**ACCREDITATION COUNCIL FOR PHARMACY EDUCATION**



**Accreditation Action and Recommendations**

**JANUARY 15-19, 2014**

**Professional Program Leading to the
Doctor of Pharmacy**

**UNIVERSITY OF KANSAS**

**SCHOOL OF PHARMACY**

**LAWRENCE, KANSAS CITY, AND WICHITA, KANSAS**

**THE UNIVERSITY OF KANSAS**
**SCHOOL OF PHARMACY**


**Doctor of Pharmacy Program**


**January 15-19, 2014**


I.       **Introduction**


The Accreditation Council for Pharmacy Education (ACPE) Board of Directors reviewed the Doctor of Pharmacy program of the University of Kansas School of Pharmacy for purposes of continued accreditation at its January 15-19, 2014, meeting.  This review was based upon due consideration of the Evaluation Team Report from the on-site evaluation dated October 29-31, 2013, the School's self-study, and other communications received from the institution.


II.       **Accreditation Action**


Following discussion of the program, it was the decision of the Board that **accreditation of the Doctor of Pharmacy program be continued**.   The professional program of the School and its accreditation status will be designated on ACPE's web site, www.acpe-accredit.org.  Notice of the accreditation status of the program will also appear in the ACPE Report of the Proceedings, to be distributed during February 2014.


III.       **Accreditation Terms and Conditions**


**A.       Accreditation Term**       The accreditation term granted for the Doctor of Pharmacy program extends until **June 30, 2022**, which represents the customary eight-year cycle between self-studies. The academic year for the next currently scheduled review of the Doctor of Pharmacy program for purposes of continued accreditation is **2021-2022**.  This schedule is contingent upon maintenance of the presently observed quality during the stated accreditation term*.   The ACPE*

*Board of Directors reserves the right to revise its accreditation action or to alter these dates based upon monitoring, such as written reports and/or focused on-site reviews as may be scheduled during the accreditation term stated above.*

**B.** **Monitoring During the Accreditation Term** A **written interim report** should be submitted to the ACPE office no later than **October 15, 2015** that addresses the issues identified in the Evaluation Team Report of October 29-31, 2013, and detailed below.

**C.** **Comments and Recommendations** This accreditation action was taken in recognition of the progress made since the last accreditation review and with confidence that existing School and programmatic needs will continue to be addressed in a timely manner and to the satisfaction of the ACPE Board of Directors. The Evaluation Team Report of October 29-31, 2013, presents important needs and developmental issues in keeping with Standards 2007. It should be noted that this Accreditation Action and Recommendations document and the Evaluation Team Report are companion pieces and should be used together to guide the School's continuing developmental efforts.

The Board references specific issues below that should be included in the requested report and appends the *ACPE Guidelines for Interim Reports during the Accreditation Term* for guidance in preparing the submission. In this regard, ACPE requires monitoring of standards found to be partially or non-compliant and of standards found to currently be in compliance where plans are evolving or where the possibility for future noncompliance exists.

# THE UNIVERSITY OF KANSAS
# SCHOOL OF PHARMACY

## Summary of the Evaluation of All ACPE Standards

The evaluation of the program on each of the ACPE accreditation standards (Standards 2007) is noted below.

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

**Monitoring requested by the ACPE Board for the Interim Report, by Standard:**

**Standard No. 3: Evaluation of Achievement of Mission and Goals**

- A **copy** of the comprehensive programmatic assessment plan.

- A **detailed description** of the comparability of performance of students on both the Lawrence and Wichita campuses.

- A **brief description** of efforts to increase the response rate for the graduating student and alumni AACP surveys.

**Standard No. 9: The Goal of the Curriculum**

- A **brief description** addressing how the new curriculum will incorporate those areas deemed needing improvement in the self-study.

- A **detailed description** of the development and implementation of IPE activities throughout the didactic and experiential portions of the curriculum.

