

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



UNIVERSITY OF KANSAS

SCHOOL OF PHARMACY

LAWRENCE, KANSAS CITY, & WICHITA, KANSAS

THE EVALUATION TEAM REPORT

OF THE

PROFESSIONAL PROGRAM LEADING TO THE

DOCTOR OF PHARMACY DEGREE

OCTOBER 29-31, 2013

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DOCTOR OF PHARMACY PROGRAM

THE EVALUATION TEAM REPORT

I. INTRODUCTION

A. Purpose The on-site evaluation is a component of the accreditation review that results in the Evaluation Team Report to be used for purposes of considering the continued accreditation of the Doctor of Pharmacy program. The evaluation process on this comprehensive review gave particular attention to the progress made and the changes that have occurred since the last comprehensive on-site evaluation in February, 2008. In addition to the School's self-study, the evaluation team reviewed the Accreditation Council for Pharmacy Education (ACPE) responses to the School's interim reports submitted since the last comprehensive visit (see accreditation history below).

B. Accreditation History

- Date of Last Comprehensive Review: February 19-21, 2008
- Focused Visits since Last Review: March 15-16, 2011, November 6-8, 2012
- Interim Reports since Last Review: April 1, 2009, April 1, 2010
- Special Conditions/Status: Pharm. D. accreditation until June, 2014.
- Standards Requiring Monitoring (as of last Board action): Standards 24, 30.

C. Evaluation Team The evaluation team members were:

- David D. Allen, Ph.D., Dean and Professor, University of Mississippi, School of Pharmacy, University, MS;
- Lori Duke, Pharm. D., Assistant Dean for Experience Programs, University of Georgia, College of Pharmacy, Athens, GA;
- Philip D. Hall, Pharm. D., Campus Dean & Professor, South Carolina College of Pharmacy, Medical University of South Carolina Campus, Charleston, SC;

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- Melody Ryan, Pharm. D., Associate Professor, University of Kentucky, College of Pharmacy, Lexington, KY;
- George R. Spratto, PhD, ACPE Evaluation Consultant, Oxford, Connecticut.

Observing the work of the evaluation team were James C. Garrelts (Wichita Campus), Board Member; David Schoech (Lawrence Campus), Board President; and, Chad D. Ullom (Lawrence Campus), Kansas State Board of Pharmacy, Topeka, KS.

D. Evaluation Procedure The accreditation review was based upon the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, adopted January 15, 2006, and implemented July 1, 2007 (“Standards 2007”). As a component of this evaluation, the School of Pharmacy provided a self-study of the School and the Doctor of Pharmacy program, as well as other materials that describe the pharmacy program and how to access public information about the program available on the Internet. The schedule of the evaluation team visit is enclosed (Appendix I). The evaluation team validates the program’s self-study, providing the perspective of an independent external peer review. A summary of the evaluation team’s findings and recommendations was presented at the conclusion of the on-site evaluation to the School Dean and then to the University Chancellor and Provost/Executive Vice Chancellor. A written Evaluation Team Report (ETR) presenting the findings of the evaluation team is sent to the chief executive officer and the dean of the program following the conclusion of the on-site evaluation. The ETR is not an accreditation action but is an evaluative step in the accreditation process. The dean of the program is given the opportunity (through an email to the dean) to correct factual errors and to comment on the draft ETR prior to finalization and distribution of the ETR to the Board. The chief executive officer of the institution and the dean of the program may also provide supplemental materials related to the facts and conclusions presented in the ETR prior to the time the ETR is reviewed by the

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Board for action. Any such materials must be received by ACPE no later than 21 business days prior to the start of the Board meeting at which action on the ETR will be taken. The Evaluation Team Report, the School's self-study, and any additional communications and/or information received from the School will be considered by the ACPE Board of Directors at its January 15-19, 2014, meeting. The Accreditation Action and Recommendations of the Board will be transmitted to the institution as soon as is feasible following this meeting.

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II. FINDINGS AND RECOMMENDATIONS

A. College or School Overview

Comments:

- The dean provides strong leadership. He is well respected and supportive of both the academic and research programs. Although not a pharmacist, he has embraced the profession and engaged Kansas pharmacists.
- The Associate Dean for Academic Programs and his staff are to be commended for their work in overseeing the development of the self-study.
- The physical facilities for the professional program are excellent at each of the three locations – Lawrence, Kansas City, and Wichita.
- The technology to support distance education is outstanding. The School has full time IT personnel to support the program.
- Over the past five years, Kansas graduates have scored very well in both the NAPLEX and MJPE examinations.
- Students are members of five School committees and are engaged in committee work. They were aware of proposed curricular changes and have assisted with curricular mapping.
- The Pharm. D. program has a strong basic science component. Importantly, needed curricular revision is underway to increase credits in social/administrative pharmacy and pharmacotherapy and to provide better sequencing of courses. In addition, the proposed revision to the elective policy should be approved.
- There is strong support from the School of Medicine in Wichita and positive collaborative relationships with the School of Medicine in Kansas City.
- The team strongly supports the recent hiring of a Director of Assessment; the appointment of an Assistant Dean for Experiential Education; the hiring of an Assistant Dean for Finance, Human Resources, and Technology; and, a Director of Interprofessional Education.
- Faculty, students, and staff had some role in the self-study.
- The School has a comprehensive curricular assessment plan and a relatively new student advising program.

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- Attention must be given to assure the significant increase in enrollment (from 105 admitted/year to 170 admitted/year, including 20/year in Wichita) is appropriately supported. This includes sufficient faculty, physical space in Wichita, student affairs staff in each of the three locations, IPPE and APPE sites, and financial support.

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B. Summary of the College or School's Self-Study Process

Please use the following form to evaluate the college or school's self-study process and the organization, clarity and completeness of the report, and provide feedback to assist the college or school to improve the quality of future reports.

	Commendable	Meets Expectations	Needs Improvement
Participation in the Self-Study Process	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as, patients, practitioners, and employers. <div style="text-align: right;">Commend <input type="checkbox"/></div>	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	The self-study report was written by a small number who did not seek broad input from students, faculty, preceptors, staff, and administrators. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Knowledge of the Self-Study Report	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies. <div style="text-align: right;">Commend <input type="checkbox"/></div>	Students, faculty, preceptors, and staff are aware of the report and its contents. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Completeness and Transparency of the Self-Study Report	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings. <div style="text-align: right;">Commend <input type="checkbox"/></div>	All narratives and supporting documentation are present. The content is organized and logical. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	Information is missing or written in a dismissive, uninformative or disorganized manner. Portions of the content appear biased or deceptive. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Relevance of Supporting Documentation	Supporting documentation of activities is informative and used judiciously. <div style="text-align: right;">Commend <input type="checkbox"/></div>	Supporting documentation is present when needed. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	Additional documentation is missing, irrelevant, redundant, or uninformative. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Evidence of Continuous-Quality Improvement	The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards. <div style="text-align: right;">Commend <input type="checkbox"/></div>	The program proactively presents plans to address areas where the program is in need of improvement. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Organization of the Self-Study Report	All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections have labeled or tabbed dividers. <div style="text-align: right;">Commend <input checked="" type="checkbox"/></div>	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. <div style="text-align: right;">Meets <input type="checkbox"/></div>	Information appears to be missing or is difficult to find. Sections are not well labeled. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>

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Additional Comments on the Self-Study

- The self-study was well done and was comprehensive and well written. Information required in the self-study was provided without extraneous appendices.
- There was duplication of information in the narrative that could have been omitted.

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C. Summary of the Evaluation of All ACPE Standards¹

Standards	Compliant	Partially Compliant	Non-Compliant
MISSION, PLANNING, AND EVALUATION			
	monitor		
1. College or School Mission and Goals	<input checked="" type="checkbox"/>		
2. Strategic Plan	<input checked="" type="checkbox"/>		
3. Evaluation of Achievement of Mission and Goals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ORGANIZATION AND ADMINISTRATION			
4. Institutional Accreditation	<input checked="" type="checkbox"/>		
5. College or School and University Relationship	<input checked="" type="checkbox"/>		
6. College or School and other Administrative Relationships	<input checked="" type="checkbox"/>		
7. College or School Organization and Governance	<input checked="" type="checkbox"/>		
8. Qualifications and Responsibilities of the Dean	<input checked="" type="checkbox"/>		
CURRICULUM			
9. The Goal of the Curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10. Curricular Development, Delivery, and Improvement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Teaching and Learning Methods	<input checked="" type="checkbox"/>		
12. Professional Competencies and Outcome Expectations	<input checked="" type="checkbox"/>		
13. Curricular Core—Knowledge, Skills, Attitudes, and Values	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
14. Curricular Core—Pharmacy Practice Experiences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
STUDENTS			
16. Organization of Student Services	<input checked="" type="checkbox"/>		
17. Admission Criteria, Policies, and Procedures	<input checked="" type="checkbox"/>		
18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	<input checked="" type="checkbox"/>		
19. Progression of Students	<input checked="" type="checkbox"/>		
20. Student Complaints Policy	<input checked="" type="checkbox"/>		
21. Program Information	<input checked="" type="checkbox"/>		
22. Student Representation and Perspectives	<input checked="" type="checkbox"/>		
23. Professional Behavior and Harmonious Relationships	<input checked="" type="checkbox"/>		
FACULTY AND STAFF			
24. Faculty and Staff—Quantitative Factors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
25. Faculty and Staff—Qualitative Factors	<input checked="" type="checkbox"/>		
26. Faculty and Staff Continuing Professional Development and Performance Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
FACILITIES AND RESOURCES			
27. Physical Facilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
28. Practice Facilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
29. Library and Educational Resources	<input checked="" type="checkbox"/>		
30. Financial Resources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

¹ Findings of the Evaluation Team serve as advisory to the ACPE Board of Directors and should not be viewed as an expression of the Board's determination of compliance or non-compliance with any ACPE accreditation standard.

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**SECTION ONE:
MISSION, PLANNING, AND EVALUATION**

Standard No. 1: College or School Mission and Goals: The college or school of pharmacy (*hereinafter "college or school"*) must have a published statement of its mission, its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice, and its values. The statement must be compatible with the mission of the university in which the college or school operates.² These goals must include fundamental commitments of the college or school to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school has a published statement of its mission; its long-term goals in the areas of education, research and other scholarly activities, service, and pharmacy practice; and its values.	<input checked="" type="checkbox"/>		
The mission statement is compatible with the mission of the university in which the college or school operates.	<input checked="" type="checkbox"/>		
The college or school's vision includes the development of pharmacy graduates who are trained with other health professionals to provide patient care services as a team.	<input checked="" type="checkbox"/>		
The college or school's vision and long-term goals include fundamental commitments of the program to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, innovation, quality assurance and continuous quality improvement, and the assessment and evaluation of desired outcomes.	<input checked="" type="checkbox"/>		
The college or school's vision and goals provide the basis for strategic planning on how the vision and goals will be achieved.	<input checked="" type="checkbox"/>		
For new college or school initiatives, e.g., branch campus, distance learning, or alternate pathways to degree completion, the college or school ensures that: <ul style="list-style-type: none"> • the initiatives are consistent with the university's and the college or school's missions and goals • the same commitment to the instillation of institutional mission and academic success is demonstrated to all students, irrespective of program pathway or geographic location • resources are allocated in an equitable manner <p style="text-align: right;">N/A (no applicable initiatives) <input checked="" type="checkbox"/></p>			

Comments on the Standard:

- The mission and goals are appropriate and are aligned with those of the University.
- The mission is visible throughout the School on TV monitors.

² The term "university" includes independent colleges and schools.

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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"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or 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. 	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"> 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 /or Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 2: Strategic Plan: The college or school must develop, implement, and regularly revise a strategic plan to facilitate the advancement of its mission and goals. The strategic plan must be developed through an inclusive process that solicits input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, have the support of the university administration, and be disseminated in summary form to key stakeholders.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and long-term goals.	<input checked="" type="checkbox"/>		
The strategic planning process is inclusive, soliciting input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, has the support of the university administration, and is disseminated in summary form to key stakeholders.	<input checked="" type="checkbox"/>		
The strategic plan of the college or school is aligned with the university's strategic plan	<input checked="" type="checkbox"/>		
Substantive changes are addressed through the strategic planning process, taking into consideration all resources (including financial, human, and physical) required to implement the change and the impact of the change on the existing program.	<input checked="" type="checkbox"/>		
Consultation with ACPE occurred 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 monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	<input checked="" type="checkbox"/>		

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Comments on the Standard:

- The School’s strategic plan is in alignment with the new University’s strategic plan: “Bold Aspirations.”
- The School regularly monitors progress in achieving the goals of their strategic plan.

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"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 3: Evaluation of Achievement of Mission and Goals: The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The program must use the analysis of process and outcome measures for continuous development and improvement of the professional degree program.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

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	S	N.I.	U
The evaluation plan describes a continuous and systematic process of evaluation covering all aspects of the college or school and the accreditation standards. The plan is evidence-based and embraces the principles and methodologies of continuous quality improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Individuals have been assigned specific responsibilities in the evaluation plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The evaluation plan uses surveys of graduating students, faculty, preceptors, and alumni from the American Association of Colleges of Pharmacy (AACP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The evaluation plan includes assessments to compare and establish comparability of alternative program pathways to degree completion, including geographically dispersed campuses and distance-learning activities. N/A (no distance activities)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program assesses achievement of the mission and long-term goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The analysis of process and outcome measures is used for continuous development and improvement of the professional degree program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program measures the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The evaluation plan includes the college or school's periodic self-assessment using the accreditation standards and guidelines to assure ongoing compliance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on the Standard:

- Although there is a comprehensive curricular assessment plan, the Assessment Committee has not addressed programmatic assessment. There are elements of programmatic assessment embedded in the strategic plan; however, there needs to be a comprehensive School programmatic assessment plan.
- Programmatic assessment must be comprehensive to include research, service, and pharmacy clinical initiatives in addition to curricular assessment.
- Curricular assessment should include approaches to evaluate the new curriculum, once implemented, and to compare student achievement of outcomes on both the Lawrence and Wichita campuses.
- The evaluation team noted that the response rate for surveys, especially the AACP graduating student survey, is low. The School should investigate approaches to increase the response rate of both graduating student and alumni surveys.
- The results of programmatic assessment should be disseminated to appropriate stake holders (e.g., annual report, newsletters).

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No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- At the time of the next interim report to ACPE, a copy of the comprehensive programmatic assessment plan.
- A detailed report on the comparability of performance of students on both the Lawrence and Wichita campuses.
- A brief report on efforts to increase the response rate for the graduating student and alumni AACP surveys.

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**SECTION TWO:
ORGANIZATION AND ADMINISTRATION**

Standard No. 4: Institutional Accreditation: The institution housing the college or school, or the independent college or school, must have or, in the case of new programs, achieve full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The institution housing the program, or the independent college or school, has full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education or it is in the process of seeking accreditation within the prescribed timeframe.	<input checked="" type="checkbox"/>		
The college or school reports to ACPE, as soon as possible, any issue identified in regional/institutional accreditation actions that may have a negative impact on the quality of the professional degree program and compliance with ACPE standards. <div style="text-align: right;">Not Applicable <input checked="" type="checkbox"/></div>			

Comments on the Standard:

- The University's regional accreditor is the Higher Learning Commission of the North Central Association of Colleges and Schools. The last comprehensive review by the Higher Learning Commission was during AY2004-2005, during which no deficiencies were reported that negatively impacted the School of Pharmacy. The next University comprehensive review is slated for AY2014-2015 (February 2015).

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"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

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Recommended Monitoring:

- None recommended.

Standard No. 5: College or School and University Relationship: The college or school must be an autonomous unit within the university structure and must be led by a dean. To maintain and advance the professional degree program, the university president (or other university officials charged with final responsibility for the college or school) and the dean must collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The university president (or other university officials charged with final responsibility for the college or school) and the dean collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.	<input checked="" type="checkbox"/>		
The college or school participates in the governance of the university, in accordance with its policies and procedures.	<input checked="" type="checkbox"/>		
The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas: <ul style="list-style-type: none"> • programmatic evaluation • definition and delivery of the curriculum • development of bylaws, policies, and procedures • student enrollment, admission and progression policies • faculty and staff recruitment, development, evaluation, remuneration, and retention 	<input checked="" type="checkbox"/>		
The college or school's reporting relationship(s) is depicted in the university's organizational chart.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- The relationship between the Dean, the new Chancellor, and the Provost is good. The upper administration of the University has been very supportive of the School of Pharmacy.
- There is significant participation and contribution by pharmacy faculty to University committees.

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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"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance or 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. 	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"> 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 or Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 6: College or School and other Administrative Relationships: The college or school, with the full support of the university, must develop suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school, with the full support of the university, develops suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.	<input checked="" type="checkbox"/>		
Formal signed agreements that codify the nature and intent of the relationship, the legal liability of the parties, and applicable financial arrangements are in place for collaborations and partnerships.	<input checked="" type="checkbox"/>		
The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- The School has developed a large number of relationships for the academic program both within (e.g., School of Medicine) and external (e.g., health system and community pharmacies, Wichita State School of Nursing, Board

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of Pharmacy, professional pharmacy organizations in Kansas) to the University.

