

Students

For Standards 16-23:

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

- Synopsis of the Curriculum Vitae of the student affairs administrative officer. (16)
- An organizational chart depicting student services and the corresponding responsible person(s). (16)
- Description of the nature of student services offered. (16)
- Examples of documents used for student orientation. (16)
- Student Handbook (**to be made available on site**). (16, 21)
- Description of sections of the student handbook that deal with specific requirements of the standard and guidelines. (16)
- Professional Technical Standards⁴ for the school or college and/or university. (16)
- Admissions and enrollment information, highlighting how specific requirements of the standards and guidelines are met. (17)
- Evidence that enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources. (17)
- Description of the college or school's recruitment methods. (17)
- Recruitment and admissions data. (17)
- Examples of recruitment methods: college or school's catalog, recruitment brochures, college or school Internet site. (17)
- Aggregate data on student employment after graduation. (17)
- Curricular outcomes data correlated with admissions data (Standard 3). (17)
- Description of methods used to assess verbal and written communication skills. (17)
- If applicable, example of an Early Assurance Program agreement between the college or school and the associated institution(s) or student. (17)
- Student transfer credit and course waiver policies. (18)
- Number of transfer students and correlation of transfer policy and success in the program. (18)
- Student progression policy consistent with the college or school's mission. (19)
- Data on student matriculation, progression and graduation rates correlated to admission and transfer policies. (19)
- Section of the student handbook that covers the student progression policy. (19)
- Copy of policy and procedures for handling complaints related to ACPE Standards. (20)
- Description of how the complaint policy is communicated to students. (20)
- Discussion of number of complaints since last accreditation visit and the nature of their resolution. (20)
- College or school's catalog, recruitment brochures (**to be made available on site**). (21)
- URL to program information on the college or school's Internet site. (21)
- List of committees involving students and the names and professional years of students involved on committees. (22)
- Description of other methods (e.g., focus groups, meetings with the Dean or other administrators, involvement in self study activities, review of student complaints) used to gather student perspectives. (22)
- Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives. (22)
- The college or school's codes of conduct addressing professional behavior and harmonious relationships. (23)
- Description of strategies that the college or school has used to promote professional behavior; and the outcomes. (23)
- Description of strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes. (23)
- Description of strategies that the college or school has used to promote student mentoring and leadership development; and the outcomes. (23)
- 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.

Standard No. 16: Organization of Student Services: The college or school must have an organizational element(s) devoted to student services. The administrative officer responsible for this organizational element must oversee and coordinate the student services of the college or school.

	S	N.I.
The college or school has an organizational element(s) devoted to student services.	●	○
The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.	●	○
The college or school has an ordered, accurate, and secure system of student records which are confidential and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA).	●	○
Student services personnel are knowledgeable regarding FERPA law and its requirements.	●	○
The college or school provides students with financial aid information and guidance.	●	○
The college or school offers access to adequate health and counseling services for students. Appropriate immunization standards exist, along with the means to ensure that such standards are satisfied.	●	○
The college or school has policies in place so that students who have off-campus classes or pharmacy practice experiences fully understand their insurance coverage and where and how to access health and counseling services.	●	○
The college or school has a policy on student services, including admissions and progression, that ensures nondiscrimination as defined by state and federal laws and regulations, such as on the basis of race, religion, gender, lifestyle, sexual orientation, national origin, or disability.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

The UHCOP Student Services Center (SSC) oversees and provides administrative services for the professional program. The services provided include but are not limited to academic advising and counseling, admissions, recruiting, scholarship and financial aid, student events and professional activities, graduation, etc (16-A). The staff of the SSC includes the Assistant Dean for Student and Professional Affairs (ADSPA), Director of Admissions, Director of Recruiting, two Academic Advisors, Student Events Coordinator and one secretary. Throughout the semesters, there may be one to three work-study students assisting in the SSC depending on the need and availability. The ADSPA is the administrator primarily responsible for development, implementation, and oversight of student services, student professional development, support of the admissions and recruiting process, and verification of completion of degree requirements (16-B). The ADSPA reports directly to the Associate Dean for Academic Affairs (ADAA) and with the recent reorganization of the Dean’s administrative team, responsibilities may continue to change as the year progresses. Additional support for the SSC is provided by the college’s Directors of Communication, Technology and a university financial aid officer with respect to recruitment, admissions, and scholarships while standing committees such as Admissions and Progressions and Student Affairs committees assist the Office of Student Services in carrying out its duties. In addition, the SSC interfaces with many University offices on campus to increase the breadth and scope of services provided to the students. Some of these offices and programs include the Office of Scholarship and Financial Aid, Registration and Academic Records, Office of Admissions, Graduate and Professional Studies, University of Houston Libraries, Texas Medical Libraries, Counseling and Psychological Services, Learning Support Services, Scholars Enrichment Program, and Student Health Center.

The Director of Recruiting, along with other SSC staff members, attend various student recruiting events including career fairs, graduate fairs, pre-pharmacy association meetings, and other organizational meetings at various educational institutions around the state. With the large applicant pool and number of pre-pharmacy students at the University, the Director of Recruiting along with the Assistant Dean, two academic advisors, and the Director of Admissions provide valuable pre-pharmacy advising services. The pre-pharmacy advising staff conducts advising for individuals and groups, serves as the pre-pharmacy student organization faculty/staff advisors, and fulfills the University's mandatory general university orientation for all freshmen and transfer students. Staff providing academic advising are encouraged to complete the UH Undergraduate Academic Advisor Certification Program, which consists of a 56-hour certification program open to all University of Houston employees involved in undergraduate academic advising ([16-C](#)). Two advisors completed the certification program and the Director of Admissions and the Director of Recruiting are currently enrolled in the program. Information about advising, admissions requirements, professional technical standard requirements, and progression processes are available on the UHCOP website ([16-D](#)) and in the UH Undergraduate Catalogue ([16-E](#)).

Incoming pharmacy students are required to attend a mandatory four-day new student orientation overseen by the Student Services Center prior to the start of classes ([16-F](#)). The students receive information regarding UHCOP's mission and vision, policy and procedures, and expectations of students in a professional program, as well as orientation and training to use the University's and UHCOP's technology and teaching methodologies. In addition, all incoming students receive a copy of UHCOP's Student Handbook and the UH Student Handbook, which contains detailed information to guide the student through the professional program and university ([7-A](#), [16-G](#)). Orientation provides an opportunity for new students to interact with UHCOP faculty, staff, current pharmacy students, and practicing pharmacists from various fields as well as an introduction to the various UHCOP student organizations and state pharmacy associations ([16-F](#)). Orientation culminates with a White Coat Ceremony where students take the Oath of Professionalism in front of family, friends, faculty, staff, and current pharmacy students.

All applicant and current professional pharmacy student records are retained in the SSC, both in hard copy format housed in secure, locked file cabinets and electronically using a FileMaker Pro 7® database. All student record information is kept confidential and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA). Only SSC staff, ADAA, and ADSPA have access to the locked file cabinets, and electronic data entry of applicant's and professional student's information into the database is limited to the ADAA, ADSPA, and designated staff members. Security for the FileMaker Pro 7® database is monitored and maintained by the college's Assistant Director of Technology on a dedicated server, with daily back-up tapes. To ensure compliance with all state laws and regulations concerning student information confidentiality, all University of Houston personnel are required to complete annual online FERPA training and exam with a minimum passing score of 80%.

