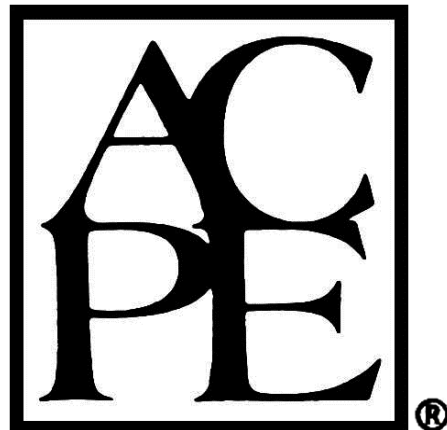


American Council on Pharmaceutical Education



Standards 2000 Self-Study **AMENDED MAY 2002**

A Self-Study Guide
for Accreditation Standards and Guidelines
for the Professional Program in Pharmacy
Leading to the Doctor of Pharmacy Degree

Adopted June 14, 1997 and Effective July 1, 2000

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Introduction

As part of the ACPE review of a professional program in pharmacy for the purposes of initial or continued accreditation, an in-depth self-study by the college or school of pharmacy is required. The self-study has two general aims: (1) to certify that a pharmacy education program meets prescribed standards, and (2) to promote institutional self-evaluation and improvement. The self-study should provide data about the program, identify programmatic strengths and weaknesses, and define strategies to ensure that strengths are maintained and weakness addressed.

Guidance for the self-study is provided in accord with groupings of standards and guidelines. Pertinent standards are cited for each grouping; inferred in such citations is reference to the associated guidelines. For definition of terms, consult the Glossary to Standards 2000. This document may also be accessed at the ACPE website: www.acpe-accredit.org.

The ACPE conducts, as an integral component of its accreditation review, its own analyses and evaluations of the Self-study, the Evaluation Supplement (to be completed by the Office of the Dean), and appropriate information from other sources such as third party comments and scores on licensure examinations, to determine whether the professional program in pharmacy complies with standards and that a process for improvement is evident.

Standards 2000 Self-Study Guide
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A. Program Transition

Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree Adopted June 14, 1997 (Standards 2000), became effective as of July 1, 2000. Standards 2000 were to be implemented, as of the effective date, with the first class entering the curriculum for the professional program in pharmacy. Accordingly, implementation should have begun with the entry class in Fall 2000, with the first class scheduled to graduate from the customary academic year program fully based on Standards 2000 in Spring 2004. The self-study should be based on Standards 2000 and should deploy the Standards 2000 Self-Study Guide. The self-evaluation process should initially apply the standards to the first class entering the curriculum for the professional program in pharmacy with appropriate consideration given to plans for the progressive implementation of the standards.

The self-study for purposes of monitoring a baccalaureate in pharmacy program during the transition period following the effective date for Standards 2000 should continue to be based on the standards for the baccalaureate in pharmacy program in 1985 and the related self-study guide.

B. Organization of the Self-Study Process

The self-study process should be initiated approximately 18 to 24 months prior to the dates scheduled for the on-site evaluation. The self-study report should be completed in sufficient time so that it may be provided to the Council Office and the evaluation team members *at least one month prior to the scheduled on-site evaluation*. Two copies of the self-study should be forwarded to the ACPE office and one copy should be distributed directly to each evaluation team member.

A special committee should be convened to initiate, organize and manage the self-study process. The membership of the committee should be broadly based including representation from the collegiate community, including administrative leaders (Dean, Associate/Assistant Deans, Chairs), faculty, professional staff, students, alumni, practitioners and other members of the profession. The Chair should be a member of the faculty other than the Dean. Collegiate retreats may be a constructive means by which the self-study process is both initiated and concluded. The self-study process may be facilitated by utilizing subcommittees, each organized with a Chair, to focus upon the following areas of the standards and guidelines: Mission, Planning, and Assessment; Organization and Administration; Curriculum; Students; Faculty; Library and Learning Resources; Physical and Practice Facilities; and Financial Resources. The Self-Study Committee Chair and the Chairs of the subcommittees should meet regularly during the self-study process. Objective information should be sought and used by the subcommittees in evaluation of the standards. Wherever possible, a staff member of the college or school should be assigned to process factual and statistical information required by the committee as a whole or by the subcommittees. The subcommittees should stress self-evaluation in regard to the standards and not merely be descriptive of what currently takes place.