- In addition, the School has a large number of research relationships both within (e.g., Schools of Engineering) and external to the University. This has significantly enhanced research initiatives and grant support.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 7: College or School Organization and Governance: The college or school must be organized and staffed to facilitate the accomplishment of its mission and goals. The college or school administration must have defined lines of authority and responsibility, foster organizational unit development and collegiality, and allocate resources appropriately. The college or school must have published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.	<input checked="" type="checkbox"/>		
The college or school administrative leaders working with the dean have credentials and experience that prepare them for their respective roles.	<input checked="" type="checkbox"/>		
The college or school administration has defined lines of authority and responsibility, fosters organizational unit development and collegiality, and allocates resources appropriately.	<input checked="" type="checkbox"/>		
The college or school has established mechanisms to foster unity of purpose, effective communication, and collaboration among administrators.	<input checked="" type="checkbox"/>		

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The college or school's administrative leaders – individually or collectively – are developing and evaluating interprofessional education and practice opportunities	<input checked="" type="checkbox"/>		
The college or school has published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.	<input checked="" type="checkbox"/>		
If the college or school organizes its faculty into subunits, such as departments or divisions, subunit goals and objectives align with the mission and goals of the college or school. N/A (no subunits) <input type="checkbox"/>	<input checked="" type="checkbox"/>		
The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.	<input checked="" type="checkbox"/>		
Programs are in place to hone leadership and management skills of college or school administrators, including department/division chairs (if applicable).	<input checked="" type="checkbox"/>		
Faculty meetings and committees established to address key components of the mission and goals are part of the system of governance of the college or school.	<input checked="" type="checkbox"/>		
Where appropriate, faculty committees include staff, students, preceptors, alumni, and pharmacy practitioners.	<input checked="" type="checkbox"/>		
Minutes of faculty meetings and committee actions are maintained and communicated to appropriate parties.	<input checked="" type="checkbox"/>		
The college or school has policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular.	<input checked="" type="checkbox"/>		
Contingency planning includes creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.	<input checked="" type="checkbox"/>		
The college or school maintains an effective system of communication with internal and external stakeholders.	<input checked="" type="checkbox"/>		
Alternate program pathways are integrated into the college or school's regular administrative structures, policies, and procedures (including planning, oversight, and evaluation), and are supervised by an administrator who is part of the college or school. N/A (no alternate pathways) <input checked="" type="checkbox"/>			
The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained. N/A (no distance-learning activities) <input checked="" type="checkbox"/>			
The college or school retains ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangements, partnerships, or consortia for educational or technical services. N/A (no distance-learning activities) <input checked="" type="checkbox"/>			

Comments on the Standard:

- The School's Administrative Committee is large, consisting of the dean, five associate deans, two assistant deans, and four department chairs. However, the team concluded that, although complex, the group works well together. Communication at all levels of the School is felt to be effective.
- The Administrative Committee is largely advisory to the dean.
- The evaluation team suggests that, from time to time, the administrative structure be assessed for appropriate membership and efficiency. Part of the School's Evaluation Plan is to evaluate the administration.

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- Since the last comprehensive visit, the Dean has appointed new chairs in both the Department of Medicinal Chemistry and the Department of Pharmacy Practice.
- Since 31% of the curriculum contains the experiential component, there should be appropriate representation of the Office of Experiential Education on the Assessment Committee.
- Adjunct pharmacy faculty employed by KUMC are required to take vacation to take part in School of Pharmacy lectures and activities in Lawrence. This has led to frustration on the part of adjunct faculty; approaches to allow adjunct faculty to participate in the School's academic program should be investigated.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 8: Qualifications and Responsibilities of the Dean: The dean must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service. The dean must be the chief administrative and academic officer and have direct access to the university president or other university officials delegated with final responsibility for the college or school. The dean must unite and inspire administrators, faculty, staff, preceptors, and students toward achievement of the mission and goals. The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and notices of planning for substantive changes.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

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	S	N.I.	U
The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.	<input checked="" type="checkbox"/>		
The dean is the chief administrative and academic officer and has direct access to the university president or other university officials delegated with final responsibility for the college or school.	<input checked="" type="checkbox"/>		
The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve the mission and goals.	<input checked="" type="checkbox"/>		
The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and plans for substantive changes.	<input checked="" type="checkbox"/>		
The dean has the assistance and full support of the administrative leaders of the college or school's organizational units and adequate staff support. In instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the office of the dean are made to ensure effective administration of the affairs of the college or school.	<input checked="" type="checkbox"/>		
The dean is responsible for compliance with ACPE's accreditation standards, policies, and procedures. In the event that remedial action is required to bring the college or school into compliance, the dean takes the necessary steps to ensure compliance in a timely and efficient manner.	<input checked="" type="checkbox"/>		
The qualifications and characteristics of the dean relate well to those called for in the standards, i.e.: <ul style="list-style-type: none"> • a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems • a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy science and practice, in particular • publications in pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school • appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors • recognition for career accomplishments by pharmacy or other health profession educators, researchers, and practitioners • strong written and interpersonal communication skills • experience with and a commitment to systematic planning, assessment, and continuous programmatic improvement • a thorough understanding of and a commitment to teaching and student learning, including pedagogy • evidence of a commitment to the advancement of research and scholarship • the ability and willingness to provide assertive advocacy on behalf of the college or school to the university administration • the ability and willingness to provide assertive advocacy on behalf of the college or school and the profession of pharmacy in community, state, and national health care initiatives • a record of and willingness to continue active participation in the affairs of pharmacy's professional and scientific societies 	<input checked="" type="checkbox"/>		
The dean has the authority and accepts ultimate responsibility for ensuring:			
• development, articulation, and implementation of the mission and goals			
• acceptance of the mission and goals by the stakeholders			
• development, implementation, evaluation, and enhancement of the educational, research, service, and pharmacy practice programs			
• collaborative efforts to develop, implement, evaluate, and enhance interprofessional education, practice, service, and research programs			
• development and progress of the strategic plan and the evaluation plan, including assessment of outcomes	<input checked="" type="checkbox"/>		
• recruitment, development, remuneration, and retention of competent faculty and staff			
• initiation, implementation, and management of programs for the recruitment and admission of qualified students			
• establishment and implementation of standards for academic performance and progression			
• resource acquisition and mission-based allocation			
• continuous enhancement of the visibility of the college or school on campus and to external stakeholders			
• the effective use of resources to meet the needs and mission of the college or school			
The dean has ensured that ACPE has been notified in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring. N/A (no changes since last comprehensive visit) <input checked="" type="checkbox"/>			

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Comments on the Standard:

- The Dean is completing his second five-year term in the position. As indicated previously, the Dean is highly respected among the faculty, preceptors, students, and University upper administration.

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Recommended Monitoring:

- None recommended.

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**SECTION THREE:
CURRICULUM**

Standard No. 9: The Goal of the Curriculum: The college or school's professional degree program curriculum must prepare graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfy the educational requirements for licensure as a pharmacist, and meet the requirements of the university for the degree.

The curriculum must develop in graduates knowledge that meets the criteria of good science;³ professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession. Graduates must be able to identify and implement needed changes in pharmacy practice and health care delivery.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The curriculum prepares graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfies the educational requirements for licensure as a pharmacist, and meets the requirements of the university for the degree.	<input checked="" type="checkbox"/>		
The curriculum develops in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession.	<input checked="" type="checkbox"/>		
The curriculum fosters the development of students as leaders and agents of change. The curriculum helps students embrace the moral purpose that under pins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery.	<input checked="" type="checkbox"/>		
In developing knowledge, skills, attitudes, and values in students, the college or school ensures that the curriculum fosters the development of professional judgment and a commitment to uphold ethical standards and abide by practice regulations.		<input checked="" type="checkbox"/>	
The college or school ensures that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team.		<input checked="" type="checkbox"/>	
Curricular content, instructional processes, course delivery, and experiential education are documented, aligned, and integrated where appropriate.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- The evaluation team agrees with the self-study in that the revised curriculum should expand content in patient safety, cultural competence, health literacy, health care disparities, and competencies to work as a member of or on an interprofessional team.
- The evaluation team commends the School for recognizing the importance of interprofessional education (IPE) and naming a new Director of Interprofessional

³ "Good science" implies having the following characteristics: evidence-based, logical, convincing, explanatory, honest, testable, and systematic.

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Education. There does not appear to be a comprehensive plan for IPE activities. There are excellent opportunities for IPE in Kansas City and Wichita; however, the team was informed opportunities are limited in Lawrence. Appropriate support is needed for development and implementation of IPE activities throughout both the didactic and experiential portions of the curriculum.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- A brief report addressing how the new curriculum will incorporate those areas deemed needing improvement in the self-study.
- A detailed report on development and implementation of IPE activities throughout the didactic and experiential portions of the curriculum.

Standard No. 10: Curricular Development, Delivery, and Improvement: The college or school's faculty must be responsible for the development, organization, delivery, and improvement of the curriculum. The curriculum must define the expected outcomes and be developed, with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments. All curricular pathways must have both required and elective courses and experiences and must effectively facilitate student development and achievement of the professional competencies.

The curriculum for the professional portion of the degree program must be a minimum of four academic years or the equivalent number of hours or credits. The curriculum must include didactic course work to provide the desired scientific foundation, introductory pharmacy practice experiences (not less than 5% of the curricular length) and advanced pharmacy practice experiences (not less than 25% of the curricular length).⁴

⁴ Refer to Standards 13 and 14 and Appendices B and C for additional detail and guidance.

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Documentation and Data:

- ☑ All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school's faculty is responsible for the development, organization, delivery, and improvement of the curriculum.	☑		
The curriculum defines the expected outcomes and is developed with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments.		☑	
All curricular pathways have both <i>required</i> and <i>elective</i> courses and experiences and effectively facilitate student development and achievement of the professional competencies.	☑		
The curriculum for the professional portion of the degree program is a minimum of four academic years or the equivalent number of hours or credits.	☑		
Introductory pharmacy practice experiences are not less than 5% (300 hours) of the curricular length.	☑		
The advanced pharmacy practice experiences are not less than 25% (1440 hours) of the curricular length.	☑		
On behalf of the faculty, the Curriculum Committee (or equivalent) manages curricular development, evaluation, and improvement to ensure that the curriculum is consistent with the collective vision of the faculty and administration.	☑		
Learning outcomes for curricular courses and pharmacy practice experiences are mapped to the desired competencies and gaps and inappropriate redundancies identified inform curricular revision.	☑		
Curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies. The curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.	☑		
The Curriculum Committee (or equivalent) is constituted to provide balanced representation from all departments, divisions, and/or disciplines within the college or school.	☑		
Faculty members are aware of the content, competencies, and learning outcomes for each other's courses and use that information to optimize these elements within their own courses.		☑	
The curriculum complies with university policies and procedures and the accreditation standards.	☑		
Student representation and feedback are integral parts of curricular development and improvement.	☑		
The Curriculum Committee (or equivalent) has adequate resources to serve as the central body for the management of orderly and systematic reviews of curricular structure, content, process, and outcomes, based on assessment data.	☑		

Comments on the Standard:

- The Curriculum Committee has four student representatives, one from each of the professional years; both the Lawrence and Wichita campuses are represented. Students do have voting privileges on the Curriculum Committee.
- Importantly, the School has made a concerted effort to bring the Wichita campus on line with respect to teaching.
- The School apparently has not widely consulted preceptors, employers, or alumni for their input regarding potential curricular changes. The evaluation team recommends the School obtain broader stakeholder input even though the

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proposed curricular changes have support from both faculty and students. Also, the evaluation team agrees with and supports the proposed curricular changes.

- The revised curriculum is scheduled to be implemented beginning fall 2015.
- The Curriculum Committee has mapped the curriculum to Appendix B, the School's Pharm. D. outcomes, and the 2013 CAPE outcomes. Similar mapping should be undertaken once the new curriculum is approved.
- Forty-five percent of respondents to the 2012 AACCP graduating students survey indicated the sequence of courses is not appropriate to build knowledge and skills. The proposed curricular revision addresses this concern.
- The evaluation team agrees with the self-study finding that the elective course policy be revised to include one course from basic sciences, one course from pharmacy practice, and two courses of the students' choice.
- There is an increased effort to encourage faculty from the basic science and pharmacy practice departments to work together more closely to be aware of each other's courses. For fall 2013, an elective course was offered that is being taught by faculty from both areas.
- Due to the significant increase in class size, consideration is warranted for additional academic support for faculty (e.g., TA's, P6 students on a teaching rotation, residents, fellows).
- The evaluation team strongly recommends that the School work with the School of Medicine in Wichita to utilize standardized patients in Wichita rather than busing students to Lawrence which is expensive and time consuming. On the other hand, the School indicated this is one of the few times that justifies bringing the entire class together in Lawrence.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- A brief report on efforts to engage preceptors and alumni in reviewing proposed curricular changes prior to a final vote by the School faculty.
- A copy of the revised curriculum as approved by the faculty submitted as part of an interim report.
- A brief report on (a) the outcome of the proposal to revise the elective course policy; (b) efforts to increase teaching support for faculty; (c) creation of additional courses involving faculty from basic science and pharmacy practice departments, as well as efforts for faculty to learn what is being taught in each other's courses; and, (d) the outcome of the recommendation to utilize standardized patients in Wichita.

Standard No. 11: Teaching and Learning Methods: The college or school, throughout the curriculum and in all program pathways, must use and integrate teaching and learning methods that have been shown through curricular assessments to produce graduates who become competent pharmacists by ensuring the achievement of the stated outcomes, fostering the development and maturation of critical thinking and problem-solving skills, meeting the diverse learning needs of students, and enabling students to transition from dependent to active, self-directed, lifelong learners.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

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	S	N.I.	U
The program, throughout the curriculum and in all pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to meet the diverse learning needs of students and produce the desired professional competencies and outcomes, including the development and maturation of critical thinking, problem-solving, and self-directed, lifelong learning skills.	<input checked="" type="checkbox"/>		
Faculty members use a variety of teaching and learning techniques (e.g., active learning, case studies, etc.) that have been thoughtfully selected, designed, and/or tailored to help students achieve the learning outcomes articulated for their courses.	<input checked="" type="checkbox"/>		
The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.	<input checked="" type="checkbox"/>		
The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study. <div style="text-align: right;">N/A (no distance-learning activities) <input checked="" type="checkbox"/></div>			
Teaching and learning methods used assure that learning experiences, opportunities, and outcomes are comparable for all pathways, branches or campuses. <div style="text-align: right;">N/A (single geographic location or no alternate pathways) <input checked="" type="checkbox"/></div>			

Comments on the Standard:

- The faculty use a large number of innovative learning methods, including case studies, reflective writing, standardized client assessment, small group discussions, portfolios, and a newly implemented iPad program.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

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Standard No. 12: Professional Competencies and Outcome Expectations: Professional pharmacist competencies that must be achieved by graduates through the professional degree program curriculum are the ability to:

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.
2. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

These professional competencies must be used to guide the development of stated student learning outcome expectations for the curriculum. To anticipate future professional competencies, outcome statements must incorporate the development of the skills necessary to become self-directed lifelong learners.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.	<input checked="" type="checkbox"/>		
The curriculum prepared graduates to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health-care team based upon sound scientific and therapeutic principles and evidence-based data.	<input checked="" type="checkbox"/>		
The curriculum fosters an understanding of, and an appreciation for, the legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.	<input checked="" type="checkbox"/>		
The curriculum prepares graduates to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.	<input checked="" type="checkbox"/>		
The curriculum prepares graduates to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.		<input checked="" type="checkbox"/>	
Outcome statements include developing skills to become self-directed lifelong learners.	<input checked="" type="checkbox"/>		
The curriculum prepares graduates to independently seek solutions to practice-based problems in the scientific and clinical literature.	<input checked="" type="checkbox"/>		
Graduates possess the knowledge, skills, attitudes, and values needed to enter practice pharmacy independently by graduation.	<input checked="" type="checkbox"/>		

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Comments on the Standard:

- The current and proposed curricular competencies and outcomes are appropriate. The team was impressed that students were involved with curricular mapping.
- The team agrees with the self-study that expanded curricular content in population-based care is warranted.
- The monitoring for the guideline the self-study assessed as “Needing Improvement” (see above) is addressed under Standards 9 and 10.

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"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 13: Curricular Core—Knowledge, Skills, Attitudes, and Values: To provide the thorough scientific foundation necessary for achievement of the professional competencies, the curriculum of the professional degree program must contain the following:

- biomedical sciences
- pharmaceutical sciences
- social/behavioral/administrative sciences
- clinical sciences

Knowledge, practice skills, and professional attitudes and values must be integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

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	S	N.I.	U
The curriculum contains at an appropriate breadth and depth the necessary elements within the following areas as outlined in Appendix B of the Standards:			
• biomedical sciences	<input checked="" type="checkbox"/>		
• pharmaceutical sciences	<input checked="" type="checkbox"/>		
• social/behavioral/administrative sciences		<input checked="" type="checkbox"/>	
• clinical sciences		<input checked="" type="checkbox"/>	
The content of curricular courses is mapped to Appendix B to assess where specific content foundations are addressed in the curriculum. Gaps in curricular content and inappropriate redundancies identified in the mapping process inform curricular revision.	<input checked="" type="checkbox"/>		
The didactic course work provides a rigorous scientific foundation appropriate for the contemporary practice of pharmacy.	<input checked="" type="checkbox"/>		
Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the didactic and experiential curriculum.	<input checked="" type="checkbox"/>		
The biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences are of adequate depth, scope, timeliness, quality, sequence, and emphasis to provide the foundation and support for the intellectual and clinical objectives of the professional degree program and the practice of pharmacy.	<input checked="" type="checkbox"/>		
The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.	<input checked="" type="checkbox"/>		
Courses and other formal learning experiences are coordinated and integrated across disciplines.		<input checked="" type="checkbox"/>	
Where instruction is provided by academic units of the university other than the pharmacy program, these areas are developed in accordance with the professional degree program's curricular goals and objectives; and assessment liaison mechanisms ensure effective instructional delivery and achievement of the educational objectives of the program.			
N/A (no outside instruction) <input checked="" type="checkbox"/>			

Comments on the Standard:

- The team agrees with the self-study that faculty consider shifting hours from the basic sciences to social and administrative pharmacy sciences and clinical science areas to permit increased content in pharmacotherapy, clinical assessment, application of knowledge, and enhanced focus on crosscutting skills.
- With the revised curriculum and increased student enrollment, the team recommends an assessment be undertaken to determine if there are adequate faculty numbers in the areas of social and administrative science and pharmacy practice.

