

Evaluation of Individual Standards

Mission, Planning, and Evaluation

For Standards 1-3:

Use a check to indicate the information evaluated to assess the standards in this section:

- The current mission statement, goals, objectives, and core values for the college or school of pharmacy. (1)¹
 - The Institutional Mission Statement and Goals. (1)
 - Descriptions of how the college or school's mission is aligned with the mission of the institution. (1)
 - Description of how the mission and associated goals in education, research/scholarship, service and practice are developed and approved by all stakeholders. (e.g., Committee meeting minutes, Faculty meeting minutes). (1)
 - Description of how the mission is being assessed and followed. (1)
 - Description of how and where the mission statement is published. (1)

 - The college or school's strategic plan for achieving its mission and goals. Plan should include: (2)
 - timelines for action scheduled at appropriate intervals (e. g., quarterly, semi-annually, etc.); (2)
 - person(s) identified as accountable for management and/or action for the stated events; (2)
 - identification of resources (not limited to time and finances) for the relevant items; (2) and
 - yearly review of the entire plan with continuation or proper re-direction dependent on new information and results. (2)
 - The Institutional strategic plan to achieve its mission and goals. **(To be made available on-site.)** (2)
 - Description of how the strategic plan was developed (including evidence of stakeholder input). (2)
 - Evidence of support and cooperation of University administration for the college or school plan (e.g., letters of support from the university administration, administrative actions taken in support of the plan, etc.). (2)
 - Evidence documenting that the strategic plan is driving decision-making in the college or school. (2)

 - Copy of the evaluation plan. (3)
 - Examples of instruments used in assessment and evaluation. (3)
 - Evidence of assessment in all components of the program's mission. (3)
 - Evidence that assessments resulted in improvements. (3)
 - Examples of analyses/evaluation findings/reports generated as a result of assessment and evaluation activities. (3)
 - Description of the members of the Assessment Committee (or equivalent) and charges in the last academic year. (3)

 - Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Other documentation or data that provides evidence of meeting the standard.
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¹ Standards are noted in parentheses.

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.

	S	N.I.
The college or school has 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 mission statement is compatible with the mission of the university in which the college or school operates.	●	○
The college or school's 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, and the assessment and evaluation of desired outcomes.	●	○
For new college or school initiatives and 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 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 alternate pathways, etc.) ■</p>	○	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines:

The mission of UHCOP is published in the catalog and is available on the college’s website (1-A). It was revised and adopted in 2008 to reflect the college’s responsibility to train and promote pharmacist-delivered patient care, self-directed lifelong learning behavior, and leadership abilities in the professional program. Furthermore, the mission acknowledges the need for scholarly activity in the areas of basic sciences, clinical sciences, and innovation of teaching. The commitment to the mission is evident in the Vision Statement, which states, “The College will be a leader in education, research, service, and pharmacist-delivered patient care in a diverse society to develop life-long learners and improve health outcomes.” Both the UHCOP Mission and Vision statements have been shaped by and are consistent with the University of Houston’s Mission and Goals with a shared value of becoming an internationally recognized institution by conducting and promoting research in the areas of basic research, applied research, and scholarly activities while incorporating these elements in service to improve the quality of life for our community, our nation, and the world (1-B). Ultimately, the mission serves as the guide for the activities and efforts of the College and is assessed and evaluated by programmatic assessments (1-C; 1-D).

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

Comments:

Noteworthy accomplishments by the college include our faculty, students, and alumni involvement in our community in normal times and times of disaster and/or potential pandemics. Our faculty, students, and alumni participate in delivery of patient centered care through routine community outreach in the form of health fairs (e.g. Humble Health Fair) and delivery of immunizations during normal times and potential pandemics (e.g. Influenza/H1N1). In fact, over 9,000 immunizations were provided by our students and faculty to address the H1N1 threat in 2009. Likewise, our faculty, students, and alumni rose to the challenge to provide necessary pharmacist-delivered patient care during Hurricane Katrina. These stakeholders worked in an interdisciplinary effort to assist thousands of displaced people with their medical and pharmaceutical needs despite the lack of infrastructure.

In the area of scholarship the College has had both tenure and non-tenured faculty recognized at the University level in the form of the UH Teaching Excellence Award for Tenured Faculty 2009-2010 and finalist for UH Teaching Excellence Award for Non-Tenured Faculty 2009-2010. Furthermore, annual research funding has increased from \$2.8 million to \$6.1 million over the last five years.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college has a dynamic, long-term mission with broad coverage that was created through group processes that include faculty endorsement.</p> <p>The college or school's mission is aligned with the university's mission.</p> <p>The college or school's goals include fundamental commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college has a short-term mission with limited coverage that was created with little input or faculty endorsement.</p> <p>The college or school's mission is not aligned with the university's mission.</p> <p>The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.</p> <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<p>The college has no mission or no goals.</p> <p>The college or school's goals do not include commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care.</p> <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

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.

	Ok	N.I.
The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and goals.	●	○
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.	●	○
Substantive changes are addressed through its 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.	●	○
The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	●	○
The program notifies ACPE 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) <input type="checkbox"/>		
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

The college is guided by a dynamic strategic plan that was revised in 2008 with eight strategic initiatives identified through a SWOT analysis conducted at an Executive Council Retreat (2-A). The effort included input from faculty, students, and alumni (e.g. Annual Faculty Retreat, Executive Council, Dean's Advisory Committee, and Pharmacy Council). The accomplishment of the focused strategies along with the strategic adjustments are reviewed and approved by the faculty annually, and the strategic plan is listed on the College's Website (2-B). These strategies have produced desired outcomes by increasing Introductory Pharmacy Practice Experiences (IPPEs), enhancing and establishing collaborative relationships with partner organizations/institutions, increasing the number of elective course offerings, and implementation of innovative teaching and assessment methods (e.g. audience response technology – “clickers” and OSCE). According to the AACP Faculty Surveys 2007–2010, a majority of faculty have strongly agreed or agreed that they have been included in the strategic planning and that the College effectively employs strategic planning (2-C).