The responsibilities of the Self-Study Committee and its Chair include:

- Coordinating and providing leadership to the self-assessment;
- Selecting, orienting and overseeing self-study subcommittees;
- Establishing and maintaining communications with participants in the process, including liaison with university officers;
- Developing a master timetable for the self-study effort, including individualized schedules for each subcommittee;
- Management of the process, including adherence to the established timetables;
- Reviewing and coordinating subcommittee reports for unnecessary overlap, inconsistencies, contradictions, and statistical inaccuracies;
- Assuring that objective information and self-assessment have been incorporated by the subcommittees
- Unifying, synthesizing, and preparing a succinct final self-study report.

The editing process should be mindful of the need to change neither the thrust nor the context of the various responses and findings. The master timetable should provide adequate opportunity for distribution and discussion of the report by the collegiate community prior to its forwarding to the Council Office and evaluation team members.

C. ACPE Professional Staff Assistance

Annually, the ACPE professional staff conducts an invitational conference for representatives of those colleges and schools scheduled for an accreditation review over the next two years. The purpose of the conference is to orient and assist the colleges or schools in the process of the self-study as well as other aspects of the evaluation procedure. Alternatively, a college or school may request assistance from the ACPE professional staff by scheduling a conference at the ACPE office or professional staff may meet with the self-study committee at the college or school of pharmacy. The professional staff consultation provides opportunity to assist with the self-study organization and to offer clarifying and other information needed by the college or school. Outside consultants, if used, should not be given responsibility for the leadership of the self-study or for preparation of the self-study report. While the ACPE recognizes the value of consultative guidance that may be provided by representatives of other institutions, self-assessment and introspection are the substance of the process.

D. Self-Study Description, Appraisal, and Documentation

The self-study guide is organized in accord with the current Standards and Guidelines. The general format for the finished self-study report should be organized in the following three sections:

Section 1. Summary of Progress

The first section should include a brief summary of the progress since the last accreditation review, paying particular attention to previous ACPE Actions and Recommendations.

Section 2. Self-Assessment of Standards

The Standards 2000 Self-Study Guide consists of a set of draft “worksheets,” one for each of the groupings of standards. These worksheets will form the basis of how the college or school supports the standards and guidelines.

Each worksheet consists of four parts. The first is simply a statement of the section of the standards covered by the worksheet. The second is a set of “Factors for Assessment.” These are factors that the College or School may use to assess the compliance of their program with the standards. These are also the factors that ACPE will use in evaluating the professional program in pharmacy to determine if it meets the standards. ***ACPE understands that all “Factors for Assessment” may not be applicable to a given program.*** In addition, while the “Factors for Assessment” have been grouped under the section to which they pertain, it is expected that the College or School will address each standard within that section separately.

The third part of each worksheet contains a suggested list of documentation the professional program can provide to demonstrate fulfillment of the standards.

The fourth part of each worksheet allows the program to measure their level of compliance with the standards and guidelines in each area. If the program *needs improvement*, an action plan with timelines and checkpoints for improvement is requested from the College or School.

The self-study may be organized as a narrative document with appropriate inclusion of supportive information, documents, survey results, and tabular data. Bulky documents, such as preceptor manuals, course syllabi, bylaws, promotion/tenure policies, and survey documents, upon appropriate referencing in the narrative report, may be provided as appendices. ACPE hopes professional programs will find this format helpful in understanding the framework that will be used for evaluation.

Note:

The college or school of pharmacy may prefer to use an alternate self-study guide, such as may be suggested by the University, or one which is designed by the faculty of the college or school. Adaptations or modifications may be needed to address programmatic uniqueness or to coordinate self-study efforts with another accrediting agency. However, the college or school should address its self-assessment in accord with the general constructs of the Standards 2000 Self-Study Guide and should include its introspective and evaluative elements.

Section 3. Comprehensive Summary

The final section should be a summary of the principle strengths and needed improvements or further developments with an overall action plan to address the identified issues. Whereas no professional program cannot improve, the description of what actions will be taken in areas that need improvement is an important aspect of the self-study process.

Section 1. Summary of Progress

Provide a summary of progress since the last accreditation review (e.g. previous self-study, Evaluation Team Report, and Accreditation Actions and Recommendations). Illustrate how the issues identified and the recommendations/suggestions for improvement provided by the previous ACPE evaluators and previous ACPE Actions and Recommendations have been addressed.

Section 2. Self-Assessment of Standards

I. Standards for Mission, Planning, and Assessment

Standard No. 1 - College or School of Pharmacy Mission and Goals

Guidelines 1.1 – 1.4

Standard No. 2 - Systematic Planning

Guidelines 2.1 – 2.2

Standard No. 3 - Systematic Assessment of Achievement

Guideline 3.1

A. Factors for Assessment (Please provide objective assessment information and data, where possible)

- Demonstrate how the mission is in alignment with the principles of pharmaceutical care?
- How does the mission reflect the importance of diversity of the students, staff, faculty, and practitioners?
- Does the mission explicitly support curricular pathways that are non-traditional in processes, strategies, and tactics for delivery?
- Does the mission reflect continued developmental educational opportunities?
- Does the mission explicitly support scholarly activities, including the scholarship of teaching? and scholarly concern for the profession?
- What process was/is used to develop/revise the mission, goals, and objectives? What evidence exists that this process is appropriate and productive?
- What process was used to develop the plan to achieve the mission, goals, and objectives?
- What evidence exists to demonstrate that the process used to develop the plan effective and productive?
- Are there inconsistencies or barriers between the stated mission, goals, objectives, and the operation of the college or school and its programs?
- Who is responsible for assessing the extent to which the mission, goals, and objectives of the program are being achieved?

- What are the major indicators deployed in the process of assessing the college or school's outcomes? Are these indicators adequate to assess the college or school's outcomes?
- Analyze and assess the achievement of the mission, goals, and objectives.
- What evidence exists that the analyses of the outcome measures have been used for continued development and improvement?

B. Suggested documentation in support of assessment

- The current mission statement, goals and objectives for the college or school of pharmacy
- The college or school plan to achieve the mission, goals, and objectives
- Evidence of support and cooperation of University administration for the college or school plan
- Illustration for outcome assessment of progress towards mission
- Formative and summative indicators utilized to evaluate the achievement/efficacy of the plan
- Other documentation that demonstrates support for meeting the standards

C. Evaluate the college or school's progress within the area of *Standards for Mission, Planning, and Assessment*. (The college or school's self-assessment should support the statement of progress.)

Commend	Meets the Standards/Guidelines	Needs Improvement

D. If 'Needs Improvement' is selected, please provide an action plan, including timeline and checkpoints for improvement, where applicable.

II.

Standards for Organization and Administration

- Standard No. 4 - College or School of Pharmacy and University Relationships**
**Standard No. 5 - Organizational and Administrative Relationships in University
And Affiliated Health Care Facilities**
**Standard No. 6 - College or School of Pharmacy Organization and
Administration**
Guidelines 6.1 – 6.4
**Standard No. 7 - Responsibilities of the Dean of the College or School of
Pharmacy**
Guidelines 7.1 – 7.3

- A. Factors for Assessment (Please provide objective assessment information and data, where possible)
- Analyze the effectiveness of the college or school's relationships within the University and with the University officers.
 - Identify the strengths and weaknesses of the current organizational structure *within* the college or school.
 - What evidence exists that the organizational structure facilitates the achievement of the mission of the college or school of pharmacy?
 - What is the philosophy of management within the college or school?
 - Are the respective roles and responsibilities of the administrative leaders clearly defined and understood by the administrative leaders and the faculty?
 - Is the organization, including departments/divisions, adequately staffed and appropriately directed?
 - What evidence exists that the individual departments'/divisions' goals relate to the college or school's mission and goals?
 - How do the committees and their charges correlate with and support the mission, goals, objectives, and plan of the college or school?
 - What developmental programs exist for the Dean and other administrative leaders?
 - Evaluate the effectiveness of each department/division *and* how each contributes to the college or school, as a whole, in achieving the desired outcomes.
 - Evaluate the effectiveness of communications between the Dean and other administrative leaders, faculty, staff, students, and affiliated practitioners.
 - What evidence exists for a spirit of collegiality among the faculty, the Dean and other administrative leaders of the college or school?
 - What evidence exists for mutual understanding and agreement of the mission, goals, and objectives among the faculty, the Dean and other administrative leaders of the college or school?