An average of 85% of all UHCOP students receive some form of financial aid and with the classification of the professional program as a graduate program, there is limited availability of grants. Since the last accreditation visit, the college has utilized full and part-time financial aid advisors. Due to current budget constraints, the college is transitioning to a shared financial aid advisor with the College of Optometry. This is not expected to impact quality of services. During this transition period, the shared financial aid officer will reside in the University's Scholarship and Financial Aid office and will retain a presence within the college. The ADSPA will continue to assess financial aid services and address changes as needed. Services offered to both prospective and current professional students include distribution of financial aid packets, advising sessions, and assisting UHCOP's Student Affairs Committee and with UHCOP's scholarship application process, decision making, awarding and dissemination of scholarship information to current students. In addition, SSC staff members are well versed in essential financial aid information. A list of internal and external scholarships and grants is available in the UHCOP Financial Aid Handbook ([16-H](#)) and on the college's website ([16-I](#)).

The ADSPA, a licensed professional counselor and pharmacist, provides counseling needs for prospective and current professional students, support services for academic progression, as well as personal and career pathway counseling. Faculty supports the ADSPA's services by referring students with possible academic and or emotional issues as well as those in need of risk assessment review, academic monitoring, text anxiety skills, targeted tutoring, and/or other services ([16-J](#)).

The University of Houston Health Center located on the main campus serves the medical needs of students, faculty, and staff, and provides a walk-in clinic that offers immediate access to medical services in addition to specialty clinics such as Women's Clinic, Men's Clinic, Orthopedic, Dermatology, Psychiatry, and Nutrition Clinic. The Health Center also provides pharmacy and diagnostic services along with preventive services, such as immunizations and patient education. The University offers students an opportunity to purchase student health insurance. Additional services offered by the University include counseling and psychological services, Center for Students with DisABILITIES, University Testing Center, The Recreation and Wellness Center, and University Libraries. These services provide student access to academic enhancement services as well as mental and physical health services ([16-K](#)).

The UHCOP required immunization policy is outlined in the University Undergraduate Catalogue and Graduate Catalogue ([16-E](#), [16-L](#)). All professional pharmacy students are required to be immunized against rubeola, rubella, mumps, varicella, and tetanus prior to beginning the first professional year. In addition, the Hepatitis B immunization series must be initiated prior to the beginning of the first professional year and completed by January 31st of the second semester of the first professional year. A negative TB skin test or chest clearance must be documented no sooner than three months prior to beginning the fall semester of the PY1 year and updated annually. In addition, if an experiential site requires additional immunizations (i.e. influenza vaccine), students are expected to comply with the site's

requirements. In Fall 2009, the UHCOP began using Student Immunization Tracker through CertifiedBackground.com (16-M). This simplified the immunization record tracking process, eliminated the task of collecting paper files, and allows students to upload documents to a secure storage area and the SSC staff can monitor compliance of immunizations through the website. In addition, all UHCOP students are required to purchase health insurance that is comparable to or better than the student health insurance plan offered by the University. Students are informed of this requirement prior to orientation and referred to the student health insurance website for information about the University's student health insurance policy coverage as well as provided with a University brochure outlining the coverage and application information (16-N).

In addition, UHCOP is enrolled in a University medical/professional liability insurance policy, which covers both students and faculty. Students are informed of this at the beginning of their PY2 year during the Introductory Pharmacy Practice Experience I (IPPE I) Orientation (16-O), at the beginning of the IPPE II Orientation (16-P) and then reminded again at the beginning of their fourth year during the Advanced Pharmacy Practice Experience Orientation (16-Q).

The University of Houston and UHCOP provides equal treatment and opportunity to all persons without regard to race, color, religion, national origin, sex, age, disability, veteran status, or sexual orientation except where such distinction is required by law. In addition, SSC works with faculty and the UH Center for DisABILITIES when needed to provide support to faculty in effectively and efficiently teaching students with acknowledged disabilities (16-R).

Comments:

The AACP 2010 Graduating Pharmacy Student Survey Summary Report indicates that overall, the students who utilized the academic advising, career planning and guidance, tutoring services, and student health and wellness services felt that their needs were met. In addition, 95% of the students responding felt UHCOP's admissions process was very well organized. Although 50% of the students utilizing financial aid services felt that their needs were met, this area will need to be monitored as the University restructures the position (2-C, n=65).

The pre-pharmacy group advising model started in early 1990's and used by UHCOP was one of the first of its kind on the University campus and other colleges adopted this style of advising over the past 10 years. Group advising was implemented to meet the needs of a very large pre-pharmacy population. The quality of the UH pre-pharmacy applicant pool continues to improve as evidenced by proactive advising methods providing more rigorous advising interventions, career redirection as needed, and a steady increase in the average GPA of UH pre-pharmacy students from 2.61 in 2000 to 2.94 in 2010 (16-S).

It is noteworthy that our Student Services Center offers professional counseling services within the college.

Quality Improvements:

The SSC initiated a counseling intern program for which one to two counseling interns will be acquired each semester from accredited counseling programs for the Licensed Professional Counselor master level degree. This student intern will assist in provision of counseling services to pharmacy students and be supervised by the ADSPA who is a licensed professional counselor-supervisor and pharmacist.

In addition, online pre-pharmacy advising will become a part of the advising model in 2011 to allow students a more advanced and available advising tool.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • An administrative officer oversees student services. • Students indicate that student services are meeting their needs. • The organizational element devoted to student services has adequate financial and personnel resources to support the needs of students. • Student services for pharmacy students are coordinated with university support services. • Personnel are knowledgeable and aware of what they need to support students. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • 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 style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Complaints reported about student services appear to be valid. • Students appear to be confused about procedures in the school that should have been covered in student orientation. • Students have not received an orientation. • Student services do not know how to address pharmacy students' needs. • The student services office is poorly coordinated or communicates poorly to students. • Health and counseling services are either absent or not adequate for students. • Financial aid or guidance is either absent or not adequate for students. • Student records and confidential documents are poorly maintained and not secure. • There is evidence of discrimination. • The college or school has a high level of student complaints. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 17: Admission Criteria, Policies, and Procedures: The college or school must produce and make available to students and prospective students criteria, policies, and procedures for admission to the professional degree program. Admission materials must clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation. As a component of its evaluation plan, the college or school must regularly assess the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.

Student enrollment must be managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources. The dean and a duly constituted committee of the college or school must share the final responsibility for enrollment and selection of students.

	S	N.I.
The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students.	●	○
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation.	●	○
As a component of its evaluation plan, the college or school regularly assesses the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.	●	○
Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	●	○
The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.	●	○
Written and verbal communication skills are assessed for student admissions in a standardized manner.	●	○
The college or school develops and employs admission criteria that set performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession.	●	○
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool.	●	○
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs.	○	○
N/A (no new pathways or programs) ■		
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

The college makes available the information regarding the admission criteria, policies, and procedures to students and prospective students through the SSC and the UHCOP website. The pre-pharmacy course requirements and the current Doctor of Pharmacy course requirements are available to prospective students through the UH Undergraduate Catalog ([16-E](#)) as well as on the UHCOP website ([16-D](#)). Information on the Doctor of Pharmacy program itself, including academic policies, admission requirements, degree requirements, and tuition and fees is available through the UH Graduate Catalog ([16-L](#)), the UHCOP 2010-2011 Student Handbook ([7-A](#)), and the UHCOP admission website ([16-D](#)). The pre-professional educational requirements for admission to the professional program consist of approximately 58-72 hours of coursework in the basic sciences, mathematics, information and communication technologies, and physical sciences areas as well as in the general education areas of humanities, behavioral sciences, social sciences, and communications skills ([16-D](#)). The college maintains printed one-page and multi-page recruiting materials highlighting information on the curriculum, prerequisites, and admissions. These brochures and materials are also available with comprehensive admissions and UHCOP information on the college website ([17-A](#); [17-B](#); [17-C](#)).