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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"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or 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. 	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"> 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 /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- See “Recommended Monitoring for Standards 9 and 10.
- A brief report on the results of an assessment of the need for additional social/administrative science and pharmacy practice faculty.

Standard No. 14: Curricular Core—Pharmacy Practice Experiences: The college or school must provide a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.

The pharmacy practice experiences must integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site must be defined. Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes must be documented and assessed.

In aggregate, the pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals. Most pharmacy practice experiences must be under the supervision of qualified pharmacist preceptors licensed in the United States.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

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	S	N.I.	U
The college or school provides a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.	<input checked="" type="checkbox"/>		
The pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum.	<input checked="" type="checkbox"/>		
Pharmacy practice experiences include periods for preparation and guided reflection.	<input checked="" type="checkbox"/>		
The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site are defined.		<input checked="" type="checkbox"/>	
Goals and outcomes for each pharmacy practice experience are mapped to activities listed in Appendix C to ensure that students' experience will cover, at a minimum, all the listed activities.	<input checked="" type="checkbox"/>		
Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes are documented and assessed.	<input checked="" type="checkbox"/>		
In aggregate, the pharmacy practice experiences include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.	<input checked="" type="checkbox"/>		
Most pharmacy practice experiences are under the supervision of qualified pharmacist preceptors licensed in the United States.	<input checked="" type="checkbox"/>		
The college or school ensures that all preceptors (especially first-time preceptors prior to assuming their responsibilities) receive orientation regarding the outcomes expected of students and the pedagogical methods that enhance learning, ongoing training, and development.		<input checked="" type="checkbox"/>	
A quality assurance procedure is in place that facilitates standardization and consistency of experiences and outcomes while allowing for individualization of instruction, guidance, and remediation by the preceptor based on student needs.	<input checked="" type="checkbox"/>		
Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned. ⁵	<input checked="" type="checkbox"/>		
The introductory pharmacy practice experiences involve actual practice experiences in community and institutional settings and permit students, under appropriate supervision and as permitted by practice regulations, to assume direct patient care responsibilities.	<input checked="" type="checkbox"/>		
Introductory pharmacy practice experiences account for not less than 300 hours over the first three professional years. The majority of students' time (minimum 150 hours) is balanced between community pharmacy and institutional health system settings.	<input checked="" type="checkbox"/>		
The length of the advanced pharmacy practice experiences is not less than 1440 hours (36 weeks) during the last academic year and after all pre-advanced pharmacy practice experience requirements (i.e., introductory pharmacy practice experiences and required core didactic course work) are completed.	<input checked="" type="checkbox"/>		
All <u>required</u> advanced pharmacy practice experiences in all program pathways are conducted in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands).	<input checked="" type="checkbox"/>		
Required experiences include primary, acute, chronic, and preventive care among patients of all ages and develop pharmacist-delivered patient care competencies in the following settings: <ul style="list-style-type: none"> • community pharmacy • hospital or health-system pharmacy • ambulatory care • inpatient/acute care general medicine 	<input checked="" type="checkbox"/>		
Simulation is used appropriately as a component of introductory pharmacy practice experiences; it does not account for greater than 20% of total introductory pharmacy practice experience time and does not substitute for the hours devoted to actual experiences in community pharmacy and institutional health system settings. N/A (simulation does not count toward the required minimum number of hours for introductory pharmacy practice experiences) <input checked="" type="checkbox"/>			

⁵ A professional degree program in an institution that meets the definition and characteristics of "cooperative education" (www.co-op.edu) may apply to ACPE for a waiver of this requirement.

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Comments on the Standard:

- The staff of the Office of Experiential Education is to be commended for meeting individually with students to address specific needs with respect to the experiential portion of the curriculum. The Director of Experiential Education is highly respected and is the main “point person” for preceptors and students.
- Several individuals give a portion of their time to experiential education. However, the Director of Experiential Education requires more dedicated FTE personnel for his office. The evaluation team is concerned that the Director, who has several other responsibilities (e.g., prepharmacy advising, standardized patient program), in addition to experiential education, is over worked and his office is under staffed. The evaluation team recommends an evaluation be undertaken to determine the types of individuals needed and subsequently to develop a plan to address the needs of experiential education. For example, hiring a higher level administrative staff person may be appropriate.
- In addition, the Director of Experiential Education needs formal mentoring to assist with his professional development, although the previous Director has mentored the current Director.
- The evaluation team expressed concern regarding how institutional IPPE’s are handled. If the School wishes to substitute other experiences for traditional institutional IPPE’s, an algorithm needs to be developed by the School and submitted to ACPE for their guidance.
- The self-study contained detailed information (e.g., goals, objectives, manuals, evaluation tools, etc.) for both community and institutional IPPE’s. However, the information presented for APPE’s was sparse and not at all detailed. The evaluation team was informed that this deficiency is being addressed.
- A policy for determining placement for required and elective APPE’s must be developed to ensure students obtain a breadth and depth of experiences as required by the Standard. Some students may be assigned up to three rotations of the same type (e.g., community practice) as electives. However, each student does complete rotations in each of the four required categories.

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- Of concern to the evaluation team is the statistic that 51% of APPE electives are categorized by the School as “unspecified.” A system should be utilized to track APPE elective experiences to determine the type of experience obtained by students.
- Although the School provides an annual preceptor program, preceptors indicated they would like to have more face-to-face preceptor development activities.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- A detailed report on efforts to address (a) appropriate staffing for the Office of Experiential Education, and (b) mentoring for the Director of Experiential Education.
- A detailed report on (a) how institutional IPPE assignments are handled if the School wishes to substitute other experiences for institutional IPPEs, (b) copies of the APPE manual, objectives, evaluation tools once developed, and c) a copy of the policy to assure students obtain a breadth and depth of APPE experiences.
- A brief report on any additional efforts to provide preceptor training.

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Standard No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness: As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

The college or school must systematically and sequentially evaluate its curricular structure, content, organization, and outcomes. The college or school must use the analysis of outcome measures for continuous improvement of the curriculum and its delivery.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school develops and carries out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program.	<input checked="" type="checkbox"/>		
The college or school's evaluation of student learning determines student achievement at defined levels of the professional competencies, in aggregate and at the individual student level		<input checked="" type="checkbox"/>	
The college or school uses the analysis of assessment measures to improve student learning and the achievement of the professional competencies.	<input checked="" type="checkbox"/>		
The college or school systematically and sequentially evaluates its curricular structure, content, organization, pedagogy, and outcomes.	<input checked="" type="checkbox"/>		
The college or school uses the analysis of outcome measures for continuous improvement of the curriculum and its delivery.	<input checked="" type="checkbox"/>		
The college or school has developed a system to evaluate curricular effectiveness.	<input checked="" type="checkbox"/>		
The college or school ensures the credibility of the degrees it awards and the integrity of student work.	<input checked="" type="checkbox"/>		
The college or school has mechanisms to assess and correct underlying causes of ineffective learning experiences.	<input checked="" type="checkbox"/>		
The college or school's assessments include measurement of perceived stress in faculty, staff, and students, and evaluate the potential for a negative impact on programmatic outcomes and morale.		<input checked="" type="checkbox"/>	

Comments on the Standard:

- The Assessment Committee has undertaken a significant amount of curricular assessment. Importantly, the proposed curricular changes are based, in part, on assessment data.
- The evaluation team recommends the School continue their vigilance in assessment of curricular outcomes and student learning. The team further recommends the Assessment Committee consider doing a few assessments and doing them well.
- As the School implements curricular changes and/or new approaches in teaching, learning, and pedagogical methods, the impact on student learning should also be assessed.

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- The School should consider ways to evaluate perceived stress in faculty, staff, and students.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- As curricular modifications are implemented, a brief report on curricular assessment data obtained and how such data have led to further curricular revision.
- A brief report on data from assessment of perceived stress in faculty, staff, and students.

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**SECTION FOUR:
STUDENTS**

Standard No. 16: Organization of Student Services: The college or school must have an organizational element(s) devoted to student services. The administrative officer responsible for this organizational element must oversee and coordinate the student services of the college or school.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school has an organizational element(s) devoted to student services.	<input checked="" type="checkbox"/>		
The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.	<input checked="" type="checkbox"/>		
The budget assigned to student services is sufficient to provide needed services.	<input checked="" type="checkbox"/>		
The college or school has an ordered, accurate, and secure system of student records which are confidential and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA).	<input checked="" type="checkbox"/>		
Student services personnel are knowledgeable regarding FERPA law and its requirements.	<input checked="" type="checkbox"/>		
The college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities, e.g., residencies, fellowships, and graduate school.	<input checked="" type="checkbox"/>		
The college or school offers access to adequate health and counseling services for students. Appropriate immunization standards exist, along with the means to ensure that such standards are satisfied.	<input checked="" type="checkbox"/>		
The college or school has policies in place so that students who have off-campus classes or pharmacy practice experiences fully understand their insurance coverage and where and how to access health and counseling services.	<input checked="" type="checkbox"/>		
The college or school has a policy on student services, including admissions and progression, that ensures nondiscrimination as defined by state and federal laws and regulations, such as on the basis of race, religion, gender, lifestyle, sexual orientation, national origin, or disability.	<input checked="" type="checkbox"/>		
The college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling). N/A (single geographic location or no alternate pathways) <input checked="" type="checkbox"/>			

Comments on the Standard:

- As the School advances to a full complement of students in Wichita and Lawrence, the School should assess student services needs and provide additional staff as appropriate, especially for student advising and career planning and guidance.
- Faculty mentors for students are assigned without regards to campus (i.e. Wichita student assigned Lawrence faculty and Lawrence student assigned

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Wichita faculty). The School should review its policy of assigning mentors and consider revising as the Wichita campus faculty numbers increase.

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No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or 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. 	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"> 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 /or Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

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.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	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.	<input checked="" type="checkbox"/>		
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional technical standards for graduation.	<input checked="" type="checkbox"/>		

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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. <p style="text-align: right;">N/A (no distance education courses or program) ☑</p>			
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs. <p style="text-align: right;">N/A (no new pathways or programs) ☑</p>			
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. <p style="text-align: right;">N/A (no early assurance agreements or policies) ☑</p>			

Comments on the Standard:

- From time to time the admissions process should be evaluated to assure the most qualified students are admitted.
- Students who are interested in the Wichita campus are encouraged to visit that campus prior to the application process. Also, Wichita might be included as an option for the admissions interview.
- It is suggested that the Chair of the Admissions Committee be transitioned from an administrator to a faculty member.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 18: Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing: The college or school must produce and make available to students and prospective students transfer credit and course-waiver policies, based on rational procedures and defensible assessments.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school produces transfer credit and course-waiver policies, based on rational procedures and defensible assessments and makes that information available to students and prospective students.	<input checked="" type="checkbox"/>		
The college or school implements policies and procedures for the evaluation of the equivalency of educational courses (preprofessional or professional) prior to admission or transfer to the professional degree program.	<input checked="" type="checkbox"/>		
Requisites are only waived based upon an educationally sound assessment of the professional competencies (as set forth in Standard 12) that have been achieved through, for example, continuing pharmacy education, other education and training, and previous pharmacy practice experience.	<input checked="" type="checkbox"/>		
The college or school has established and implemented policies and procedures for students who request to transfer credits or who wish to change from one program pathway to another.	<input checked="" type="checkbox"/>		

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Comments on the Standard:

- The School rarely accepts transfer students; consideration is given on a case-by-case basis. This policy is readily available to those seeking admission to the program.

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 19: Progression of Students: The college or school must produce and make available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school produces and makes available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.	<input checked="" type="checkbox"/>		
The college or school's system of monitoring student performance, based on formative assessments of learning outcomes provides for the early detection of academic difficulty.	<input checked="" type="checkbox"/>		
The college or school maintains a record of student retention, attrition, and on-time graduation, identifies and analyzes trends, and makes programmatic adjustments as needed.	<input checked="" type="checkbox"/>		
The college or school ensures that all students have comparable access to individualized student services such as comprehensive academic success counseling, tutoring and faculty advising. N/A (single pathway and geographic location) <input checked="" type="checkbox"/>			

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Comments on the Standard:

- The progression and retention rate for the School has been excellent up to this time. However, with the increased enrollment to 170 students, progression and retention must be carefully monitored. The School has increased the gpa requirement from 2.25/4.0 to 2.5/4.0 to remain in good standing. This new requirement became effective with the class of 2017 (i.e., those entering fall 2013).
- The School has enhanced student support services with implementation of a comprehensive multi-faceted student advising process. These services should be assessed as the advising program matures.
- In addition, the School has implemented an Early Detection Program for those at academic risk.

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"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

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Standard No. 20: Student Complaints Policy: The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.⁶

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school produces and makes available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms.	<input checked="" type="checkbox"/>		
Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards. ⁷	<input checked="" type="checkbox"/>		
The college or school includes information about the complaint policy during student orientation.	<input checked="" type="checkbox"/>		
The college or school maintains a chronological record of student complaints related to matters covered by the accreditation standards and allows inspection of the records during on-site evaluation visits by ACPE.	<input checked="" type="checkbox"/>		
The college or school informs ACPE during an on-site evaluation if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- The required policy and complaints retention file are in place, fully meeting the expectations of this standard. The file contains no complaints.
- ACPE has not received any complaints against this program since the last comprehensive on-site evaluation in February, 2008.

⁶ Refer also to ACPE Complaints Policy at <http://www.acpe-accredit.org/complaints/default.asp>

⁷ Refer also to ACPE Complaints Policy at <http://www.acpe-accredit.org/complaints/default.asp>

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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"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or 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. 	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"> 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 /or Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 21: Program Information: The college or school must produce and make available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school produces and makes available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.	<input checked="" type="checkbox"/>		
Admissions policies, procedures, and practices fully and clearly represent the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance. N/A (no distance pathways) <input checked="" type="checkbox"/>			

Comments on the Standard:

- A review of program materials, the School's website, and conversations with students during the comprehensive on-site evaluation revealed that the School is in compliance with the expectations of this standard.

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- As curricular changes are implemented, program information must be updated.
- In addition, the evaluation team agrees with the self-study in that the number of competing pharmacy programs in the geographic area requires constant monitoring of recruitment strategies and program information sources.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 22: Student Representation and Perspectives: The college or school must consider student perspectives and include student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school considers student perspectives and includes student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.	<input checked="" type="checkbox"/>		
The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities.	<input checked="" type="checkbox"/>		
The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner.	<input checked="" type="checkbox"/>		
A clear process exists for students to follow to raise issues with the college or school administration.	<input checked="" type="checkbox"/>		
The college or school administration responds to problems and issues of concern to the student body.	<input checked="" type="checkbox"/>		

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Comments on the Standard:

- Students are represented on five of the School of Pharmacy committees; student representatives are from both the Lawrence and Wichita campuses. Student members are active and obtain feedback from their classmates.
- Students were significantly involved with the self-study process.
- Although the team was informed that class officers provide recommendations for committee membership, it appears that most often class officers recruit their friends. Thus, it is important that all students have the opportunity to volunteer for School committee membership.
- The self-study indicated improvement was needed with respect to pharmacy students feeling their “perspectives are heard, respected, and acted upon in a fair and just manner.” Students with whom the team spoke did not indicate this was an issue. Evidently the concern arose from the class of 2012; an incident occurred and students did not feel the School addressed the issue. However, due to the fact that confidentiality needed to be maintained, students could not be made aware of the outcome. The School, however, is formulating plans for more effective means of communicating to students regarding processes used to address student perspectives.

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"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

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Recommended Monitoring:

- None recommended.

Standard No. 23: Professional Behavior and Harmonious Relationships: The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.
-

	S	N.I.	U
The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.	<input checked="" type="checkbox"/>		
Faculty, administrators, preceptors, and staff are committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.	<input checked="" type="checkbox"/>		
The college or school develops, via a broadly based process, a policy consistent with university policies on student, faculty, preceptor, and staff professionalism that defines expected behaviors and consequences for deviation from the policy, as well as due process for appeals.	<input checked="" type="checkbox"/>		
The activities undertaken by the college or school to promote professional behavior are effective.	<input checked="" type="checkbox"/>		
The activities undertaken by the college or school to promote harmonious relationships are effective.	<input checked="" type="checkbox"/>		
The activities undertaken by the college or school to promote student mentoring and leadership development are effective.	<input checked="" type="checkbox"/>		
Faculty receive support from peers to participate in student mentoring and leadership development activities, and these efforts are viewed favorably by college or school administration.	<input checked="" type="checkbox"/>		
The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- Students represent the School well. Relationships with faculty and staff seem positive and professional.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

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**SECTION FIVE:
FACULTY AND STAFF**

Standard No. 24: Faculty and Staff—Quantitative Factors: The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school has a sufficient number of qualified full-time faculty to effectively deliver and evaluate the professional degree program, while providing adequate time to ensure that the following are achieved:		<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> • effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, service learning, and oversight and provision of experiential education 		<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> • faculty mentoring 	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • student advising and mentoring 	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • research and other scholarly activities 	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • faculty development as educators and scholars 	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • professional/community service and pharmacy practice (where indicated by their position) 	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • participation in college or school and university committees 	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • assessment and evaluation activities 	<input checked="" type="checkbox"/>		
The college or school has a sufficient number of qualified full-time staff to effectively support the delivery and evaluation of the professional degree program.	<input checked="" type="checkbox"/>		
Faculty receive adequate support staff resources.	<input checked="" type="checkbox"/>		
The college or school periodically conducts faculty workload and needs assessments, at appropriate intervals.		<input checked="" type="checkbox"/>	

Comments on the Standard:

- There are currently 61 faculty in the administration and four departments. The student to faculty ratio for the first three years of the professional curriculum is 8:1.
- There are currently six faculty vacancies in the Department of Pharmacy Practice, two of which are for the Wichita campus. One of the vacant positions will likely be filled with an individual in the area of social and administrative sciences.
- The evaluation team concurs with the self-study of the need to monitor faculty turnover in pharmacy practice for the purpose of retaining currently budgeted positions and filling vacated positions in a timely fashion with qualified faculty. The evaluation team agrees that the competition for practice faculty is intense.

