



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

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February 11, 2026

Dear Pharmacy Dean:

The ACPE Board of Directors met at the end of January, and I would like to share items from the meeting that may be of interest to you.

Enrollment

At the June Board meeting, the ACPE Board typically reviews the enrollment and progression data for the previous academic year. This data is provided by the American Association of Colleges of Pharmacy (AACP) based on data provided by the colleges/schools. Unfortunately, this year, AACP was unable to provide the needed data due to a transition to a new survey system and the inability of the vendor to finalize data validation and report generation. ACPE received the 2024 data in the fall prior to the January 2026 Board meeting. As the data was not timely, its utility for monitoring adequacy of resources was reduced.

From the data that was provided, the Board noted that enrollment remains dynamic. While some programs have maintained stable enrollment, other programs have considerable swings in matriculating class sizes. For some programs, what may appear to be a large increase in class size is a return to prior enrollment targets. As such, a program may not have submitted a substantive change notification given the alignment with historic enrollment trends. However, the ACPE Board and Staff remind programs that ACPE must be adequately informed regarding enrollment fluctuations, regardless of prior enrollment targets, greater than 20% as outlined in Policy 12, Substantive Changes.

Starting summer of 2026, ACPE will begin collecting enrollment data as part of the Job Placement Survey administered each summer. Taken together with the faculty data, this information will allow ACPE to better evaluate and address enrollment and faculty trends at individual programs.

Branch campuses and Alternate Pathways

Just a reminder, the ACPE Board monitors outcomes data including progression, NAPLEX pass rates, and enrollment for all branch campuses and alternate pathways. Per policy 11.6, Annual and Other Reporting during the Accreditation Term and Standard 7.3.e, Pathway Comparability, it is the expectation of ACPE that the outcomes for all pathways and campuses are comparable.

Faculty Strength and Expertise

The Board is aware of recent national declines in applications to pharmacy programs which have contributed to declines in enrollment at numerous programs. The Board stresses the need to ensure resources, including faculty strength, are maintained to meet program needs and the expectations of ACPE's Accreditation Standards.

Recent data indicate that the number of core faculty positions in pharmacy programs is decreasing while the use of adjunct faculty is increasing. It has been noted that the adjunct faculty generally are not integrated in the

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program, may not have input into curriculum decisions, may lack skills in student assessment and test preparation, do not participate in student advising, may not be available for on campus meetings with students, and are not consistently supported for participation in professional organizations among multiple other concerns.

To aid the Board in monitoring faculty cohorts including adjunct faculty at each program, reporting on current faculty cohorts and expertise was added to the annual monitoring policy in 2025.

We are happy to report that all one hundred and forty-two (142) programs responded (100% response rate), with 71 public and 71 private institutions. Of the 142 programs, the average number of FTEs for Pharmacy Practice, Pharmaceutical Sciences and other departments totaled 40.86 FTEs with vacancies approximately 2.42.

Historically, ACPE has recommended developing programs plan to employ 25 faculty to meet the expectations of the accreditation standards. At this time, there are 40 programs that have less than 25 faculty. Although some have very low enrollment so their student to faculty ratio is equal to or higher than 10:1, it is difficult to meet the Standards with a small faculty cohort.

The Board reminds programs that failure to ensure adequate depth and breadth of the cohort of faculty may lead to instances where programs are out of compliance with ACPE's Accreditation Standards. The full spectrum of faculty expectations for didactic and experiential instruction, as well as scholarly research within the credentialed discipline, are considered in determining compliance with the appropriate standards. The Board reviewed faculty addendums provided by programs to determine faculty coverage of topics in Appendix 1 of the Standards. Programs will receive a letter to provide additional faculty information if the Board was unable to determine appropriate credentials for Appendix 1 topics.

Standards 2025 Readiness Reports

Programs, without a comprehensive visit in fall 2025, responded to five questions regarding plans for compliance with Standards 2025. One hundred and thirty six responses were reviewed and summarized into a 2-3 page letter detailing plans to meet specific aspects of Standards 2025. We appreciated programs compliance with this request.

For your information, below is a general summary of the responses received:

Diagnosing and prescribing (Appendix 1)

Many programs provided information on how diagnosing and prescribing has been incorporated into their curriculum. Some programs noted that additional emphasis would be made to highlight both. Some programs are in the process of developing definitions for diagnosing and prescribing.

Educational Outcomes including EPAs (Standard 2: Curriculum)

Many programs have incorporated COEPA for their educational outcomes. Programs are using the EPAs noted in COEPA or previously developed EPAs for their program. Many programs are incorporating preceptor education on EPAs.