Students can be admitted to UHCOP through two limited cooperative pre-pharmacy programs with early acceptance through Lamar University and Stephen F. Austin University. A Memorandum of Understanding between UHCOP and each institution is reviewed and updated annually ([17-D](#)). Requirements for students to be admitted into these cooperative programs are outlined at the UH/Lamar and UH SFA Coop program websites, respectively ([17-E](#); [17-F](#)). Once a student is accepted into one of the coop programs, he/she is required to sign a Memorandum of Agreement ([17-G](#)), which outlines their conditional admission to the UHCOP Doctor of Pharmacy program and the criteria they must maintain while in the coop program in order to successfully matriculate into the professional pharmacy program.

All admissions criteria, policies, and procedures are reviewed and evaluated annually by the Admissions and Progression Committee and recommendations for changes are provided to the Assistant Dean for Student and Professional Affairs and Associate Dean for Academic Affairs for implementation. The Committee consists of a faculty chair appointed by the Dean, four faculty members, two from each department, one elected and one appointed by their respective department chair/department. Additionally, a student representative is appointed by the Dean from a pool of candidates submitted by Pharmacy Council. The student must be in at least the second professional year and may serve a maximum of two years. The student participates only in discussions related to new student admissions, admission standards, and progression procedures. A pharmacy practitioner alumnus is appointed by the Dean to serve on the committee. The ADAA, ADSPA, and Director of Admissions serve as ex-officio members. The Committee reports to the Dean.

Prospective students apply through a secure, online system ([17-H](#); [17-I](#)). All applications are reviewed by each member of the APC, taking into consideration an applicant's scholastic accomplishments, PCAT scores, honors and awards, extracurricular activities and leadership activities, and community service activities when making decisions about inviting applicants to interview and recommendations are made to the ADSPA and the ADAA.

The Interview Team, a group made up of faculty, staff, and alumni of the college, conducts the on-site admissions interviews. A training session is conducted by the ADSPA and the Director of Admissions every two years for all faculty and alumni interviewers and refresher training sessions are conducted on an as-needed basis for new interviewers or if concerns are expressed by the APC, SSC staff members, or other members of the Interview Team.

Prior to the interview, each applicant receives a standardized Interview Questionnaire, a self-assessment tool, and essay question, all of which are to be completed and emailed to the Director of Admissions prior to the interview day. These three written tools are reviewed by the faculty/alumni interviewers prior to the interview day ([17-J](#); [17-K](#); [17-L](#)) and may be referenced by the interviewer during the applicant's interview.

The onsite interview day consists of a 30-minute one-on-one interview with a faculty/alumni practitioner where a behavior-targeted assessment tool is used to explore the candidate's self-reported strengths and weaknesses relating to professional outcomes desired upon graduation such as ability to adapt to change, resolve conflict, respond to pressure,

as well as judgment and perseverance ([17-M](#); [17-N](#)). In addition, the interviewees participate in a group teamwork assessment evaluation allowing interviewees to be observed when practicing consensus decision-making within a group. Specific communication skills such as spoken language, listening, and body language are evaluated using the Teamwork Assessment Activity Evaluation Form ([17-O](#); [17-P](#)). Three trained faculty members and/or staff monitor the teamwork assessment activity and approximately 130 student ambassador volunteers are recruited and trained annually to visit and interact with interviewees or serve as student evaluators for the teamwork exercise. These student volunteers provide feedback to the APC from visiting and interacting with interviewees as well as evaluating the teamwork exercises. As a result, the interview process includes feedback from faculty, current students, alumni, and staff.

The interview process also includes the 30-minute Pearson's Gordon Personal Profile Inventory (GPP-I) designed to identify traits which are indicators of success in a job or role. Nine traits are measured to assist the committee in assessing dependability, attention to detail, diligence, innovation, conscientiousness, adaptability, analytical thinking, and stress tolerance in the interviewee ([17-Q](#)). In 2009, this diagnostic assessment was added to the admissions interview day to explore what additional information could be valuable in assessing candidates. The APC has evaluated the preliminary information and currently does not have enough data to make a correlation between the assessment data and success of the accepted students in the professional program. Once additional data is obtained, it will be reviewed to determine if a correlation exists between the GPP-I and student success.

In addition, individual time is spent with the college's Financial Aid Officer and SSC staff ensures all application requirements are met and all questions answered. This includes time with the trained UHCOP Student Ambassadors who provide answers to interviewees' questions about the college, the program, student life, housing, etc. from a current student's point of view.

After the interview day, the APC members are provided with copies of all the interview day information received as well as the application information and documents. The APC considers pre-pharmacy GPA, math/science GPA, interview evaluation, PCAT writing and problem solving skills evaluation, teamwork evaluation, diagnostic assessment, PCAT scores, as well as the pre-interview essay and questionnaire and community service, honors and awards, and extracurricular activities when evaluating a candidate for admittance. This is done through a paperless process. Blackboard™ Vista is used to disseminate all materials to the APC members and this allows the APC to work online as a committee, within a secure online setting, sharing comments and questions prior to the actual face-to-face APC meeting where a final decision is reached.

Prior to 2009, the University's Writing Center assisted with evaluating writing samples obtained on-site during the admissions interview. The Writing Center staff were trained to judge writing and problem-solving abilities following defined rubrics that were designed by both Writing Center Staff and the college. After comparing interviewed applicants'

Writing Center scores with their PCAT scoring in 2007-2008 and having the Writing Center evaluate the PCAT grading rubrics with the college's grading rubrics, it was determined that the PCAT and college grading rubrics were covering similar areas in both the writing and critical problem solving scores and applicant's scores were similar. As a result, the APC discontinued the onsite writing activity during the admissions interview for the 2008-2009 admissions cycle and began using the PCAT writing and critical problem solving scores for applicant evaluation.

Comments:

The Admissions Committee uses a comprehensive process of reviewing applicants for admission to the college. Multiple factors are utilized to determine admission of applicants including GPA (both composite and math/science), PCAT scores, interview, letters of recommendation, a written personal statement by the applicant, work experience, teamwork assessment exercise, and a diagnostic assessment. The Committee also considers volunteer experience/community service, extracurricular activities including leadership positions, pharmacy career path exploration and commitment such as membership in pre-pharmacy associations or pharmacy professional organizations, honors, awards, and background information. Individual consideration might also include overcoming hardships, successful careers in other fields, and language fluency. Attrition rates are low, with overall graduation rates for students entering with the classes of 2006-2009 of at least 91% and on-time graduation rates of 76% or more ([17-R](#)). An indication that the admission process works well is the NAPLEX performance of UHCOP graduates. Over the period of January 2006 through August 2010, the UHCOP NAPLEX pass rate for all takers was 98.90% ([9-H](#)). May 2009 graduates and May 2010 graduates had a pass rate of 100% and 98.11%, respectively. The pass rate for all UHCOP MPJE takers was 96.67% over the period of January 2006 through August 2010 ([9-I](#)). These pass rates are consistently higher than the national and state averages of 95.20% and 91.79%, respectively.

