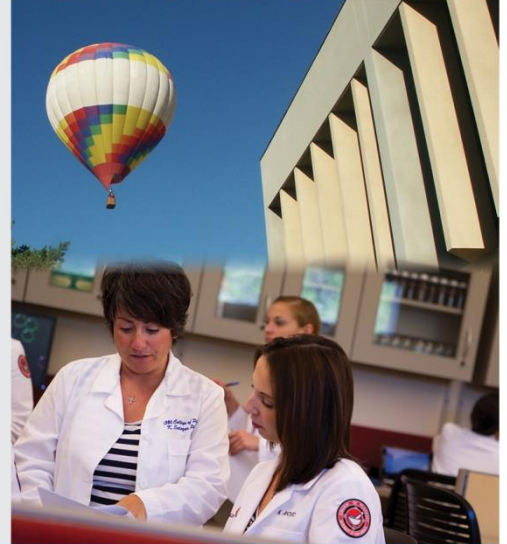




THE UNIVERSITY *of* NEW MEXICO
COLLEGE *of* PHARMACY



Accreditation Council for Pharmacy Education

Doctor of Pharmacy Program
Self Study
November 2015



College Overview

The College of Pharmacy (COP) prides itself on its long history of excellence, innovation and leadership, attributes that serve to guide the future of the pharmacy profession. Building on this strength, uniting faculty, staff and students, the COP has made a number of strategic improvements since its last accreditation in 2009.

Mission, Planning and Evaluation: Over the course of 2 years, the COP updated its mission, vision and values to be more inclusive of all our mission areas. This revision was faculty driven and triggered changes to the strategic planning process of the COP. Through a series of activities at faculty retreats/meetings, the COP's vision for 2020 was created and used to articulate the COP's major strategic goals. The new strategic plan is linked to the COP's new mission and vision as well as the Health Science Center (HSC) and the University strategic plans. The COP's approach to embedding evaluation and assessment practices into committees is unique, strengthens the assessment process, and ensures faculty engagement and ownership. Overall, the COP's strong evaluation and assessment practices have led to substantial improvements within the organization.

Organization and Administration: There were numerous changes to the COP since 2009, including hiring of Lynda Welage as the new Dean. In addition, the UNM was reaccredited until 2019 and the HSC Board of Directors was created in 2010 to streamline governance. Internally, the COP has developed numerous new partnerships both within the University and externally to advance the COP's mission and goals. In addition the COP has recently performed a number of assessments to better evaluate its organization and is looking towards further improving operations within the organization.

Curriculum: The COP has always prided itself on a curriculum strong in the pharmaceutical and clinical sciences as well as a strong experiential component, and since 2010, the curriculum has undergone rigorous review resulting in 1) new curricular philosophy; 2) new curricular competency (outcome) statements; 3) expansion of professional electives; 4) detailed curricular mapping; 5) restructuring of the Curriculum Committee to include assessment; 6) expansion of student-centered learning methods; and 7) an increase in Interprofessional Education. In Experiential education, we have developed 1) a new APPE assessment instrument and grading formula; 2) new student workbooks for IPPEs; 3) student written Learning Plans and Reflections and 4) an increase in preceptor development.

Students: The COP maintains a highly qualified student body with a commitment to NM and has implemented a number of measures to better support them including the creation of the HSC Registrar as well as a HSC Financial Aid office. The COP has recently updated our Honor Code and reconfigured our Honor Council to include both students and faculty. Significantly, the COP continues to be one of few minority-majority COPs in the country. Our early assurance program now has full enrollment and the first 6 graduates. Finally, our students demonstrated their professionalism and leadership through a tremendous quantity of award winning community service and by taking it upon themselves to write an independent self-study report.

Faculty and Staff: The COP has 55 faculty and 94 staff who work together effectively support our missions. Most recent hires were the Chair for the Department of Pharmacy Practice and Administrative Sciences (June 2015) and Assistant Dean for Experiential Education (starting in Jan 2016). The COP currently has lost the equivalent of 6.55 faculty FTEs, creating added workload and stress for some, but some of the burden has been alleviated through the hiring of temporary part-time and visiting faculty. The COP has also developed an enhanced faculty performance evaluation process along with a new faculty compensation plan as well as new faculty development initiatives

Facilities and Resources: The COP's physical facilities have expanded by 10.6% since 2010. Renovations to research, instructional and office space represent a total investment of over \$8 million from HSC and COP resources. Most recently, the funding of the Domenici Center for Health Sciences Education Phase III has been approved and the COP will directly benefit from two 100-seat learning studio classrooms and an expanded skills laboratory. COP students have also benefitted from library renovations and increased library holdings. Revenue increased by 28.4% since 2009 with a commensurate increase in expenses. New funding sources include a tuition differential, revised state funding formula, a new tuition sharing agreement with UNM main campus, increased research grant and contract active, and clinical revenue

In summary, many positive changes have taken place at the COP since the time of the last accreditation visit. We are excited to share the details of our updated program through this accreditation self-study report.

Summary of the College or School's Self-Study Process

The college or school is invited to provide a summary of the self-study process. ACPE does not require any supporting documentation for the Summary of the Self-Study Process; however, the college or school may provide supporting documentation (such as, a list of the members of the self-study committees) as an appendix in the self-study report.

The Self-Study process was officially kicked off with the College's January 2014 retreat with a presentation from ACPE's own Greg Boyer and a faculty exercise to identify initial points of pride and potential gaps in a number of standards ([Appendix B-A](#)). However, as part of our culture of ongoing continuous quality improvement, the college informally began the self-study process in 2013, when several College committees were given charges that would produce information used in the preparation for the self-study ([Appendix B-B highlighted sections](#)).