B. Suggested documentation in support of assessment

- University and College or School Organizational Charts
- Written constitution and bylaws of College or School (if applicable)
- Individual departments'/divisions' plan, goals, and objectives
- Copy of Faculty handbook (i.e. faculty bylaws; may be made available on-site)
- List of committees with their members and designated charges
- List of affiliations external to the College or School
- List of support staff within each department/division
- Other documentation that demonstrates support for meeting the standard

C. Evaluate the college or school's progress within the area of *Standards for Organization and Administration*. (The college or school's self-assessment should support the statement of progress.)

Commend	Meets Standards/Guidelines	Needs Improvement

D. If 'Needs Improvement' is selected, please provide an action plan, including timeline and checkpoints for improvement, where applicable.

III. *Standards for Curriculum*

- Standard No. 8 - The Curriculum in Pharmacy**
- Standard No. 9 - Curricular Organization and Length**
- Standard No. 10 - Professional Competencies and Outcome Expectations**
- Standard No. 11 - Areas and Content of Curricular Core**
Guidelines 11.1 – 11.9
- Standard No. 12 - Teaching and Learning Processes**
Guidelines 12.1 – 12.4
- Standard No. 13 - Evaluation of Student Achievement**
Guideline 13.1
- Standard No. 14 - Curriculum Evaluation**
Guideline 14.1 – 14.2

A. Factors for Assessment (Please provide objective assessment information and data, where possible)

Curriculum:

- Demonstrate that the curriculum is in accord with its goals and objectives.
- Evaluate the achievement of stated outcomes of the biomedical sciences; pharmaceutical sciences; behavioral, social, and administrative sciences; and pharmacy practice areas.
- Evaluate the achievement of stated outcomes of the introductory pharmacy practice experiences.
- Evaluate the achievement of stated outcomes of the advanced pharmacy practice experiences.
- Demonstrate the continuum of early introductory to advanced pharmacy practice
- Explain the relationship between the areas and the content of the curricular core.
- Evaluate the success of the curriculum in achieving the professional competencies and outcome expectations, including the non-traditional curricular pathway.
- Which particular area of the curriculum, if any, needs further development? Explain.

Teaching and Learning Processes:

- Do the teaching methods assist the students to accomplish the stated outcomes? Explain.
- What evidence exists that the teaching methods have facilitated student learning?
- Which teaching methods need improvement?
- Submit evidence that exists for integrated/comprehensive use of computer technologies and other information systems throughout the curriculum.
- What evidence exists for student achievement in oral and written communication?

- What evidence exists that the curriculum and the teaching and learning processes involve students as active, self-directed learners?
- What evidence exists that the teaching and learning processes promote collaborative skills?
- Do student self-assessments correlate with faculty assessments? Is there consistency in the assessment of students in team-taught courses? Provide data, wherever possible, for evaluation team review.
- How does the system of student testing and student evaluation foster self-initiated learning?
- What evidence exists that the curriculum and its instructional methods foster the development of critical thinking and problem-solving skills?
- What evidence exists that the curriculum and its instructional methods foster life-long learning?

Curricular Evaluation:

- Is the body responsible for curriculum review functional and effective? Does it have the necessary authority and responsibility? Is the composition of its membership reflective of the collegiate community of interests; including the student body?
- Is this body engaged in a system of outcome assessment?
- How have the analyses of the indicators been used to improve the curriculum?
- What evidence exists that evaluation outcomes, including student achievement data, are applied to modify or revise the curriculum?
- If a non-traditional pathway(s) leading to the Doctor of Pharmacy degree exists, how are comparable competencies to those in the traditional Doctor of Pharmacy program assured?

