

Contact: Diana Gonzalez

DOCTOR OF PHARMACY PROGRAM ACCREDITATION REPORT
AT THE UNIVERSITY OF IOWA

Action Requested: Receive the accreditation report from the Doctor of Pharmacy Program in the College of Pharmacy at the University of Iowa.

Executive Summary: The Doctor of Pharmacy Program (1) underwent a self-study that addressed the standards defined by the accrediting body; and (2) had an on-site visit by peer evaluators. In February 2011, the College of Pharmacy was informed that the Doctor of Pharmacy Program was accredited for the maximum period of six years with a written interim report due by October 15, 2011 to address the issues identified in the Evaluation Team Report of September 21-23, 2010 and in particular, Standard No. 15 – Assessment and Evaluation of Student Learning and Curricular Effectiveness, which was found to be in partial compliance.

This report addresses the Board of Regents Strategic Plan priority to provide “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◆ **Description of program.** The mission of the Doctor of Pharmacy (PharmD) Program at the University of Iowa is “to serve the state and society by educating broadly prepared pharmacy professionals who are capable of and committed to delivering patient-focused and population-based care.” The program was approved by the Board of Regents in 1993 and it includes two years of pre-professional coursework (57-73 credit hours) and four years of professional coursework (181 credit hours). The fourth year is a year-long advanced practice experience. At the time of the site visit, there were 444 students enrolled in the program.
- ◆ **Purpose of Accreditation.** An accredited educational program is recognized by its peers as having met national standards for its development and evaluation. To employers, graduate schools, and licensure, certification, and registration boards, graduation from an accredited program signifies adequate preparation for entry into the profession. In fact, many of these groups require graduation from an accredited program as a minimum qualification.
- ◆ **Accrediting Agency.** The accrediting body is the Accreditation Council for Pharmacy Education (ACPE).
- ◆ **Review Process.** The self-study prepared by the Doctor of Pharmacy Program contained the responses to the standards required by the accrediting body – Mission, Planning and Evaluation; Organization and Administration; Curriculum; Students; Faculty and Staff; and Facilities and Resources. There were 30 standards that had to be met to achieve accreditation.
- ◆ **On-Site Team Report.** In September 2010, the visiting team identified strengths and weaknesses of the program. The team also indicated that 19 (63.3%) of the standards were in compliance; 10 (33.3%) standards were in compliance but required monitoring; and one (3.3%) standard was in partial compliance. The standards that required monitoring and the standard in partial compliance had to be addressed in the October 2011 Interim Report.

◇ Sample Strengths Identified by the Visiting Team.

- ⇒ The College of Pharmacy has increased enrollment of international and minority students from 8% of the total enrollment in 2004 to 19% in 2008.
- ⇒ The College of Pharmacy enjoys a strong relationship with the University of Iowa Hospitals and Clinics and the Iowa City Veterans Administration Medical Center.
- ⇒ The College of Pharmacy was commended for the six-course pharmacy practice laboratory sequence that spans the first three years of the curriculum and for its dual degree programs, including the PharmD/Master of Public Health program.
- ⇒ The laboratory activities offered in the Pharmacy Practice Laboratory (PPL) sequence and throughout the curriculum are well aligned with the didactic coursework. The PPL courses received high marks by students and faculty.
- ⇒ The College's admissions process, including the panel interview approach and the care given to potential students throughout the application process, was commended.
- ⇒ The team noted the recent success of eligible faculty members in achieving tenured status.

◇ Standards Requiring Monitoring. (Institutional responses identified in italics.)

- ⇒ Standard 2 – Strategic Plan. The College was asked to report on its continued development and implementation of the new strategic plan.

The strategic plan has been implemented. The establishment of annual goals from the plan will be implemented in 2012. Specific annual goals for FY 12 and beyond will be created. Nothing further is required for this standard.

- ⇒ Standard 3 – Evaluation of Achievement of Mission and Goals. The college was asked to articulate its plans to systematically assess the programmatic aspects of the new strategic plan.

An assessment plan for assessing outcomes of the new strategic plan has been developed. It includes reporting responsibilities and timelines. Nothing further is required for this standard.

- ⇒ Standard 7 – College or School Organization and Governance. The team asked the College to provide the status of the search for the position of Chair of the Department of Pharmaceutical Sciences and Experimental Therapeutics; the team also asked the College to assess the dual role of the Executive Associate Dean/Chair of the Department of Pharmacy Practice and Science.

The search for the Chair position was not successful and is continuing.

The roles and responsibilities of the Executive Associate Dean were reexamined and resulted in a clearer definition of the administrative need and delineation of role expectation. The new administrative structure resulted in delegation of some chair responsibilities to the heads of the two academic divisions – Applied Clinical Sciences and Health Services Research resulting in reduced time demands on the Chair role. Time demands and the need for administrative support continue to be of substantial concern and are under evaluation. This standard requires further monitoring.

- ⇒ Standard 13 – Curricular Core - Knowledge, Skills, Attitudes, and Values. The College was asked to describe additional electives developed by pharmacy faculty.

The College is in the process of developing a new curriculum for the program. This has limited the number of elective courses which have been developed. However, several faculty have offered new elective opportunities, including a two-credit hour experience involving students in conducting a sponsored trial of a weight loss drug. This standard requires further monitoring.

- ⇒ Standard 15 – Assessment and Evaluation and Student Learning and Curricular Effectiveness. The College was asked to describe the efforts undertaken to review the structure and process of the College's Assessment Committee to ensure the committee adequately addresses both curriculum and programmatic assessment. Of particular concern are the processes regarding feedback loops to ensure assessment findings are provided to appropriate decision makers.

