field within 1 year, those still seeking employment, and unknown for each of 3 most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education.	126 (86.3%) Licensed in Texas & Employed	128 (84.2%) Licensed in Texas & Employed	104 (66%) Licensed in Texas & Employed	119 (78.68%) Licensed in Texas & Employed 32 (21.32%) Unknown
Comments (if needed):						

	Measure	Operational Definition	Departmental Response			3-year average (as applicable)
			2018-2019	2019-2020	2020-2021	
5	Admission Criteria	Description of admission factors: All prerequisite courses must be completed with a grade of "C" or better. Note: Prerequisites and the completion of the PCAT do not have to be completed prior to submitting and finalizing an application. However, these must be completed prior to matriculation. A bachelor's degree is not required. The following admission documents must be submitted to the School of Pharmacy for students to be eligible for admissions: 1. Completed Online PharmCAS Application and online Supplemental Application 2. Pharmacy Experience Essay 3. Official Transcript(s) documenting the completed pre-pharmacy and general education requirements with a grade of "C" or better sent directly to PharmCAS. Transcripts are required for all college courses taken, regardless of grade or part of the pre-pharmacy requirement. Official transcript(s) documenting prerequisites that are completed after the deadline date should be submitted immediately upon completion of the course and received within two weeks after the end of the semester but no later than July 31. Students who do not submit transcripts of all college courses taken are subject to disenrollment when discovered at a later date. 4. A Supplemental Application Fee of \$100, nonrefundable. Applications will not be processed without this fee. The fee is waived for employees of TTUHSC on at least a 9-month appointment, their spouses, and dependent children under age 25. 5. Three Letters of Recommendation electronically submitted to PharmCAS (Letters from math or science faculty, pharmacy supervisors, pharmacy peers, or other supervisors preferred. We will not accept letters from family or friends.) 6. Pharmacy College Admissions Test (PCAT) scores or proof that the test will be taken prior to enrollment in the school and preferably by the September test date 7. Completed and clear Criminal Background Screen 8. Immunizations and CPR Certification The pharmacy experience essay and the reference letters are used to evaluate the overall qualifications of the candidate.				
		Comments (if needed):				
6	Number of Core Faculty	Number of core faculty in each of the 3 most recent years (credentialed individuals integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees).	111	120	104	112
Comments (if needed):						
7	Core Faculty Activities	Average number of discipline-related refereed papers/ publications, juried creative/performance accomplishments, notices of discoveries filed/patents issued per core faculty member for each of 3 most recent years. If figures include duplicate entries for co-authored publications, indicate duplicate entries in a note. Additional noteworthy faculty activities/awards may be explained in an attached comment.	89/111 = .80	113/120 = .94	105/104 = 1.01	.91
Comments (if needed):						
2018-2019 Awards			2019-2020 Awards		2020-2021 Awards	
Akunna, Adebola	Dallas Preceptor of The Year	Srivastava, Sanjay	Outstanding Graduate Mentor of the Year (IBGSA & GSBS)	Basse, Ranee	P4 Preceptor of the Year	
Askins-Bailey, Trista	Outstanding Teacher of the Year for Precepting (TTUHSC Student Senate)					