In the past, the strategic plan progress was tracked by the Dean's Office and reported to and approved by the faculty. Most recently, the Dean has determined the Center for Assessment will be responsible for tracking and reporting on progress related to the strategic plan as component of programmatic assessment.

Comments:

While the College recognizes achievement of strategic initiatives set forth in the UHCOP Strategic Plan 2008, we acknowledge the need to revise the strategic plan to include important areas for consideration as identified through our self-study and the Joint Commission of Pharmacy Practitioners Vision 2015 (2-D). The strategic planning will take place in the spring/summer of 2011 and the tracking of progress will be a function of the UHCOP Center for Assessment.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The strategic plan was developed and endorsed by the faculty as a whole and is reviewed at least annually.</p> <p>The strategic plan lists all responsible participants and timelines.</p> <p>Strategic planning includes preceptors and alumni.</p> <p>The strategic plan identifies planned substantive changes (e.g. enrollment growth, expanded programs, satellite campuses).</p> <p>The faculty are keenly aware of the strategic plan in areas that are assigned to them.</p> <p>Goals in the strategic plan are being accomplished.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The strategic plan was developed with little input or faculty endorsement and has no timeframe for review and revision.</p> <p>Strategic planning excludes key constituents such as preceptors and alumni.</p> <p>The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.</p> <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<p>The college or school is not following its strategic plan or has none.</p> <p>The strategic plan does not address substantive changes (e.g., enrollment growth, expanded programs, satellite campuses) that have taken place or are planned.</p> <p>The faculty are unaware of the strategic plan in areas that are assigned to them.</p> <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

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.

	S	N.I.
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.	●	○
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"/>		
The program assesses achievement of the mission and goals.	●	○
The analysis of process and outcome measures are used for continuous development and improvement of the professional degree program.	●	○
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.	●	○
The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

The college Executive Council and the Strategic Planning Committee provide ongoing evaluation and assessment of the College’s strategic plan. [\(2-B\)](#)

The college has in place a variety of methods by which to assess the effectiveness of the professional program. The Assessment Committee is a standing committee chaired by a faculty member appointed by the Dean, and is responsible for programmatic assessment. Members include a committee chair and two faculty members from each of the UHCOP departments, the Department of Clinical Sciences and Administration (CSA) and the Department of Pharmacology and Pharmaceutical Sciences (PPS), along with one professional student and one graduate student. The Associate Dean for Academic Affairs, the Associate Dean for Operations, Chair of the Curriculum Committee, and the Director of the Center for Assessment serve in an ex-officio capacity. Charges to the Assessment Committee and Center for Assessment include comprehensive programmatic assessment including scholarship and research, development and maintenance of the OSCE assessment process, the application and evaluation of the MileMarker Examinations (MMEs), and review of the professional program’s terminal outcomes. The Center for Assessment was established as a conduit of change and assessment and has historically concentrated on the assessment of the curriculum; however, the scope of activity has recently broadened to include all aspects of programmatic assessment.

Assessment efforts have typically encompassed collecting both objective and subjective data using formative and summative assessments. Among the assessment tools employed are: (1) prior knowledge assessment which provides an individual student knowledge assessment for students entering the professional program, (2) student reflections

regarding their confidence in specific learning areas, and (3) formative and summative progress assessments, which are administered after completion of the professional year one (PY1), professional year two (PY2), and professional year three (PY3). Furthermore, data regarding North American Pharmacy Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) scores are evaluated. The summative and formative assessments are ongoing in direct relationship to courses and desired proficiencies. The activities and findings of the Assessment Committee as they relate are conveyed to the Curriculum Committee for review and action regarding needs for curricular enhancement and change. Currently, the Center for Assessment and Assessment Committee are in the process of expanding their scope to include comprehensive programmatic assessment, including such areas as tracking of progress of the UHCOP Strategic Plan, research outcomes, and service.

Comments:

The Center for Assessment and the Assessment Committee have developed a comprehensive programmatic assessment map and plan that will serve to enhance the exchange and translation of assessment data to aid in providing continuous quality improvement for all aspects of the program (1-C; 1-D; 2-B). Furthermore, the Center for Assessment will provide organization structure and support for continuous programmatic assessment. This data is used by Executive Council and the Strategic Planning Committee and their assessments of the Strategic Plan.

Quality Improvements:

Under our upcoming strategic planning process we will further align our college committees and assessment structure by developing a central repository for assessment of all activities of service, teaching, and research through options such as E*Value™, SharePoint, and the College website.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
The college or school has identified outcomes for all its goals. The evaluation plan outlines a systematic process to measure achievement of the outcomes. The college or school's assessment activities involve other areas than just curriculum, such as outcomes of faculty research. Individuals have been assigned specific responsibilities in the evaluation plan. The evidence of achievement shows that the college or school is educating students to become generalist practitioners as well as meeting the specific mission of the program.	The college or school's assessment activities are limited to just curriculum. The evidence of achievement shows that the college or school is not educating students to become generalist practitioners or to meet the specific mission of the program. The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	The college or school has not identified outcomes or it has no systematic process to measure achievement of the outcomes. No one has been assigned the responsibility for evaluating the plan.
<input checked="" type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard