

University of Arkansas for Medical Sciences
College of Pharmacy
ACPE Self-Study Report
January 4, 2011

Self-Study Report

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2010-2011 Catalog and Student Handbook

2011-2012 Catalog and Student Handbook - draft

Northwest Faculty CVs

Lois Coulter, Pharm.D., BCPS

Melanie Claborn, Pharm.D.

Jonell Hudson, Pharm.D., BCPS

Scott Kaufman, RN, Pharm.D.

John Vinson, Pharm.D.

Index of Abbreviations

Local Abbreviations

AHEC	Area Health Education Center
COP	College of Pharmacy
DPC	Direct Patient Care
HPER	Health Performance Education and Recreation
IPC	Indirect Patient Care
LR	Little Rock
NW	Northwest
OSCE	Objective Structured Clinical Exam
P1	First Year Pharmacy Student
P2	Second Year Pharmacy Student
P3	Third Year Pharmacy Student
P4	Fourth Year Pharmacy Student
UA	University of Arkansas (Fayetteville Campus)
UAMS	University of Arkansas for Medical Sciences

National Abbreviations

AACP	American Association of Colleges of Pharmacy
ACPE	Accreditation Council for Pharmacy Education
APhA-ASP	American Pharmacists Association Academy of Student Pharmacists
APPE	Advanced Pharmacy Practice Experience
ASHP	American Society of Health Systems Pharmacists
CPE	Continuing Pharmacy Education
IPPE	Introductory Pharmacy Practice Experience
JD	Juris Doctor
MBA	Master of Business Administration
MPH	Masters of Public Health
NAPLEX	North American Pharmacist Licensure Examination
NCPA	National Community Pharmacists Association
OTC	Over the Counter
PGY-1	Post Graduate Year 1
PharmD	Doctor of Pharmacy



Accreditation Council for Pharmacy Education Standards 2007 Self-Study Template for Colleges and Schools

(Version 2.1, Dec 2008)

Introduction: The *Accreditation Council for Pharmacy Education (ACPE) Self Study Template* is designed to assist a college or school of pharmacy in creating its Self-Study Report. The Self-Study Report, in turn, is used in conjunction with information gathered by visiting ACPE Evaluation Team members to create an Evaluation Team Report (ETR). The ACPE Board of Directors will consider the *ETR* along with other supplementary written or verbal information (such as discussions with program representatives during the ACPE board meeting) in order to determine the pharmacy degree program's overall compliance with ACPE standards and to prepare the *ACPE Action and Recommendations (A&R)* document, which is the official accreditation action.

Summary of the Self-Study Process

Summarize the processes used to plan and organize the Self-Study and to review and adopt the Self-Study Report. This summary should be approximately two pages long (single sided, 12-point font, line spacing no less than 1.5).

Planning for the Northwest Campus focused visit began in the Fall of 2009 with the selection of the Self-Study committee. The committee was structured with Faculty leadership from both the Little Rock and the Northwest Campus, and included members from the Northwest community as well as other members from the Northwest Campus (e.g., Library, Information Technology, and the College of Medicine). Student input outside of the Students serving on the Self-Study Committees was sought first through an anonymous online survey regarding the Northwest Campus and then by monthly Town Hall meetings that began in September 2010. Committee membership is in the table below.

Self-Study Committee Membership

Section	Leader	UAMS NW	UAMS	Community	Students
Mission , Planning, & Evaluation	B Martin	J Vinson	J Johnson	C Collier	P1: Daniel Hubbard P2: Vanessa Bradley
Organization and Administration	A Franks	B Neumann (until 8/10)	N Hilliard	J Johnson	P1: Callie Layer P2: Brittany Goings
Curriculum	K Neill	S Kaufman T Edstrom	S Warmack G Nowak R Melchert	J Boyd	P1: Ross Davis, Derek George P2: Rachel Grubb, Chris Hailey
Students	J Hudson	L Hitt	S Flowers R DeHart K Light	M Scribner	P1: Corey Hayes, Thanh Nguyen P2: Lynn Hailey, Meg McDaniel
Faculty and Staff	P Gubbins	M Claborn	A Pace C Compadre H Brewer		P1: Charla Reed, April Russell P2: Sarah Norman
Facilities and Resources	L Coulter	BJ Roberts (until 5/10) R Stigall E Conditt	JD Gannaway M Carle	C Albritton	P1: Amanda Stolarz, Jenny Wagner P2: Diana Reynolds, Natalie Smith

The Self-Study process formally commenced with a kick-off day on February 26, 2010. During that day, there were three sessions designed to start the Self-Study process, provide direction to the leaders, and engage the Faculty. To further heighten understanding of the needs specific to a regional campus and stimulate discussion, an outside speaker with experience with the evolution of a geographically distinct campus spoke to the group. Mark L. Britton, PharmD, CDE, BC-ADM, Associate Dean for Academic Affairs and Associate Professor at the University of Oklahoma Health Sciences Center College Of Pharmacy addressed both the entire COP as well as the Self-Study leadership group via an interactive video connection from Oklahoma City. The sessions are summarized in the table below:

Self-Study Kick-Off Session

Session 1	Initial Session (Self-Study Leadership) Overview of the self-study process; review ACPE Standards, template, rubric; Highlight previous self study; Review group membership; Discuss meeting strategy (connectivity, document sharing, leader meeting schedule); Discuss policy changes; Review timeline; Small group work
Session 2	Establishing a Satellite College of Pharmacy Campus: Lessons Learned (Faculty, Staff and Students) Mark L. Britton, PharmD, CDE, BC-ADM
Session 3	Maintaining Unity Among Faculty, Students, and Curricula Across Two Campuses (Self-Study Leadership) Mark L. Britton, PharmD, CDE, BC-ADM; Jane Wilson, Ph.D.

The committees worked independently using teleconferences or Wimba to connect for meetings. Wherever possible, meetings were archived. There were regular meetings among Self-Study leadership to discuss progress of the overall report. In August 2010, the entire Faculty and select members of the Staff met for a retreat to go over the initial draft of the Self-Study report. This time was utilized to review the drafts as well as to identify issues that needed to be addressed for the Northwest Regional Campus. Once the initial drafts were completed, they were edited based on comments from the Faculty and Staff.

There were also two teams of Faculty and other key personnel that made site visits to the University of Minnesota and the University of Oklahoma as a way to see education across two campuses in action, to learn of issues that had not been considered, and to ask questions of Faculty with experience in delivering a curriculum across two campuses.

As the Self-Study committees identified policy and procedural issues that needed modification for the success of a geographically distant campus, members of the Executive Committee proposed appropriate changes. This led to the development of new policies, revision of the Faculty Bylaws, and revision of the Programmatic Assessment Plan—all of which were ultimately voted on and adopted by the Faculty.

Once the final draft of the Self-Study Report was complete, it was distributed to all Faculty and other interested constituents for review. The Self-Study document was then accepted by vote of the Faculty on January 4, 2011.

Overall Organization of the Self-Study Report

Please evaluate the program's self-study report on the following parameters.

	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. Commend <input type="checkbox"/>	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators. Meets <input checked="" type="checkbox"/>	The self-study report was written by a small number who did not seek broad input from students, faculty, preceptors, staff, and administrators. Needs Improvement <input type="checkbox"/>
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. Commend <input type="checkbox"/>	Students, faculty, preceptors, and staff are aware of the report and its contents. Meets <input checked="" type="checkbox"/>	Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program. Needs Improvement <input type="checkbox"/>
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. Commend <input checked="" type="checkbox"/>	All narratives and supporting documentation are present. The content is organized and logical. Meets <input type="checkbox"/>	Information is missing or written in a dismissive, uninformative or disorganized manner. Portions of the content appear biased or deceptive. Needs Improvement <input type="checkbox"/>
Relevance of Supporting Documentation	Supporting documentation of activities is informative and used judiciously. Commend <input checked="" type="checkbox"/>	Supporting documentation is present when needed. Meets <input type="checkbox"/>	Additional documentation is missing, irrelevant, redundant, or uninformative. Needs Improvement <input type="checkbox"/>
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. Commend <input type="checkbox"/>	The program proactively presents plans to address areas where the program is in need of improvement. Meets <input checked="" type="checkbox"/>	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. Needs Improvement <input type="checkbox"/>
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. Commend <input checked="" type="checkbox"/>	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. Meets <input type="checkbox"/>	Information appears to be missing or is difficult to find. Sections are not well labeled. Needs Improvement <input type="checkbox"/>

Summary of the Evaluation of All Standards

Please complete this summary (●) **after** evaluating the individual standards (30) in this Program Evaluation Form.

Standards	Meets	Partially Meets	Does Not Meet
MISSION, PLANNING, AND EVALUATION			
1. College or school Mission and Goals	●	○	○
2. Strategic Plan	●	○	○
3. Evaluation of Achievement of Mission and Goals	●	○	○
ORGANIZATION AND ADMINISTRATION			
4. Institutional Accreditation	●	○	○
5. College or school and University Relationship	●	○	○
6. College or school and other Administrative Relationships	●	○	○
7. College or school Organization and Governance	●	○	○
8. Qualifications and Responsibilities of the Dean	●	○	○
CURRICULUM			
9. The Goal of the Curriculum	●	○	○
10. Curricular Development, Delivery, and Improvement	●	○	○
11. Teaching and Learning Methods	○	●	○
12. Professional Competencies and Outcome Expectations	●	○	○
13. Curricular Core—Knowledge, Skills, Attitudes, and Values	●	○	○
14. Curricular Core—Pharmacy Practice Experiences	●	○	○
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	○	●	○
STUDENTS			
16. Organization of Student Services	●	○	○
17. Admission Criteria, Policies, and Procedures	●	○	○
18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	●	○	○
19. Progression of Students	●	○	○
20. Student Complaints Policy	●	○	○
21. Program Information	●	○	○
22. Student Representation and Perspectives	●	○	○
23. Professional Behavior and Harmonious Relationships	●	○	○
FACULTY AND STAFF			
24. Faculty and Staff—Quantitative Factors	○	●	○
25. Faculty and Staff—Qualitative Factors	●	○	○
26. Faculty and Staff Continuing Professional Development and Performance Review	●	○	○
FACILITIES AND RESOURCES			
27. Physical Facilities	○	●	○
28. Practice Facilities	○	●	○
29. Library and Educational Resources	●	○	○
30. Financial Resources	○	●	○

Progress and Changes

1) Rate the college or school on its progress or changes in the six areas of the Standards since the last accreditation visit by indicating “Satisfactory (S)” or “Needs Improvement (N.I)” on the checklist below:

	S	N.I.
The college or school has progressed in each area since ACPE’s last comprehensive visit.	●	○
The college or school has addressed any concerns previously raised by ACPE.	●	○
The college or school has adhered to the reporting guidelines, limiting the total summary to no more than 6 pages of double-spaced, 12-point text.	●	○

2) If “Needs Improvement (N.I.): is noted above, please explain:

The attached Self-Study document is focused on meeting the needs of a new geographically separate Campus (referred to hereinafter as UAMS Northwest, the Northwest Campus or the Northwest Regional Campus or simply the Regional Campus). The Regional Campus is located in Fayetteville, AR, approximately 200 miles from the main (Little Rock) Campus. Once at full capacity, the College of Pharmacy will base approximately 25% of its P3 and P4 students at the Northwest Campus. The UAMS College of Pharmacy has embarked on a comprehensive, yet focused study of the needs of the program. The planning and programmatic changes to accomplish this goal are summarized below.

1. Mission, Planning, and Evaluation

The establishment of a Regional Campus in Northwest Arkansas directly fits the mission of both the College and the University. As part of its overarching strategic plan, UAMS plans to expand its educational programs across all of its programs. The finite nature of pharmacy experiential opportunities in Central Arkansas coupled with the population growth and cultural diversity makes Northwest Arkansas an ideal area to host a Regional Campus. In order to achieve the goal of expansion to a Regional Campus with complete parity to the Little Rock Campus, the College of Pharmacy has systematically reviewed and modified its Departmental Structure (with the addition of a Northwest Division of the Pharmacy Practice Department), Programmatic Assessment Plan, Faculty Bylaws, and committee structure. In order to assure the quality of education, a plan to compare educational outcomes on a class-by-class as well as a summative basis has been devised.

2. Organization and Administration

UAMS has studied the need, leadership, facilities, budget, and local support required for the success of the Northwest Campus on a University wide level. This plan has been reviewed by the Higher Learning Commission of the North Central Association of Colleges and Schools and commended for its thoroughness. Due to the

administrative structure of the College and the University, the Northwest Campus is well represented. While the College of Pharmacy has had complete autonomy in the programmatic planning for its programs on the Northwest Campus, there is considerable input at both the University and Regional levels. Through her membership on the Chancellor's Cabinet and her involvement in University-wide planning for the Regional Campus, the Dean has been critical to the progress of UAMS Northwest. Similarly, with his membership on the Vice Chancellor's leadership group and interaction with the UAMS Northwest Advisory Board, the Associate Dean offers substantial input at the Regional level. Creation of Regional Campus-wide services, such as Library and Educational Support, further assure the success of the College of Pharmacy program.

3. Curriculum

A considerable amount of time and effort has been dedicated to evaluating and enhancing the curriculum to adapt to the "One College, Two Campuses" philosophy. The College of Pharmacy competency statements and the overall goals of the curriculum have not changed with the development of the Northwest Campus. The curricular content is the same irrespective of Campus assignment; however, the manner of delivery and assessment has been the focus of a great deal of study and modification. The decision to offer the majority of the core content in the P3 year synchronously on both Campuses has led to tremendous Faculty development in the area of technology in the classroom. In order to assure input and contribution to curricular development and assessment, the Bylaws relating to the Curriculum and Assessment Committees have been modified to include the Northwest Campus.

Curricular delivery in the P3 year will be a combination of face-to-face, synchronous, and asynchronous delivery. To accomplish curricular delivery to two campuses, educational technology is a key element. There has already been incorporation of a great deal of technology into the third-year curriculum, with all courses utilizing audiovisual technology in the classroom. The majority of P3 courses (including all required courses) use web-based materials within an electronic course management system to enhance student learning. Synchronous delivery of material between Campuses will primarily be via an interactive video network, with Wimba used as backup. Plans are underway for Faculty development and training on new technology once installation is complete.

The College is using the Center for Clinical Skills Education with increasing frequency as a means of assessment. To facilitate this type of formative and summative evaluation on the Northwest Campus, a six-station Clinical Skills Center has been constructed.

A University-wide goal of the Northwest Campus is to broaden the opportunities for interprofessional education among the academic units. With the concurrent development of a longitudinal College of Medicine curriculum for third and fourth year medical Students based at the Northwest Campus, several pilot interprofessional courses have been planned. One such experience is a pilot series of learning activities on professionalism and ethics to be

offered collaboratively in 2011 between College of Medicine and College of Pharmacy Faculty for third year medical Students and fourth year pharmacy Students. Similarly, elective courses for fourth year medical student taught by interprofessional teams are being piloted in the Spring of 2011 in primary care pharmacotherapeutics and medical Spanish. These courses will be offered concurrently to P3 Students beginning in the Spring 2012 semester.

The structure and format of Advanced Pharmacy Practice Experiences (APPEs) on both Campuses is identical. The College has a longstanding history of APPEs offered in the Northwest Region of the State. A core of Students have completed the majority of their APPEs in the Northwest Region for the last couple of years. Needs assessment and capacity estimates have led to the addition of Faculty and recruitment of additional sites in the Region in order to provide APPEs that are diverse and adequate in scope for P4 Students to complete their year in Northwest Arkansas.

4. Students

Even though Students do not begin their education on the Northwest Campus until their P3 year, beginning with the Class of 2015, Campus selection will occur at the time of acceptance to the College of Pharmacy. Campus assignment is based on student preference wherever possible, with the remainder assigned by lottery to assure balance between the two Campuses. Policy for initial Campus assignment and Campus reassignment has been developed and adopted by the Faculty.

Student input is both valued and sought at the College of Pharmacy. This occurs in several formats. Student membership on committees has been a standard for several years. Bylaw revision by the Faculty ensures Northwest Student involvement on key committees (Educational and Technology Support Advisory Committee, Curriculum, Honor Council). Student input has been sought regarding the move to the Northwest Campus as well. The Associate Dean for Administrative Affairs conducted an anonymous on-line survey open to all Students to collect questions and concerns regarding the Northwest Campus. Monthly Town Hall meetings were then scheduled to address these issues as well as seek Student input.

The College utilizes a combined Catalog and Student Handbook to inform Students regarding the curriculum, College and University policies, progression rules, and grievance procedures. The combined Catalog and Student Handbook is currently being updated to provide information about all relevant issues relating to the Northwest Campus and is currently available in draft form.

The provision of equivalent student services across both Campuses has been a primary focus of preparations for operating on two campuses. The University and College have partnered with various groups in the Northwest Region to assure the availability of equivalent student services at UAMS Northwest. Comparable student health services for prevention (vaccines and TB skin testing) and minor illnesses are available through an agreement with

the Area Health Education Center Northwest's Family Medical Center. Similarly, in a partnership with the UAMS Psychiatric Research Institute in Northwest Arkansas, student wellness (mental health) services are available at no charge to the student. The University of Arkansas at Fayetteville has made membership to the Health, Physical Education and Recreation facility available at a student rate. Student services that are available on the Little Rock Campus (financial aid, bookstore, tutoring) remain available to Students.

To help facilitate student services on the Northwest Campus, a Campus-wide Student Affairs coordinator has been hired. This position works with the various groups on the Little Rock Campus to include Northwest Campus Students in their various activities (such as the Associated Student Government meetings). The Student Affairs Coordinator is also available to assist student organizations in their meetings and functions. There are currently eleven organizations available to Students at the COP. The largest organization with membership by the majority of Students is the Academy of Student Pharmacists. All student organizations will be available to Students on the Northwest Campus.

5. Faculty and Staff

As planning for the Northwest Campus began in earnest, an evaluation of faculty needs and a plan to meet them was put into place. Even before the addition of an Associate Dean for the Northwest Campus, collaborative site development and Faculty recruitment began. Partnership with three area programs led to four co-funded Faculty positions prior to the opening of the Northwest Campus facility and provided a faculty base for the Campus. Recruitment for two additional faculty members at the Northwest campus is currently underway, with the anticipation that they will be in place as early as July 2011. Addition of an Associate Dean for the Northwest Campus in July 2009 has provided leadership for the Regional Campus. The Faculty Bylaws were modified to incorporate the Faculty members into the Department of Pharmacy Practice as the Northwest Division. The Associate Dean also serves as the Division Head. Since the Associate Dean/Division Head is responsible for faculty recruitment and development for Northwest Division Faculty, performance review will be completed jointly with the Department of Pharmacy Practice Chairperson. This method of assessment will provide consistency with other members of the Department.

The need for Northwest Campus input into the standing committees of the College was addressed through Bylaw changes as well. Required positions on key committees (such as Curriculum, Assessment, and Educational and Technology Support, and Campus Selection) have assured contribution by Northwest Campus Faculty.

Not only are they important to the profession of pharmacy, residents play a key role in the didactic and experiential education of pharmacy students as well. The first PGY-1 resident position at the Northwest Campus is to begin in July 2011 and will have a focus in Primary Care. This residency will be led by Faculty practicing in the

area of Family Medicine. There are plans for additional residencies with a total of 3 positions anticipated by the end of the 2012-2013 year.

The Campus has addressed staff needs by utilizing both combined and dedicated positions. In the Fall of 2010, two shared Northwest Campus-wide positions were added. These include a Student Affairs and Faculty Development Coordinator and an E-Learning Specialist. Additionally, there is Northwest Campus-wide Information Technology staff to support the technology in the classrooms. These staff members work in concert with staff on the Little Rock Campus to ensure student services and educational needs are met. Finally, there is a COP dedicated Administrative Assistant on the Northwest Campus to assist in the day-to-day operations of the College.

6. Facilities and Resources

Facilities and resources are central to the success of the Northwest Regional Campus. The College of Pharmacy is in a newly renovated area on the first floor of the Northwest Regional Campus building. The space is equipped with a large (56 seat) and small (20 seat) classroom, conference space, and a multipurpose lounge area. The classroom space will be equipped with state of the art technology for classroom connectivity. The current timeline for technology installation in Northwest Arkansas is June 1. Modification of the existing auditorium and small group room in Little Rock is under budgetary review. Additionally there is office space for the Associate Dean, 2 residents, 3 faculty members, and day-use office space for Faculty with offices located at other facilities.

There is a 5,700 square foot Clinical Skills Center to be utilized as a teaching lab and also for both formative and summative assessments utilizing Objective Structured Clinical Examinations; however, equipment and technology for the Center is still in the planning stages.

. This area is shared among all the academic units at the Northwest Campus. Other shared spaces include a 3,600 square foot Library which provides access to approximately 2,000 textbooks and over 108 journals. Additionally, Students and Faculty have access to over 4,500 journals and over 800 textbooks electronically through the UAMS main Library. The Library space includes both small group and quiet study areas, computer access, and two 20-station computer testing laboratories. The Study areas are available to Students and Faculty 24 hours a day, 7 days a week.

Experiential sites have been present in the Northwest region for many years and there is a well developed network of sites for APPEs. APPE sites within a 50-mile radius surrounding the UAMS Northwest facility are considered to be part of the Northwest Campus region. There are currently 62 sites available for APPEs in the NW Campus region. These sites include: Advanced Community (10 sites), Acute Care (12 sites), Ambulatory Care (5 sites), Hospital Pharmacy Management (8 sites), Community Pharmacy Management (15 sites), and Electives (12 sites). Additionally, APPEs outside the region are available to Students assigned to the Northwest Campus. The

office of Experiential Education in Little Rock schedules practice experiences centrally and works across the State to develop additional practice sites.

Faculty and operational expenses for the Northwest Campus are included in the UAMS Northwest budget. New funding in the form of two faculty members and one PGY1 residency has been agreed upon by the Chancellor and appropriations are still pending. Operational costs for the Campus are supported by State funding with renovation of facilities occurring as a result of philanthropy. To date over \$5 million in gifts and pledges has been secured for renovation of the Northwest Campus. The combination of University and State-wide support of the Northwest Campus and the Dean's reserve funds provide financial security for the viability of the COP program at UAMS Northwest.