The Learning and Study Strategies Inventory (LASSI), a self scored instrument that provides a valid and reliable view of 10 scales (Anxiety, Attitude, Concentration, Information Processing, Motivation, Self-Preparation, Selection of Main Ideas) is used each summer to assess approximately one-third of the incoming class to further identify and/or discuss risk factors and concerns revealed in the interview process or discovered by the APC. Its results assist in the identification of academic problem areas and help in creating individual descriptions for enhancing study skills. The ADSPA meets with these students providing resources (support techniques, time management, and test-taking strategies) and creating an action plan to address the risk factor as much as possible prior to the beginning of the semester.

Of the 2010 graduates responding to the AACP Graduating Pharmacy Student Survey, 95.8% agreed that the admissions process of the college/school of pharmacy was well organized ([2-C](#), n=65). However, the AP Committee continues to monitor the admissions process and continues to consider the possibility of further refinements to

standardize the admissions process and increase the ability to predict student success in the program. The diagnostic assessment was instituted during the 2008-2009 admissions cycle, and the results obtained are being evaluated in terms of how well they correlate with student success. Additionally, a system to formally rank all applicants prior to interview invitations is being discussed. The current prerequisite requirements for the professional program are currently being reviewed by the APC and Curriculum Committee to determine if any changes need to be made to improve upon the knowledge base required prior to entry into the professional program.

Quality Improvements:

The college website is being redesigned at this time to meet standardized University requirements. This redesign provides a “cleaner” view for the visiting students, applicants, and parents who need admission information. SSC staff members continue to seek means to better communicate with the pre-pharmacy population. An online advising format will be test piloted during the summer of 2011 to address easier access to advisors as well as ease travel/distance challenges.

As a result of recent changes in our Assessment Program the college will examine correlations between admissions criteria and curricular outcomes on a much more consistent and systematic basis.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school provides students with comprehensive information regarding its admissions criteria and policies and procedures. • The college or school has low attrition combined with high NAPLEX pass rates. • Pre-admitted students perform on a level that's comparable to students who were not pre-admitted. • The diversity of student body reflects the college or school's area of service. • The college or school regularly assesses its criteria, policies and procedures for admission into the program. • Student enrollment is well managed and the dean and faculty share the final responsibility for selection and enrollment of students. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Individuals outside the college or school are making decisions about enrollment. • Students consistently fail or have to remediate courses because of weak foundational knowledge from pre-pharmacy or poor instruction in the professional program. • The college or school does not assess its criteria, policies and procedures for admission into the program.
<input checked="" type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard

Standard No. 18: Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing: The college or school must produce and make available to students and prospective students transfer credit and course-waiver policies, based on rational procedures and defensible assessments.

	S	N.I.
The college or school produces transfer credit and course-waiver policies, based on rational procedures and defensible assessments and makes that information available to students and prospective students.	●	○
The college or school implements policies and procedures for the evaluation of the equivalency of educational courses (preprofessional or professional) prior to admission or transfer to the professional degree program.	●	○
Requisites are only waived based upon an educationally sound assessment of the professional competencies (as set forth in Standard 12) that have been achieved through continuing pharmacy education, other postgraduate education and training, and previous pharmacy practice experience.	●	○
The college or school has established and implemented policies and procedures for students who request to transfer credits or who wish to change from one program pathway to another.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

UHCOP policies and procedures address transfer credit and course-waivers for both pre-pharmacy prerequisite courses and professional pharmacy courses. The policies are published in the UH Graduate and Professional Catalog ([16-L](#)), on the UHCOP website ([16-D](#)), and in the UHCOP 2010-2011 Student Handbook ([7-A](#)).

For pre-pharmacy students enrolled in a Texas university or college, pre-pharmacy course equivalency sheets for various Texas institutions are available on the college's website ([16-D](#)) and are distributed to individual state educational institutions during recruiting pre-pharmacy association events and meetings throughout the year. ([18-A](#)) Students desiring to transfer pre-pharmacy coursework from out of state institutions are evaluated on an individual basis by academic advisors in the SSC.

Pharmacy students transferring from another ACPE-accredited professional degree program to UHCOP must be in good academic standing at their current institution and must meet all of UHCOP's pre-pharmacy prerequisite and application requirements. Once a student has been accepted for transfer, all previously completed pharmacy coursework is evaluated by the respective department faculty for course equivalency and requisites are only waived based upon an assessment and comparison of the professional competencies of the course being transferred. The UHCOP thoroughly reviews each case individually. Students interested in transferring from another ACPE accredited professional pharmacy program are required to complete the last 25 percent of semester hours of the pharmacy curriculum and related work in residence at the University of Houston. During the period of 2006–2010, one professional student from another professional program transferred to the UHCOP and has been academically successful with an expected graduation date of May, 2012 ([18-B](#)).

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school has and makes available, transfer of credit and course-waiver policies that are based on rational procedures and defensible assessments. • Policies are correlated with student results. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • 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 style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • A high number of individuals complain that transfer credits or course waivers are not being accepted or granted. • The college or school has no policies or applies them arbitrarily. • The college or school does not assess its policies relative to outcomes. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 19: Progression of Students: The college or school must produce and make available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.

	S	N.I.
The college or school produces and makes available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.	●	○
The college or school's system of monitoring student performance based on formative assessments of learning outcomes provides for the early detection of academic difficulty.	●	○
The college or school ensures that all students have a comparable system of access to individualized student services such as tutoring and faculty advising.	○	○
N/A (single pathway) ■		
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

UHCOP criteria, policies, and procedures for academic progression, academic probation, remediation, dismissal, readmission, rights to due process, and appeal mechanisms are made available to prospective and/or current students in the UHCOP 2010-2011 Student Handbook (7-A), the University's Graduate and Professional Studies catalog (16-L), and through the UHCOP website (16-D) and are in line with the college's mission (1-A). These resources are reviewed and updated annually by the Associate Dean for Operations, ADAA, the SSC staff, and/or other faculty, staff, and student organizations.

During the New Student Orientation Program, sessions are scheduled with the ADSPA to discuss the criteria, policies, and procedures for academic progression including remediation, transfer equivalency, academic probation, dismissal, and readmission. Each student is required to initial a statement stating they have received a copy of policies via the UHCOP Student Handbook and are informed about the policies during the New Student Orientation (16-G; 19-A). The Student Services Center area may consider additional re-enforcement strategies, i.e. send reminder emails about policies throughout the semester, reminders given by the ADAA and ADSPA about college policies at class meetings at the beginning of each semester, etc.

The Director of Assessment provides information regarding the college's MileMarker Assessments to students at Orientation and at intervals during the school year. MileMarkers I and II are formative and do not directly impact progression. Students are provided a comprehensive score report indicating their specific strengths and weaknesses. Individualized remediation exercises may be required for students who do not pass certain sections of the exam. MileMarker results are shared with and discussed by the Assessment Committee and recommendations are made regarding remediation if necessary. MileMarker III is summative.