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- The evaluation team also concurs with the self-study of the need to monitor closely the number of faculty on the Wichita campus to assure numbers are adequate to meet the needs of students assigned to that location. However, there is the need to monitor faculty resources at all locations as it relates to teaching, learning, and pedagogical methods to ensure adequate and appropriate delivery of the new curriculum and increase in class size.
- There is not agreement among the School’s administration and staff regarding the adequacy of support staff for the departments. Thus, the School should evaluate the adequacy of support staff. Faculty should understand how to use support staff effectively and efficiently.

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No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- A brief report on success in filling the six faculty vacancies in pharmacy practice, including the area of expertise for each of the hires.
- A brief report on the results of assessment to determine the need for additional faculty and/or staff, other than the six current practice vacancies, in the four departments.

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Standard No. 25: Faculty and Staff—Qualitative Factors: The college or school must have qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students. Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities. Faculty whose responsibilities include the practice of pharmacy must satisfy all professional licensure requirements that apply to their practice. The college or school must foster the development of its faculty and staff, commensurate with their responsibilities in the program.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school has qualified <u>faculty</u> who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	<input checked="" type="checkbox"/>		
The college or school has qualified <u>staff</u> who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	<input checked="" type="checkbox"/>		
Faculty possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and are committed to the advancement of the profession and the pursuit of research and other scholarly activities.	<input checked="" type="checkbox"/>		
Faculty generate and disseminate knowledge through scholarship. Scholarship by faculty members, including the scholarship of teaching, is evident and demonstrated by productive research and other scholarly activities.	<input checked="" type="checkbox"/>		
Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.	<input checked="" type="checkbox"/>		
Pharmacy practice faculty possess additional professional training (residency, fellowship, or equivalent experience).	<input checked="" type="checkbox"/>		
Pharmacy practice faculty either have or are working toward additional credentials (for example, specialty certification) relevant to their practice and teaching responsibilities.	<input checked="" type="checkbox"/>		
The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), remuneration and retention are established and applied in a consistent manner.	<input checked="" type="checkbox"/>		
The college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement.	<input checked="" type="checkbox"/>		
Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.	<input checked="" type="checkbox"/>		
Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum, and a commitment to learning outcomes assessment.	<input checked="" type="checkbox"/>		
The college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residency and fellowship programs.	<input checked="" type="checkbox"/>		
The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- Faculty are well qualified in their respective areas of expertise as it relates to teaching in the professional curriculum.

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- In addition, faculty are effective researchers with outstanding grant support and research publications.

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No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance Or • 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. 	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"> • 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 Or • Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review: The college or school must have an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities. The college or school must review the performance of faculty and staff on a regular basis. Criteria for performance review must be commensurate with the responsibilities of the faculty and staff in the professional degree program.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school fosters the development of its <u>faculty</u> and has an effective continuing professional and career development program for full-time, part-time, and voluntary faculty consistent with their responsibilities.		<input checked="" type="checkbox"/>	
The college or school fosters the development of its <u>staff</u> and has an effective continuing professional and career development program for full-time and part-time staff consistent with their responsibilities.	<input checked="" type="checkbox"/>		
Faculty and staff are assisted in goal setting by their administrative reporting authority	<input checked="" type="checkbox"/>		
The college or school reviews the performance of faculty and staff on a regular basis.	<input checked="" type="checkbox"/>		
Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program.	<input checked="" type="checkbox"/>		
The college or school has or provides support for programs and activities for faculty and preceptor continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the program.	<input checked="" type="checkbox"/>		

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Faculty receive adequate guidance and support on career development.	☑		
Faculty are able to attend one or more scientific or professional association meetings per year.	☑		
Faculty development programs are available to enhance a faculty member's academic skills and abilities.	☑		
The performance criteria for faculty are clear.	☑		
Expectations on faculty for teaching, scholarship and service are appropriate and commensurate with academic and professional development.	☑		

Comments on the Standard:

- There is no school-wide faculty professional development program. However, faculty meet individually with their department chair each year to develop their individual plan for that year. Progress is monitored on an annual basis. Consideration should be given to developing a school-wide faculty professional development program.
- There are a variety of faculty development opportunities in teaching, learning methods, and grantsmanship.
- Beginning in 2014, all tenured University faculty will undergo post-tenure review every seven years.
- The team was informed that mentoring programs for new and/or young faculty are in place. However, some faculty in the Department of Pharmacy Practice indicated faculty mentoring does not occur. This should be addressed especially in view of the high turnover of pharmacy practice faculty and the intense competition for practice faculty.
- The team agrees with the self-study in that the School must monitor and continue to funnel resources to support adequate faculty and staff mentoring and professional development.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- The status of development of a school-wide faculty professional development program. If a program is developed, a copy should accompany an interim report.
- A brief report on progress on the improvement of the faculty mentoring program in the Department of Pharmacy Practice.

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**SECTION SIX:
FACILITIES AND RESOURCES**

Standard No. 27: Physical Facilities: The college or school must have adequate and appropriate physical facilities to achieve its mission and goals. The physical facilities must facilitate interaction among administration, faculty, and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school has adequate and appropriate physical facilities to achieve its mission and goals.	<input checked="" type="checkbox"/>		
The physical facilities facilitate interaction among administration, faculty, and students.	<input checked="" type="checkbox"/>		
The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.	<input checked="" type="checkbox"/>		
Physical facilities provide a safe and comfortable environment for teaching and learning.	<input checked="" type="checkbox"/>		
For colleges and schools that use animals in their professional course work or research, proper and adequate animal facilities are maintained in accordance with acceptable standards for animal facilities. N/A (no animal use) <input checked="" type="checkbox"/>			
Animal use conforms to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged. N/A (no animal use) <input checked="" type="checkbox"/>			
Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations. N/A (no human research) <input checked="" type="checkbox"/>			
All human investigations performed by college or school faculty, whether performed at the college or school or elsewhere, are approved by the appropriate Institutional Review Board(s) and meet state and federal research standards. N/A (no human research) <input checked="" type="checkbox"/>			
Students, faculty, preceptors, instructors, and teaching assistants have access to appropriate resources to ensure equivalent program outcomes across all program pathways, including access to technical, design, and production services to support the college or school's various program initiatives.	<input checked="" type="checkbox"/>		
Commensurate with the numbers of students, faculty and staff, and the activities and services provided, branch or distance campuses have or have access to physical facilities of comparable quality and functionality as those of the main campus. N/A (no distance pathways) <input checked="" type="checkbox"/>			
Faculty have office space of adequate size and with an appropriate level of privacy.	<input checked="" type="checkbox"/>		
Faculty have adequate laboratory resources and space for their research and scholarship needs.		<input checked="" type="checkbox"/>	
Computer resources are adequate.		<input checked="" type="checkbox"/>	
Laboratories and simulated environments (e.g. model pharmacy) are adequate.		<input checked="" type="checkbox"/>	
Facilities encourage interprofessional interactions (e.g., simulation laboratories)		<input checked="" type="checkbox"/>	
Access to quiet and collaborative study areas is adequate.	<input checked="" type="checkbox"/>		
Common space for relaxation, professional organization activities and events, and/or socialization is adequate.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- The team was impressed with the physical facilities in place for the professional program on each of the three campuses. Facilities in the School of Pharmacy in Lawrence are outstanding and meet the intent of the Standard. There is sufficient space for student study, small group discussions, space for student

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organizations, and space for student relaxation. The Pharmacy Skills Laboratory is an outstanding facility. Obviously, excellent planning has gone into this facility with educational outcomes in mind.

- However, the team concurs with the self-study in that certain research facilities (e.g., Malott Hall) in Lawrence are in outdated laboratories. In addition, AACP faculty surveys indicate dissatisfaction at a higher than the national average for laboratory and clinical resources and space, computer resources, and physical facilities. More detailed internal assessment is needed. Explanations for the survey results may include (1) timing of the survey before completion of new facilities at Kansas University Medical Center and (2) dissatisfaction with research space in Malott Hall that cannot be upgraded due to structural limitations, thus requiring construction of new facilities.
- The technology in place for distance education is outstanding. IT personnel, dedicated to the School of Pharmacy, are assigned full time to monitor the distance education technology; this is critical.
- It will be necessary to evaluate the need to develop adequate research space for Wichita faculty to support the interests and expectations of this group. At the present time the Medicinal Chemistry faculty member in Wichita has an arrangement with Wichita State University for research space. Careful monitoring of all space needs (e.g., office, research, student services, etc.) is needed in Wichita as additional faculty and staff are hired.

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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"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or 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. 	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"> 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 /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- A brief report on the internal assessment undertaken to determine the reasons for the dissatisfaction expressed in the AACP faculty survey, as well as plans to address deficiencies noted.
- A brief report on any progress to either improve research laboratories for those faculty in Malott Hall or plans to construct new research facilities.
- A brief report on the adequacy of facilities (e.g., faculty offices, student study and relaxation space, space for student organizations) for the pharmacy program in Wichita.

Standard No. 28: Practice Facilities: To support the introductory and advanced pharmacy practice experiences (required and elective) and to advance collaboratively the patient care services of pharmacy practice experience sites (where applicable), the college or school must establish and implement criteria for the selection of an adequate number and mix of practice facilities and secure written agreements with the practice facilities.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

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	S	N.I.	U
The college or school collaboratively advances the patient-care services of its practice sites.	<input checked="" type="checkbox"/>		
The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.	<input checked="" type="checkbox"/>		
The college or school establishes and implements criteria to secure written agreements with the practice facilities.	<input checked="" type="checkbox"/>		
Before assigning students to a practice site, the college or school screens potential sites and preceptors to ensure that the educational experience would afford students the opportunity to achieve the required competencies.		<input checked="" type="checkbox"/>	
At a minimum, for all sites for required pharmacy practice experiences and for frequently used sites for elective pharmacy practice experiences, a written affiliation agreement between the site and the college or school is secured before students are placed.	<input checked="" type="checkbox"/>		
The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.	<input checked="" type="checkbox"/>		
The college or school has sites that provide students with positive experiences in interprofessional team-based care.	<input checked="" type="checkbox"/>		
The academic environment at practice sites is favorable for faculty service and teaching.	<input checked="" type="checkbox"/>		
There is adequate oversight of practice sites and efficient management and coordination of pharmacy practice experiences.		<input checked="" type="checkbox"/>	
The college or school periodically assesses the quality of sites and preceptors in light of curricular needs and identifies additional sites when needed. The college or school discontinues relationships that do not meet preset quality criteria.	<input checked="" type="checkbox"/>		

Comments on the Standard:

- Refer to Comments under Standard 14.
- Preceptors with whom the team met were complimentary of the knowledge base and communication skills of students, as well as their ability to interact with members of the health care team. Further, preceptors are well supported by the Office of Experiential Education and feel that communication from the School is appropriate and timely.
- It appears that currently the School has the capacity for adequate IPPE and APPE experiences. However, as the expanded class size of 170 reaches the P6 year (2014-1025), efforts must be undertaken and policies developed to ensure an adequate number of required and diverse elective APPE experiences.
- The team expresses concern regarding the higher student:preceptor ratio as it has risen, in some instances, from 2:1 to 4:1. The ratio must be monitored to assure students have a good experience. It should be noted that State law mandates a ratio of 2:1; however, in certain situations, the ratio can be as high as 3:1. The ratios must be carefully monitored.

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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"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or 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. 	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"> 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 /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- A detailed report on the number and type of IPPE and APPE experiential sites available to accommodate the increased class size to 170 students.
- A brief report on efforts to address those student:preceptor ratios of 4:1 assuring that State law is not violated and that students have appropriate preceptor oversight on these rotations.

Standard No. 29: Library and Educational Resources: The college or school must ensure access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals. The college or school must fully incorporate and use these resources in the teaching and learning processes.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school ensures access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals.	<input checked="" type="checkbox"/>		
The college or school fully incorporates and uses library and other educational resources in the teaching and learning process.	<input checked="" type="checkbox"/>		

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Comments on the Standard:

- Library resources, both print and electronic, are adequate.
- Preceptors are most appreciative that they (and students) can access library resources from their practice site.
- Continued support is needed for adequate library resources for pharmacy faculty, preceptors, and students. It is particularly important to monitor this area due to the increased enrollment of students in Lawrence and the addition of the campus in Wichita.

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"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • 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. 	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"> • 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 /or • Adequate information was not provided to assess compliance
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- None recommended.

Standard No. 30: Financial Resources: The college or school must have the financial resources necessary to accomplish its mission and goals. The college or school must ensure that student enrollment is commensurate with its resources.

Documentation and Data:

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
The college or school has the financial resources necessary to accomplish its mission and goals.	<input checked="" type="checkbox"/>		
The college or school ensures that student enrollment is commensurate with its resources. Enrollment is planned and managed in line with resource capabilities, including tuition and professional fees.	<input checked="" type="checkbox"/>		

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Tuition for pharmacy students is not increased to support unrelated educational programs.	☑		
The college or school has input into the development of and operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices.	☑		
Financial resources are deployed <u>efficiently</u> and <u>effectively</u> to:	☑		
• support all aspects of the mission, goals, and strategic plan	☑		
• ensure stability in the delivery of the program		☑	
• allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	☑		
• maintain and improve physical facilities, equipment, and other educational and research resources		☑	
• enable innovation in education, interprofessional activities, research and other scholarly activities, and practice		☑	
• measure, record, analyze, document, and distribute assessment and evaluation activities	☑		
• ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum		☑	
The dean reports to ACPE, in a timely manner, any budget cuts or other financial factors that could negatively affect the quality of the professional degree program or other aspects of the mission of the college or school. N/A (no budget cuts or other factors since last accreditation visit)	☑		
Business plans, including revenue and expense <i>pro forma</i> for the time period over which the change will occur and beyond, are developed to provide for substantive changes in programmatic scope or student numbers. N/A (no substantive changes)	☑		
The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways. N/A (no alternate pathways)	☑		

Comments on the Standard:

- Great concern was expressed to the evaluation team regarding the decision of the University to centralize certain services including IT, purchasing, payroll, human resources, and reimbursements. The evaluation team learned that centralization has already had a negative impact on the School with respect to hiring and payroll. As indicated previously, due to the difficulty in recruiting pharmacy practice faculty, it is often necessary to move very quickly in recruiting and actually hiring practice faculty. Central human resources need to understand the importance of moving quickly and be in a position to assist the School.
- Of further concern to the evaluation team is the possibility for centralization of IT and classroom support. The IT technicians currently working for the School have been highly trained to work with the complicated IT infrastructure for the three campuses. A depth of knowledge on this particular system and direct reporting to the School of Pharmacy is imperative to maintain quality and basic services. In addition, if a problem occurs, immediate assistance is required, especially when lectures are given using distance education technology.

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- The Kansas legislature has imposed significant budget cuts on the University. The evaluation team was pleased to learn that the School of Pharmacy has not suffered draconian budget cuts and, in fact, has had two practice faculty positions approved for Wichita. However, to continue the outstanding quality of the pharmacy program, appropriate support for the School of Pharmacy must continue. This would include retaining open positions, as well as retaining positions due to retirement.
- Funds should not be diverted from the School of Pharmacy to support other entities in the University.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

Recommended Monitoring:

- A detailed report on the impact of actual or proposed centralization of certain services on the School of Pharmacy and how these are being addressed in order to maintain the excellent quality of the professional program in pharmacy.
- A brief report on any further budget cuts to the School and the impact on the professional program.