A great deal of time and resources have been invested at the University and College levels in preparation for P3 Students to transition to the Northwest Campus. The early addition of experienced Faculty at UAMS Northwest and faculty development programs relating to technology in the classroom have tooled the Faculty for the changes needed to teach simultaneously across two geographically separate Campuses. From the beginning stages of developing the Northwest Campus, the Faculty and Staff realized that new and innovative methods would be required for the program. The College has adopted a "culture of change" to achieve these goals. A central theme in everything that the College has undertaken is communication. There has been a commitment to transparent communication, often utilizing new technology, to all constituents involved. Coupling continual and effective communication with systematic programmatic evaluation, changes in policies and Bylaws, and involvement of other key people within the organization has positioned the College of Pharmacy program at the Northwest Campus for success.

Mission, Planning, and Evaluation

For Standards 1-3:

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

- The current mission statement, goals, objectives, and core values for the college or school of pharmacy. (1)¹
 - The Institutional Mission Statement and Goals. (1)
 - Descriptions of how the college or school's mission is aligned with the mission of the institution. (1)
 - Description of how the mission and associated goals in education, research/scholarship, service and practice are developed and approved by all stakeholders. (e.g., Committee meeting minutes, Faculty meeting minutes). (1)
 - Description of how the mission is being assessed and followed. (1)
 - Description of how and where the mission statement is published. (1)
 - The college or school's strategic for achieving its mission and goals. Plan should include: (2)
 - timelines for action scheduled at appropriate intervals (e. g., quarterly, semi-annually, etc.); (2)
 - person(s) identified as accountable for management and/or action for the stated events; (2)
 - identification of resources (not limited to time and finances) for the relevant items; (2) and
 - yearly review of the entire plan with continuation or proper re-direction dependent on new information and results. (2)
 - The Institutional strategic plan to achieve its mission and goals. **(To be made available on-site.)** (2)
 - Description of how the strategic plan was developed (including evidence of stakeholder input). (2)
 - Evidence of support and cooperation of University administration for the college or school plan (e.g., letters of support from the university administration, administrative actions taken in support of the plan, etc.). (2)
 - Evidence documenting that the strategic plan is driving decision-making in the college or school. (2)
 - Copy of the evaluation plan. (3)
 - Examples of instruments used in assessment and evaluation. (3)
 - Evidence of assessment in all components of the program's mission. (3)
 - Evidence that assessments resulted in improvements. (3)
 - Examples of analyses/evaluation findings/reports generated as a result of assessment and evaluation activities. (3)
 - Description of the members of the Assessment Committee (or equivalent) and charges in the last academic year. (3)
 - Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Other documentation or data that provides evidence of meeting the standard: HLC survey data
-

¹ Standards are noted in parentheses.

Standard No. 1: College or School Mission and Goals: The college or school of pharmacy (*hereinafter "college or school"*) must have a published statement of its mission, its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice, and its values. The statement must be compatible with the mission of the university in which the college or school operates.² These goals must include fundamental commitments of the college or school to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school has a published statement of its mission; its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice; and its values.	●	○
The mission statement is compatible with the mission of the university in which the college or school operates.	●	○
The college or school's goals include fundamental commitments of the program to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.	●	○
For new college or school initiatives and alternate pathways to degree completion, the college or school ensures that: <ul style="list-style-type: none"> the initiatives are consistent with the university's and the college or school's missions and goals the same commitment is demonstrated to all students, irrespective of program pathway or geographic location resources are allocated in an equitable manner <p style="text-align: right;">N/A (no alternate pathways, etc.) <input type="checkbox"/></p>	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. (*On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard)*)

The primary mission of the UAMS College of Pharmacy (COP) is to improve health of culturally diverse populations by educating pharmacy leaders to address community and rural health needs in Arkansas and by fostering progressive pharmacy practice in our state. The addition of the Northwest Regional Campus in Fayetteville directly supports this mission by making it possible for up to 30 students each year to complete their last two years of the curriculum outside of the central Arkansas area. Northwest Arkansas is the fastest growing region of the State and is the home of several of the country's largest employers (Walmart, Tyson, JB Hunt, etc.). It is also the region of the state with the fastest growing Latino community. The Northwest Regional Campus offers our students the opportunity to interact with this population. The Northwest region is also home to two of our largest Area Health Education Centers (AHECs), the AHEC Fort Smith and the AHEC Northwest at Fayetteville & Springdale. These centers provide outpatient care through an interprofessional, team-based approach. The AHECs offer an opportunity for development of a practice based research network, particularly in light of UAMS' recent funding in the form of a National Institutes of Health, National Center for Research Resources, Clinical and Translational Science Award and creation of the Center for Clinical and Translational Research. This environment offers an excellent opportunity for the development of a pharmacy practice residency program focused on primary care.

The Northwest Campus will be a second Campus for the UAMS COP (two campuses functioning as one), but the required curriculum, support for student services, and faculty development opportunities will exist equally at both

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

Campuses. The same commitment to excellence will be demonstrated to all COP students, regardless of geographic location. UAMS has committed resources to fully support the remodeling of facilities to provide a dedicated physical place for COP students. Sixty of the 480 students at the COP will be based at the Northwest Regional Campus. The students will have access to the UAMS library, Student Wellness and Health, and the University of Arkansas Fayetteville Health Performance Education and Recreation (HPER) building for exercise facilities described more in standard 16. Faculty from the Northwest Regional Campus will participate in the didactic and experiential curriculum, provide support for student organizations, and develop postgraduate residencies. The COP Bylaws (Appendix 1) have undergone recent revision to ensure that the Faculty and students from the Northwest Regional Campus have adequate representation through committee assignments as part of our shared governance. Although there will be two geographically separate locations, a single dean will provide leadership for the COP regardless of the Campus. An associate dean for the COP will be based at the Northwest Regional Campus who reports directly to the Dean (Eric F. Schneider, PharmD, Associate Dean for the Northwest Regional Campus).

The COP Strategic Plan (Appendix 2) focuses on several goals that will be augmented by the Northwest Regional Campus. The goal of maintaining a high quality experiential program will be facilitated by the Northwest Regional Campus. Currently six Faculty members reside in the northwest region of the State and two additional Faculty members and a PGY1 resident are being recruited to start in or around July 2011. We have also recruited experiential sites throughout the region and will continue to recruit opportunities for elective APPEs. An additional goal that will be augmented by the Northwest Regional Campus is the advancement of interprofessional education models. As the UAMS College of Medicine expands enrollment at the Northwest Regional Campus, we will work with their Faculty to develop courses that will benefit both Colleges and to find ways to increase interactions between professions throughout the professional curriculum.

Achievement of our mission and the objectives of our strategic plan is assessed through a number of mechanisms. Faculty members complete annual self-assessments documenting their service through committee obligations, scholarship, and teaching. Department chairs and Division Heads (where applicable) meet with each Faculty member annually to discuss progress and plans for professional development. The College also has a formal Programmatic Assessment Plan (Appendix 3) which outlines the indices used to ensure that the College is meeting its mission. The Programmatic Assessment Plan was recently updated to ensure accountability for outcomes of the Regional Campus as compared to the central Campus. An annual report will document the outcomes as identified through these measures.

3) **Comments:** Describe a) areas of the program that are noteworthy³; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with **actions or recommendations** to address them:

- a. The College already has six Faculty members in the Northwest region and 22 P4 students are completing the majority of their APPEs in Northwest Arkansas during the 2010-11 academic year. The Bylaws have been revised to ensure adequate representation of the Northwest Faculty. Resources for infrastructure have been invested and renovation of our facility is well underway. Our Programmatic Assessment Plan provides us with a template for the collection and analysis of data to ensure equivalency on both Campuses.
- b. Primary issues that remain and will be resolved by June 1, 2011 include the completion of our updates to the classroom technology on both Campuses and the recruitment of two faculty members and one resident.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college has a dynamic, long-term mission with broad coverage that was created through group processes that include faculty endorsement. • The college or school's mission is aligned with the university's mission. • The college or school's goals include fundamental commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care. 	<ul style="list-style-type: none"> • The college has a short-term mission with limited coverage that was created with little input or faculty endorsement. • The college or school's mission is not aligned with the university's mission. • 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"> • The college has no mission or no goals. • The college or school's goals do not include commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care.
<input checked="" type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard

³ Examples of Noteworthy Areas: a) The college or school synchronizes the reviews and updates of its mission with changes to the institution's mission. b) Faculty can clearly articulate the mission and their role in fulfilling it.

Standard No. 2: Strategic Plan: The college or school must develop, implement, and regularly revise a strategic plan to facilitate the advancement of its mission and goals. The strategic plan must be developed through an inclusive process that solicits input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, have the support of the university administration, and be disseminated in summary form to key stakeholders.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and goals.	●	○
The strategic planning process is inclusive, soliciting input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, has the support of the university administration, and is disseminated in summary form to key stakeholders.	●	○
Substantive changes are addressed through its strategic planning process, taking into consideration all resources (including financial, human, and physical) required to implement the change and the impact of the change on the existing program.	●	○
The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	●	○
The program notifies ACPE in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring. N/A (no changes) <input type="checkbox"/>	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The Campus has a strategic plan, Road Map for the Future, (Appendix 4) that was established in 2008. The structure of the Campus' strategic plan focuses on goals that have been established for all units of the Campus. One of the objectives outlined in the UAMS Strategic Plan is the need for expansion of its educational programs. Based on trends and forecasts, the Campus leadership recognized the need for growth of the health professional workforce. On a national level, the projected need for physicians, pharmacists, and nurses was continuing to grow, partly due to the graying of the American public. Realizing this need in Arkansas was even greater due to the older than average population and lower than average health statistics, UAMS made plans to expand class size in several of its programs, including pharmacy. UAMS also recognized that the expansion would increase the clinical and experiential needs and that developing sites outside of central Arkansas would be needed.

Northwest Arkansas was identified as the best location for a Regional Campus for a number of reasons. The Northwest region of the state is primarily defined as the cities of Fayetteville, Springdale, Rogers, and Bentonville. This region is one of the fastest growing areas in the country. It had a 33.9% population growth between 2000 and 2006, with a total population of 673,000. The Northwest region is home to a number of large healthcare facilities, including Washington Regional Medical Center (a 366 bed acute care facility), the Veterans Healthcare System of the Ozarks (a 72 bed acute care facility), and Mercy Medical Center in Rogers (a 200 bed acute care facility). For purposes of experiential education, we also include Fort Smith as the COP defines the Northwest region. Fort Smith has a population of approximately 85,000 and is home to Sparks Regional Medical Center (510 bed acute care facility) and St Edwards Mercy Medical Center (343

bed acute care facility). Another aspect of the region is that the racial mix in Northwest Arkansas differs from the rest of State in that there are a higher percentage of Latino patients (15.6% in Fort Smith). It is hoped that the diversity in this area of the state will translate into increased opportunities for students to build cultural competency and that our recruitment of underrepresented minority students will increase.

The COP's strategic plan was updated in August 2010 ([Appendix 2](#)). The plan was vetted by all stakeholders and is posted on our website (http://www.uams.edu/cop/about/pdfs/strategic_plan.pdf). As stated in the strategic plan, a primary objective in the Education Section is to have our Northwest Campus ready for third professional year students for didactic course work in August 2011. Another stated goal in this section is to advance interprofessional education models, a plan which should be facilitated through the joint efforts of all the colleges working together to develop programs in Northwest Arkansas. A third objective in our strategic plan in the Administration section is to "identify and secure adequate facilities and funding to meet our research, teaching and service responsibilities." The action steps include renovation of space/enhancement of existing space on the Little Rock Campus, preparing the first students to move to Northwest Arkansas, and maintaining a healthy reserve fund for capital and facility improvements.