Formative assessments also take a variety of other forms as well. These can include end of the semester course assessment, self-reflections, course-related case studies, presentations, quizzes and practice exams, and electronic portfolios. Audience Response Systems are also used to provide immediate feedback to students in class. The ADSPA monitors each student's course progress throughout the semesters and when a student begins to demonstrate academic difficulties as reported by course instructors/evaluators, the student's faculty mentor is alerted by the ADSPA and urged to contact the student mentee in an effort to support the situation proactively. In addition, the ADSPA is a registered pharmacist and licensed professional counselor who provides academic support services for the professional students as well as is a resource for any personal and/or career counseling services they may need. An academic advisor supports academic advising and managing professional students' immunization and health insurance records as well as graduation certification activities and the ADSPA offers personal counseling and advising services on as needed basis ([16-J](#)).

Requirements for progression, probation, and suspension are outlined in the UHCOP Student Handbook ([7-A](#)). Requirements for the maintenance of professional behavior and academic integrity are outlined in the UHCOP Honor Code and Criminal Background Check and Drug Screening Policy ([7-A](#)). At the end of each semester, the A&P Committee reviews the academic records of all students with a semester grade point average below 2.00, with a grade of D or F or U in any required professional courses, less than a 2.00 cumulative grade point average, and/or currently on academic probation. Any student fitting these criteria may be required to repeat courses specified by the Admissions and Progression Committee prior to progression into the next semester of the professional program or may be suspended from the program, based on academic probation and progression policies and is notified of the committee's decisions both through a personal telephone call from the ADSPA and a letter from the ADAA, on behalf of the A&P Committee. In addition, criminal background checks are reviewed on an annual basis.

The progression of successful students is also monitored by the A&P Committee. Students who demonstrate a successful semester with a GPA of 2.00 or higher will receive a letter recognizing successful progression from the ADAA. In addition, the end of semester Dean's List recognizes students with a pharmacy semester GPA of 3.5 or higher for an individual semester and each Dean's List student receives a certificate signed by the Dean, a letter from the ADAA, and the list is posted to college bulletin boards and emailed to all faculty, staff and students.

The ADAA monitors progression and retention data for the professional program and provides both this information to the A&P Committee at the end of each semester and a summary of the data to the faculty on an annual basis. Based on the Committee's end of semester reviews of student academic progression, attrition, and retention information, recommendations for any changes to these policies are brought to the faculty by the Admissions and Progression Committee for discussion and/or voting. As a result of the A&P Committee's end of semester reviews and reevaluation

of academic policies, recommendations for changes in progression policy were made to the faculty in the spring of 2006 and new progression rules were implemented beginning with the fall 2007 entering class ([7-A](#)).

Comments:

Assessment of student progression issues is currently done by the A&P Committee at the end of each semester. If issues seem to indicate possible major curricular issues, the A&P Committee Chair and/or ADAA report the issues to the Curriculum Committee. The ADAA will work in concert with the A&P Committee, Curriculum Committee, and Assessment Committee in developing policies and formal procedures for evaluation of student progression issues and the possible indications for curricular issues.

Currently, the APC examines issues regarding retention, attrition, and graduation and reports issues identified to the Curriculum Committee. The A&P Committee, the Curriculum Committee, and the Assessment Committee in creating and implements a formalized written procedure and plan for addressing retention, attrition, and graduation information on a regular basis with reports to faculty at semester faculty meetings.

Quality Improvements:

If there is an extenuating circumstance causing a student to miss several days of coursework, he/she is contacted by the ADSPA who works with the student and the respective instructors to develop a plan for making up missed lectures/labs/exams. Typically, the process for making up a lecture or two of missed coursework is usually handled between a student and the respective course instructors. Although this proactive approach by the SSC has been effective, a written policy is being developed to publish in the UHCOP Student Handbook so all students and faculty are informed of the process.

The ADSPA will develop a policy and seek approval from the college's faculty at the spring 2011 faculty retreat. Once approved, the policy will be forwarded to Graduate and Professional School Council (GPSC) for approval and the college anticipates the policy will be published in the 2012 college student handbook and the university's Graduate Catalogue.

As a result of recent changes in our Assessment Program the college will examine correlations between admissions and transfer policies and student matriculation, progression, and graduation rates on a much more consistent and systematic basis.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school has progression policies that are known and used. • The college or school makes programmatic adjustments for quality improvement based on progression data. • Systems are in place for the early detection of academic difficulties and provision of appropriate remediation. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school is in the process of revising or developing its progression policies and there is evidence that they will be implemented. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school has high attrition (greater than 5%). • Progression policies do not exist, are not known, are not used, are lenient or are applied inconsistently. • Students describe or data indicate excessive problems with academic progression. • Students do not know about procedures for making appeals or for due process. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 20: Student Complaints Policy: The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.⁵

	S	N.I.
The college or school produces and makes available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms.	●	○
Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards. ⁶	●	○
The college or school includes information about the complaint policy during student orientation.	●	○
The college or school maintains a chronological record of student complaints related to matters covered by the accreditation standards and allows inspection of the records during on-site evaluation visits by ACPE.	●	○
The college or school informs ACPE during an on-site evaluation if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

UHCOP publishes the ACPE Student Complaints Policy on the UHCOP and UH website (16-D) providing the procedures to be followed in the event of a written complaint related to one of the accreditation standards. In addition, the UHCOP Grievance Policy and Procedure is published on the UHCOP website (16-D) providing information about students’ rights to due process and the appeals process. The students are informed about both policies at new student orientation, receive copies of the policies which are published in the UHCOP 2010-2010 Student Handbook which is made available to all faculty, staff, and students on the UHCOP website (7-A) and sign a statement at new student orientation that they have read and understand the policy (19-A). In addition, students are reminded of both policies on an annual basis at the beginning of the fall semesters.

The college’s Student Affairs Committee comprised of five faculty members, two student members, and the Assistant Dean for Student and Professional Affairs serving as ex-officio, serves as the grievance committee for professional students. If a member of the Committee is involved in the grievance, the member will be excluded from the proceedings. The student must file an official grievance in writing with the Chair of the Committee in accordance with the College Procedures as outlined in the UHCOP 2010-2011 Student Handbook (7-A). The ADAA maintains a chronological record of student complains related to matters covered by the accreditation standards, which will be made available to the ACPE on-site evaluation team.

Comments:

The AACP 2009 Graduating Pharmacy Student Survey Report Summary indicates that 82.7% and 88.63% of the recent graduates with the statements “the college/school’s administration responded to problems and issues of concern

⁵ Refer also to ACPE Complaints Policy at <http://www.acpe-accredit.org/complaints/default.asp>

to the student body” and “I was aware of the process for raising issues with the college/school administration,” respectively (2-C, n=94). In addition to the grievance policies, many mechanisms are in place to ensure multiple ways for students to voice ideas to faculty, staff, and administrators. These include the anonymous Suggestion Box email address monitored by the ADSPA, the monthly Dean’s Student Advisory Committee lunch and meeting which includes three student representatives from each of the four classes meeting with the Dean to express their class’ concerns, the Dean’s Convocations, the faculty Classmeister assigned to each class as an advisor and mentor, and the various student members on the college’s standing committees. Through these various mechanisms, students concerns and comments are heard and responded to in a quick and efficient manner.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • A complaints policy exists, is clearly articulated in the student handbook, and is followed. • All complaints are documented and resolved within college or school or university procedures. • Complaints end after the issue is identified and addressed. • Students are aware of the college or school’s complaints policy and how to submit a complaint to ACPE if it is not resolved by the college or school. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school is in the process of revising or developing its complaints policy and there is evidence that it will be implemented. • 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 style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • A high volume of complaints is sent to ACPE indicating that issues are not being addressed or the on-site evaluation reveals problems not addressed in the self-study or interim reports. • Students state that they do not know how to voice complaints or that an appeal process exists. • Students routinely go outside the complaints process to resolve problems (e.g. bypass prescribed channels or go to litigation). • No complaints policy exists. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 21: Program Information: The college or school must produce and make available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.