As the accreditation self-study process progressed, the decision was made to embed self-study activities into the existing committee structure (Appendices [B-C](#) and [B-D](#)). This was done for two reasons: 1) many of the committees were already working on assessment activities and program enhancements that would influence the self-study; and 2) this approach would further entrench the existing process of assessment and continuous improvement into the College infrastructure. Thus, the Dean appointed the Steering Committee, members of which serve as chairs or members of other key College committees, to oversee the process as outlined below.

College Committee	Self-Study Area of Responsibility
Dean's Executive Leadership	Mission, Strategic Planning, Evaluation & Organization, and Administration (Standards 1-6, and 8)
Governance Task Force	Organization and Governance (Standard 7)
Curriculum and Learning Assessment	Curriculum (Standards 9-15)
Student and Admission Committees	Students (Standards 16-23)
Budget and Planning	Faculty and Staff (Standards 24, 25) and Facilities and Resources (Standards 27-30)
Faculty Development	Faculty and Staff Continuing Professional Development and Performance Review (Standard 26)

Following the initial identification of Points of Pride and Potential Gaps, the various College Committees took that information and further developed it as they began to identify data elements needed for the report and write the initial drafts of the Standards. Each standard was assigned a primary writer and reviewer from within the appropriate committee. The draft narratives were then edited based on input from faculty. In total, the College held five faculty retreats regarding accreditation.

In addition to the hard work of the faculty and staff, the College is very proud of the work of its students, who were integrally involved in several of the self-study committees and completed their own independent self-study report as documented in [Appendix B-E](#).

Since the ACPE Standards 2016 were approved during the Self-study process, some of the college committees began to consider how the College will meet those standards effective July 2016. The brunt of this work was done by the Curriculum and Learning Assessment Committee. As a result, the College is designing a significantly revised Doctor of Pharmacy curriculum (Standards 9-15). Additionally, the Admissions Committee (Standard 17) is developing adjustments to the admissions procedures for pharmacy students.

In preparation for the on-site review, the College held several discussion sessions with faculty, students and staff to review the results of the self-study. The College enlisted an external reviewer to provide comments on the self-study, and to serve as an assessor for our mock site visit.

The timeline for the self-study process is shown in [Appendix B-F](#) and the committees involved are in [Appendix B-G](#). This process not only served to evaluate the program, but, because of the intense self-reflection and focus on quality improvement, it facilitated positive changes in the organization that were not previously anticipated. The Dean and the Steering Committee are very proud of the tremendous efforts of all faculty members, students, staff and alumni involved, and of the transformational changes that have occurred.

Appendices

Appendix	Content
B-A	January 2014 Retreat agenda
B-B	2012-2013 COP Committees
B-C	2014 COP Committees

<u>B-D</u>	2015 COP Committees
<u>B-E</u>	Student Written Self-Study
<u>B-F</u>	Self-study timeline
<u>B-G</u>	Self-Study Committees

Summary of the College or School's Self-Study Process

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[TEXT BOX] [Maximum 5,000 characters including spaces] (approximately two pages)

The members of the on-site evaluation team will use the following form to evaluate the college or school's self-study process and the clarity of the report, and will provide feedback to assist the college or school to improve the quality of future reports.

	Commendable	Meets Expectations	Needs Improvement
Participation in the Self-Study Process	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as, patients, practitioners, and employers.	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators.	The self-study report was written by a small number who did not seek broad input from students, faculty, preceptors, staff, and administrators.
Knowledge of the Self-Study Report	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies.	Students, faculty, preceptors, and staff are aware of the report and its contents.	Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program.
Completeness and Transparency of the Self-Study Report	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings.	All narratives and supporting documentation are present. The content is organized and logical.	Information is missing or written in a dismissive, uninformative or disorganized manner. Portions of the content appear biased or deceptive.
Relevance of Supporting Documentation	Supporting documentation of activities is informative and used judiciously.	Supporting documentation is present when needed.	Additional documentation is missing, irrelevant, redundant, or uninformative.
Evidence of Continuous-Quality Improvement	The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards.	The program proactively presents plans to address areas where the program is in need of improvement.	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program.
Organization of the Self-Study Report	All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections have labeled or tabbed dividers.	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty.	Information appears to be missing or is difficult to find. Sections are not well labeled.

Summary of the College or School's Self-Evaluation of All Standards

Please complete this summary (☑) after self-assessing compliance with the individual standards using the Self-Assessment Instrument.

Standards	Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
MISSION, PLANNING, AND EVALUATION				
• College or school Mission and Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategic Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluation of Achievement of Mission and Goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATION AND ADMINISTRATION				
• Institutional Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• College or school and University Relationship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• College or school and other Administrative Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• College or school Organization and Governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Qualifications and Responsibilities of the Dean	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CURRICULUM				
• The Goal of the Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Curricular Development, Delivery, and Improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Teaching and Learning Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional Competencies and Outcome Expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Curricular Core—Knowledge, Skills, Attitudes, and Values	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Curricular Core—Pharmacy Practice Experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assessment and Evaluation of Student Learning and Curricular Effectiveness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENTS				
• Organization of Student Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Admission Criteria, Policies, and Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Progression of Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student Complaints Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Program Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student Representation and Perspectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional Behavior and Harmonious Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACULTY AND STAFF				
• Faculty and Staff—Quantitative Factors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Faculty and Staff—Qualitative Factors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Faculty and Staff Continuing Professional Development and Performance Review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITIES AND RESOURCES				
• Physical Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Practice Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Library and Educational Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Financial Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>