**Standard No. 10: Curricular Development, Improvement and Delivery**

- A **brief description** of efforts to engage preceptors and alumni in reviewing proposed curricular changes prior to a final vote by the School faculty.

- A **brief description** of (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.

❑ A **copy** of the revised curriculum as approved by the faculty.

### Standard No. 13: Curricular Core – Knowledge, Skills, Attitudes, and Values

❑ A **brief description** of the results of an assessment of the need for additional social/administrative science and pharmacy practice faculty.

❑ See also "Recommendations for Monitoring for Standards 9 and 10.

### Standard No. 14: Curricular Core – Pharmacy Practice Experiences

❑ A **detailed description** of efforts to address (a) appropriate staffing for the Office of Experiential Education, and (b) mentoring for the Director of Experiential Education.

❑ A **detailed description** of (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 elective APPE experiences.

❑ A brief description of any additional efforts to provide preceptor training.

### Standard No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness

❑ As curricular modifications are implemented, a **brief description** of curricular assessment data obtained and how such data have led to further curricular revision.

❑ A **brief description** of data from assessment of perceived stress in faculty, staff, and students.

**Standard No. 24: Faculty and Staff – Quantitative Factors**

❑ A **brief description** of success in filling the six faculty vacancies in pharmacy practice, including a listing of the area of expertise for each of the hires.

❑ A **brief description** of 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.

**Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review**

❑ A **brief description** of 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 description** of progress to improve the faculty mentoring program in the Department of Pharmacy Practice.

**Standard No. 27: Physical Facilities**

❑ A **brief description** of the results of an 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 description** of any progress either to improve research laboratories for those faculty in Malott Hall or plans to construct new research facilities.

❑ A **brief description** of 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

❑ A **detailed description** of the number and type of IPPE and APPE experiential sites available to accommodate the increased class size to 170 students per year.

❑ A **brief description** of 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. 30: Financial Resources

❑ A **detailed description** of 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 **detailed description** of any further budget cuts to the School and the impact on the pharmacy professional program.

Additionally, ACPE may at any time during the awarded accreditation term request additional information. Once the requested issues have been addressed and the necessary information is submitted in the form of a requested interim report or on-site evaluation, review by the ACPE Board of Directors could result in the following outcomes:

• affirmation of the accreditation action, terms, and conditions with no additional reporting required;

- additional reporting could be requested to address issues that could not be addressed within the stated reporting timeframe, or to monitor issues requiring further attention; or

- additional on-site review by ACPE to permit observation of progress regarding issues requiring attention.

In accord with ACPE policy, if additional reporting and/or on-site review is not satisfactory in any area, the Board could then act to reduce a previously awarded accreditation term, award a probationary accreditation status, or take an adverse accreditation action **(cf. Policies and Procedures for ACPE Accreditation of Professional Degree Programs, January 2013).**

The Evaluation Team Report and the Accreditation Action and Recommendations are confidential documents and are considered to be the property of the institution. These documents will not be released to third parties without the authorization of the chief executive officer of the institution. Without such authorization, the sole information available to the public consists of that information contained in the <u>Directory and in the Report of Proceedings from the meeting at which the accreditation action was taken</u>. If the institution releases any portion of the Evaluation Team Report or the Accreditation Action and Recommendations, or releases any statement concerning such documents that ACPE believes requires public clarification or presents a misleading impression, ACPE may make an appropriate response or cause the release of such documents in their entirety.

Additionally, in accord with ACPE policy, the School is reminded that ACPE should be notified of any substantive change prior to its implementation to allow ACPE adequate time to consider the impact of the proposed change on programmatic quality. The ACPE substantive change policy provides details as to what constitutes such a change.

**D.**     **Public Disclosure**     It is expected that the accreditation status of the program will be fully disclosed.  ACPE requires that all Colleges and Schools of Pharmacy it accredits to utilize the following language when referring to the accreditation status of the program in any publication, both in print and on the program's web site:

"**The University of Kansas School of Pharmacy's Doctor of Pharmacy program** is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org."