	S	N.I.
The college or school produces and makes available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.	●	○
Admissions policies, procedures, and practices fully and clearly represent the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance.	○	○
N/A (no distance pathways) ■		
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

Information about the professional pharmacy program is available to both prospective and current professional pharmacy students through the UH Undergraduate (16-E) and Graduate and Professional Catalogues (16-L), the UHCOP website (16-D), and in the UHCOP 2010-2011 Student Handbook at (7-A). The information at these sites and in these resources is reviewed and updated at least annually. When any policy or procedure is added or changed in a handbook or catalogue, students are notified in a variety of ways including by email, faced-to-face meetings, letters, etc.

The college’s statement of mission, goals, and objectives can be found in the UH Graduate Catalogue, on the UHCOP website, and in the UHCOP Student Handbook. Information about the UHCOP professional pharmacy program including the degree plan, courses with descriptions and credit hours, and academic policies related to student responsibilities, student recovery program, Texas State Board of Pharmacy Intern Registration, academic standing concerning probation/progression/suspension policies, background checks and consequences of findings, immunization requirements, withdrawals, health insurance requirements, experiential programs, and graduation requirements is published in the UH Graduate and Professional Catalogue (16-L) as well as the UHCOP 2010-2011 Student Handbook (7-A). Policies and criteria related to admissions as well as information related to preparing for and applying to the professional program can be found on the UHCOP Admission website (16-D) and in the online application itself (17-H).

General financial aid information for prospective and current students can be found at the University’s website (21-A). This includes information about tuition and fees, loans, financial aid and scholarship forms, and payment information. More specific information related to financial aid for professional pharmacy students can be found on the college’s website (16-D), which includes how to apply for financial aid, eligibility criteria, cost of attendance, loan and grant information, and scholarship information. In addition, the UHCOP Financial Aid Handbook is published annually (16-H) and is available to prospective pharmacy students in printed form at admissions interview days and on the UHCOP Admission website. Finally, the UHCOP Financial Aid Officer meets with prospective students on admissions interview days, and is available to all prospective and current professional pharmacy students for answering questions and assisting with financial aid applications, issues, and scholarship information.

Specific information related to professional course grading policies can be found in each course syllabus. Information about overall University and general academic and grading policies can be found in the University Graduate and Professional Catalogue ([16-L](#)) and in the University Student Handbook ([16-G](#)). More UHCOP specific rules for academic progression/probation/suspension are found in the UHCOP Student Handbook ([7-A](#)). The University Student Handbook and website provide information about student life including accommodations for disabilities, harassment, and antiviolence, as well as information about campus housing, dining, student activities, recreation and athletics, parking and transportation, student life frequently asked questions, student resources, and career sources ([16-G](#); [21-B](#)). In addition, campus housing information and brochures are also made available to prospective students on admissions interview days.

Comments:

The AACCP 2010 Graduating Pharmacy Student Survey Summary Report indicates that 94.56% of students responding agreed that UHCOP provided timely information about news, events, and important matters within the college and the annual Admissions and Orientation Surveys administered by the SSC staff over the last five years have indicated greater than 90% of all applicants had a favorable impression of the SSC staff and admissions and advising processes ([2-C](#), n=65; [21-C](#)).

In addition to all of the website, catalogues, and printed information made available to prospective and current students, current UHCOP students serve as ambassadors at admissions interview days and visit with prospective applications and answer questions the applicants may have. As a result, after interview days, the prospective students had a chance to interact with faculty, SSC staff, and students and generally leave with all of their questions answered.

Each fall semester, the Dean provides “a state of the college” or Dean’s Convocation informational address.

The ADAA and ADSPA meet with every class at the beginning of each semester to review changes in policy/program, provide new information, and field questions.

The Director of Recruitment provides annual email communication to college and university advisors all across the State of Texas who are in contact with prospective pharmacy applicants providing updates and key deadlines.

Quality Improvements:

Regular specific student class meetings as well as “all student” convocations will be implemented in the fall 2011 semester as a means of bringing all students together on a more regular basis throughout the spring and fall semesters. These convocations would be used for communicating professional program updates as well as serve as educational forums for key speakers, Socratic discussion, professional development activities, student and faculty presentations, etc.

Beginning in fall 2011, a bi-annual newsletter will be provided to college and university advisors who are in contact with prospective pharmacy applicants providing college highlights, program information and updates, and key deadline reminders.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Comprehensive and accurate program information is made available to current and prospective students. • The accreditation status of the college or school is accurately represented. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • Information is adequate and well-communicated, but minor elements are missing, not current or inaccurate. • 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 style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Basic information is missing, misleading or out of date. • Evidence exists that students are not fully informed about the program. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 22: Student Representation and Perspectives: The college or school must consider student perspectives and include student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.

	S	N.I.
The college or school considers student perspectives and includes student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.	●	○
The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities.	●	○
The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

UHCOP solicits student perspectives and feedback through various mechanisms including student organizations, student representation where appropriate on college committees, in policy-development bodies, and in assessment and evaluation activities.

Pharmacy Council, the student government body for the college, coordinates activities among 15 professional student organizations (7-A) and serves as a liaison between the students/student organizations and the administration and faculty of the college. Pharmacy Council is comprised of representatives from each pharmacy student organization and representatives from each class. Each organization sends two representatives, one elected and the other as an alternate. Pharmacy Council has its own governance and elects a president, vice president, secretary, and treasurer with the ADSPA as the faculty advisor. Pharmacy Council addresses issues/concerns related to student life and student services as well as initiates programs and projects designed to enhance and improve the professional culture at the college, such as the initiation and creation of a professional student dress code and facilitating a student organization meeting calendar. Meetings are held bimonthly with continuous communication among members via email. In addition, UHCOP has one elected student representative (senator) in the University’s Student Government Association and this student serve as conduits for information to the college from the University.

Other student committees/groups and methods established to ensure that student perspectives can be expressed to faculty/administration include the Dean’s Student Advisory Committee (DSAC), the Faculty Classmeister, the Pharmacy Suggestion Box, the Student Curriculum Assessment Task Force (SCAT), and Faculty/Student Mentor/Mentee Program.

- Previous administrations have held an event called “Lunch with the Dean” which is now known as the “Dean’s Student Advisory Council.” The DSAC is composed of three elected representatives from each of the four classes who act as liaisons between their class and the Dean of the College. They are responsible for bringing concerns, requests, and ideas from each class to the Dean. This allows for open, two-way communication between the DSAC members and the Dean as well as allows the Dean a way of providing the DSAC members with insight into specific

areas and/or initiatives of the college. DSAC members are responsible for reporting the information back to their respective classmates and helping the college to inform each class of new developments within the UHCOP.