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APPENDIX I: EVALUATION TEAM VISIT SCHEDULE

**THE UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

**ACCREDITATION COUNCIL FOR PHARMACY EDUCATION
ON-SITE EVALUATION**

October 29-31, 2013

Evaluation Team Members:

David D. Allen, PhD, RPh
Dean and Professor
University of Mississippi, School of Pharmacy
P.O. Box 1848, University, MS 38677-1848
Phone: (662) 915-7265
Cell Phone: (330) 245-6333
allen@olemiss.edu

Melody Ryan, PharmD
Associate Professor
University of Kentucky, College of Pharmacy
725 Rose St., Pharmacy Building
Lexington, KY 40536-0082
Phone: (859) 257-8790
Fax: (859) 323-0069
maryan1@uky.edu

Phillip D. Hall, PharmD, FCCP, BCPS, BCOP
Campus Dean & Professor
South Carolina, College of Pharmacy
Medical University of South Carolina Campus
274 Calhoun St, MSC 141
Charleston, SC 29425-1410
Phone: (843) 792-8450
Fax: (843) 792-9081
hallpd@musc.edu

Lori Duke, PharmD
Assistant Dean for Experience Programs
University of Georgia College of Pharmacy
RC Wilson Bldg. Rm. 152
250 W. Green St, Athens, GA 30602-2351
Phone: (706) 542-5315
Cell Phone: (706) 372-3713
Fax: (706) 542-5962
lduke@rx.uga.edu

George R. Spratto, PhD
ACPE Evaluation Consultant
Former Member, ACPE Board of Directors
89 Links Way, Oxford, CT 06478
Phone: (203) 888-7210
Cell Phone: (203) 535-3263
Fax: (203) 888-7120
grspratto@yahoo.com

State Board Observers:

David Schoech, BS Pharm, RPh
President, Kansas State Board of Pharmacy
P.O. Box 186, Columbus, KS 66725
Phone: (620) 674-1966
Cell Phone: (620) 674-1966
davidschoech@gmail.com

Chad D. Ullom, BS Pharm, RPh
Board Member, Kansas State Board of Pharmacy
2401 SW 35th Terrace, Topeka, KS 66611
Phone: (913) 707-9684
Chad.Ullom@walgreens.com

**UNIVERSITY OF KANSAS
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Points of Contact:

KU School of Pharmacy Telephone #:	(785) 864-3591
Dean Audus Cell Phone #:	(785) 766-1547
Associate Dean Barnes Cell Phone #:	(913) 486-0879
Dr. George Spratto Cell Phone #:	(203) 535-3263

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Monday, October 28, 2013 – WICHITA (Drs. Spratto, Hall, and Duke)

Arriving flight information:

Phillip Hall: Depart Charleston on Delta Airlines 817 at 11:35 AM arrive Atlanta 12:50 PM
Depart Atlanta on Delta Airlines 5240 at 1:49 PM **arrive Wichita 3:08 PM**

George Spratto: Depart Hartford on Delta Airlines 3338 at 11:17 AM arrive Minneapolis 1:21 PM
Depart Minneapolis on Delta Airlines 3585 at 2:20 PM **arrive Wichita 4:08 PM**

Lori Duke: Depart Atlanta on Delta Airlines 5043 at 4:05 PM **arrive Wichita 5:22 PM**

15 min. after plane arrival **Drs. Spratto, Hall, and Duke relocated from Wichita Mid-Continent Airport (ICT) to Hotel at Oldtown, 830 E 1st St, Wichita, KS 67202 (888) 713-4845** – transportation by Bob Emerson, Associate Dean for Wichita Campus
Hotel Conf. #: Hall: 181261511; Duke: 181261734; Spratto: 181261940 (Check-in: 10/28; Check-out: 10/29)

TBD by Team **Drs. Spratto, Hall, and Duke team orientation and dinner**
Larkspur Bistro & Bar, 904 E. Douglas, Wichita, KS 67202, (316) 262-5275

Tuesday, October 29, 2013 – WICHITA (Drs. Spratto, Hall, and Duke)

6:45 am - 7:30 am **Drs. Spratto, Hall, and Duke breakfast**, at Hotel at Oldtown

7:30 am – 8:00 am **Drs. Spratto, Hall, and Duke relocated from Hotel at Oldtown, 830 E 1st St, Wichita, KS 67202 to KU School of Pharmacy – Wichita Campus, 1010 N Kansas St, Wichita, Kansas 67214** (transportation provided by Assoc. Dean Emerson)

8:00 am – 8:35 am **Meet with Wichita area preceptors**, Mount Oread Room

- Dr. Joan Kramer, PharmD, Wesley Medical Center
- Dr. Taylor Gill, PharmD, Via-Christi Medical Center
- Mr. Mike Dandurand, BSP Pharm, RPh, Dandurand Drug
- Mr. Dean Benton, BSP Pharm, RPh, Dillon's Pharmacy
- Dr. Joe Slechta, PharmD, Wesley Medical Center

8:40 am – 9:10 am **Meet with Wichita-based Faculty**, Mount Oread Room

- Dr. Matthew Kostoff, PharmD, Clinical Assistant Professor, PHPR (Pharmacy Practice)
- Dr. Tiffany Shin, PharmD, Clinical Assistant Professor, PHPR
- Dr. Stephanie King, PhD, Instructor, MDCM (Medicinal Chemistry)
- Dr. Kimberly Dodson, PharmD, Clinical Assistant Professor, PHPR

9:15 am – 9:45 am **Meet with KU School of Medicine (W) stakeholders**, Mount Oread Room

- Mr. Christopher McCracken, MHSA, Associate Dean for Administration
- Dr. Dennis Valenzano, MD, Associate Dean for Medical Sciences

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- Dr. Stephen Charles, PhD, Director of Medical Education
- Dr. Mary Koehn, PhD, Associate Dean, Wichita State University, Nursing and Allied Health
- Mrs. Penni Smith, Director of Information Technology Services
- Mr. Robert Wiese, Director of Facilities Management

9:45 am – 10:00 am

Break & refreshments (provided by KU SOP)

10:00 am – 10:45 am

Meet with students, Room 2315 (*Students recruited by 5P - Scott Hood*)

- 3P-at-large students: Jamie Nelson, Kinsley Hilst
- 4P-at-large students: Hali Hutley, Sanjiv Patel
- 5P-at-large students: Amanda Cather, David Lawn, Joanna Nichols, Abby Westhusin
- Mandilyn Phillips (4P) - APhA-ASP
- Greg Scott (4P) - APhA-ASP
- Ana Nosova (4P) - SSHP
- Alyssa Oller (4P) - KE President Wichita
- Tim Stanberry (5P) - Class of 2015 student representative
- Bill Stoner (5P) - NCPA

10:45 am – 11:00 am

Tour Wichita campus facilities provided by Assoc. Dean Emerson

11:00 am - 11:15 am

Selected Team members relocated to Family Medicine clinics

Transportation provided by Dr. Matt Kostoff (Wesley) and Dr. Tiffany Shin (Via Christi)

11:15 am – 11:30 pm

Selected Team members tour Family Medicine clinics

Wesley: - Selected Team members: TBD by Evaluation Team
- Dr. Matt Kostoff, PharmD, Clinical Assistant Professor,

PHPR

- Dr. Gretchen Dickson, MD, Residency Program Director

Via Christi: - Selected Team members: TBD by Evaluation Team

- Dr. Tiffany Shin, PharmD, Clinical Assistant Professor,

PHPR

- Mark Stovak, MD, Residency Program Director, and

- Dr. Maurice Duggins, MD, Clinical Associate Professor

11:30 am – 12:30 pm

Meet with Family Medicine clinic stakeholders over lunch,

Resident Clinic Conference Rooms (lunch served at 11:45, arranged and provided by KU SOP)

Wesley: - Selected Team members: TBD by Evaluation Team

- Dr. Matthew Kostoff, PharmD, Clinical Assistant Professor,

PHPR

- Dr. Gretchen Dickson, MD, Residency Program Director

- Dr. Rick Kellerman, MD, Chair, Department of Family and Community

Medicine, KU School of Medicine - Wichita

- Dr. David Miller, MD, Clinic Director, Wesley Family Medicine Clinic

- Mr. Jack Bond, BSPHarm, RPh, Director of Pharmacy @ WMC

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- Mr. Robert Ragan, BPharm, RPh, Pharmacy Manager @ WMC
- Dr. Chris Durham, PharmD, Pharmacy Clinical Coordinator at WMC
- Dr. Joe Slechta, PharmD, Preceptor at WMC with ties to FM Clinic
- Via Christi: - Selected Team members: TBD by Evaluation Team
- Dr. Tiffany Shin, PharmD, Clinical Assistant Professor, PHPR
- Dr. Mark Stovak, MD, Residency Program Director
- Dr. Maurice Duggens, MD, Clinical Associate Professor
- Mrs. Kay Glassner, Clinic Manager
- Mr. Jim Garrelts, BPharm, RPh, Director of Pharmacy
- Dr. Todd Schroeder, PharmD, Clinical Coordinator
- Dr. Lyndsey Hogg, PharmD, Pharmacy Ambulatory Care Specialist
- Dr. Tammy May, PharmD, Preceptor and Ambulatory Care Specialist

12:30 pm – 12:45 pm

Team members picked up at clinics by Associate Dean Emerson

- Pick up at Wesley FM Clinic @ 12:30 pm
- Pick up from Via Christi FM Clinic @ 12:45 pm

12:45 pm – 3:00 pm

Drs. Spratto, Hall, and Duke relocated from Wichita to KU School of Pharmacy - Lawrence, 2010 Becker Drive, Lawrence, KS (transportation provided by Emerson)

**UNIVERSITY OF KANSAS
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Monday, October 28, 2013 – KANSAS CITY

Arriving flight information:

David Allen: Depart Memphis on Delta Airlines 765 at 10:47 AM arrive Atlanta 1:05 PM
Depart Atlanta on Delta Airlines 1468 at 2:05 PM **arrive Kansas City 3:13 PM**

Transportation Information: Five Guys Transportation, (816) 891-9999, Confirmation # 22069
Pick up from baggage claim (Dr. Allen on sign board) at 3:30 pm. *Fee and gratuity paid in advance.*

3:30 pm – 4:00 pm **Dr. Allen relocated from Kansas City International Airport (MCI) to The Westin Kansas City at Crown Center, 1 East Pershing Road, Kansas City, MO**
Conf. #: (Check-in: 10/28; Check-out: 10/29) Allen: 145697046

Time TBD by Dr. Allen **Dr. Allen dinner**
The Brasserie within the Westin Kansas City at Crown Center, 1 East Pershing Road
Kansas City, MO 64108, (816) 474-4400

Tuesday, October 29, 2013 – KANSAS CITY (Drs. Allen and Ryan)

7:45 am - 8:30 am **Dr. Allen breakfast, at The Westin**

8:30 am – 9:00 am **Dr. Allen relocated from The Westin at Crown Center (1 East Pershing Road, Kansas City, MO) to KU School of Pharmacy – Kansas City Campus (KUMC), 3901 Rainbow Blvd, Kansas City, KS (transportation provided by Prof. Harold Godwin)**

9:00 am – 9:30 am **Dr. Allen meets with Prof. Harold Godwin, Associate Dean for Clinical and Medical Center Affairs, PHPR Conference Room, 6003 Wescoe**

9:30 am – 10:30 am **Dr. Ryan relocated from Kansas City International Airport (MCI) to KUMC, 3901 Rainbow Blvd, Kansas City, KS**

Arriving flight information:

Melody Ryan: Depart Lexington on Delta Airlines 5364 at 6:00 AM arrive Atlanta 7:20 AM
Depart Atlanta on Delta Airlines 1272 at 8:15 AM **arrive Kansas City 9:28 AM**

Transportation Information: Five Guys Transportation, (816) 891-9999, Confirmation # 22071
Pick up from baggage claim (Dr. Ryan on sign board) at 9:30 am. *Fee and gratuity paid in advance.*

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- 9:30 am – 10:00am **Dr. Allen meets with 6P students** on rotation at KUMC, PPHR Conference Room, 6003 Wescoe
- Natalie Colamarino, 6P student
 - Ngoc Yen Vo, 6P student
 - Tamara Asedi, 6P student
 - Lei Cheung, 6P student
 - Kaydee Tran, 6P student
- 10:00 am – 10:45am **Dr. Allen tours faculty office area, hospital pharmacy, medical office building, and family medicine clinic** (tour provided by Prof/Chair, Dave Henry)
- 10:30 am **Dr. Allen and Prof Henry meet Dr. Ryan** at main entrance of KUMC (in the lobby)
- 10:45 am – 11:00 am **Break and refreshments**, PPHR Conference Room, 6003 Wescoe
- 11:00 am – 11:45 am **Drs. Allen and Ryan meet with KUMC-based Pharmacy Practice Faculty**, PPHR Conference Room, 6003 Wescoe
- Prof. Dave Henry, MS, Associate Professor and Chair
 - Dr. Pat Howard, PharmD, Professor and Vice Chair
 - Dr. Jim Kleoppel, PharmD, MS, Clinical Assistant Professor
 - Dr. Brittany Melton, PhD, PharmD, Assistant Professor
 - Dr. Janelle Ruisinger, PharmD, Clinical Associate Professor, Community Residency Director
 - Dr. Sarah Shrader, PharmD, Clinical Associate Professor
 - Dr. Molly Steed, PharmD, Clinical Assistant Professor
- 11:45 am – 12:15 pm **Drs. Allen and Ryan meets with Dr. Sarah Shrader**, Clinical Associate Professor to discuss interprofessional education programs and initiatives, PPHR Conference Room, 6003 Wescoe
- 12:15 pm - 1:15 pm **Lunch** in PPHR Conference Room, 6003 Wescoe
- 1:15 pm - 2:00 pm **Drs. Allen and Ryan meets with KUMC preceptors**, PPHR Conference Room, 6003 Wescoe
- Dr. Michael Hansford, PharmD
 - Mr. Monte Monfore, BSPHarm, RPh
 - Dr. Michelle Simonsen, PharmD
 - Dr. Chris Norris, PharmD
- 2:00 pm – 3:00 pm **Drs. Allen and Ryan relocated from KUMC to KU School of Pharmacy**, 2010 Becker Drive, Lawrence, KS, 45 miles, 50 minutes (transportation provided by Prof/Chair, Dave Henry)

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Tuesday, October 29, 2013 – LAWRENCE (all Evaluation Team members)

- 3:00 pm – 3:30 pm **Evaluation Team orientation**, Room #3004 (*room reserved exclusively for the team for the entire visit*)
- 3:30 pm – 4:30 pm **Evaluation Team Document review**, Room #3004
Purpose: Review curricular map, assessment plan, course syllabi, faculty CV, etc.
- 4:30 pm – 6:00 pm **Meet with Dean, Dr. Ken Audus, PhD**, Room #2044 (*Meeting Chair – Dr. George Spratto*) *Purpose: To orient the team to the Doctor of Pharmacy program and to provide the Dean's view on the program's strengths and challenges. Dean only attends this meeting.*
- 6:00 pm **Evaluation Team relocated to The Eldridge Hotel**, 701 Massachusetts St, Lawrence, KS 66044, (785) 749-5011
(transportation provided by Deans Audus and Hotchkiss)

Confirmation numbers:

Allen	23784400	(Check-in: 10/29: Check-out: 10/31)
Ryan	23785150	(Check-in: 10/29: Check-out: 11/01)
Hall	23784401	(Check-in: 10/29: Check-out: 10/31)
Duke	23784650	(Check-in: 10/29: Check-out: 10/31)
Spratto	23784900	(Check-in: 10/29: Check-out: 10/31)

- 7:00 pm **Evaluation Team dinner**
Genovese Italian Restaurant, 941 Massachusetts Street, Lawrence, KS 66044,
(785) 842-0300

**UNIVERSITY OF KANSAS
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Wednesday, October 30, 2013

- 6:45 am - 7:30 am **Team breakfast**, at The Eldridge hotel
- 7:30 am **Pickup at The Eldridge Hotel and transport to KUSOP**
(transportation provided by Deans Audus and Hotchkiss)
- 8:00 am – 9:00 am **Meeting with the Administrative Committee**, Room #2044
(Meeting Chair – Dr. David Allen) Purpose: To discuss the challenges facing the college/school, to gain insight into the Dean’s leadership, to understand the committee’s role and function. The Dean does not attend this meeting.
- Dr. Brian Barnes, PharmD, MS, Associate Dean for Academic Affairs, Associate Professor, Pharmacy Practice
 - Dr. Bob Emerson, PharmD, Associate Dean - Wichita Campus, Clinical Associate Professor, Pharmacy Practice
 - Dean Gene Hotchkiss, BSPharm, RPh, Senior Associate Dean
 - Prof. Harold Godwin, MS, RPh, Associate Dean for Clinical and Medical Center Affairs, Professor, Pharmacy Practice
 - Dr. Joe Heidrick, PharmD, Assistant Dean for Experiential Education, Clinical Assistant Professor, Pharmacy Practice
 - Prof. Dave Henry, MS, RPh, Chair and Associate Professor, Pharmacy Practice
 - Mrs. Cheryl Holcomb, BS, Assistant Dean for Finance, Human Resources and Technology
 - Dr. Nancy Muma, PhD, Chair and Professor, Pharmacology and Toxicology
 - Dr. Tom Prisinzano, PhD, Chair and Professor, Medicinal Chemistry
 - Dr. Christian Schoneich, PhD, Chair and Takeru Higuchi Distinguished Professor, Pharmaceutical Chemistry
 - Dr. John Stobaugh, PhD, Associate Dean for Research and Graduate Studies, Professor, Pharmaceutical Chemistry
- 9:00 am – 10:00 am **Assessment Committee**, Room #2044 (Meeting Chair – *TBD by ACPE*)
Purpose: To review the program’s evaluation plan, to discuss recent assessment findings, to highlight assessment opportunities and challenges, and to discuss quality improvements that resulted from assessment efforts.
- Dr. Brian Barnes, PharmD, MS, Associate Dean for Academic Affairs, Associate Professor, Pharmacy Practice
 - Mrs. Millinda Fowles, MEd, Director of Program Assessment
 - Scott Hood, 5P Student (Wichita)
 - Megan Logan, 6P Student
 - Dr. Jakob Moskovitz, PhD, Associate Professor, Pharmacology and Toxicology
 - Hollie Resseguie, 4P Student
 - Dr. Sarah Shrader, PharmD, Clinical Associate Professor, Assessment Committee Chair
 - Dr. John Stobaugh, PhD, Associate Dean for Research and Graduate Studies, Professor, Pharmaceutical Chemistry
 - Christina Yuan, 3P Student

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

10:00 am – 11:00 am

Self-Study Committee, Room #2044 (Meeting Chair – *TBD by ACPE*)
Purpose: To review self-study preparation, to understand the level of engagement across the program, and to determine level of dissemination and acceptance of self-study finding.

- Logan Abbott, 4P Student (Lawrence)
- Dr. Brian Barnes, PharmD, MS, Associate Dean for Academic Affairs, Associate Professor, Pharmacy Practice
- Anna Boyd, 3P Student (Wichita)
- Dr. Bob Emerson, PharmD, Associate Dean-Wichita Campus, Clinical Associate Professor, Pharmacy Practice
- Mrs. Millinda Fowles, MEd, Director of Program Assessment
- Dan Glover, 6P Student
- Dr. Joe Heidrick, PharmD, Assistant Dean for Experiential Education, Clinical Assistant Professor, Pharmacy Practice
- Mrs. Cheryl Holcomb, BS, Assistant Dean for Finance, Human Resources and Technology
- Dean Gene Hotchkiss, BSPHarm, RPh, Senior Associate Dean for Administration
- Alex Kong, 3P Student (Lawrence)
- Tommy Lupton, 6P Student
- Dr. Jakob Moskovitz, PhD, Associate Professor, Pharmacology and Toxicology
- Jonathan Myers, 5P Student (Wichita)
- Josh Neff, 4P Student (Wichita)
- Maitri Patel, 5P Student (Lawrence)
- Dr. Tom Prisinzano, PhD, Chair and Professor, Medicinal Chemistry
- Dr. John Stobaugh, PhD, Associate Dean for Research and Graduate Studies, Professor, Pharmaceutical Chemistry
- Mr. Chad Ullom, BSPHarm, RPh, Walgreen's District Supervisor
- Prof. Barb Woods, BSPHarm, MA, RPh, Clinical Assistant Professor

11:00 am – 12:00 noon
ACPE)

Curriculum Committee, Room #2044 (Meeting Chair – *TBD by*

Purpose: To review workings of the Curriculum Committee, to discuss recent curricular changes, to highlight curricular strengths/ challenges, etc. Both the pre-professional requirements and the professional curriculum will be considered. Student members should attend if at all possible.