B. Suggested documentation in support of assessment

- Copy of the curricular structure
- List of the professional outcomes/competencies for the professional program in pharmacy
- Introductory and advanced pharmacy practice experience manuals, including assessment forms
- List of advanced pharmacy practice experiences, required and electives
- Copies of course syllabi, including stated outcomes, practice opportunities, and assessment techniques
- Presentation of nontraditional pathway(s) leading to the Doctor of Pharmacy degree
- Examples of student achievement: copies of exams, papers, projects, etc.
- Plan for curricular assessment; including assessment of teaching strategies, indicators for student learning and the curriculum, for both the traditional and non-traditional pathways

- Standardized licensure exam scores (e.g. NAPLEX) or other licensure exams (e.g. California Board) for the past several years; include first-time pass rates and competency area scores
 - Other documents that demonstrates support for meeting the standard
- C. Evaluate the college or school’s progress within the area of *Standards for Curriculum*. (The college or school’s self-assessment should support the statement of progress.)

Commend	Meets Standards/Guidelines	Needs Improvement

- D. If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement, where applicable.

IV. Standards for Students

Standard No. 15 - Organization of Student Affairs within a College or School of Pharmacy

Guidelines 15.1 – 15.5

Standard No. 16 - Admission Criteria, Policies, and Procedures

Guidelines 16.1 – 16.6

Standard No. 17 - Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing

Guideline 17.1

Standard No. 18 - Progression of Students

Guideline 18.1

Standard No. 19 - Disclosure of Program Information

Guideline 19.1

Standard No. 20 - Student Representation

Guideline 20.1

Standard No. 21 - Student Perspectives in Program Evaluation and Development

Guideline 21.1

Standard No. 22 - Student/Faculty Relationships

Guideline 22.1 – 22.2

A. Factors for Assessment (Please provide objective assessment information and data, where possible)

- Evaluate the effectiveness of the college or school's Student Affairs area.
- Evaluate the college catalogue and brochures regarding content currency, adequacy and accuracy. Adequate public disclosure should assure inclusion of the following items: admissions criteria and policies; academic offerings; academic calendar; progression policies; tuition and fees; refund policies; graduation requirements; graduation rates.
- Describe how the College or School ensures that the currency, adequacy and accuracy of information is maintained.
- Describe recruitment efforts and evaluate the effectiveness of recruitment.
- What correlation has been determined to exist between admission criteria and success in the curriculum for the professional program in pharmacy?.
- Does the diversity among the student body satisfy the goals of the college or school of pharmacy?
- Identify the strengths and weaknesses within the provision of scholarship/financial aid, advising, tutoring, health services, and career planning.
- Evaluate the adequacy of support to student organizations provided by the college or school.
- Evaluate the student government and committees and other mechanisms in place with regard to developing student leadership and to ensuring communication of student opinions and perspectives.

- Evaluate student morale. Indicate the basis and factors used in the evaluation.
- Evaluate the adequacy of the environment and culture to enable the professionalization of students and to support good student morale.
- Evaluate the degree to which faculty mentor students regarding the provision of pharmaceutical care.
- Evaluate the degree to which faculty participate in student functions and activities.
- What evidence exists regarding harmonious relationship between faculty and students?
- What evidence exists that evaluative opinions and data are systematically obtained from students and are applied for purposes of continuous improvement?
- Evaluate the extent to which alumni are involved in college or school relations.
- Evaluate the College or School’s policy and procedures for handling student complaints related to ACPE standards.
- Quantitative and qualitatively evaluate all student complaints related to ACPE standards received by the College or School and assess their implications for programmatic improvement.

B. Required Documentation in support of assessment

- College/School policy and procedures for handling complaints related to ACPE standards
- College/School file of student complaints related to ACPE standards
- Documentation of the communication of the College/School’s policy and procedures for handling complaints related to ACPE standards

Suggested documentation in support of assessment

- Organizational chart for Student Affairs
- Admissions and Enrollment Information
- College or School’s Strategic Plan for Recruitment (if applicable)
- College catalog and recruitment brochures
- Student handbook
- List of student committees
- College/School Internet site
- Description of placement after graduation
- College/School policy and procedures for handling complaints
- Other documents that demonstrate support in meeting the standard

C. Evaluate the college or school’s progress within the area of *Standards for Students*. (The college or school’s self-assessment should support the statement of progress.)