- The Faculty Classmeister, or class advocate, is a volunteer faculty representative that is introduced to each entering class during new student orientation. This faculty member assists in solving global class issues and meets with respective class and/or its representatives to insure effective communications on important issues. This individual is in addition to services offered through the SSC and it is not meant to discourage students from approaching individual faculty or staff members.
- The Pharmacy Suggestion Box serves as an electronic method of promoting open and honest communication between students, faculty, and staff. Signed or anonymous submissions from pharmacy students, faculty, or staff are accepted, and responses from the responsible or more knowledgeable college official or office, faculty, or staff concerning the subject addressed are provided. The responses are emailed to all students and faculty on a monthly basis. Information about the Suggestion Box is given to incoming PY1 students at New Student Orientation ([22-A](#)) and is available in the UHCOP 2010-2011 Student Handbook ([7-A](#))
- The Student Curricular Assessment Team (SCAT) meets with the Director of Assessment to discuss strengths and weaknesses of the curriculum in more depth. This focus group allows for interchange of ideas and information to gain a better vision of the college's success at achieving curricular objectives.
- The Faculty/Student Mentor/Mentee program is a voluntary effort to link faculty and student on a more casual basis. The program is coordinated by the ADSPA who distributes information to the individual faculty mentors concerning their mentees. The first interaction occurs during orientation as faculty members are assigned PY1 mentees each fall. Mentors are encouraged to contact their mentees on a monthly basis.
- The Dean, ADAA, and ADSPA all encourage open student communication and are available to any student for questions, comments, and suggestions.

Students also participate in the governance of the college by serving as members of various standing college committees ([22-B](#)). The PharmD Admissions and Progression Committee and PharmD Assessment Committee each have one student member. The PharmD Student Affairs Committee and PharmD Curriculum Committee each have two student members. These student representatives are appointed by the Dean from a pool of candidates submitted by Pharmacy Council. In addition, eight students serve as members of the UHCOP's Honor Board. Four students, one from each class, are elected by their peers while the other four students, one from each class, are appointed by the ADAA. The students are voting members of the Honor Board.

Pharmacy Council also elects a student representative each fall to attend faculty retreats and meetings and the Pharmacy Council President is a member of the UHCOP Strategic Planning Committee. In addition, students have been appointed to all accreditation self-study committees and the Dean visits each class on a semester basis to inform students about college events as well as allow the student the opportunity to ask questions and voice concerns.

Various other instruments and techniques used to obtain student perspectives include: student faculty evaluations through CourseEval™ ([22-C](#)), formative and summative Mile Marker exams, SCAT Group surveys and feedback, AACP standardized surveys, Admissions/Recruiting/Student Services survey from applicant pool, PY1 Summer Internship Job Program survey, New Student Orientation survey, feedback from student members of the Curriculum Committee, and focus groups with students on an as needed basis.

As a result of student perspectives and feedback from the students, many changes have occurred. These include changes in courses such as the PCCA Compounding and Physical Assessment Courses, the development of a student professional dress code, and changes in class schedules. Additionally, students have been asked and are actively participating in the planning meetings for the new college facility.

Comments:

The 2009-2010 Pharmacy Council Executive student officers were a very organized and politically active group and have led several initiatives in the formation of policy and procedure for the student body and college. The officers have a “big picture” worldview of what they desire for the college in future years and are committed to ensuring the student organizations are in positive momentum and understanding how this will impact the college and profession. Initiatives include revising Pharmacy Council by-laws, encouraging pharmacy organizations to renew, adapt, and/or develop by-law changes, developing and implementing the Professional Student Dress Code, providing more student extracurricular activities, creating a Pharmacy Council website and student event calendar, formalizing officer election procedures with candidate speeches and Q&A sessions, etc.

The AACP Graduating Pharmacy Student Survey for the Class of 2010 indicates that of the students who responded, 88.63% were aware of the process for raising issues with the college administration, 93.6% were aware that student representative served on college committees with responsibility for curriculum and other matters, 93.18% agreed that the college’s student government effectively communicated student opinions and perspectives to the faculty or administration, and 95.7% of the graduates agreed that the college made use of a variety of means to obtain student perspectives on curriculum, student services, faculty/student relationship, and other aspects of the program ([2-C](#), n=65).

Many student activities sponsored by the SSC are evaluated by surveys which are informally used to evaluate the quality of the programs but not formally reviewed with documentation of survey results. A formal continuous quality improvement plan and procedure needs to be implemented so student activities/programs are not only continuous

assessed and reviewed, but information is regularly shared with all stakeholders to achieve the maximum improvement and quality of all organized student activities and programs. The ADSPA will create a standardized process to assess and implement all student activities and programs on a regular basis and establish a mechanism to inform all stakeholders of the result.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Students are appointed to appropriate committees. • Mechanisms are in place and efforts are made to solicit student opinions. • Students at any distance campuses feel integrated into the program and are equitably represented. • Students indicate that the program is responsive to their needs. • An effective student government is in place. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • Students are appointed to committees, but they do not attend in spite of the college or school's efforts. • The college or school is in the process of revising or developing its system of student government and there is evidence that it will be implemented. • 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 style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Students are not appointed to committees. • No effort is made to solicit student opinions. • Students indicate the college or school is unresponsive to their issues. • No system of student government is present. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 23: Professional Behavior and Harmonious Relationships: The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.

	S	N.I.
The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.	●	○
Faculty, administrators, preceptors, and staff are committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.	●	○
The college or school develops, via a broadly based process, a policy consistent with university policies on student, faculty, preceptor, and staff professionalism that define expected behaviors and consequences for deviation from the policy, as well as due process for appeals.	●	○
The activities undertaken by the college or school to promote professional behavior are effective.	●	○
The activities undertaken by the college or school to promote harmonious relationships are effective.	●	○
The activities undertaken by the college or school to promote student mentoring and leadership development are effective.	●	○
Faculty receive adequate support from peers.	●	○
The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.	●	○
The college or school has addressed the guidelines for this standard.	●	○

Describe how the program is meeting the Standard and Guidelines.

Both faculty and students share the responsibility of supporting the UHCOP’s mission to prepare students to be innovative practitioners who exhibit the ideals of professionalism, leadership, life-long learning, and ethical behavior (1-A) by maintaining and enforcing student professionalism and academic integrity. The current UHCOP Honor Code defines academic, professional and personal misconduct, describes appropriate penalties for given situations, provides guidelines for the creation of a board, describes the board’s operating procedures and the process for appeals of Honor Board decisions (7-A). The Student Affairs Committee is in the process of revising the current UHCOP Honor Code for implementation in Fall 2011.

In addition, expectations and guidelines for the faculty that promote excellence in education and maintaining professionalism is published in the UHCOP Student Handbook with the goal of providing the best education and development and learning experience for the students (7-A). For example, with regards to education, the faculty is expected to be accessible to students, provide positive, constructive criticism, and utilize fair methods of student assessments. Also, the faculty is expected to behave in an ethical and professional manner and be respectful of all the personnel in the college as well as students, and serve as a role model.

The college fosters and supports many opportunities for students to participate in student self-government and gain valuable leadership experience. Fifteen student organizations provide students the opportunity to serve as officers or chair committees. Each organization has a volunteer faculty advisor who assists the students with educational and organizational plans and provides support and guidance. Being an advisor provides the faculty a unique opportunity to bond with students outside the classroom setting, provides students with the opportunity to get to know faculty as “real people,” and often leads to long-term mentoring.