Chancellor Dan Rahn joined UAMS in November, 2009. Starting in June 2010, the Chancellor began dedicating approximately one Cabinet meeting monthly to plans for the Northwest Regional Campus. These Cabinet meetings not only include campus leadership, but also include Information Technology, Office of Educational Development, Academic Services, Library, and Faculty and staff at the Northwest Regional Campus. The monthly meetings have facilitated communication between and across all divisions and Colleges. Weekly Monday morning phone calls between the Chancellor, Vice Chancellors, Deans, and Associate Deans have also been key over the course of the past year.

3) Comments: Describe a) areas of the program that are noteworthy⁴; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

- b) Regular communication regarding development of the Northwest Campus occurs at the College and campus level. Individuals responsible for each part of the development are aware of their responsibilities and the timelines for completion.

4) Quality Improvements: Write any additional comments to further advance the quality of the program:

⁴ Examples of Noteworthy Areas: The strategic plan drives the activities of the program. (e.g. the executive committee uses the plan at their meetings.)

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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

Standard No. 3: Evaluation of Achievement of Mission and Goals: The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The program must use the analysis of process and outcome measures for continuous development and improvement of the professional degree program.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The evaluation plan describes a continuous and systematic process of evaluation covering all aspects of the college or school and the accreditation standards. The plan is evidence-based and embraces the principles and methodologies of continuous quality improvement.	●	○
The evaluation plan includes assessments to compare and establish comparability of alternative program pathways to degree completion, including geographically dispersed campuses and distance-learning activities. N/A (no distance activities) <input type="checkbox"/>	●	○
The program assesses achievement of the mission and goals.	●	○
The analysis of process and outcome measures are used for continuous development and improvement of the professional degree program.	●	○
The program measures the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved.	●	○
The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The College will integrate existing assessment strategies to ensure comparability between the Little Rock based main Campus and the Northwest Regional Campus in Fayetteville. The College developed a Programmatic Assessment Plan in 2007 which has been revised to monitor and assess the College’s mission in the Northwest Regional Campus. The strategic plan, as described in Standard 2 (Appendix 2), includes the College’s goals and reporting requirements. The Assessment Committee and the Curriculum Committee perform the bulk of the curricular assessment activities and the University, College, and Department Administrative teams in conjunction with the executive committee perform the bulk of research and service assessment.

The Programmatic Assessment Plan was created by the Executive Committee in 2007 and revised in 2010 (Appendix 3). This document serves as the central document outlining the College’s assessment activities. The document is mission based and describes assessment of admissions, teaching evaluations, learning outcomes, surveys and focus groups, NAPLEX, leadership performance review, scholarship, service and outreach, and faculty self assessment. Key among the revisions to the programmatic assessment plan is the identification of performance metrics, and reporting requirements that will be measured to assess the comparability of the two Campuses. Current revisions include the stratified comparisons of third professional year student course and instructor evaluations, fourth professional year APPE preceptor evaluations, summative examination 2, cumulative GPA, academic progression rates, and NAPLEX scores and pass rates. Stakeholders outside the College will continue to provide input through the Arkansas Pharmacists Association, the Dean’s

Advisory Council, and through the College's website. Standardized surveys (AACP/ACPE) will be used to survey preceptors and alumni every three years and will look for regional differences. The Programmatic Assessment Plan defines the data for review, the frequency of review, and individuals responsible. Assessment tools are included in the appendices of this document. The Executive Committee and ultimately the Faculty are responsible for evaluating measurable outcomes from the Programmatic Assessment Plan to identify strengths, weaknesses, and opportunities for improvement. The Associate Dean for Professional Education and a staff member assist in the day-to-day implementation and data collection of the programmatic assessment.

The Curriculum Committee uses the strategic plan, the mission and goal statements, and outcome statements, and the curricular map, to evaluate and revise our curriculum and pre-pharmacy requirements. In order to facilitate representation on the Curriculum Committee from the Northwest Regional Campus, the Bylaws were recently revised and adopted by the Faculty on August 5, 2010 ([Appendix 1](#)) to include at least one faculty representative based at the Northwest Regional Campus. The Northwest Faculty representative will be able to provide input into curricular revisions and provide formative feedback regarding the existing curriculum and student learning at the Northwest Regional Campus.

The Bylaw revision requires that at least one faculty member from the Northwest Regional Campus is on the Assessment Committee. The Assessment Committee's charge is to assess effectiveness of teaching and student learning. One of the primary responsibilities of the committee is to set forth instructor and course assessment instruments to be used by the College. In anticipation of the new Northwest Regional Campus, the assessment committee has begun working on revising the current student evaluation instruments for course and instructor evaluation instruments to include items that will help assess the effectiveness of the instruction across two Campuses in the third professional year given the use of various types of technology.

One of the recent advances within the College has been the development and administration of summative exams administered to second professional year students at the conclusion of the spring semester and during the midpoint of the fourth professional year. The first summative exam for second professional year students was pilot tested in 2008 and was implemented on an annual basis beginning in 2009 as a high stakes exam. This exam is centered on the scientific foundations of the first two professional years' curricular competencies and uses a multiple choice format. The passing threshold is determined by the College's Assessment Committee using the Modified Angoff method. The first summative exam will be one criterion used to compare the performance of the students between the two Campuses prior to the start of the third professional year. This will help detect potential differences in the cohorts prior to students being split between the two Campuses.

The second summative exam is administered to students near the midpoint of their senior year, typically in December. The exam consists of an Objective Structured Clinical Examinations (OSCE) format with 10-14 stations accounting for 80% of the exam and the remaining balance determined by the pre-NAPLEX. The passing standard for the OSCE portion is

determined using the Borderline method. This exam was pilot tested in December 2008 and was implemented on an annual basis beginning in December 2009 as a high stakes exam. The proposed station content of the examination will be approved by the Assessment Committee annually and the exam coordinator and/or the Associate Dean for Professional Education will be responsible for coordinating case development, review, revision, and standardized participant training. The OSCE is conducted in the Center for Clinical Skills Education with standardized participant electronic grading supported by Meti® LearningSpace™. The pre-NAPLEX is conducted in a computer lab and all scores are recorded at the conclusion of the exam. The results of the OSCE will be managed by the examination coordinator and/or the Associate Dean for Professional Education. The OSCE examination facility is under construction at the Northwest Regional Campus. The Associate Dean for Professional Education or Associate Dean of the Northwest Regional Campus will post the combined score of the pre-NAPLEX and the OSCE and will meet with students who do not pass the exam. Each student will receive an individual score report card outlining performance. An annual report (July-August) will be generated and sent to the Assessment Committee and Executive Committee. The scores and pass rates of the second summative exam will be stratified by students attending the two different Campuses as a measure of the comparability of the two Campuses. Data will be compared between Campus of record and the exam will be run on both Campuses.

The Associate Dean of the Northwest Regional Campus was named in 2009 and is responsible for administrative matters at the Northwest Regional Campus and is the central link coordinating activities between the two Campuses. The Associate Dean of the Northwest Regional Campus holds a position on the COP Executive committee and reports directly to the Dean and is the Division Head of the Northwest Regional Campus Division of the Department of Pharmacy Practice. As part of his responsibilities, he will perform annual assessments for Faculty members at the Northwest Regional Campus in collaboration with the Chair of Pharmacy Practice. The Division Head/Associate Dean of Northwest Regional Campus serves as a point person between the students and Faculty on the Northwest Regional Campus and the College's administration. After the arrival of the third professional year students at the Northwest Regional Campus in Fall 2011, the Associate Dean of the Northwest Regional Campus will convene weekly meetings with a committee of students to assess the implementation of the curriculum in the Northwest Regional Campus. These weekly meetings will be an important first step to identify potential problems and provide a conduit to communicate potential solutions to the Faculty, staff, or COP administration.

With information from the annual report (http://www.uams.edu/cop/about/pdfs/COP_Annual_Report_2010.pdf) and programmatic assessment outcomes data, the Dean communicates key findings and resultant actions through an annual "State of the College" report to the Students, Faculty, the Chancellor, alumni, pharmacists within the state and other stakeholders. These data allow us to monitor our progress towards advancing our mission and in meeting the objectives of our strategic plan.

- 3) **Comments:** Describe a) areas of the program that are noteworthy⁵; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation: Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box** :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school has identified outcomes for all its goals. • The evaluation plan outlines a systematic process to measure achievement of the outcomes. • The college or school's assessment activities involve other areas than just curriculum, such as outcomes of faculty research. • Individuals have been assigned specific responsibilities in the evaluation plan. • The evidence of achievement shows that the college or school is educating students to become generalist practitioners as well as meeting the specific mission of the program. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school's assessment activities are limited to just curriculum. • The evidence of achievement shows that the college or school is not educating students to become generalist practitioners or to meet the specific mission of the program. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school has not identified outcomes or it has no systematic process to measure achievement of the outcomes. • No one has been assigned the responsibility for evaluating the plan. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

⁵ Examples of Noteworthy Areas: A) Assessment is an integral part of the culture of the institution. B) Faculty and administrators are widely involved in the assessment process.

Organization and Administration

For Standards 4-8:

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

- Document(s) verifying institutional accreditation. (4)
 - Report of any deficiencies from institutional accreditation. (4)
 - University and college or school organizational charts. (5, 7)
 - Description of number and nature of affiliations external to the college or school. (6)
 - Example of affiliation agreements for the purposes of experiential education and professional services. (6)
 - Evidence of contract for each affiliation. **(To be made available on-site.)** (6)
 - Description of academic research activity outside the college or school. (6)
 - Description of alliances that will produce interprofessional education. (6)
 - Written bylaws and policies and procedures of college or school (e.g., copy of Faculty Handbook, **to be made available on site**). (7)
 - Job Descriptions for Administrators. (7)
 - List of committees with their members and designated charges. (7)
 - List of support staff within each department/division. (7)
 - Desired qualifications and responsibilities of the Dean (from job description or position announcement). (8)
 - Synopsis of Curriculum Vitae of the Dean. (8)
 - Evaluations of the Dean's performance (e.g., annual review, 5-year review, 360-evaluations). (8)
 - Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Other documentation or data that provides evidence of meeting the standard.
-

Standard No. 4: Institutional Accreditation: The institution housing the college or school, or the independent college or school, must have or, in the case of new programs, achieve full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The institution housing the program, or the independent college or school, has full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education or it is in the process of seeking accreditation within the prescribed timeframe	●	○
The program reports to ACPE, as soon as possible, any issue identified in regional/institutional accreditation actions that may have a negative impact on the quality of the professional degree program and compliance with ACPE standards. Not Applicable <input checked="" type="checkbox"/>	○	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

In April 2007, UAMS hosted a site team conducting the latest review by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. UAMS administration responded to site team concerns with an interim report dated April 6, 2010 (Appendix 5). The interim report outlined progress and planning for the Northwest Regional Campus. This report summarized the need, planning, leadership, facilities, budget, and community support for the Regional Campus. In response, the HLC commended UAMS for its strong progress report (Appendix 6). No further interim reporting was requested. Accordingly, UAMS received reaccreditation for the full ten-year period with the next comprehensive evaluation scheduled for 2016-2017.