- Dr. Jane Aldrich, PhD, Professor, Medicinal Chemistry
- Dr. Brian Barnes, PharmD, MS, Associate Dean for Academic Affairs, Associate Professor, Pharmacy Practice
- Dr. Marco Bortolato, MD, PhD, Assistant Professor, Pharmacology and Toxicology
- Dr. Larry Davidow, PhD, RPh, Clinical Assistant Professor and Director of Pharmacy Skills Lab
- Dr. Rick Dobrowsky, PhD, Professor, Pharmacology and Toxicology
- Mrs. Millinda Fowles, MEd, Director of Program Assessment
- Dr. Joe Heidrick, PharmD, Assistant Dean for Experiential Education, Clinical Assistant Professor, Pharmacy Practice
- Dr. Sue Lunte, PhD, Distinguished Professor, Pharmaceutical Chemistry
- Tommy Lupton, 6P Student

UNIVERSITY OF KANSAS SCHOOL OF PHARMACY

- Sara Schenkelberg, 3P Student
- Dr. Tiffany Shin, PharmD, Clinical Assistant Professor
- Dr. Sarah Shrader, PharmD, Clinical Associate Professor, Assessment Committee Chair
- Dr. Molly Steed, PharmD, Clinical Assistant Professor
- Dr. David Volkin, PhD, Distinguished Professor, Pharmaceutical Chemistry

12:00 noon - 1:30 pm

Working luncheon with students, Room #2040 (Meeting Chair – TBD by ACPE)

Purpose: To discuss the Doctor of Pharmacy program with a wide variety of students. Student leaders as well as students who are randomly selected should be invited. Representation from all professional years of the program is needed. The student group should include a representative sample of the program's students; the student group should NOT be comprised of only student leaders and/or students handpicked by the Dean or other administrative leaders. [At large students were recruited by Self-Study student representatives]

- Beth Buchanan, Rho Chi
- Jessie Bucheit, ASP
- Ashley Clark, Kappa Psi
- Mary Durham, 5P Student
- Chase Boucher, 5P Student
- Chris DeLeersnyder, 5P Student
- Kenzie Andra, 4P Student
- Makenna Dershem, 4P Student
- Carolyn Magee, KU Student Senate
- Brian Martin, NCPA
- Jacob McKnight, 3P President
- Janine Ohler, PLS
- Laura Prohaska, SSHP
- Herve Kengne Mbakam, 3P Student
- Mallory Schroeder, 5P student
- Bill Wilson, KU Student Senate

1:30 pm - 2:30 pm

Student Affairs, Room #2044 (Meeting Chair – TBD by ACPE)

Purpose: To review recruitment, admissions, progression, enrollment, student services, complaints procedures and complaints, etc.

- Dr. Brian Barnes, PharmD, MS, Associate Dean for Academic Affairs
- Mrs. Izzie Duvall, BFA, Office Specialist
- Dr. Bob Emerson, PharmD, Associate Dean-Wichita Campus
- Mrs. Millinda Fowles, MEd, Director of Program Assessment
- Dean Harold Godwin, MS, RPh, Associate Dean for Clinical and Medical Center Affairs
- Dr. Joe Heidrick, PharmD, Assistant Dean for Experiential Education
- Mrs. Jackie Hosey, BA, Communications Coordinator
- Dean Gene Hotchkiss, BSPharm, RPh, Senior Associate Dean for Administration
- Mrs. Carol Jordan, Administrative Assistant
- Mrs. Gina King, Administrative Associate Senior
- Mrs. Karen Montgomery, Administrative Associate Senior (part-time)

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SCHOOL OF PHARMACY**

- Ms. Carolyn Mosteller, BA, MS, Administrative Associate - Wichita

2:30 pm – 3:30 pm

Individual Faculty interviews

	Team Member A	Team Member B	Team Member C	Team Member D
	Room # 1044	Room # 1046	Room # 1047	Room # 1048
2:30 pm – 2:50 pm	Ryan Altman, PhD, Assistant Professor, MDCM	Laird Forrest, PhD, Associate Professor, PHCH	Honglian Shi, PhD Associate Professor, P&TX	Gonzalo Carrasco, PhD, Assistant Professor, P&TX
2:50 pm – 3:10 pm	Michael Zhuo Wang, PhD, Assistant Professor, PHCH	Karen Moeller, PharmD, Clinical Associate Professor, PHPR	Jim Backes, PharmD, Associate Professor, PHPR-Clinical	Jeff Staudinger, PhD, Professor, P&TX
3:10 pm – 3:30 pm	Dennis Grauer, PhD, RPh, Associate Professor, PHPR	Blake Peterson, PhD, Professor, MDCM	Jeff Krise, PhD, RPh, Associate Professor, PHCH	Molly Steed, PharmD, Clinical Assistant Professor, PHPR

3:30 pm – 5:45 pm

Team time for report preparation, Room #3004

5:45 pm

Evaluation Team relocated to The Eldridge Hotel, 701 Massachusetts St, Lawrence, KS 66044 (transportation provided by Deans Hotchkiss and Barnes)

6:30 pm

Team dinner and continuation of report preparation
Ten Restaurant at The Eldridge Hotel, 701 Massachusetts, Lawrence, KS 66044, (785) 49-1005

**UNIVERSITY OF KANSAS
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Thursday, October 31, 2013

- 7:10 am Check-out of hotel, pickup, and transport to KUSOP (transportation provided by Deans Audus and Hotchkiss)
- 7:30 am - 8:30 am **Preceptor breakfast meeting**, Room #2040 (Meeting Chair – *TBD* by ACPE)
Purpose: To review the program's experiential to learn how preceptors are trained and engaged with the program, to discuss any issues relating to the experiential education curriculum and its delivery, etc. KU SOP Faculty or Staff will not attend this meeting.
- Dr. Katie Burenheide, PharmD, MS, Stormont Vail Healthcare System
 - Dr. Stacy Gray, PharmD, Miami County Medical Center
 - Dr. Lynne James, PharmD, Overland Park Regional Medical Center
 - Dr. Niki Kehr, PharmD, Dillon's Pharmacy
 - Dr. Melissa LeBar, PharmD, Heartland Homecare Services, Inc.
 - Ms. Lori Murdock, BSPHarm, RPh, Cedar Creek Pharmacy
 - Mr. David Simons, BSPHarm, RPh, MWI/Animal RxPharmacy
 - Dr. Frank Weinhold, PharmD, MS, St. Francis Health Center
- 8:30 am – 9:45am **6P (4th professional year) student meeting**, Room #2044
Purpose: To obtain insights from students in their Advanced Pharmacy Practice Experiences. Students selected should ideally not have met with the site team during committee meetings or were included in the student group meeting. A roster of students attending this meeting should be provided. [Volunteer students were recruited from those completing APPEs in the Lawrence area during the site visit]
- Luanna Bailey, 6P Student
 - Jason Cha, 6P Student
 - Amy Karim, 6P Student
 - Wesley Kosko, 6P Student
 - Shannon South, 6P Student
 - Rebecca Valburg, 6P Student
 - Anna Marie Wright, 6P Student
 - Bryan Wyrowski, 6P Student
- 8:30 am - 9:45 am **ACPE staff member – unscheduled to continue report preparation**, Room #3004
- 9:45 am -10:30am **Survey of physical facilities**
- **Drs. Spratto, Duke and Ryan tour** of educational building.
 - Dr. Brian Barnes, PharmD, MS, Associate Dean for Academic Affairs, to pick up and return team members to room 2044 (Dean's CR)
 - **Drs. Allen and Hall tour** research laboratories within the Structural Biology Center.
 - Dr. Jeff Aubé, PhD, University Distinguished Professor of Medicinal Chemistry, to pick up and return team members to room 2044 (Dean's CR)

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

10:30 am - 11:00 am
ACPE)

Experiential Education, Room #2044 (Meeting Chair – TBD by

Purpose: To review experiential education site selection, to discuss preceptor training, to highlight strengths/challenges facing the program's experiential education, etc.

- Dr. Bob Emerson, PharmD, Associate Dean-Wichita Campus
- Mr. Kevin Fullerton, MA, Administrative Assistant for Experiential Education
- Prof. Harold Godwin, MS, RPh, Associate Dean for Clinical and Medical Center Affairs
- Dr. Joe Heidrick, PharmD, Assistant Dean for Experiential Education
- Dean Gene Hotchkiss, BSPharm, RPh, Senior Associate Dean for Administration
- Dr. Jim Kleoppel, PharmD, Clinical Assistant Professor
- Ms. Carolyn Mosteller, Administrative Associate - Wichita
- Ms. Cathy Thrasher, BSPharm, RPh, Chief Pharmacist, Watkins Memorial Health Center

11:00 am – 12:15 noon

Evaluation Team working lunch to finalize exit report, Room #3004

12:15 pm - 1:00pm

Exit report to Dean, Ken Audus, Room #2044

1:00 pm – 1:15 pm

Site Team relocates to 250 Strong Hall

Transportation provided by Deans Audus and Barnes

1:15 pm – 2:00 pm

Exit report to Chancellor, Dr. Bernadette Gray-Little, PhD, and Provost / Executive Vice Chancellor, Dr. Jeffrey Vitter, PhD, in Room 230, Strong Hall

2:00 pm - 3:00 pm

Drs. Spratto, Duke, and Hall relocated from Poplar Lane (North side of Strong Hall), University of Kansas, **to Kansas City International Airport** (MCI, 54 miles, 53 minutes) –

Transportation Information: Five Guys Transportation, (816) 891-9999, Confirmation # 22074

Pick up from Poplar Lane (North side of Strong Hall) at 2:00 p.m. *Fee and gratuity paid in advance.*

Departing flight information:

George Spratto: Depart Kansas City 10/31/13 on American Airlines 2783 at 4:50 PM arrive Chicago 6:15 PM
Depart Chicago on American Airlines 3602 at 7:10 PM arrive Hartford 10:10 PM

Lori Duke: Depart Kansas City 10/31/13 on Delta Airlines 1508 at 6:10 PM arrive Atlanta 9:09 PM

Phillip Hall: Depart Kansas City 10/31/13 on Delta Airlines 1508 at 6:10 PM arrive Atlanta 9:09 PM

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SCHOOL OF PHARMACY**

Depart Atlanta on Delta Airlines 1057 at 10:50 PM arrive Charleston 11:59 PM

2:00 pm – 2:15 pm

Drs. Allen and Ryan return to KU School of Pharmacy
(transportation provided by Associate Dean Barnes)

2:15 pm

Dr. Ryan relocated to The Eldridge Hotel, 701 Massachusetts St, Lawrence, KS 66044 (transportation provided by Associate Dean Barnes)

2:15 pm

Dr. Allen picked up at KU School of Pharmacy by area family/friends.

Departing flight information:

David Allen:

Depart Kansas City 11/3/13 on Delta Airlines 1364 at 7:15 PM arrive Atlanta 10:15 PM

Depart Atlanta on Delta Airlines 2338 at 10:50 PM arrive Memphis 11:25 PM

Friday, November 1, 2013

3:45 am - 4:45 am

Dr. Ryan relocated to airport from The Eldridge Hotel, 701 Massachusetts St, Lawrence, KS 66044 to Kansas City International Airport (MCI, 51 miles, 50 minutes)

Transportation Information: Five Guys Transportation, (816) 891-9999, Confirmation # 22082

Pick-up from The Eldridge Hotel at 3:45 a.m. *Fee and gratuity paid in advance.*

Departing flight information:

Melody Ryan: Depart Kansas City 11/1/13 on Delta Airlines at 5:55 AM

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

APPENDIX II: FACULTY ADDENDUM

KEY UNIVERSITY ADMINISTRATION

President/Chancellor Bernadette Gray-Little, PhD, Chancellor
Provost/Academic Affairs Officer Jeffrey S. Vitter, PhD, Provost, Executive Vice
Chancellor, Roy A. Roberts Distinguished Professor

KEY COLLEGE/SCHOOL OFFICERS

Main Campus

Dean Kenneth L. Audus, B.S., Professor and Dean
Associate Dean Brian J. Barnes, PharmD, MS, , Associate Dean / Associate Professor
Associate Dean Gene R. Hotchkiss, B.S. , Senior Associate Dean
Associate Dean John F. Stobaugh, Ph.D., Associate Dean/Professor
Assistant Dean Joe E. Heidrick, PharmD, Assistant Dean of Experiential Education
Assistant Dean Cheryl Holcomb, BS, Assitant Dean

Wichita Campus

Associate Dean Robert L. Emerson, Doctor of Pharmacy, Associate Dean / Clinical
Associate Professor

KU Medical Center Campus

Associate Dean Harold N. Godwin, BS Pharmacy, MS , BS , , Associate Dean/Professor

FACULTY BY DEPARTMENT

Department of Pharmacy Practice

Chair: David W. Henry

Main Campus

Full-time

Donna M. Coffman, Assistant Professor, Pharmacy Practice, Clinical Assistant Professor-Coordinator Pharmacy
Skills Lab; BS Pharm, University of Kansas, 1979: RPh Kansas Immunization Certified

Lawrence W. Davidow, Assistant Professor, Pharmacy Practice, Clinical Assistant Professor; BS Pharm, University
of Missouri - Kansas City, 1989: Kansas

Dennis W. Grauer, Associate Professor, Social and Administrative Sciences, Associate Professor; PhD, The Ohio
State University, 2000; MS in Pharmacy, The Ohio State University, 1991: Kansas and Missouri

David Virtue, Assistant Professor, Other, Director of Performance Assessment; PhD, University of Kansas, 1988:

Barbara Woods, Assistant Professor, Other, Clinical Assistant Professor; MA Degree, University of Kansas, 1997;
BS Pharm, University of Kansas, 1975; BS Secondary Education, University of Kansas, 1968; , , : RPh, Kansas,
US

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

Part-time

No Faculty records under this campus.

Wichita Campus

Full-time

Kimberly A. Dodson, Assistant Professor, Pharmacy Practice, Clinical Assistant Professor; PharmD, University of Kansas, 2003:

Matthew Kostoff, Assistant Professor, Pharmacy Practice, Clinical Assistant Professor; PharmD, University of Toledo, 2011: Pharmacist licensure: Ohio, Colorado, Kansas

Tiffany Shin, Assistant Professor, Pharmacy Practice, Clinical Assistant Professor; PharmD, Ohio State University, 2010; B.S. Pharmacy Science, Ohio State University, 2008: BCACP: Ohio License. Taking Kansas MPJE in August.

Part-time

No Faculty records under this campus.

KU Medical Center Campus

Full-time

James M. Backes, Associate Professor, Pharmacy Practice, Associate Professor; PharmD, Creighton, 1993; BS Pharm, Creighton, 1991; , : RPh, KS

Harold N. Godwin, Associate Dean, Pharmacy Practice, Associate Dean/Professor; BS Pharmacy, University of Kansas, 1964; MS , The Ohio State University, 1966; BS , University of Kansas, 1964; , , , , : RPh, Ohio, Kansas, USA

David W. Henry, Associate Professor, Pharmacy Practice, Associate Professor; MS, Univ of Kansas, 1984: FASHP: RPh Kansas

Patricia A. Howard, Professor, Pharmacy Practice, Professor; PharmD, University of Kansas, 1988; BS Pharmacy, University of Kansas, 1981; BS Microbiology, Kansas State University, 1973; BS Medical Technology, Kansas State University, 1973: RPh Kansas, USA

James W. Kleoppel, Assistant Professor, Pharmacy Practice, Clinical Assistant Professor; MS Pharm/Tox, University of Kansas, 1978: Kansas and Missouri

Brittany Melton, Assistant Professor, Pharmacy Practice, Assistant Professor; PhD , Purdue University, 2013; PharmD, Purdue University, 2009: Certificate in Survey Research: Indiana Pharmacist License

Karen E. Moeller, Associate Professor, Pharmacy Practice, Clinical Associate Professor; BS, Univeristy of Tennessee, 1996: BCPP: Registered Pharmacist, Kansas Registered Pharmacist, Virginia (Inactive Status) Registered Pharmacist, West Virginia

Sarah Shrader, Associate Professor, Pharmacy Practice, Clinical Associate Professor; PharmD, University of Kansas, 2003: CDE: Rph in Kansas and South Carolina
24. Faculty and Staff - Quantitative Factors Page 659
University of Kansas / School of Pharmacy

Molly E. Steed, Assistant Professor, Pharmaceutics/ Pharmacy, Clinical Assistant Professor; PharmD, University of Wisconsin, 2005: RPh, Kentucky RPh, Kansas

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

Part-time

Janelle F. Ruisinger, Associate Professor, Pharmacy Practice; Pharm. D., University of Kansas, 1999: RPh, Kansas, USA

Department of Medicinal Chemistry

Chair: Thomas E. Prisinzano

Main Campus

Full-time

Jane V. Aldrich, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; Ph.D., University of Michigan, 1983; B.S., Michigan State University, 1976:

Ryan Altman, Assistant Professor, Other, Assistant Professor; Ph.D., Massachusetts Institute of Technology, 2008: N/A

Jeffrey Aube, Other, Other, University Distinguished Professor; PhD, Duke, 1984; BS, University of Miami, 1980:

Brian S. Blagg, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; PHD, University of Utah, 1999:

Sunil A. David, Associate Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Associate Professor; Ph.D., University of Madras, 1995: M.D. Equivalent:

Apurba Dutta, Associate Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Associate Professor; Ph.D, North-Eastern Hill University, Shillong, India, 1989:

Gary L. Grunewald, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; PhD, Univ. Wisconsin-Madison, 1966; , , :

Robert P. Hanzlik, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; PhD, Stanford Univ., 1970: none

Blake R. Peterson, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Regents Distinguished Professor; Ph.D., University of California, Los Angeles, 1994; , , :

Thomas E. Prisinzano, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; PhD, Virginia Commonwealth University, 2000; BS, University of Delaware, 1995:

24. Faculty and Staff - Quantitative Factors Page 660
University of Kansas / School of Pharmacy

Emily Scott, Associate Professor, Other, Associate Professor; Ph.D., Rice University, 1998:

Barbara N. Timmermann, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; Ph.D., University of Texas at Austin, 1980:

Judy Wu, Lecturer, Pharmacology, Lecturer; PhD Degree, Duke University, 2008:

Part-time

No Faculty records under this campus.