Commend	Meets Standards/Guidelines	Needs Improvement

D. If 'Needs Improvement' is selected, please provide an action plan, including timeline and checkpoints for improvement, where applicable.

V. ***Standards for Faculty***

Standard No. 23 - Faculty and Staff, Quantitative Factors

Guidelines 23.1 - 23.3

Standard No. 24 - Faculty and Staff, Qualitative Factors

Guidelines 24.1 – 24.3

Standard No. 25 - Faculty Evaluation

Guidelines 25.1 – 25.4

Standard No. 26 - Faculty Self-Assessment

A. Factors for Assessment (Please provide objective assessment information and data, where possible)

- Is the overall faculty/student ratio currently adequate? Is the overall faculty/student ratio in the near future adequate?
- Is the faculty/student ratio for the professional experience area of the curriculum adequate?
- Is the overall faculty/student ratio for the professional experience area of the curriculum in the near future adequate?
- Is the extent of professional, secretarial, and clerical staff available appropriate for the professional program(s) offered?
- Does the diversity among the faculty satisfy college or school goals?
- Evaluate the educational support system available to practitioners used as voluntary faculty.
- What evidence exists that the college or school contributes to the advancement and promotion of the profession?
- Does the college or school foster an environment that encourages research and scholarly activities, including the scholarship of teaching and the scholarly concern for the profession?
- Evaluate the faculty workloads. Is there an appropriate balance of work among the faculty? For the pharmacy practice faculty, is there an appropriate balance between classroom and professional experience teaching? Are sufficient time, opportunity, and support provided by the college or school to enable faculty scholarship?
- Are the faculty development efforts individualized in keeping with expectations for promotion/tenure, the department/division goals, and the college or school mission?
- Are faculty (including voluntary, co-staff or co-funded faculty) evaluated in accord with stated responsibilities? Do faculty routinely participate in a process of self-evaluation?

- Evaluate the efficacy of leadership and mentorship provided to the faculty by the Dean, and other administrative leaders (e.g. Chairs).
- Do senior faculty mentor junior faculty? If so, evaluate the effectiveness of the program.
- Evaluate faculty morale. Indicate the basis and factors used in this evaluation.
- Describe how the assessment activities of the college or school are staffed.
- Does the college or school have a designated administrative leader for programmatic evaluation?
- Evaluate the adequacy of faculty and staff for programmatic evaluation.
- Evaluate the overall sensitivity and contributions of faculty toward self-assessment of outcomes.
- How do alumni/practitioners participate in the program (other than in the pharmacy practice experiences)? As mentors? Computer chatroom resources? Career pathway counseling? Advisors?
- Evaluate the extent to which educational technology is utilized by faculty.

B. Suggested documentation in support of assessment

- List of faculty members (***included in evaluation supplement***)
- List of preceptors for the introductory and advanced pharmacy practice experiences
- List of staff resources (e.g. telecommunication, audiovisual, and computer personnel)
- List of faculty development programs
- Promotion and tenure criteria and processes
- Teaching portfolios, if applicable
- Other documentation that demonstrate support of meeting the standard

C. Evaluate the college or school’s progress within the area of *Standards for Faculty*. (The college or school’s self-assessment should support the statement of progress.)

Commend	Meets Standards/Guidelines	Needs Improvement

D. If ‘Needs Improvement’ is selected, please provide an action plan, including timeline and checkpoints for improvement, where applicable.

VI. Standard for Library and Learning Resources

Standard No. 27 - Library and Learning Resources
Guideline 27.1

A. Factors for Assessment (Please provide objective assessment information and data, where possible)

- Evaluate the collection and services of the library and learning resources available on-campus and off-campus
- Are the facilities and resources readily accessible and adequate for all students to gain experience in the retrieval of drug information?
- Are the library resources sufficiently devoted to the support of both education and research?
- Is there a periodic review of learning resources? If so, who conducts the review?
- Evaluate the adequacy of the physical facilities to house the collection and to provide sufficient study, reading and computer space for students and faculty.
- Evaluate remote access technologies that permit utilization of library information and resources from off campus sites, including professional experience training sites.
- Evaluate the program in place to teach students, faculty and preceptors the effective use of library and educational resources.
- Is there representation of pharmacy on the library committee? Is there a faculty liaison or committee to assist the library? What is the working relationship between the college or school of pharmacy and the library?