3) **Comments:** Describe a) areas of the program that are noteworthy; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

- a. The HLC site team draft reports a clear consensus that UAMS lives its mission through active engagement throughout all of Arkansas at all levels of the University. A centerpiece of the outreach efforts to the people of Arkansas is the network of AHECs. In the HLC analysis of the institutional interim report dated April 6, 2010, UAMS was commended for providing a comprehensive planning document covering all aspects of the planning and implementation of a new health sciences campus in northwest Arkansas.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Documentation of regional/institutional accreditation is included. • If the regional/institutional accreditation status changes, the Dean can articulate how the changes affect the college or school. (ACPE review procedures.) <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The institution has applied for regional/institutional accreditation and is awaiting the outcome. • The institution has received an adverse action and is in the process of responding to it. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The institution has no accreditation and has not applied to become accredited. • The institution has lost its accreditation. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 5: College or School and University Relationship: The college or school must be an autonomous unit within the university structure and must be led by a dean. To maintain and advance the professional degree program, the university president (or other university officials charged with final responsibility for the college or school) and the dean must collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school is an autonomous unit within the university structure, led by a dean.	●	○
The university president (or other university officials charged with final responsibility for the college or school) and the dean collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.	●	○
The college or school participates in the governance of the university, in accordance with its policies and procedures.	●	○
The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas: <ul style="list-style-type: none"> ● programmatic evaluation ● definition and delivery of the curriculum ● development of bylaws, policies, and procedures ● student enrollment, admission and progression policies ● faculty and staff recruitment, development, evaluation, and retention 	●	○
The college or school's reporting relationship(s) is depicted in the university's organizational chart.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard)*

The UAMS COP is an autonomous unit within the University structure. The Little Rock and Northwest Campuses are two locations of a single College. The College is led by Dean Stephanie F. Gardner, who serves as the chief executive and academic officer of the College. The Dean reports directly to the Chancellor, serves on the Chancellor's Cabinet, and is responsible for all aspects of the College, including strategic planning, quality assessment, student and faculty recruitment, resource development and allocation, and representation to external entities. The College's leadership position on the Northwest Regional Campus is the Associate Dean of the Northwest Regional Campus. This position is held by Eric F. Schneider, appointed in 2009. As the Associate Dean for the Northwest Regional Campus, Dr. Schneider serves on Dr. Peter Kohler's leadership team as the College of Pharmacy representative. Through this role he also has leadership responsibility for professional Staff based on the Regional Campus. Dr. Schneider serves as the Division Head of the Northwest Campus within the Department of Pharmacy Practice. Dr. Schneider works collaboratively with Dr. Paul Gubbins, Chair of the Pharmacy Practice Department, in matters related to faculty hiring, development, and evaluation on the Regional Campus. Organizational charts for UAMS, UAMS Northwest and the COP can be found in **Appendix 7.**

The development of the Regional Campus started with the previous Chancellor, I. Dodd Wilson, in 2005; and the establishment of the Regional Campus began in earnest with the appointment of Vice-Chancellor Peter Kohler in 2006. The current Chancellor, Dan Rahn, was appointed in 2009. Chancellor Rahn indicated his commitment to the establishment of

the Northwest Campus to the College early in his tenure during a College of Pharmacy Faculty meeting held on Feb. 26, 2010. He acknowledged that this is a “formidable yet important undertaking which will afford opportunities for both innovation and interprofessional education.” He also mentioned that the State of Arkansas would be responsible for the operating expenses of the Northwest Campus. The Dean has been effective in obtaining Chancellor Rahn’s support of the College in this initiative with two additional faculty members and a resident to begin July 1, 2011. The College has had autonomy in all hiring decisions on the Northwest Regional Campus and this is expected to continue.

In support of the development of the Regional Campus, the College of Pharmacy has had representation on various Campus standing committees and *ad hoc* working groups charged with the development of the necessary components to connect two geographically separate Campuses. These relationships have been critical in effectively communicating College needs to central Campus services. These services include but are not limited to Information Technology, the Office of Academic Services, Library, and the Office of Educational Development. In addition, the academic units share a closely integrated Campus and this is even more obvious on the Regional Campus. The College of Medicine named Dr. Christopher Smith as Medicine’s equivalent to Dr. Schneider and he began in that role on January 1, 2011.

The Faculty has autonomy and has consistently been involved in definition, design, and refinement of the Curriculum. In preparation for the Northwest Regional Campus, the College Faculty has revised both the programmatic assessment plan and bylaws and has or is in the process of developing numerous policies necessary for the creation of the College’s Regional Campus. Policies related to the functionality of two separate Campuses, including Student Campus assignment, class scheduling, and contingency planning for technology outages, have been created or are in process. These policies are approved by the College Faculty. The College decided early on how it would like to deliver the curriculum and various members of the Dean’s leadership team, Faculty, and Staff have worked with central Campus services to assure that the appropriate technology and human resources are in place to deliver the formal and silent curriculum to meet the needs of both the Faculty and Students on both Campuses. Further it is expected that College Faculty from both Campuses of the College will have the responsibility and opportunity to make changes to any and all of these policies, as the need arises, through the established mechanisms of Faculty meetings and retreats.

3) **Comments:** Describe a) areas of the program that are noteworthy¹; b) the program’s assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

- a) The College has assumed a leadership role in developing the systems and infrastructure necessary to tailor curricular delivery to meet needs of a didactic curriculum.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

¹ Examples of Noteworthy Areas: Pharmacy faculty have a history of leadership roles in university-wide committees.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school is led by a dean. • The college or school has established faculty bylaws and governance. • The college or school is in control of its curriculum. • The college or school is in control of its own admission policy and hiring. • Faculty serve on university-wide committees. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school is led by a temporary or interim dean and is in the search process for a permanent dean. • The college or school is developing faculty bylaws and governance and there is evidence that they 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. • The dean lacks autonomy in certain areas or has undue outside influences. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school has no dean. • The college or school is led by a temporary or interim dean for an extended period. • The college or school has no faculty bylaws and governance or uses the university bylaws without having them formally accepted by the faculty. • The college or school is not in control of its curriculum. • The school is not in control of its own admission policy and hiring. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 6: College or School and other Administrative Relationships: The college or school , with the full support of the university, must develop suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school, with the full support of the university, develops suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.	●	○
The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard)*

The development of the Northwest Campus is a high priority for several key stakeholder groups, including legislators, partner institutions, and the business community. The Third Congressional Caucus named the Campus development a top legislative priority for the 2009 session (**Appendix 8**). The Northwest Regional Campus has gained support from the local community in Northwest Arkansas. This is evident through membership of the UAMS Northwest Advisory Board, whose role is to ensure that the Northwest Regional Campus succeeds in achieving the mission and goals of UAMS. Membership of the Advisory Board includes key Northwest Arkansas stakeholders.

UAMS Northwest Advisory Board	
Mary Beth Brooks President, Bank of Fayetteville	Joel Carver, M.D. Cardiologist, NW Arkansas Heart & Vascular Center
Matt Cockrell Senior Director- Internal Giving, Walmart Foundation	Carl Collier, P.D. Collier Drug Stores, Inc.
Chuck Dicus Irwin Partners, Commercial Real Estate	Lewis Epley Retired Attorney & former UA System Trustee
Kathleen Fogarty Director, Fayetteville VA Medical Center	Dorothy Hanby, CPA
Morriss Henry, M.D. Ophthalmologist, Henry Eye Clinic, P.A.	Becky Paneitz, PhD President, Northwest Arkansas Community College
Stanley Reed (member-at-large)	Ann Rosso Chair, Washington Regional Medical Center Board of Directors
Archie Schaffer Executive Vice President, Tyson Foods, Inc.	Tom Smith, Ed.D. Dean, College of Education and Health Professions University of Arkansas
Dick Trammel Executive Vice President, Arvest Bank	Fred Vorsanger Senior Policy Advisor, Fayetteville Chamber of Commerce Vice President Emeritus UA Finance & Administration

More than \$5 million in gifts and pledges has been secured for the Northwest Regional Campus renovation from individuals and foundations from the region. The UAMS Northwest Regional Campus programs share a common building which will house classrooms, teaching laboratory space, and offices. Washington County is leasing the facility to UAMS for \$1 per year (commercial real estate value of \$58-60 million). The Northwest Regional Campus has partnered with its sister Campus, the University of Arkansas Fayetteville, to provide select Student services and other administrative support.

With the full support of the University, the College has developed suitable partnerships, collaborations, and relationships to support and advance the mission and goals of the College. In the department of Pharmacy Practice, collaborations and relationships are basic components to our Faculty positions with all our partner institutions including those located in northwest region of the State: Veterans Health Care System of the Ozarks, Washington Regional Medical Center, and Mercy Health System of Northwest Arkansas. The various Colleges of UAMS also collectively maintain and support the AHECs. The College has four Faculty members from the Department of Pharmacy Practice based at AHECs in the region. Three are based at the AHEC Northwest (1 in Springdale and 2 Fayetteville) and one based at the Area Health Education Center Fort Smith. These Faculty members also have appointments within the College of Medicine Department of Family Medicine and serve an integral role in patient care and education within the graduate medical education program in Family Medicine. The AHECs serve as interprofessional practice sites for all the academic units of the University.

The College maintains and updates professional affiliation agreements with all practice sites that provide IPPEs and APPEs outside the UAMS system. A key community pharmacy affiliation in Northwest Arkansas is with Collier Drug Stores. There are six Collier Drug Stores that serve as practice sites for IPPEs and APPEs. Additional community pharmacy preceptor sites include Target, Walmart, Harps Food Stores, and several independently owned pharmacies. Key institutions that provide experiential opportunities for Students include: Veterans Health Care System of the Ozarks (Fayetteville); Washington Regional Medical Center (Fayetteville); Regency Hospital of Northwest Arkansas (Fayetteville); Regency Hospital of Springdale (Springdale); Mercy Health System of Northwest Arkansas (Rogers); St. Edwards Mercy Medical Center (Fort Smith); Sparks Regional Medical Center (Fort Smith); and Siloam Springs Memorial Hospital (Siloam Springs). A list of experiential sites is in [Appendix 9](#).

The COP Faculty members have developed partnerships with health professionals in other programs represented on the Northwest Regional Campus (Medicine, Graduate Medical Education, and Nursing). College Faculty offer a Pharmacotherapy course to medical students assigned to the Regional Campus. Elective courses offer the opportunity for interprofessional didactic education opportunities. College Faculty members provide clinical training and in-service education for the Family Medicine Residency Programs based at the AHECs. Student basic science research opportunities will be available through collaborators on the UA Fayetteville Campus in food science and chemistry. COP Faculty members assist the Nursing Education Department in facilitating the Pre-Health Professions recruiting in Northwest Arkansas through educational sessions for the Community Health Applied in Medical Public Service and Medical Application

of Science for Health programs. These programs reach out to area middle and high school students who are engaged in career exploration or interested in a career in the sciences.

3) **Comments:** Describe a) areas of the program that are noteworthy²; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

a) The development of experiential education opportunities in the Northwest region of the State over the past 10 years has been critical in serving as a strong foundation for expansion of experiential education opportunities and opportunities for Faculty practice sites within the region. In addition, the close location of the flagship institution of the UA system, the UA Fayetteville, offers various opportunities such as expansion of research collaborations, combination degree programs, and support for student services.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> The college or school has strong ties with health institutions and sister organizations. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> The college or school has weak ties with university health institutions and sister organizations. 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"> The college or school has no formal ties with health institutions and sister organizations. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

² Examples of Noteworthy Areas: Administrative officers of university hospitals are completely integrated into the faculty.