In addition, UHCOP considers participation and attendance in professional conferences, meetings, and activities an important aspect of pharmacy education and supports faculty, staff, administrator, and student participation in local, state, and national pharmacy, scientific, and other professional organizations. Examples include students elected to leadership positions in the local, state, and national levels of organizations such as APhA, ACCP, TSHP, SNPhA, and ASHP. In addition, many students attend professional meetings and participate in local, state, and national patient-care competitions (23-A). Students also have an opportunity to do APPEs at the Texas State Board of Pharmacy and the Texas Pharmacy Association. The faculty and staff are also expected to serve in leadership capacities in local, state, and national arenas (23-B). The college encourages student participation in professional conferences and meetings financially and academically by providing support (7-A).

Other strategies and programs implemented by the college to broaden the professional horizons of students include New Student Orientation, PLS and Rho Chi lectures, Wal-Mart Leadership Development Series, PY1 Summer Internship Job Networking Social/Interview Day, Residency Showcase, community service events, etc. New pharmacy students entering UHCOP are informed of expectations with regards to professionalism prior to the start of their first semester in a four-day orientation program that is organized and delivered by a student-led committee of over 50 students under the direction of three student co-coordinators, supported by the SSC staff, and overseen by the ADSPA and ADAA (16-F). Topics include introduction to college organizations, introduction to coursework, introduction and lunch with faculty mentors, and interactive workshops and activities building communication skills, leadership, teamwork, and cultural diversity. In addition, sessions specifically address all college policies and procedures. The new student orientation culminates with a White Coat Ceremony. The ceremony includes introductions of faculty and staff, a young alumni message, and the recitation of the Pledge of Professionalism by the new PY1s (7-A).

There are annual leadership and professionalism lectures sponsored by the Phi Lambda Sigma and Rho Chi Honor Societies, where prominent leaders in the profession such as Dr. Lucinda Maine, Dr. Joe DiPiro, and Dr. Dennis Worthen address students and faculty on topics of leadership, professionalism and scholarship.

Students and faculty have collaborated on many community service activities. A prime example of this is the HOMES clinic, a multi-institutional and multi-disciplined student run clinic for the homeless that allows the students and faculty the unique opportunity to work with an indigent population in an interdisciplinary manner. Other examples include students and faculty working with Harris County Public Health and Environmental Services to immunize county residents against H1N1 during the 2009 outbreak, assisting Walgreens, CVS and Wal-Mart in relief efforts to Hurricane Katrina victims, and participating in the annual Humble Health Fair to provide diabetic foot examinations, cholesterol, glucose, blood pressure, and osteoporosis screenings, as well as administer seasonal influenza vaccines to approximately 1,000 55+ Seniors.

Finally, UHCOP sponsors an annual Placement Conference for the PY4 students, where students are able to interview with possible future employers from both community and institutional settings, and a Senior Awards and Graduation Banquet prior to the commencement ceremony. Students interact with area pharmacy residents through course lectures, skills sessions in the PY3 year and the annual Residency Showcase in partnership with Texas Southern University School of Pharmacy.

There are numerous college sponsored social events that allow the students, faculty, staff, and alumni to interact and promote harmonious relationships. An annual golf tournament encourages student, faculty, alumni, and friends to engage and raise scholarship monies at the same time. The PY1 students hold the annual International Day to showcase the foods and traditions from around the world and to celebrate the diversity of their class and the university campus as a whole. Other social events sponsored by the UH Pharmacy Alumni Association include the fall homecoming tailgate and the spring alumni/student social that are well attended and allow the students the opportunity to network. Finally, the Pharmacy Council sponsors the welcome back "Pharmacy Jam" party at the beginning of the fall semester, an ice skating social at the end of the fall semester, and the Annual End of School Picnic and Chili Cook-off at the end of the spring semester which allows both the students and faculty to celebrate another year of completion of pharmacy school.

Other activities for faculty, staff, and students to get together include the all college potluck holiday party, end of school picnic, and the PY1 sponsored International Day, university staff professional development seminars on topics such as time management, achieving balance, and conflict management. In addition, as a result of Staff Council feedback, a staff lunchroom was created on the first floor of the Science and Research 2 Building.

Comments:

There are several noteworthy opportunities for students to broaden their professional horizons while in our professional program. One opportunity is The Wal-Mart Leadership Development Series, sponsored by the college and Wal-Mart, Inc. This series includes three workshops entitled "Now Discover Your Strengths," "Meet, Greet, and Eat!!! The Do's and Don'ts of Professional Networking and Dining," and "Communicating Professionally and Purposefully." This certificate series was developed to provide students with a few tools to help them begin developing their own personal leadership skills and style. They are encouraged to practice these skills while serving in their various student leader and committee roles within student organizations, college committees, and in their participation in professional pharmacy organizations.

Other noteworthy opportunities include The PY1 Summer Internship Job Program, which includes two informational sessions, a networking social with companies in the fall, and an interview day in the spring, and the annual Residency Showcase, sponsored by the SSHP student organization; the annual Residency Mentoring Social, sponsored by both

UHCOP and Texas Southern University SSHP Chapters. All of these events are student planned and driven and offer professional career areas. Residency programs from around the state are invited to showcase their respective residency programs to UHCOP students as well as students from other Texas pharmacy schools. This event is well attended by both UHCOP students as well as many Texas residency programs. In addition, students from the other pharmacy programs in the state are invited to attend.

The AACP 2009 Graduating Pharmacy Student Survey Summary Report indicates that more than 91% of students responding agreed that faculty, administrators, and staff were committed to serving as positive role models for students; overall, preceptors modeled professional attributes and behaviors in pharmacy practice experiences; overall, preceptors provided individualized instruction, guidance, and evaluation that met their needs as a Doctor of Pharmacy student; they were aware of expected behaviors with respect to professional and academic conduct; the college effectively managed academic misconduct by students; the college’s administration and faculty encouraged the student to participate in regional, state or national pharmacy meetings, and that the college was supportive of student professional organizations (2-C, n=94).

Quality Improvements:

The Honor Code policy is currently under review by the Student Affairs Committee and the new policy will be brought to faculty and students for discussion and voting. It will be published in the 2011-2012 Student Handbook as well as on the UHCOP website.

Pharmacy Council and the entire student body developed a Student Professional Dress Code which will be implemented in January 2011 (23-C)

The number of semester convocations will be increased to offer the students more exposure to faculty and their research, guest speakers on various topics of professionalism, pharmacy management issues. This will begin with the fall 2011 semester.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations. • The college or school has a code of expected behaviors and professionalism. • Professional standards are being upheld. • Faculty, administrators, preceptors, staff and students model professional behavior. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school is in the process of developing student groups and activities. • The college or school is in the process of revising or developing its code of expected behaviors and professionalism and there is evidence that it will be implemented. • The college or school is in the process of addressing concerns regarding faculty or student professional behavior. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Faculty, administrators, preceptors, staff and students complain about each other’s behavior. • The college or school offers little or no financial support for students, faculty, administrators, preceptors, and staff to participate in pharmacy, scientific and other professional organizations.. • The college or school has no code of expected behaviors and professionalism or they are not being upheld. • Faculty, administrators, preceptors, staff and students are not modeling professional behavior. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>