B. Suggested documentation in support of assessment

- List of serial holdings in the library
- List of search databases available to faculty and students
- List of computer technology available to faculty and students
- List of educational databases available to faculty and students
- List of full text journals electronically available
- List of courses/activities throughout the curriculum that students learn about the educational resources
- Other documents that demonstrate support for meeting the standard

C. Evaluate the college or school's progress within the area of *Standards for Library and Learning Resources*. (The college or school's self-assessment should support the statement of progress.)

Commend	Meets Standards/Guidelines	Needs Improvement

D. If 'Needs Improvement' is selected, please provide an action plan, including timeline and checkpoints for improvement, where applicable.

VII. *Standards for Physical and Practice Facilities*

Standard No. 28 - Physical Facilities

Guidelines 28.1 – 28.5

Standard No. 29 - Practice Facilities

Guidelines 29.1 – 29.5

A. Factors for Assessment (Please provide objective assessment information and data, where possible)

- Are the physical facilities adequate to achieve the mission?
- Is space adequate in amount and quality to support the professional program in pharmacy? Student organizations and activities?
- What are the present strengths and limitations in the physical plant and equipment? Are these limitations affecting the development of the program in pharmacy?
- Are the classrooms appropriately configured to support the curriculum and the teaching methods employed?
- Evaluate the technologic resources available.
- Are the laboratory and animal facilities adequate to the needs of the curriculum?
- Assess the quality of the practice sites. Identify the factors used in this assessment.
- Evaluate the adequacy of the practice facilities in terms of number, the ability to provide individualized instruction, and to deliver the introductory and advanced pharmacy practice experiences (both core and selective experiences) of the curriculum? Evaluate the longevity of the administrative relationships that exist among the college or school and its practice affiliates.
- How does the quality of the practice sites assist in the development of the competencies of the students?
- Evaluate the quality control procedures of the pharmacy practice sites.
- Do the quality control procedures include delineation of outcome expectations for student performance in stated competencies? What assessment tools are used for measurement?

B. Suggested documentation in support of assessment

- Layout of the facilities
- List of practice sites (types and preceptors)
- Agreements or statements of understanding with practice affiliates.
- Quality control review council and list of members.
- Other documentation that demonstrate support for meeting the standard

- C. Evaluate the college or school’s progress within the area of *Standards for Physical and Practice Facilities*. (The college or school’s self-assessment should support the statement of progress.)

Commend	Meets Standards/Guidelines	Needs Improvement

- D. If ‘Needs Improvement’ is selected, please provide an action plan, including timeline and checkpoints for improvement, where applicable.

VIII. Standard for Financial Resources

Standard No. 30 - Financial Resources
Guidelines 30.1 – 30.2

A. Assessment

- Evaluate the adequacy of the programmatic budget allocated to support the professional program, non-traditional pathway, practice experiences, and program assessment.
- Evaluate the adequacy of the procedures used in preparing and managing the operating budget.
- Identify the strengths and weaknesses of the current level and pattern of support, sources of support, and areas of expenditure.

B. Suggested documentation in support of assessment

- Financial Summary
- Provide an analysis of federal government support, state government support, and private giving.
- Provide a 3-year projection of the financial summary, accounting for projected changes

- C. Evaluate the college or school’s progress within the area of *Standards for Financial Resources*. (The college or school’s self-assessment should support the statement of progress.)

Commend	Meets Standards/Guidelines	Needs Improvement

- D. If ‘Needs Improvement’ is selected, please provide an action plan, including timeline and checkpoints for improvement, where applicable.

Section 3. Comprehensive Summary.

Provide a brief summary of the principle strengths and areas for improvement or further development as identified by the self-study. For areas needing improvement, briefly outline the action plan to address the identified issues.