Askins-Bailey, Trista	Preceptor of the Year	Al-Ahmad, Abe	P2 Teaching Team Award	Campbell, Levi	Amarillo Faculty Preceptor of the Year
Bainum, Taryn	Amarillo Preceptor of the Year Award	Karamyan, Vardan	Teaching Team of the Year Award (Physiology-Based Pharmacology Team)	Irons, Brian	Lubbock Preceptor of the Year Award
Bainum, Taryn	P2 Teaching Team of the Year	Koganti, Sivaramakrishna	Outstanding Didactic Faculty of the Year (Student Government Assn.)	Jaramillo-Stametz, Jeanie	Outstanding Contribution to Federal Service (Drug Enforcement Administration)
Bainum, Taryn	Publication of the Year (Pharmacy Practice Department)	Koganti, Sivaramakrishna	P1 Teaching Team of the Year (Pharmacy Formulations and Compounding)	MacLaughlin, Eric	P2 Teaching Team of the Year Award
Bainum, Taryn	Texas Society of Health System Pharmacists Professional Service Award	Basse, Ranees	P4 Preceptor of the Year Award	MacLaughlin, Eric	President's Award for Interprofessional Teamwork for Project: Viral Transport Media Production
Basse, Ranees	P4 Preceptor of the Year	Blaszczyk, Amie	Outstanding Teacher of the Year (Student Government Assn.)		
Blaszczyk, Amie	Teaching Team of the Year	Blaszczyk, Amie	Teaching Team of the Year		
Blaszczyk, Amie	Armon Neel Senior Care Pharmacist Award	Clifford, Kalin	ASHP Faculty Advisor Recognition		
Chastain, Lisa	President's Excellence in Team Teaching	Cox, Craig	Most Influential Professor (Class of 2020)		
Clifford, Kalin	Texas Society of Health System Pharmacists Faculty Advisor Recognition	Frost, Jill	President's Award for Interprofessional Teamwork		
Covington, Les	TTUHSC School of Medicine Amarillo Regional Dean's Clinical Faculty Service Award	Frost, Jill	Texans Caring for Texans Award		
Das, Hiranmoy	Keynote Speaker, Second International Conference on Clinical Trial and Innovative Therapeutics (South Africa)	Haase, Mark	P2 Teaching Team of the Year		
Edwards, Krystal	One Team Award	Hall II, Ronald	One Team Fellows Program		
Edwards, Krystal	Excellence in Patient Care (North Texas Specialty Providers)	Higbea, Ashley	Top Provider Award (VA North Texas Health Care System)		
Edwards, Krystal	President's Outstanding Teaching Team Award	Klein, Mary	Beyond Service Leave Award		
Fox, Becky	President's Award for Excellence in Interprofessional Teamwork	Krueger, Chelsea	Experiential Preceptor of the Year Award		
Haase, Krystal	P2 Teaching Team of the Year Award (Infectious Diseases Pharmacotherapy)	Lee, Young	Service Excellence Leave Award		
Haase, Krystal	Publication of the Year (Department of Pharmacy Practice)	MacLaughlin, Eric	Texans Caring for Texans Public Service Award		
Higbea, Ashley	Top Provider Award (VA North Texas Health Care System)	Mathys, Monica	P3 Teaching Team of the Year		
Higbea, Ashley	President's Excellence in Teaching Team Award	Notturmo- Strong, Deb	P2 Professor of the Year		
Irons, Brian	Lubbock Preceptor of the Year	Parker, Thomas	Preceptor of the Year		
Irons, Brian	President's Excellence in Teaching Team Award	Selby, Ashley	Pharmacy Practice Non-Tenure Track Publication of the Year Award		
Karamyan, Vardan	Teaching Team of the Year Award (Physiology-Based Pharmacology Team)	Selby, Chris	P3 Teacher of the Year		
Klein, Mary	President's Award for Interprofessional Teamwork				
Koganti, Sivaramakrishna	Teaching Team of the Year (Pharmacy Formulations and Compounding)				
Koganti, Sivaramakrishna	Outstanding Didactic School of Pharmacy Faculty of the Year (Student Government Assn.)				
Krueger, Chelsea	Alan I. Fields Award (Society of Critical Care Medicine)				
Krueger, Chelsea	Best Abstract Award (Society of Critical Care Medicine)				
Lee, Young	P2 Teaching Team of the Year				
Lowe, Devin	Faculty of the Month (TTUHSC Phi Delta Chi)				

MacLaughlin, Eric	Achievement Award (American College of Clinical Pharmacy Ambulatory Care Practice and Research Network)		
Mathys, Monica	P3 Teaching Team of the Year		
Mathys, Monica	Top 3 Clinical Pharmacy Specialists (VA North Texas Healthcare System)		
Pass, Steven	P3 Teacher of the Year		
Payne, Kenna	Amarillo Preceptor of the Year Award		
Seifert, Chuck	Research Days Outstanding Resident Poster Award		
Selby, Chris	P3 Teacher of the Year		
Sleeper Irons, Rebecca	Lubbock Preceptor of the Year Award		
Sleeper Irons, Rebecca	Outstanding Teacher by Student Government Association (TTUHSC Student Senate)		
Srivastava, Sanjay	James A. 'Buddy' Davidson Endowed Professor		
Srivastava, Sanjay	Inducted in the National Academy of Inventors		
Stoll, James	P3 Teaching Team of the Year		

8	Core Faculty External Grants	Number of core faculty receiving external funds, average external grant \$ per core faculty member, and total external grant \$ per program per academic year. Includes research grants, training grants, gifts from foundations, etc.	Number of core faculty receiving external funds: 19	Number of core faculty receiving external funds: 16	Number of core faculty receiving external funds: 8	Avg number of core faculty receiving external funds: 14
			Avg external grant \$ per core faculty receiving external funds: \$125,445.84	Avg external grant \$ per core faculty receiving external funds: \$200,355.74	Avg external grant \$ per core faculty receiving external funds: \$570,367.70	Avg external grant \$ per core faculty receiving external funds: \$241,716.77
			Total External grant \$: \$2,383,471.03	Total External grant \$: \$3,205,691.80	Total External grant \$: \$4,562,941.60	Avg External grant \$: \$3,384,034.81

Comments (if needed):