Standard No. 7: College or School Organization and Governance: The college or school must be organized and staffed to facilitate the accomplishment of its mission and goals. The college or school administration must have defined lines of authority and responsibility, foster organizational unit development and collegiality, and allocate resources appropriately. The college or school must have published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.	●	○
The college or school administration has defined lines of authority and responsibility, fosters organizational unit development and collegiality, and allocates resources appropriately.	●	○
The college or school has published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.	●	○
If the college or school organizes its faculty into subunits, such as departments or divisions, subunit goals and objectives align with the mission and goals of the college or school. N/A (no subunits) <input type="checkbox"/>	●	○
The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.	●	○
Faculty meetings and committees established to address key components of the mission and goals are part of the system of governance of the college or school.	●	○
Where appropriate, faculty committees include staff, students, preceptors, alumni, and pharmacy practitioners.	●	○
Minutes of faculty meetings and committee actions are maintained and communicated to appropriate parties.	●	○
The college or school has policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular.	●	○
Contingency planning includes creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.	●	○
The college or school's administration is aware of problems and issues of the student body.	●	○
A clear process exists for students to follow to raise issues with the college or school administration.	●	○
The college or school administration responds to problems and issues of concern to the student body.	●	○
The administration is aware of faculty needs/problems.	●	○
The administration is responsive to faculty needs/problems.	●	○
Alternate program pathways are integrated into the college or school's regular administrative structures, policies, and procedures (including planning, oversight, and evaluation), and are supervised by an administrator who is part of the college or school. N/A (no alt. pathways) <input type="checkbox"/>	●	○
The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained. N/A (no alt. pathways) <input type="checkbox"/>	●	○
The college or school retains ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangements, partnerships, or consortia for educational or technical services. N/A (no alt. pathways) <input checked="" type="checkbox"/>	○	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard)*

The unifying concept in formulating goals and objectives for the Northwest Campus is the following guiding principle: “One College with two Campuses.” It is of paramount importance to keep the unified vision and mission of the College in mind. As such, the College is united by the following shared objectives between the Little Rock and Northwest Regional Campuses: 1) ensure full cooperation and collaboration between the two Campuses, including teaching, research, and service; 2) encourage representation and participation of Faculty from both Campuses on College committees; 3) set up and maintain excellent communication across the two Campuses; and 4) maintain a singularity of purpose in pursuing and implementing the goals of the College. In addition to the shared objectives with the Little Rock Campus, the Northwest Campus has goals unique to the Campus. These include: 1) foster the development of an interprofessional model for educating healthcare professionals; 2) contribute to the primary care focus of the Northwest Campus through the development of interprofessional collaborative practices and participation in practice-based research initiatives; 3) promote educational and clinical programs aimed at the unique and diverse (e.g., Latino and Marshallese) populations in Northwest Arkansas; and 4) lead innovation in education utilizing technology to foster active learning.

The College’s Strategic Plan ([Appendix 2](#)) has guided its operation since 2004. Continuous assessment of our progress on the Strategic Plan and need for revision occurs throughout the year in Faculty and Executive Committee meetings. This strategic planning process uses the Mission statement as its focal point. The College’s Strategic Plan ensures that the goals and objectives are all in line with the College’s mission. Since 2006, the development of a Regional Campus in Northwest Arkansas has been an objective of the College. The Strategic Plan underwent its most recent revision in 2010 to further develop the strategic planning for implementation of the Northwest Regional Campus.

The Bylaws ([Appendix 1](#)) clearly delineate the governing process of the COP and are operationalized by a comprehensive committee structure. In 2010, the Bylaws underwent revision to reflect the development of the Northwest Regional Campus and the need for adequate representation of the Northwest Campus Faculty and Students on College committees ([Appendix 10](#)). In addition to altering committee membership to assure representation of both Campuses, one new committee was formed (Campus Assignment Committee) and one was revised with a new charge (Computer Utilization changed to Educational Technology Support Advisory Committee).

Upon admission to the College, all Students will be assigned to either the Little Rock Campus or the Northwest Regional Campus for their P3 and P4 years. Campus preference is not a factor of consideration for the Admissions Committee. When possible, Campus assignments will be made based on the Students’ preferences. In the event that Student preferences result in an insufficient number of admitted Students for available Campus openings at either Campus, Students may be assigned via a random lottery as needed to meet Campus balance. The Campus Assignment Committee has been established to review petitions from Students to be reassigned to a different Campus for the completion of their

P3/P4 years based on extenuating circumstances. The Committee will be composed of at least 7 voting members, including at least 4 Faculty members appointed by the Dean and 3 Student members (the Presidents of the P2, P3, and P4 classes).

Students at the Northwest Campus will be afforded the same opportunities to provide input via the same surveys administered on both Campuses. Data may be stratified to identify differences between Campus Students. Faculty and Student communication in person or via email or e-conference is the primary and fastest route by which communication occurs. Contact information and methods of communication will be made available to all Students. The Dean meets with the leaders of all Student organizations and each class president 2 to 3 times a semester. A Northwest Regional Campus Student representative will have the ability to participate in the Dean's meetings utilizing distance technology. The Dean also presents a "State of the College" address annually to Students, Faculty, and Staff, which will be broadcast to the Northwest Regional Campus. The Dean also plans to visit the Regional Campus regularly for consultation with Students, Faculty, and community based practitioners. The Associate Dean of the Northwest Regional Campus will meet with Student leaders weekly throughout the initial implementation of Northwest Regional Campus. The Associate Dean of Administrative Affairs will meet with Little Rock Campus Students to gather input regarding connectivity between Campuses. The Associate Deans of the Northwest Regional Campus and for Administrative Affairs will meet with the P1 and P2 classes during scheduled times to keep Students up to date on changes to either Campus. The Associate Dean of the Northwest Regional Campus and the Associate Dean for Administrative Affairs will collaborate to ensure an open line of communication with Students on both Campuses.

The College, UAMS Campus, and the UAMS Northwest Regional Campus have clearly defined and published organizational charts and order of authority ([Appendix 7](#)). The Northwest Regional Campus is a division of the Department of Pharmacy Practice and is led by the Associate Dean for the Northwest Campus (see [Appendix 11](#) for job description). The Dean provides annual assessments for Department Chairman and the Associate Deans, including the Associate Dean for the Northwest Regional Campus. The Associate Dean for the Northwest Regional Campus is a member of the Dean's Executive Committee. Day-to-day management and leadership is the responsibility of the Associate Dean for the Northwest Regional Campus. The Associate Dean for the Northwest Regional Campus collaborates with other members of the College's leadership team depending on the activity at hand such as faculty affairs, development activities, Student affairs, and professional education. Using different modes of technology to connect the two Campuses, Faculty meetings are held at least four times a year and department Faculty meetings occur monthly. Minutes of both Faculty and Departmental meetings are maintained and distributed via e-mail to the corresponding Faculty.

Communication with preceptors, alumni, and community practitioners residing or working in the Northwest region of the State occurs through many different forms including face-to-face, voice only, electronic, and written communications. Each September, the Dean or designee attends the Arkansas Pharmacists Association District Meetings to update pharmacists

on the College's business and future plans. The presence of the Regional Campus will allow a greater opportunity to host Alumni activities in the Northwest region of the State. The Dean plans to host Advisory Council meetings on both Campuses. Continuing Pharmacy Education events are planned on the new Campus to allow more regional pharmacists to have the opportunity to visit the Regional Campus.

The COP has infrastructure within its organizational structure at both Campuses to respond to systems failures whether they are technical such as computer systems or power loss, administrative such as personnel loss, or curricular due to weather or catastrophic events. The Associate Dean for the Northwest Regional Campus provides input and works closely with the Dean to respond to administrative matters directly relating to or affecting the Northwest Campus. During inclement weather, the College reconvenes and responds to the lost curricular days at the administrative level as directed by policy and with input from Course Coordinators (Appendix 12). For an extended catastrophic event such as an earthquake, sister Colleges within the UA system would be called upon to aid in the provision of class space and Student housing. On the administrative level, the Associate Dean for the Northwest Regional Campus works closely with the Dean to respond in a timely manner. E-Learning Specialists in the College provide ongoing support for design and implementation of technology tools to provide synchronous and asynchronous curricular delivery, live distance "office hours", and learning and testing applications. Martha Carle, Instructor Department of Pharmacy Practice, serves as the College's e-learning director and Karen Irons, professional staff, serves as an e-learning specialist for the College (see Appendix 13 for job descriptions). Victoria Miller serves as an e-learning specialist in a position shared among all of the academic units on the Northwest Campus. UAMS Information Technology, together with the Office of Education Development, researches, recommends, implements, and supports technologies to allow synchronous and asynchronous delivery to the Northwest Campus.

Parity of didactic and experiential outcomes is structurally derived for Students completing course work at the Little Rock and Northwest Regional Campuses through a variety of mechanisms. Incorporation of the same goals, objectives, and outcomes in both Campuses is fundamental. College-wide policies are in place to guide Faculty at both Campuses in issues relating to the availability of archived lectures and classroom activities, facilitation of learning and assessment activities by Faculty course coordinators and/or Staff proctors or facilitators at each Campus, inclement weather at one or both Campuses (Appendix 12).

- 3) **Comments:** Describe a) areas of the program that are noteworthy³; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

³ Examples of Noteworthy Areas: Each organizational unit is reviewed annually.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The organizational structure has appropriate channels of communication and faculty, staff and students are made aware of the chain of command within the college or school. • Specific review procedures exist for each organizational unit. Each organizational unit evaluates itself on its goals, objectives and contribution to the professional program. The procedures themselves are reviewed at least once every 6 years in conjunction with the self-study process. • Bylaws are current, approved, and adopted by the faculty. They are functional, truly guiding the activities of the faculty who are observing the letter and spirit of the document. • The organizational chart accurately and appropriately reflects direct and indirect reporting structures. • The organizational structure and staffing facilitates achievement of the mission and goals. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school is developing or updating review procedures for each organizational unit and there is evidence to show that they will be implemented. • The college or school is developing or updating faculty bylaws and governance and there is evidence to show that they will be implemented. • The organizational chart does not accurately reflect direct and indirect reporting structures. • 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"> • The college or school has no bylaws. • Decisions are made outside the process outlined by the bylaws. • The college has no defined lines of authority or responsibility. • The college or school has no defined communication channels for faculty, staff and students. • Faculty or students routinely do not respect the chain of command when dealing with administrative or student issues. • The organizational structure or insufficient staffing impedes achievement of the mission and goals. • Organizational units do not collaborate to facilitate achievement of the mission and goals. • The college or school does not have or has inadequate policies and procedures to address potential systems failures. • Alternate program pathways are not integrated into the college or school's administrative structures, policies and procedures or are not supervised by a college or school administrator. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 8: Qualifications and Responsibilities of the Dean: The dean must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service. The dean must be the chief administrative and academic officer and have direct access to the university president or other university officials delegated with final responsibility for the college or school. The dean must unite and inspire administrators, faculty, staff, preceptors, and students toward achievement of the mission and goals. The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and notices of planning for substantive changes.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.	●	○
The dean is the chief administrative and academic officer and has direct access to the university president or other university officials delegated with final responsibility for the college or school.	●	○
The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve the mission and goals.	●	○
The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and plans for substantive changes.	●	○
The dean has the assistance and full support of the administrative leaders of the college or school's organizational units and adequate staff support. In instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the office of the dean are made to ensure effective administration of the affairs of the college or school.	●	○
The dean is responsible for compliance with ACPE's accreditation standards, policies, and procedures. In the event that remedial action is required to bring the college or school into compliance, the dean takes the necessary steps to ensure compliance in a timely and efficient manner.	●	○
Faculty receive adequate support from the dean.	●	○
The qualifications and characteristics of the dean relate well to those called for in the standards (i.e., <ul style="list-style-type: none"> • a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems • a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy practice, in particular • publications in pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school • appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors • strong written and interpersonal communication skills • a commitment to systematic planning, assessment, and continuous programmatic improvement • a commitment to teaching and student learning, including pedagogy • a commitment to the advancement of research and scholarship • the ability and willingness to provide assertive advocacy on behalf of the college or school to the university administration • the ability and willingness to provide assertive advocacy on behalf of the college or school and the profession of pharmacy in community, state, and national health care initiatives • a record of and willingness to continue active participation in the affairs of pharmacy's professional and scientific societies). 	●	○
The dean is responsible for directly or indirectly ensuring:		
• development, articulation, and implementation of the mission and goals	●	○
• acceptance of the mission and goals by the stakeholders	●	○
• development, implementation, evaluation, and enhancement of the educational, research, service, and pharmacy practice programs	●	○
• development and progress of the strategic plan and the evaluation plan, including assessment of outcomes	●	○
• recruitment, development, and retention of competent faculty and staff	●	○
• initiation, implementation, and management of programs for the recruitment and admission of qualified students	●	○
• establishment and implementation of standards for academic performance and progression	●	○
• resource acquisition and mission-based allocation	●	○
• continuous enhancement of the visibility of the college or school on campus and to external stakeholders	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. (On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard)