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

Wichita Campus

Full-time

No Faculty records under this campus.

Part-time

Stephanie King, Lecturer, Other; BS Biochemistry, Wichita State University, 2000:

KU Medical Center Campus

Full-time

No Faculty records under this campus.

Part-time

No Faculty records under this campus.

Department of Pharmacology and Toxicology

Chair: Nancy A. Muma

Main Campus

Full-time

Marco Bortolato, Assistant Professor, Pharmacology, Assistant Professor; PhD, University of Cagliari, Italy, 2004; MD, University of Cagliari, Italy, 2000: N/A

Gonzalo A. Carrasco, Assistant Professor, Pharmacology, Assistant Professor; PhD, University of Concepcion, Chile, 2001:

Rick T. Dobrowsky, Professor, Pharmacology, Professor; Ph.D., North Carolina State University, 1990:

Elias K. Michaelis, Professor, Biological Sciences, Professor; PhD, MD, BS, University of Kentucky, 1973: MD: Inactive Medical License

Alexander Moise, Assistant Professor, Other, Assistant Professor; PhD, University of British Columbia, 2000:

Jackob Moskovitz, Associate Professor, Other, Associate Professor; PhD, Technion, Israel Institute of Technology, 1992: research Fellow at the NIH:

Nancy A. Muma, Professor, Pharmacology, Professor; Ph.D., University of Louisville, 1985:

Honglian Shi, Associate Professor, Pharmacology, Associate Professor; Ph.D., Institute of Biophysics, CAS, 1995; B.S., Huanzhong U of Sci and Tech, 1990:

Jeffrey Staudinger, Professor, Pharmacology, Professor; MS Degree, University of Texas, 1994:

Shirley ShiDu Yan, Professor, Biological Sciences, Distinguished Professor; MD, Fujian Medical college, 19983:

Liqin Zhao, Assistant Professor, Other, Assistant Professor; PhD, Shenyang Pharmaceutical University, 1999:

Part-time

Stephen C. Fowler, Professor, Other; Ph.D., Princeton University, 1970; BS (Math and Physics), University of Alabama, Tuscaloosa, 1966:

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

Wichita Campus

Full-time

No Faculty records under this campus.

Part-time

No Faculty records under this campus.

KU Medical Center Campus

Full-time

No Faculty records under this campus.

Part-time

No Faculty records under this campus.

Department of Pharmaceutical Chemistry

Chair: Christian Schoneich

Main Campus

Full-time

Cory J. Berkland, Professor, Other, Professor; PhD, UIUC, 2003:

Ronald T. Borchardt, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; BS, University of Wisconsin, 1967:

Marcus L. Forrest, Associate Professor, Pharmaceutics/ Pharmacy, Associate Professor of Pharmaceutical Chemistry; PhD, Illinois University (UIUC), 2003; MS, University of Illinois (UIUC), 2001; BSE, Auburn University, 1998:

Jeff Krise, Associate Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Associate Professor; PhD, University of Kansas, 1998; RPh in Pennsylvania RPh in Kansas

Jennifer S. Laurence, Associate Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Associate Professor; PhD, Purdue University, 2000:

Susan M. Lunte, Professor, Other, Professor; Ph.D., Purdue, 1984; B.A., Kalamazoo College, 1980:

Charles R. Middaugh, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; Ph. D., Cornell, 1977:

Christian Schoneich, Professor, Other, Professor; PhD, Technical University Berlin, 1990; Diploma, Free University Berlin, 1987:

Teruna J. Siahaan, Professor, Other, Professor and Associate Chair; BS, University of Indonesia, 1979; MS, University of Indonesia, 1982; BS, University of Indonesia, 1979:

Valentino J. Stella, Professor, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Professor; PhD, University of Kansas, 1971; BPharm, Victorian College of Pharmacy (now Monash University), 1968: Was a licensed pharmacist in Victoria, Australia from 1971 until about 15 years ago and then allowed the license to expire.

UNIVERSITY OF KANSAS SCHOOL OF PHARMACY

John F. Stobaugh, Associate Dean, Medicinal/ Pharmaceutical Chemistry/ Pharmacognosy, Associate Dean/ Professor; Ph.D., University of Kansas, 1982:

Thomas Tolbert, Associate Professor, Other, Associate Professor; Ph.D., MIT, 1998; B.S., Purdue University, 1991:

David B. Volkin, Professor, Other, Professor; Ph.D., M.I.T., 1990; Ph.D., Biochemical Engineering, M.I.T., 1990; BA, Chemistry, UC San Diego, 1982; PhD, MIT, 1990; BA, UC San Diego, 1982; , , ; BA, Chemistry, UC San Diego, 1982; BA, Chemistry, UC San Diego, 1982; , , : Research Scientist in Biopharmaceutical and Vaccine Industry for 20 years:

Michael Z. Wang, Assistant Professor, Other, Assistant Professor; BS, Peking University, 1998:

Part-time

Anna J. Hagen, Other, Other; PhD, Massachusetts Institute of Technology, 1989; BASc, University of Ottawa, Canada, 1984; BSc, University of Ottawa, Canada, 1981:

Wichita Campus

Full-time

24. Faculty and Staff - Quantitative Factors Page 663
University of Kansas / School of Pharmacy
No Faculty records under this campus.

Part-time

No Faculty records under this campus.

KU Medical Center Campus

Full-time

No Faculty records under this campus.

Part-time

No Faculty records under this campus.

Dean's Office Main Campus

Full-time

Kenneth L. Audus, Dean, Pharmacology, Professor and Dean; B.S., University of South Dakota, 1980:

Brian J. Barnes, Associate Dean, Pharmacy Practice, Associate Dean / Associate Professor; PharmD, University of Kansas, School of Pharmacy, 2000; MS, University of Kansas, School of Medicine, 2010; , , : NIH K30 Fellowship: RPh (KS/MO)

Joe E. Heidrick, Assistant Dean, Pharmacy Practice, Assistant Dean of Experiential Education; PharmD, University of Kansas, 2004:

Cheryl Holcomb, Assistant Dean, Other, Assistant Dean; BS, University of Kansas, :

Gene R. Hotchkiss, Associate Dean, Pharmacy Practice, Senior Associate Dean; B.S. , University of Kansas, 1969: RPh, Kansas

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

Part-time

No Faculty records under this campus.

Wichita Campus

Full-time

Robert L. Emerson, Associate Dean, Pharmacy Practice, Associate Dean / Clinical Associate Professor; Doctor of Pharmacy, University of Kansas, 2004: * Pharmacy Based Immunization Provider & Instructor * Self-Care Provider * Physical Assessment Instructor * American Heart Association BLS Healthcare Provider Instructor: R.Ph., Kansas, U.S. R.Ph., Texas, U.S.

Part-time

No Faculty records under this campus.

KU Medical Center Campus

Full-time

No Faculty records under this campus.

Part-time

No Faculty records under this campus.

**UNIVERSITY OF KANSAS
SCHOOL OF PHARMACY**

APPENDIX III: FACULTY RESOURCE REPORT

Version: July 2008

This document is requested for completion for both site visits and interim reports.
If you have questions about this form, please contact the ACPE staff.

ACPE Faculty Resource Report

University of Kansas School of Pharmacy - Wichita campus

Section A - FTE Totals

Instructions:

The terms "filled positions," "vacant positions," "hires," "resignations," "retirements," "other losses" (pale blue cells) denote the presence/absence/movements of **actual persons**, as opposed to "approved positions" and "discontinued positions" which refer to the **positions** which the school is authorized to fill.

Include Full Time and Part Time Faculty. For Part Time Faculty, count only those faculty with a minimum 0.5FTE employment contract with the college or school. Count the actual FTE (e.g., 1.0 FTE, 0.75 FTE, 0.5 FTE).

If the program is offered over multiple branches or campuses, one copy of this form should be completed for **each branch or campus separately**

Cells shaded GRAY contain a formula; other cells with a 0 require data entry as applicable. The worksheet is PROTECTED to prevent access to cells containing a formula. Data can only be added to unprotected cells (shaded in pale BLUE or YELLOW). To assist you to understand the construction of the worksheet, comments are included (see section for Pharmaceutical Sciences).

Text in RED can or should be re-entered as applicable.

The three closing figures (June 30) of any given year must be the same as the three opening figures (July 1) of the next academic year.

If a resignation or retirement occurs at the end of an academic year (i.e., the position has been filled for all or most of the academic year), the entry can be made in the next academic year to more accurately indicate the impact of the change.

If the worksheet contains a NEGATIVE figure, please re-check your figures. A negative figure could exist under "vacant positions" if the school has more faculty/staff in place than there are authorized positions.

If the departmental titles reflected below do not adequately reflect your structure, you may change the titles. If the form does not accommodate your departmental structure, please contact ACPE.

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR		
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FIE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FIE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FIE)
Pharmaceutical Chemistry:									
Opening figure (July 1)	0	0	0	0	0	0	0	0	0
Additional (new) positions APPROVED during the year	0	X	X	0	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0					
Number of persons hired (new positions and replacements)	0			0					
Number of persons who resigned during the year	0			0					
Number of persons who retired during the year	0			0					
Number of persons who were lost for other reasons during the year	0			0					
Closing figure (June 30)	0			0			0		
Pharmacy Practice:									
Opening figure (July 1)	1.5	1.5	0	3.5	3.5	0	5.5	5.5	0
Additional (new) positions APPROVED during the year	2	X	X	2	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0					
Number of persons hired (new positions and replacements)	0			2					
Number of persons who resigned during the year	0			0					
Number of persons who retired during the year	0			0					
Number of persons who were lost for other reasons during the year	0			0					
Closing figure (June 30)	3.5			1.5			2		

**UNIVERSITY OF KANSAS
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Pharmacology & Toxicology									
Opening figure (July 1)	0	0	0	0	0	0	0	0	0
Additional (new) positions APPROVED during the year	0	X	X	0	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	0			0			0		

Medicinal Chemistry:									
Opening figure (July 1)	1	1	0	1	1	0	1	1	0
Additional (new) positions APPROVED during the year	0	X	X	0	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	1			1			0		

Section A - FTE Totals (continued)

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR		
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)
Administration:									
Opening figure (July 1)	2	2	0	2	2.5	-0.5	2.5	2.5	0
Additional (new) positions APPROVED during the year	0	X	X	0.5	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	2			2			0		

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Summary (total of above boxes):									
Opening figure (July 1)	4.5	4.5	0	6.5	7	-0.5	9	9	0
Additional (new) positions APPROVED during the year	2	X	X	2.5	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			2			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	6.5	4.5	2	9	9	0	9	9	0

Section B - Experiential Program

PRECEPTORS	PAST ACADEMIC YEAR 05-06	CURRENT ACADEMIC YEAR	NEXT ACADEMIC YEAR
Percentage of Advanced Pharmacy Practice Experiences (APPEs) precepted by Full-Time Faculty	10%	12%	10%
Percentage of Advanced Pharmacy Practice Experiences (APPEs) precepted by contract/volunteer preceptors	90%	88%	90%

Section C - Students Enrolled

TOTAL STUDENT FTE	PAST ACADEMIC YEAR		CURRENT ACADEMIC YEAR		NEXT ACADEMIC YEAR	
(professional years only)	P1	19	P1	20	P1	20
	P2	20	P2	19	P2	20
	P3	0	P3	20	P3	19
	P4	0	P4	0	P4	20
	Non-Trad	0	Non-Trad	0	Non-Trad	0
	Total	39	Total	59	Total	79

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This document is requested for completion for both site visits and interim reports.
If you have questions about this form, please contact the ACPE staff.

ACPE Faculty Resource Report

University of Kansas School of Pharmacy - Lawrence campus

Section A - FTE Totals

Instructions:

The terms "filled positions," "vacant positions," "hires," "resignations," "retirements," "other losses" (pale blue cells) denote the presence/absence/movements of **actual persons**, as opposed to "approved positions" and "discontinued positions" which refer to the **positions** which the school is authorized to fill.

Include Full Time and Part Time Faculty. For Part Time Faculty, count only those faculty with a **minimum** 0.5FTE employment contract with the college or school. Count the actual FTE (e.g., 1.0 FTE, 0.75 FTE, 0.5 FTE).

If the program is offered over multiple branches or campuses, one copy of this form should be completed for **each branch or campus separately**

Cells shaded GRAY contain a formula; other cells with a 0 require data entry as applicable. The worksheet is PROTECTED to prevent access to cells containing a formula. Data can only be added to unprotected cells (shaded in pale BLUE or YELLOW). To assist you to understand the construction of the worksheet, comments are included (see section for Pharmaceutical Sciences).

Text in RED can or should be re-entered as applicable.

The three closing figures (June 30) of any given year must be the same as the three opening figures (July 1) of the next academic year.

If a resignation or retirement occurs at the end of an academic year (i.e., the position has been filled for all or most of the academic year), the entry can be made in the next academic year to more accurately indicate the impact of the change.

If the worksheet contains a NEGATIVE figure, please re-check your figures. A negative figure could exist under "vacant positions" if the school has more faculty/staff in place than there are authorized positions.

If the departmental titles reflected below do not adequately reflect your structure, you may change the titles. If the form does not accommodate your departmental structure, please contact ACPE.

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR		
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)
Pharmaceutical Chemistry:									
Opening figure (July 1)	12.75	12.75	0	12.75	12.75	0	12.75	12.75	0
Additional (new) positions APPROVED during the year	0			0			0		
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	12.75	12.75	0	12.75	12.75	0	12.75	12.75	0
Pharmacy Practice:									
Opening figure (July 1)	21.3	21.3	0	21.3	20.3	1	23.3	20.3	3
Additional (new) positions APPROVED during the year	0			2			0		
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			2			0		
Number of persons who resigned during the year	1			2			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	21.3	20.3	1	23.3	20.3	3	23.3	20.3	3

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Pharmacology & Toxicology:									
Opening figure (July 1)	11	11	0	11	10	1	11	11	0
Additional (new) positions APPROVED during the year	0	X	X	0	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			1			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	1			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	11			10			1		

Medicinal Chemistry:									
Opening figure (July 1)	12	12	0	12	12	0	12	12	0
Additional (new) positions APPROVED during the year	0	X	X	0	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	12			12			0		

Section A - FTE Totals (continued)

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR		
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)
Administration:									
Opening figure (July 1)	6.25	6.25	0	6.25	6.25	0	6.25	5.75	0.5
Additional (new) positions APPROVED during the year	0	X	X	0	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0.5			0		
Number of persons who were lost for other reasons during the year	0			0			0		
Closing figure (June 30)	6.25			6.25			0		

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Summary (total of above boxes):									
Opening figure (July 1)	63.3	63.3	0	63.3	61.3	2	65.3	61.8	3.5
Additional (new) positions APPROVED during the year	0	X	X	2	X	X	0	X	X
Positions lost (DISCONTINUED) during the year	0			0			0		
Number of persons hired (new positions and replacements)	0			3			0		
Number of persons who resigned during the year	1			2			0		
Number of persons who retired during the year	1			0.5			0		
Number of persons who were lost for other reasons during the year	0		0	0					
Closing figure (June 30)	63.3	61.3	2	65.3	61.8	3.5	65.3	61.8	3.5

Section B - Experiential Program

PRECEPTORS	PAST ACADEMIC YEAR 2013	CURRENT ACADEMIC YEAR	NEXT ACADEMIC YEAR
Percentage of Advanced Pharmacy Practice Experiences (APPEs) precepted by Full-Time Faculty	10%	12%	10%
Percentage of Advanced Pharmacy Practice Experiences (APPEs) precepted by contract/volunteer preceptors	90%	88%	90%

Section C - Students Enrolled

TOTAL STUDENT FTE	PAST ACADEMIC YEAR 2013		CURRENT ACADEMIC YEAR		NEXT ACADEMIC YEAR	
(professional years only)	P1	144	P1	150	P1	150
	P2	148	P2	144	P2	143
	P3	152	P3	148	P3	144
	P4	104	P4	152	P4	148
	Non-Trad	0	Non-Trad	0	Non-Trad	0
	Total	548	Total	594	Total	585

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APPENDIX IV: PROFESSIONAL PRACTICE EXPERIENCE RESOURCES

Introductory Pharmacy Practice Experiences (IPPEs)