Student, faculty and staff wellness and well-being (Standards 4: Students and Student Services and 5: Faculty and Staff)

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Programs noted various services and resources available for wellness and well-being. Programs have incorporated a variety of changes for wellness including a 4-day school/work week, mental health counselors, obtaining grants to provide clothes and food, a wellness elective or plan, prompts for student advisor meetings, and wellbeing modules for professional development and life-long learning.

Assessment (Standard 7)

Programs are making changes to their assessment plans to ensure all key elements of Standard 7 will be evaluated. Some programs are incorporating comprehensive assessment tracking to monitor data for all elements of Standard 7.

Curricular changes including the experiential curriculum to address Standards 2025 (Standards 2: Curriculum and 3: Experiential Learning)

Programs who utilized simulation as part of their IPPE plan have made or are making changes to ensure that IPPE hours meet the requirements of the Standard. Some programs are in the process or will be making changes to their curriculum in order to meet the requirements of Standards 2025. Some programs have made adjustments to their APPE curriculum in order to meet the patient care hours designated in the Standards.

Clarification of the Standards

ACPE has received queries related to 2 Standards and I wanted to share the outcome of the Board's discussions on these 2 topics.

- Can a resident be the “preceptor of record” for an IPPE or APPE rotation?
 - The Board has determined that a resident can serve as the preceptor of record if allowed by state regulations AND the resident is licensed to practice in the state. However, the Board cautions that it may be advisable to have a faculty member supervising the resident's precepting duties especially as it relates to assigning grades.
- Can a pediatric ambulatory care APPE meet the requirements for the core ambulatory care APPE?
 - The Board has determined that an ambulatory care experience in pediatrics will meet the requirements for the required core ambulatory care APPE. The Standards do not specify an adult ambulatory care core rotation.

Self-Study Workshops

ACPE will be offering two sessions of the annual Self-Study Workshop on August 11-12, 2026, and September 8-9, 2026, in our Chicago office. The workshop will review the expectations for self-studies using Standards 2025, discuss the scoring "rubric" both Colleges/Schools and on-site evaluators use in their evaluations, and highlight necessary appendices and other documents that should be included in the report or made available to the on-site team. This session is intended to assist programs that have a comprehensive on-site evaluation during academic years 2027-2028 and 2028-2029, and priority will be given to registrants from those programs.

Seating is limited to 45 participants in each session and will be reserved on a first come first serve basis, based on priority listed above and is limited to 3 participants per institution. More information on registration can be found here: <https://acpe-accredit.formstack.com/forms/2026sswkskshop>. The deadline to register is July 1, 2026.

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Job Placement and Gainful Employment

Thank you to all programs for completing the Job Placement and Gainful Employment for the previous graduating class (i.e., Class of 2024). This request allows ACPE to meet a data-reporting requirement of the US Department of Education. As in the past, 100% of ACPE accredited Colleges and Schools of Pharmacy have provided this data. Below is a summary of the data for your information:

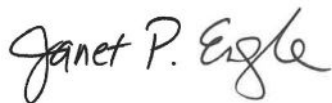
- One hundred and forty-two (142) programs responded (100% response rate) with 11,582 graduates from 140 programs.
- Two programs did not have graduates for AY2024.
- Of the 11,582 graduates, 44.89% (AY 2023 = 47.89%, AY 2022 = 48.33%, AY 2021 = 50.37%, AY 2020 = 47.72%; AY2019 = 52.02%) are employed within the profession of pharmacy and 36.36% (AY 2023 = 33.06%, AY 2022 32.44%, AY 2021 = 28.91%, AY 2020 = 28.70%; AY 2019 = 27. 31%) are completing postgraduate education or residency training. Therefore, 81.25% are engaged in the profession.
- The majority of programs collected the data prior to graduation (55.0%).
- Data was collected primarily using an exit survey (72.1%) and/or an online survey (55.7%).

New Website

ACPE has launched a refresh of our website located at: www.acpe-accredit.org. We have streamlined information and made the site more intuitive and information easier to find. If you have any comments on our new website, please send them to info@acpe-accredit.org.

ACPE staff are available to answer any questions you have about these or any other items. You can reach the colleges/school team via email at: csinfo@acpe-accredit.org or the CE team at: ceinfo@acpe-accredit.org. In addition, feel free to reach out to Greg Boyer, Mary Kiersma, Dawn Zarembski, Dimitra Travlos, Jacob Gettig, Kimberly Catledge, Logan Murry, Matt Holderly, or me directly.

Sincerely yours,



Janet P. Engle, Pharm.D., Ph.D. (Hon), FAPhA, FCCP, FNAP
Executive Director, Accreditation Council for Pharmacy Education (ACPE)