Stephanie F. Gardner, PharmD, EdD, was appointed by Former Chancellor Wilson as Interim Dean of the UAMS COP in May 2003 and as Dean in April 2004. Dean Gardner's *Curriculum Vitae* provides a detailed list of her academic qualifications (Appendix 14). Nationally, the Dean has been recognized as a leader in the pharmacy profession and was recently selected to serve a six-year term as a member of the board of directors for ACPE. The Dean has been particularly involved with establishment of the Northwest Campus, participating in the Chancellor Northwest Campus Planning conference calls since March 2009. Through her State and Campus involvement, she has been able to actively acquire College resources, maintain good communication with Campus administration and State legislature, and thereby advance the College mission and goals. Under her leadership, the College has been able to develop numerous very successful development and academic affairs programs. In summary, Dr. Gardner is well qualified to serve as Dean of the UAMS COP, and she has done an excellent job at inspiring the stakeholders toward the mission and goals of the College.

Dean Gardner demonstrates a continuous commitment to systematic planning, assessment, and continuous programmatic improvement. Continuous assessment of progress toward objectives outlined within the Strategic Plan occurs throughout the year in Faculty meetings and meetings of the Executive Committee. In 2006, the development of a Northwest Regional Campus was added as a College goal and objective. To this end, the Dean has actively sought support to ensure facility, technology, Faculty and Student resources for the Northwest Regional Campus. Dean Gardner is committed to assuring the success of this initiative by providing financial support and leadership in all aspects of Campus development.

In 2009, Dean Gardner appointed Eric Schneider, Pharm.D, BCPS, as Associate Dean of the Northwest Regional Campus (Appendix 15). Dr. Schneider earned his Bachelor's degree in Pharmacy from St. Louis COP and his Doctor of Pharmacy degree from Medical University of South Carolina. He completed a Pharmacy Residency in Family Medicine at Medical University of South Carolina in Charleston. After a 2-year Faculty appointment at the Medical University of South Carolina, Dr. Schneider joined the UAMS COP Department of Pharmacy Practice in 1993 where he remained for 8 years. Dr. Schneider held appointments at the Medical University of South Carolina and the University of North Carolina at Chapel Hill from 2001 until 2007, when he rejoined the UAMS COP as an Associate Professor of Pharmacy Practice at the Northwest AHEC. As the Northwest Regional Campus Associate Dean, he reports directly to Dean Gardner regarding matters of the Northwest Campus. As a member of the Northwest Administrative Leadership Team, he receives further support and has direct access to Vice Chancellor Kohler. He has been instrumental in the development of partnerships and negotiation of professional service contracts with health-systems and community pharmacies. In collaboration with the UAMS College of Medicine, College of Nursing, and College of Health Related Professions, he is developing relationships with regional organizations to provide additional services for Students at the Northwest Regional Campus including

healthcare, mental health services, and Student fitness services. He is working to develop partnerships with sister organizations to support delivery of Student services and Faculty development in the Northwest region of the State. In collaboration with the Dean and Pharmacy Practice Department Chair (Dr. Gubbins), Dr. Schneider recruits, orients, develops, and evaluates Faculty within the Northwest Division of the Department of Pharmacy Practice. Additionally, he aids in coordination of didactic and experiential teaching assignments for Northwest Regional Campus Faculty members. In his current position, he assists the Assistant Dean of Experiential Education in establishing experiential sites to meet the experiential curriculum, monitoring and evaluating the quality of the sites and preceptors. Working with the Associate Dean of Administrative Affairs, he assures that Students on the Northwest Regional Campus have an appropriate learning environment and enforces Student policies and procedures. Dr. Schneider provides supervision of professional and administrative support and professional Staff assigned to the Northwest Regional Campus.

- 3) **Comments:** Describe a) areas of the program that are noteworthy⁴; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- a) Of particular note is the strength of the leadership based on the Northwest Regional Campus and in Little Rock with particular expertise in interprofessional education and primary care, the two focus areas of the Regional Campus. Dr. Gardner's leadership in the area of interprofessional education and Dr. Schneider's background in primary care and assessment are invaluable to the undertaking of a Regional Campus. They have assembled an excellent team of Faculty focused on community based primary care and this strength will benefit the College and State for many years to come.
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

⁴ Examples of Noteworthy Areas: Faculty, staff, students, and university officials consistently and enthusiastically support the Dean.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The dean has a clearly articulated job description that is readily accessible by all. • Faculty and students support the dean's activities. • The dean meets with the executive committee regularly. • The dean has options for advising and shared decision-making when needed. • The dean has a full compliment of administrative-support personnel, (budget, development, etc.). • The dean will make unpopular decisions when necessary, but is still able to retain support. • The dean takes steps to clearly communicate decisions. • The dean has good communication with the university administration and alumni. • The dean has a clearly-identified chain-of-command and is supported by administrators who have the authority to make decisions in the dean's absence. • The dean is engaged in development (funding) activities and is able to acquire resources needed to support the college or school. • The dean is actively engaged in the profession outside the school. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The dean is not willing to delegate or share authority with administrators and support personnel. • The dean's job description does not accurately articulate his/her responsibilities. • 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"> • The dean is a poor communicator or leader. • There is a widespread feeling of faculty unrest or dissatisfaction at the college or school. • Faculty or university officials are not supportive of the dean. • The dean does not defend the college or school. • The dean is not adequately qualified. • The dean is not involved with the profession. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Curriculum

For Standards 9-15:

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

- Description of the professional competencies of the Curriculum. (9)
- Licensing statistics of graduates (e.g., North American Pharmacist Licensure Examination™ (NAPLEX®) and Multistate Pharmacy Jurisprudence Examination® (MPJE®)) for the last 5 years including first-time pass rates and competency area scores. (9, 15)
- Description of the curricular structure. (10)
- Demonstrate how both the didactic and experiential components meet the Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length. (10)
- Description of how the results of curricular assessments are used to improve the curriculum. (10)
- Demonstrate how the components and contents of the curriculum are linked to the expected competencies and outcomes through curricular mapping or other techniques. (10)
- Description of any nontraditional pathway(s) leading to the Doctor of Pharmacy degree. **(If Applicable)**(10)
- Description of the members of the Curriculum Committee (or equivalent) and charges in the last academic year. (10)
- Description of teaching and learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable). (11)
- Description of efforts to address the diverse learning needs of students. (11)
- Data that link teaching-and-learning methods with curricular outcomes (Standards 3, 10 and 15). (11)
- Examples of instructional tools, such as portfolios **(to be made available on-site)**, used by students to assist them in assuming responsibility for their own learning and for measuring their achievement. (11, 15)
- Description of both formative and summative assessments used to evaluate teaching and learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree **(if applicable)** (Standards 3, 10 and 15). (11)
- List of the professional competencies and outcome expectations for the professional program in pharmacy. (12)
- Examples of didactic and experiential course syllabi, including stated outcomes related to desired competencies **(to be made available on-site)**. (12, 13)
- Description of the assessment measures and methods used to evaluate achievement of professional competencies and outcomes along with evidence of how feedback from the assessments is used to improve outcomes (Standards 3, 9, 10 and 15). (12)
- Description of the curricular structure and content of all curricular pathways. (13)
- Description of how the curricular content for all curricular pathways is linked to Appendix B of Standards 2007 through mapping or other techniques. (13)
- Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values (Standards 3, 9, 10 and 15). (13)
- Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the curriculum, including the pharmacy practice experiences. (13)
- Introductory and advanced pharmacy practice experience manuals, including assessment forms **(to be made available on-site)**. (14)
- List of introductory and advanced pharmacy practice experience sites and locations offered in the previous academic year, with sites affording student interactions with other health care professionals designated. (14)
- The objectives for each required pharmacy practice experience and the responsibilities of the student, preceptor, and site. (14)
- Examples of assessment and documentation of student performance, nature and extent of patient and health care professional interactions, and the attainment of desired outcomes (Standards 3, 9, 10 and 15). (14)
- List of current preceptors with details of credentials (including licensure) and practice site. (14)
- Description of how the aggregate experiential programs address students having direct interactions with diverse patient populations in a variety of health care settings. (14)
- Aggregate data from students about the type (diverse) and number of patients, problems encountered, and interventions. (14)
- Evidence of assuring, measuring, and maintaining quality of the site. (14)
- Examples of quality improvement as a result of the practice site assessments. (14)
- Description of assessment measures used to evaluate student learning and curricular effectiveness. (15)
- Examples of assessment instruments and activities employed, including comparisons with national data and, if desired, selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time (Standard 3, 9 and 10). (15)
- Examples of how assessment data has been used to improve student learning and curricular effectiveness (Standards 3,9 and 10). (15)

- Assessments of teaching-and-learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable) Standards 3, 9, and 10). (15)
 - Assessment measures and methods to evaluate achievement of professional competencies and outcomes (Standards 3, 9, 10 and 12). (15)
 - Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Other documentation or data that provides evidence of meeting the standard.
-

Standard No. 9: The Goal of the Curriculum: The college or school’s professional degree program curriculum must prepare graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfy the educational requirements for licensure as a pharmacist, and meet the requirements of the University for the Degree.