Academic Year	Professional Year	Actual or projected number of students (A)	IPPEs Hours Needed:			Current IPPE Capacity: <small>(Note 3)</small>		Affiliation Agreements:	Comments
			Practice Setting or Activity <small>(Notes 1 & 2)</small>	Hours for Each Student in Setting or Activity (B)	Total Required Hours in Setting or Activity (A x B)	IPPE Capacity Secured <small>(stated in terms of total student hours)</small>	Excess / (Deficit)	Percent of Secured Sites <u>Without</u> Signed Affiliation Agreement <small>(Note 4)</small>	
EXAMPLE	P1	100	IPPE Community	40	4000	4800	800		
			IPPE Institutional	40	4000	4400	400	5%	
			IPPE Other	40	4000	3800	(200)		
			Total IPPE Hours for the P1 Year	120					
	P2	97	IPPE Community	40	3880	4000	120		
			IPPE Institutional	40	3880	3600	(280)	10%	
			IPPE Other	40	3880	4200	320		
			Total IPPE Hours for the P2 Year	120					
	P3	98	IPPE Community	20	1960	2000	40		
			IPPE Institutional	20	1960	2400	440		
IPPE Other			20	1960	1800	(160)	15%		
Total IPPE Hours for the P3 Year			60						
Total IPPE for the Program (P1 + P2 + P3)			300						
CURRENT ACADEMIC YEAR	P1	NA	IPPE Community	NA	#VALUE!	NA	#VALUE!	NA	IPPE Community completed between P1 and P2, documented as P2.
			IPPE Institutional	NA	#VALUE!	NA	#VALUE!	NA	
			IPPE Other	NA	#VALUE!	NA	#VALUE!	NA	
			IPPE Other	NA	#VALUE!	NA	#VALUE!	NA	
	Total IPPE Hours for the P1 Year								
	P2	162	IPPE Community	160	25920	35840	9920		224 available IPPE positions with current preceptors.
			IPPE Institutional	NA	#VALUE!	NA	#VALUE!		
			IPPE Other						
			IPPE Other						
	Total IPPE Hours for the P2 Year			160					
P3	166	IPPE Community	NA	#VALUE!		#VALUE!		196 available IPPE positions with current preceptors.	
		IPPE Institutional	160	26560	31360	4800			
		IPPE Other							
		IPPE Other							
Total IPPE Hours for the P3 Year			160						
Total IPPE for the Program (P1 + P2 + P3)			320						
NEXT ACADEMIC YEAR	P1	NA	IPPE Community	NA	#VALUE!	NA	#VALUE!	NA	IPPE Community completed between P1 and P2, documented as P2.
			IPPE Institutional	NA	#VALUE!	NA	#VALUE!	NA	
			IPPE Other	NA	#VALUE!	NA	#VALUE!	NA	
			IPPE Other	NA	#VALUE!	NA	#VALUE!	NA	
	Total IPPE Hours for the P1 Year								
	P2	170	IPPE Community	160	27200	35840	8640		224 available IPPE positions with current preceptors.
			IPPE Institutional	NA	#VALUE!		#VALUE!		
			IPPE Other						
			IPPE Other						
	Total IPPE Hours for the P2 Year			160					
P3	162	IPPE Community	NA	#VALUE!		#VALUE!		196 available IPPE positions with current preceptors.	
		IPPE Institutional	160	25920	31360	5440			
		IPPE Other							
		IPPE Other							
Total IPPE Hours for the P3 Year			160						
Total IPPE for the Program (P1 + P2 + P3)			320						

Notes:

All shaded cells contain a formula; all other cells require data entry

- For "IPPE Other" replace this wording with description of setting or activity. Service learning activities that meet the criteria of Standards 2007 may be included here. Insert additional lines if necessary. **(If inserting lines, check formulae in inserted cells.)** You may use the Comment Box for additional details.
- The two practice settings specifically listed here reflect the required IPPEs in Standards 2007.
- These figures must only include sites and preceptors already meeting quality criteria or those under **active development** in preparation to take students. A site that can accommodate three students is reflected as 3, not 1. Capacity is the aggregate total for all sites of (number of students per site x experiential hours for the IPPE)
- Leave blank if none (0%), i.e., all sites have agreements in place.

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ACPE Pharmacy Practice Experience Capacity Chart Advanced Pharmacy Practice Experiences (APPEs)

Class Of/ Academic Year (Note 1)	Actual or projected number of final professional year (P4) students (A)	APPEs Needed:		Current APPE Capacity: (Note 3)				Affiliation Agreements:	Students Assigned in Setting		
		Practice Setting (Note 2)	Number of APPEs per student for this setting (B)	Total APPEs in Setting (A x B)	Number of APPEs Precepted by Paid Full-Time Faculty	Number of APPEs Precepted by Adjunct Faculty	Total Capacity	Numerical Excess/ (Deficit)		Percent (of Total Capacity) Without Signed Affiliation Agreement (Note 4)	
EXAMPLE	100	Community Pharmacy	1	100	20	100	120	20	5%		
		Hospital or Health-System Pharmacy Ambulatory Care	1	100	30	30	60	(40)	10%		
		Inpatient/Acute Care General	1	100	40	90	130	30			
		Other Required APPEs	2	200	20	240	260	60	8%		
		Elective APPEs	3	300		325	325	25	15%		
		Total	9								
CURRENT ACADEMIC YEAR	150	Community Pharmacy	1	150		800	800	650	5%	361	
		Hospital or Health-System Pharmacy Ambulatory Care	1	150		331	331	181	3%	193	
		Inpatient/Acute Care General	1	150	60	134	194	44		165	
		Other Required APPEs				253	273	123		245	
		Elective APPEs	5	750	85	414	499	(251)	2%	388	
		Total	9								1352
+ 1 ACADEMIC YEAR	166	Community Pharmacy	1	166		800	800	634			
		Hospital or Health-System Pharmacy Ambulatory Care	1	166		331	331	165			
		Inpatient/Acute Care General	1	166	70	140	210	44			
		Other Required APPEs				253	283	117			
		Elective APPEs	5	830	110	450	560	(270)			
		Total	9								
+ 2 ACADEMIC YEARS	162	Community Pharmacy	1	162		800	800	638			
		Hospital or Health-System Pharmacy Ambulatory Care	1	162		331	331	169			
		Inpatient/Acute Care General	1	162	70	140	210	48			
		Other Required APPEs				253	283	121			
		Elective APPEs	5	810	110	450	560	(250)			
		Total	9								
+ 3 ACADEMIC YEARS	170	Community Pharmacy	1	170		800	800	630			
		Hospital or Health-System Pharmacy Ambulatory Care	1	170		331	331	161			
		Inpatient/Acute Care General	1	170	70	140	210	40			
		Other Required APPEs				253	283	113			
		Elective APPEs	5	850	110	450	560	(290)			
		Total	9								

Notes:

All shaded cells contain a formula; all other cells require data entry.

- For four-calendar-year professional programs, all four sections (years) should be completed; for accelerated programs, it is anticipated that only three sections will be completed.
- The four practice settings specifically listed here reflect the terms used in "Standards 2007." You may use the terminology used in your program/curriculum for required and elective experiences.
- These figures must only include sites and preceptors already meeting quality criteria, i.e., ready to accept students. Sites and preceptors that have been identified as potential sites/preceptors, but which are not yet ready to accept students, should be excluded.
- Leave blank if none (0%), i.e., all sites have affiliation agreements in place.

Drug information is no longer a required APPE rotation and is now listed as an Elective.

Please note once required rotations are assigned the left over required rotation spots become part of the Elective pool for students to rank. So the shortage in the Elective section only represents those rotations categorized specifically as Elective. When considering the statement above, there is an excess of 747 rotations for the current academic year.

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APPENDIX V: REQUIRED DATA AND DOCUMENTATION

Document Impacts Multiple Standards	Documentation or Data (summarized detail)	Standard	Self-Study Report		Required On-Site
			Required	Optional	
	Mission Statement of College or School	1	X		
	Mission Statement of Parent Institution (if applicable)	1	X		
	Strategic Plan of College or School	2	X		
	Strategic Plan of Parent Institution (if applicable)	2			X
	Evaluation Plan of College or School	3	X		
	Evaluation Plan: List of Individuals/Committees Involved in the Evaluation Plan	3	X		
	Evaluation Instruments Used (Examples)	3	X		
3, 9, 15	Performance of Graduates (Passing Rate) on NAPLEX by Campus/Branch/Pathway (if applicable)	3	X		
3, 9, 15	Performance of Graduates (Passing Rate) on MPJE	3	X		
3, 9, 15	Performance of Graduates (Passing Rate) on NAPLEX	3	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 1	3	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 2	3	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 3	3	X		
3 & 17	Mean, Maximum & Minimum PCAT Scores for Admitted Class	3	X		
3 & 17	Mean, Maximum & Minimum GPA Scores for Admitted Class	3	X		
3 & 17	Mean, Maximum & Minimum GPA Math Scores for Admitted Class	3	X		
3 & 17	Mean, Maximum & Minimum GPA Science Scores for Admitted Class	3	X		
	AACP Standardized Survey Complete Data Set: Graduating Students	3	X		
	AACP Standardized Survey Complete Data Set: Faculty	3	X		

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	AACP Standardized Survey Complete Data Set: Preceptors	3	X		
	AACP Standardized Survey Complete Data Set: Alumni	3	X		
	AACP Standardized Survey Open-Ended Question: Graduating Students (#88)	3	X		
	AACP Standardized Survey Open-Ended Question: Faculty (#66)	3	X		
	AACP Standardized Survey Open-Ended Question: Preceptors (#42)	3	X		
	AACP Standardized Survey Open-Ended Question: Alumni Students (#45)	3	X		
3 & 17	Mean, Maximum & Minimum PCAT Scores for Admitted Class Compared to Peer Schools	3		X	
3 & 17	Mean, Maximum & Minimum GPA Scores for Admitted Class Compared to Peer Schools	3		X	
3 & 17	Mean, Maximum & Minimum GPA Math Scores for Admitted Class Compared to Peer Schools	3		X	
3 & 17	Mean, Maximum & Minimum GPA Science Scores for Admitted Class Compared to Peer Schools	3		X	
	Documents Verifying Institutional Accreditation	4	X		
	Extracts from Institutional Accreditation Reports Identifying Deficiencies (if applicable)	4	X		
	Complete Institutional Accreditation Report (if applicable)	4			X
	University Organizational Chart Reporting Relationship for the Dean of College or School	5	X		
	Affiliation Agreements for Practice or Service Relationships (other than for experiential education) (Examples)	6	X		
	Affiliation Agreements for Purposes of Research Collaboration (Examples)	6	X		

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	Affiliation Agreements for Academic or Teaching Collaboration (Examples)	6	X		
	College or School Organizational Chart	7	X		
	Job Descriptions of College or School Administrators	7	X		
	List of Committees with Their Members and Designated Charges	7	X		
7 & 24	List of Full Time Staff in Each Department/Division and Their Areas of Responsibility	7	X		
	College, School, or University Policies and Procedures that Address Systems Failures, Data Security and Backup, and Contingency Planning	7	X		
	Written Bylaws and Policies and Procedures of College or School	7			X
	Faculty Handbook	7			X
	Curriculum Vitae of the Dean (Synopsis)	8	X		
	Desired Qualifications and Responsibilities of the Dean	8	X		
9 & 12	List of Professional Competencies and Outcome Expectations for the Professional Program in Pharmacy	9	X		
	Overview of Curriculum and Degree Requirements	9	X		
3, 9, 15	Performance of Graduates (Passing Rate) on NAPLEX by Campus/Branch/Pathway (if applicable)	9	X		
3, 9, 15	Performance of Graduates (Passing Rate) on MPJE	9	X		
3, 9, 15	Performance of Graduates (Passing Rate) on NAPLEX	9	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 1	9	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 2	9	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 3	9	X		
	List of Members of Curriculum Committee with Details of Their Position/Affiliation to College or School	10	X		
	List of Charges, Assignments, Accomplishments of Curriculum Committee in Last Year	10	X		
	Instructional Tools, such as Portfolios, used by Students to Measure Their Achievement (Examples)	11			X

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	Instructional Methods Employed by Faculty to Stimulate Higher Order Thinking and Problem Solving (Examples)	11			X
	Instructional Methods Employed by Faculty to Address/Accommodate Various Learning Styles (Examples)	11			X
9 & 12	List of Professional Competencies and Outcome Expectations for the Professional Program in Pharmacy	12	X		
	Map/Cross-walk of the Curriculum (Didactic and Experiential) to the Professional Competencies and Outcome Expectations of the Program	12	X		
	Didactic and Experiential Course Syllabi (Examples)	12	X		
	All Course Syllabi (Didactic and Experiential)	12			X
	Map/Cross-walk of the Curriculum to Appendix B	13	X		
	Objectives for Each Pharmacy Practice Experience	14	X		
	Map/Cross-walk of Pharmacy Practice Experiences against Activities in Appendix C	14	X		
	Pharmacy Practice Experience Manuals and Assessment Forms	14			X
	List of Current Preceptors with Credentials and Practice Site	14			X
3, 9, 15	Performance of Graduates (Passing Rate) on NAPLEX by Campus/Branch/Pathway (if applicable)	15	X		
3, 9, 15	Performance of Graduates (Passing Rate) on MPJE	15	X		
3, 9, 15	Performance of Graduates (Passing Rate) on NAPLEX	15	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 1	15	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 2	15	X		
3, 9, 15	Performance of Graduates on NAPLEX in Competency Area 3	15	X		
	Instructional Tools, such as Portfolios, Used by Students to Measure Their Achievement (Examples)	15			X
	Synopsis of Curriculum Vitae of the Student Affairs Administrative Officer	16	X		

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	Organizational Chart Depicting Student Services and Corresponding Responsible Person(s)	16	X		
	Professional Technical Standards for School, College and/or University (if applicable)	16	X		
	Student Handbook	16			X
	List of Preprofessional Requirements for Admission into the Professional Degree Program	17	X		
	Copies of Instruments Used During the Admissions Interview Process	17	X		
	Copies of Early Assurance Program Agreements Between College or School and Associated Institutions or Student (if applicable)	17	X		
	Enrollment Projections for the Next Five Years	17	X		
	Enrollment Data for the Past Five Years by Year and Branch/Campus (if applicable)	17	X		
	Enrollment Data for the Past Five Years by Year and Program Pathway (if applicable)	17	X		
3 & 17	Mean, Maximum & Minimum PCAT Scores for Admitted Class	17	X		
3 & 17	Mean, Maximum & Minimum GPA Scores for Admitted Class	17	X		
3 & 17	Mean, Maximum & Minimum GPA Math Scores for Admitted Class	17	X		
3 & 17	Mean, Maximum & Minimum GPA Science Scores for Admitted Class	17	X		
3 & 17	Mean, Maximum & Minimum PCAT Scores for Admitted Class Compared to Peer Schools	17		X	
3 & 17	Mean, Maximum & Minimum GPA Scores for Admitted Class Compared to Peer Schools	17		X	
3 & 17	Mean, Maximum & Minimum GPA Math Scores for Admitted Class Compared to Peer Schools	17		X	

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3 & 17	Mean, Maximum & Minimum GPA Science Scores for Admitted Class Compared to Peer Schools	17		X	
	Student Transfer Credit and Course Waiver Policies	18	X		
	Policies that Address Student Progression, Academic Probation, Remediation, Missed Course Work or Credit, Dismissal, Readmission, Due Process and Appeals	19	X		
	Section of Student Handbook that Covers the Student Progression Policy	19	X		
	Copy of Policy and Procedures for Handling Complaints Related to ACPE Standards	20	X		
	Student Complaints File	20			X
	URL or Link to Program Information on College or School's Website	21	X		
	College or School's Catalog	21			X
	Recruitment Brochures	21			X
	Student Handbook	21			X
	List of Committees Involving Students and Names and Professional Years of Students Involved on Committees	22	X		
	College of School's Code of Conduct Addressing Professional Behavior and Harmonious Relationships	23	X		
7 & 24	List of Full Time Staff within Each Department/Division and Their Areas of Responsibility	24	X		
	List of Part Time Paid Faculty and Staff with Academic Title, Credentials, Department/Division, and Areas of Responsibility	24	X		
	ACPE Faculty Resource Report	24	X		
	List of Faculty Turnover for the Last Five Years by Department/Division with Reasons for Leaving and Timing of Replacements	24	X		

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List of Staff Turnover for the Last Five Years by Department/Division with Reasons for Leaving and Timing of Replacements	24	X		
List of Voluntary Faculty with Academic Title/Status and Practice Site; Specify IPPE/APPE	24			X
Extract from Faculty Handbook Relevant to Policies and Procedures for Faculty Recruitment, Promotion, Tenure and Retention	25	X		
List of Full and Part-Time Paid Faculty with Pharmacy Practice Responsibilities, Nature of Their Practice, Percent Effort in Practice, and Pharmacy Licensure Status	25	X		
Faculty Handbook	25			X
Faculty Profiles	25			X
CV's of Administrators, Faculty and Staff	25			X
Faculty and Staff Development Programs and Opportunities Offered or Supported by College/School (Examples)	26	X		
Faculty Activity Report Forms Used Officially in Goal Setting/Performance Evaluation Meetings	26	X		
Faculty Portfolios, Documenting Teaching, Research and Service Activities (Examples; if applicable)	26			X
Plans/Architectural Drawings of Facilities	27	X		
Statement Attesting that Facilities Meet Legal and Other Appropriate Standards	27	X		
Supporting Documentation for Statement Attesting that Facilities Meet Legal and Other Appropriate Standards	27	X		
Plans/Architectural Drawings of Facilities	27			X
Agreements or Statements of Understanding with Practice Affiliates (Examples)	28	X		
ACPE IPPE Capacity Chart	28	X		

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	ACPE APPE Capacity Chart	28	X		
	Criteria Used for Selection of various Types of Practice Facilities	28	X		
	List of Practices Sites Specifying IPPE/APPE with Number of Students Served, Interaction with Other Health Professional Students and Practitioners, Number of Pharmacy or Other Preceptors Serving the Facility, and Their Licensure Status	28			X
	Data on Use of Library Resources by Pharmacy Students and Faculty	29	X		
	Library Collection Development Policy	29	X		
	List of Search Databases Available to Faculty and Students	29	X		
	List of Full Text Journals Electronically Available	29	X		
	CV of the Librarian(s) Who Act as Primary Contacts for the Pharmacy Program	29			X
	Financial Summary Including an Analysis of Revenues and Expenses for Past Year, Present Year and Next Year	30	X		
	In-State Tuition Compared to Peer Schools	30		X	
	Out-of-State Tuition Compared to Peer Schools	30		X	
	NIH Funding Compared to Peer Schools	30		X	
	Faculty Salaries Expressed as a Percentile Compared to Peer Schools	30		X	