	Measure	Operational Definition	Departmental Response			3-year average (as applicable)	
			2018-2019	2019-2020	2020-2021		
9	Faculty Diversity	Number of core faculty by gender & ethnicity (White, Hispanic, Black, or African American, Asian, American Indian or Alaskan Native, International, Unknown or not reported, Native Hawaiian or Other Pacific Islander) for each of the 3 most recent years.	Male (51) Female (60) White (84) Hispanic (3) Black or African American (4) Asian (20)	Male (58) Female (62) White (84) Hispanic (4) Black (8) Asian (24)	Male (47) Female (57) White (78) Hispanic (5) Black or African American (4) Asian (17)	Male (52) Female (60) White (82) Hispanic (4) Black (5) Asian (20)	
Comments (if needed):							
10	Student Diversity	Fall semester headcount by gender, ethnicity (White, Hispanic, Black, or African American, Asian, American Indian, or Alaskan Native, International, Unknown, or not reported, Native Hawaiian or Other Pacific Islander) and residency status (Texas resident, out-of-state non-resident, and international non-resident) in the program for each of the 3 most recent years. International non-resident students should include all students paying resident tuition rates because of waivers.	Gender M (257) F (362)	M (240) F (380)	M (218) F (347)	M (238) F (363)	
			Ethnicity	White (214), Hispanic (34), Black or African American (46), Asian (229), American Indian or Alaskan Native (1), International (10), Unknown or not reported (21), Native Hawaiian or Other Pacific Islander (1)	White (217), Hispanic (53), Black or African American (63), Asian (210), American Indian or Alaskan Native (1), International (25), Unknown or not reported (13), Native Hawaiian or Other Pacific Islander (1)	White (188), Hispanic (53), Black or African American (72), Asian (198), American Indian or Alaskan Native (1), International (11), Unknown or not reported (7), Native Hawaiian or Other Pacific Islander (1)	White (206), Hispanic (46), Black or African American (60), Asian (212), American Indian or Alaskan Native (1), International (15), Unknown or not reported (13), Native Hawaiian or Other Pacific Islander (1)
			Resident Status	Resident (613) Nonresident (10)	Resident (595) Nonresident (25)	Resident (554) Nonresident (11)	Resident (587) Nonresident (15)
Comments (if needed):							
11	External Program Accreditation	Name of body and date of last program accreditation review.	Accreditation Council for Pharmacy Education The last program accreditation review by ACPE was November 11–15, 2019.				

Comments (if needed):						
12	Student to Core Faculty Ratio	Number of full-time student equivalents divided by the number of full-time equivalents of core faculty for each of 3 most recent years	623/111 5.61:1	620/120 5.17:1	565/104 5.43:1	603/112 5.38:1
Comments (if needed):						
13	Date of Last External Review	Date of last formal external review.	The last program accreditation review by ACPE was November 11-15, 2019.			
Comments (if needed):						

	Measure	Operational Definition	Departmental Response			3-year average (as applicable)
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14	Percentage of Full-Time Students	Report the fall semester number of full-time student equivalents divided by the headcount number of students enrolled for each of the 3 most recent years. Definition of “full-time student” is 18 semester credit hours (SCH) per year.	—	—	—	—
Comments (if needed): Not required for professional doctoral programs.						
15	Average Institutional Financial Support Provided	For those receiving financial support, report the average annual monetary institutional support provided per full-time student from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 3 most recent years.	—	—	—	—
Comments (if needed): Not required for professional doctoral programs.						
16	Percentage of Full-Time Students with Institutional Financial Support	Report the percentage of full-time students with at least \$1,000 of annual support for each of the 3 most recent years.	—	—	—	—
Comments (if needed): Not required for professional doctoral programs.						
17	Faculty Teaching Load	Report the total number of SCH in organized teaching courses taught per academic year by core faculty divided by the number of core faculty for each of the 3 most recent years. Organized classes include lecture, laboratory, and seminar courses.	—	—	—	—
Comments (if needed): Not required for professional doctoral programs.						
18	Student Publications/Presentations	Report the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and external presentations per year for each of the 3 most recent years. If figures include duplicate entries for co-authored publications, indicate the number of duplicate entries in a note.	—	—	—	—
Comments (if needed): Not required for professional doctoral programs.						

	Measure	Operational Definition	Departmental Response			3-year average (as applicable)
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19	Average Tuition and Fees to complete the Degree	Combined annual tuition and program-specific fees multiplied by the average number of years it took graduates to complete the degree for each of the 3 most recent years.	\$284,332	\$300,464	\$310,072	\$298,289
Comments (if needed):						
20	Students Passing Licensure Exams	Number and percentage of students in the cohort passing licensure exams for each of the 3 most recent years. Include both first-time and repeat test takers.	NAPLEX First-time takers passed: 124 (89.86%) NAPLEX Repeat takers passed: 11 (73.34%)	NAPLEX First-time takers passed: 133 (93.66%) NAPLEX Repeat takers passed: 5 (100%)	Not yet reported	3-Year Avg (2018–2020 Graduates) NAPLEX First-time takers passed: 124 (90.76%) NAPLEX Repeat takers passed: 8 (78.13%) 2-Year Avg (2019–2020 Graduates) NAPLEX First-time takers passed: 129 (91.79%) NAPLEX Repeat takers passed: 8 (80.03%)
Comments (if needed): NABP has historically reported these numbers and percentages by trimesters. We were informed in the summer they will be reporting these data annually. However, we still do not know when they plan to do that. We did receive an interim report that spanned two academic years (Feb 1 to Oct 25).						