A single assessment document for the College was created to incorporate all assessment and evaluation activities with the corresponding responsibilities for results, use of results and resolutions. The Associate Dean for Assessment, Curriculum and Compliance (AC&C) will lead this effort. The Assessment Committee added new faculty members and a new chair was named. The Assessment and Curriculum Committee chairs met with the Associate Dean for AC&C to discuss developmental activities and their charges for the year, including Standard 15 compliance. The Assessment and Curriculum Committees will have a joint meeting with the chair of the Curriculum Transformation Committee to discuss the direction of the new curriculum and pedagogies and to consider assessment tools and processes. This standard was changed from partial compliance to requiring further monitoring.

- ⇒ Standard 16 – Organization of Student Services. The College was asked to describe the steps taken to clarify the purpose and functionality of the Professional Outreach and Development Societies (PODS) addressing in particular how the potential overlap in mentoring and advising between the PODS and the Office of Academic Affairs is addressed.

A renewed effort is being made to firmly establish the PODS within the culture of the College. Significant resources have been committed, including funds for general activities and dedicated support staff. Changes have led to greater participation and a clearer focus on the group's mission – peer mentoring and student body cohesion. Beginning with the Class of 2015, each student will have three designated mentors – faculty mentor, professional mentor, and student mentor. No further monitoring is required for this standard.

- ⇒ Standard 23 – Professional Behavior and Harmonious Relationships. The College was asked to describe the College's efforts to develop a code of professional conduct and to provide clarity regarding expectations of professionalism and the process for handling students who fail to meet those expectations.

The Dean requested that the College's student organizations develop a code of professional conduct. The Executive Associate Dean is developing a process by which the code will be refined, vetted, and approved by students and faculty. No further monitoring is required for this standard.

- ⇒ Standard 24 – Faculty and Staff - Quantitative Factors. The College was asked to describe faculty or administrative departures since the September 2010 comprehensive on-site evaluation, including the reasons for turnover.

During the past year, the College faculty turnover included one associate, one tenured professor, one tenure-track professor, and four clinical assistant professors. New hires during the year included three tenure-track assistant professors and several clinical assistant professors. The search for a department chair for the Pharmaceutical Science and Experimental Therapeutics Department is ongoing. No further monitoring is required for this standard.

- ⇒ Standard 25 – Faculty and Staff Continuing Professional Development and Performance Review. The College was asked to describe changes to strengthen its efforts regarding the continuing professional development of faculty, noting in particular any changes made regarding how junior faculty are mentored.

The College is building a comprehensive faculty development program that will provide consistent mentoring; the Executive Assistant Dean was assigned the responsibility to complete the process. The process will include the creation of clear definitions of faculty expectations of performance, both annually and every five years for tenured faculty. Faculty mentoring includes teaching mentoring, scholarship mentoring, and professional services mentoring. No further monitoring is required for this standard.

- ⇒ Standard 27 – Physical Facilities. The College was asked to describe the steps taken to address its facility needs, including classroom, breakout, and faculty laboratory space.

In September 2011, the Board of Regents granted approval for the College to continue planning a new state-of-the-art learning and research facility. The Provost's office allocated \$15,000 to upgrade the sound system in Room S538, a 50-seat classroom. These funds, together with funds from the College of Pharmacy Student Computing Fees, will upgrade the classroom audio-visual and computer equipment in four of the most used classrooms. This standard requires further monitoring.

- ⇒ Standard 30 – Financial Resources. The College was asked to describe major changes in its financial health, giving particular attention to reductions in state support and significant reallocation of funds to meet programmatic needs.

At the end of FY 2011, a surplus was carried forward to FY 2012 to address initiatives identified by the academic units of the College. The College experienced a record breaking year in FY 2011 regarding grant revenue. A total of \$8.5 million was awarded; this represented an increase of 8% from the prior year. A Budget Officer/Business Manager position was created and filled in the College to ensure more complete and timely financial reporting and data analysis for strategic spending. No further monitoring is required for this standard.

- ◇ Team Recommendations. The visiting team identified the following recommendations; however, the College was not required to address the recommendations in the October 2011 Interim Report.

- ⇒ Standard 14 – Curricular Core - Pharmacy Practice Experience. The team recommended that the Professional Experience Program staff review the procedure for vetting potential sites, especially distant sites and the quality of international sites, to ensure they are appropriate to meet the College's needs.

- ⇒ Standard 19 – Progression of Students. The team noted a need for stronger professional advising, as identified by students participating in focus groups, perhaps linked to the need for mentoring on elective course selection and career opportunities.
- ◇ Accreditation Status. In February 2012, the Accreditation Council for Pharmacy Education awarded accreditation to the Doctor of Pharmacy Program in the College of Pharmacy at the University of Iowa for the maximum period of six years to 2016-2017.

A written status report is due in October 2013, including descriptions of (1) the status of the College's search for a permanent chair of the Department of Pharmaceutical Sciences and Experimental Therapeutics (Standard 7); (2) evaluation of the changes following the redefinition of the Executive Associate Dean responsibilities and delegation of chair responsibilities to the heads of the two academic divisions (Standard 7); (3) status of the development of elective courses to meet the needs of the new curriculum (Standard 13); (4) copy of the new assessment document and description of the status of its implementation (Standard 15); and (5) status of planning for the College's new building (Standard 27).