The curriculum must develop in graduates knowledge that meets the criteria of good science;¹ professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession. Graduates must be able to identify and implement needed changes in pharmacy practice and health care delivery.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school’s professional degree program curriculum prepares graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfies the educational requirements for licensure as a pharmacist, and meets the requirements of the university for the degree. Including:		
<ul style="list-style-type: none"> The ability to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health-care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes. 	●	○
<ul style="list-style-type: none"> The ability to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use. 		
<ul style="list-style-type: none"> The ability to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers. 		
The curriculum develops in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession.	●	○
Graduates are able to identify and implement needed changes in pharmacy practice and health care delivery.	●	○
In developing knowledge, skills, attitudes, and values in students, the college or school ensures that the curriculum fosters the development of professional judgment and a commitment to uphold ethical standards and abide by practice regulations.	●	○
The college or school ensures that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team.	●	○
The curriculum encompasses content, instructional processes, course delivery, and experiential education.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The UAMS COP is “one College, two Campuses.” As “one College,” the ultimate goal is to develop an entry-level pharmacy practitioner who has the skill set to practice and lead regardless of the pharmacy practice area. As “two Campuses,” the advantage of the additional faculty expertise in the area of community based interprofessional primary care will enhance the experience of the entire Student body. Curricular development and delivery will be based on uniting all Students of the College. Because the third year of the curriculum will be delivered synchronously on both Campuses, there will be no

¹ “Good science” implies having the following characteristics: evidence-based, logical, convincing, explanatory, honest, testable, and systematic.

difference in the curricular content regardless of Campus assignment. The fourth year APPEs are selected by the same process on both Campuses.

The College's Mission Statement clearly delineates the philosophy and goal of the UAMS COP curriculum as follows, quotes "The Mission of the UAMS COP is to improve health of culturally diverse populations by education pharmacy leaders to address community health needs; advancing scientific discovery to produce innovations in healthcare; and fostering progressive pharmacy practice through service to the profession." The College's dedication to its mission is evident in the Strategic Plan's (Appendix 2) educational and practice goals, which are developed and shared by all Faculty. The College's dedication to this mission is evident in the development of a Regional Campus which is advantageously suited to foster interprofessional educational efforts with a focus in primary care. The Regional Campus is in the same building as the Area Health Education Center Northwest. College of pharmacy Faculty members participate directly in the education of pharmacy and medical students. Various patient care conferences incorporate multidisciplinary lecturers/speakers as well as an audience which encompasses participants from all areas of primary care.

The College offers a selection of combined degree opportunities including PharmD/MBA, PharmD/MPH, and PharmD/JD in addition to course work leading to specialization in nuclear pharmacy. The proximity of the UA Fayetteville Campus provides an exciting prospect for investigation of further development of combined degree pathways within the UA system. Though the participation in these combined degree pathways may be geographically restrictive for COP Students due to the availability of the second degree course work, the College has anticipated that this consideration should be included for Students who desire to complete the third and fourth years of the COP curriculum on a particular Campus. In addition to combined degree pathways, there are multiple opportunities for research activities or special problem electives that will be facilitated through the collaborative relationships that exist between COP Faculty members in Little Rock and Faculty at the UA Fayetteville in the Departments of Food Science and Chemistry.

Graduates of the College possess a solid foundation of competencies necessary to enter any practice setting. The basis of this foundation at the Northwest Campus is developed through a strong commitment to primary care. Prior to entering the APPEs, all Students must successfully complete the third professional year and must pass the Arkansas state-specific law exam. During the fourth professional year all Students must pass the summative exam 2 (OSCE & Pre-NAPLEX) prior to graduation. Finally, licensure requires passing the NAPLEX. These summative evaluations of curricular effectiveness along with graduating Student, Preceptor, and alumni perception data will be closely monitored to ensure the equity of curricular outcomes between the two Campuses.

- 3) **Comments:** Describe a) areas of the program that are noteworthy²; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- a. Access to a diverse and growing patient population in Northwest Arkansas provides a unique opportunity to advance patient care for an ethnically diverse patient population and potentially recruit future students from the region. [Rogers and Springdale (2006-2007 school year): ~30% of the total population and ~37% of the school age population are Latino]
 - b. Specific data to reflect curricular outcomes for geographically distinct Student populations will be tracked and assessed to ensure comparable curricular standards regardless of Campus assignment. Specific outcomes measures and timing of these evaluations are outlined in the Programmatic Assessment Plan.
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Faculty are able to discuss the goal and philosophy of the curriculum • NAPLEX Pass rates are not lower than 2 standard deviations below the national mean. • Graduates work in all areas of the profession (e.g. not all in hospitals or community settings). <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The goal of the curriculum is poorly communicated or understood among the faculty and administration (e.g., the dean and department heads, know about it, but not the faculty). • Graduates are directed toward one particular practice (e.g. community pharmacy) to the exclusion of others. • NAPLEX scores are significantly inconsistent from year to year. • 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"> • NAPLEX scores of students are 2 or more standard deviations below the national mean (refer to ACPE policy). • Graduates have difficulty securing employment of choice or suffer from low employment rates. • Students do not exhibit professional attitudes, values and behaviors. • Employers or state boards of pharmacy indicate that students are unprepared for practice. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

² Examples of Noteworthy Areas: A) The philosophy and goal of the curriculum are written and shared with all faculty students and preceptors. B) Students from the college or school have a 100 % NAPLEX pass rate. C) Data such as employer surveys show that graduates are effective (e.g., reduce medication errors). D) Graduates have changed practice.

Standard No. 10: Curricular Development, Delivery, and Improvement: The college or school's faculty must be responsible for the development, organization, delivery, and improvement of the curriculum. The curriculum must define the expected outcomes and be developed, with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments. All curricular pathways must have both required and elective courses and experiences and must effectively facilitate student development and achievement of the professional competencies.

The curriculum for the professional portion of the degree program must be a minimum of four academic years or the equivalent number of hours or credits. The curriculum must include didactic course work to provide the desired scientific foundation, introductory pharmacy practice experiences (not less than 5% of the curricular length) and advanced pharmacy practice experiences (not less than 25% of the curricular length).³

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school's faculty is responsible for the development, organization, delivery, and improvement of the curriculum.	●	○
The curriculum defines the expected outcomes and is developed with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments.	●	○
All curricular pathways have both <i>required</i> and <i>elective</i> courses and experiences and effectively facilitate student development and achievement of the professional competencies.	●	○
The curriculum for the professional portion of the degree program is a minimum of four academic years or the equivalent number of hours or credits.	●	○
The didactic course work provides the desired scientific foundation.	●	○
Introductory pharmacy practice experiences are not less than 5% of the curricular length (i.e., 300 hours).	●	○
The advanced pharmacy practice experiences are not less than 25% of the curricular length (i.e., 1440 hours).	●	○
On behalf of the faculty, the Curriculum Committee (or equivalent) manages curricular development, evaluation, and improvement to ensure that the curriculum is consistent with the collective vision of the faculty and administration.	●	○
The curriculum complies with university policies and procedures and the accreditation standards.	●	○
Student representation and feedback are integral parts of curricular development and improvement.	●	○
The Curriculum Committee (or equivalent) has adequate resources to serve as the central body for the management of orderly and systematic reviews of curricular structure, content, process, and outcomes, based on assessment data.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

All Students in the COP will complete the first two professional years on the main Campus in Little Rock. The remaining two years of the professional curriculum may be carried out on the Little Rock Campus, the Northwest Regional Campus, or, in the case of APPEs, a combination of the two Campuses and other sites across the state and nation. As one College with two Campuses, the COP's Faculty members on both Campuses are working as a unified body for the seamless development, organization, delivery, and continuous improvement of the curriculum. The UAMS COP Competency Statements (Appendix 16) define the expected outcomes of the program and are developed and delivered with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments with a view toward continuity between the two Campuses.

³ Refer to Standards 13 and 14 and Appendices B and C for additional detail and guidance.

The College has a strong commitment to provide a curriculum that allows Students to meet and/or exceed the desired professional competencies statements as approved by the Faculty. The College maintains active Curriculum and Assessment Committees. The Curriculum Committee is responsible for preparing recommendations of all course work relative to the degree program including the pre-pharmacy curricular requirements, and the Assessment Committee is responsible for recommending a system to assess the effectiveness of instruction and Student learning. To ensure Northwest Regional Campus representation on these important standing committees the Bylaws were revised to require at least one Pharmacy Practice Department Faculty member and one Student member based at the Northwest Regional Campus for the Curriculum Committee. The composition of the Assessment Committee was also revised to include a mandatory Dean's appointed Faculty member from the Northwest Regional Campus. The Programmatic Assessment Plan employs multiple assessment measures including surveys, focus groups, annual faculty self-assessments, and outcomes measures from various stakeholders. The Plan has been revised to integrate specific curricular outcomes and evaluations to compare Student and Faculty perceptions and outcomes based on geographically distinct distribution.

The College strives to maintain ongoing and timely communication of curricular changes to the Student body. The Dean provides an annual "State of the College" address, which includes a review of planned changes and enhancements for the College and Campus with a question and answer session as a portion of this annual event. The Dean also holds meetings 2 to 3 times per semester with the presidents of each class and Student organization. Additionally, the Associate Dean for the Northwest Regional Campus and the Associate Dean for Administrative Affairs communicate regularly with the Student body as a whole via email and face-to-face discussions on both Campuses. Monthly Town Hall meetings started in September 2010. Questions from the Student body were generated from a Student body survey. These Town Hall meetings provided a forum to answer the survey-generated questions and to update on the progress of the Regional Campus. Student representatives on standing committees serve as conduits of information to their colleagues. Additional opportunities to facilitate communication between Campuses are anticipated through the existing Student organizations and elected class leaders.

3) **Comments:** Describe a) areas of the program that are noteworthy⁴; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

- a. Curricular improvement in the area of primary care and interprofessional education is offered through the creation of the Northwest Regional Campus. The development of the Northwest Regional Campus embraces the opportunity for the College to further an emphasis on primary care and develop interprofessional education models in the community setting. One such opportunity is the development of a practice based research network that is planned with leadership from College Faculty. This network will facilitate opportunities for Students and Faculty to

⁴ Examples of Noteworthy Areas: The curriculum committee meets regularly, and uses assessment data for curricular refinement.

participate in interprofessional teaching and practice based research that complements their direct patient care activities. Other interprofessional teaching is planned as well. There is a pilot series on professionalism and ethics being planned collaboratively between College of Medicine/AHEC Northwest and College of Pharmacy Faculty to occur with third year medical Students and fourth year pharmacy Students on the Campus. Similarly, an elective course for fourth year medical Students is being piloted in the Spring of 2011 in primary care pharmacotherapeutics. This course will be offered concurrently to P3 Students beginning in the Spring 2012 semester. The Regional Campus will strengthen existing relationships with professionals in the northwest region of the state with a focus on the already established family practice of the AHEC, various clinics at the Veteran's Healthcare System of the Ozarks, and regional county/private hospitals. These relationships will advance community based practice opportunities. The academic life of all Students will be enriched by the addition of these Faculty members and development of a practice based research network. In addition, a pharmacy residency program focused on based primary care is being developed and recruitment is being done for the 2011-2012 year.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The curriculum committee is an agent for improvement that is broadly composed of faculty members and students. • The curriculum committee evaluates and approves all courses and oversees the sequencing and integration of course content. • The curriculum committee's reviews are proactive, recurrent, and systematic. • The faculty as a whole is engaged in committee processes through discussion and voting. • Introductory-practice experiences are not less than 5% of total credit during the didactic component and include exposure to community and institutional settings. • Advanced-practice experiences are not less than 25% of total credit, and occur after the didactic component is complete. • Preparation and reflection periods are included in the syllabus for early and advanced practice experiences. • The curriculum has elective as well as required courses. 	<ul style="list-style-type: none"> • Preparation or reflection periods are missing from either early or advanced-practice experiences, but not both. • The curriculum committee exists, but it is not representative of the faculty. • The curriculum committee has no mechanism for proactive, recurrent, and systematic reviews. • Introductory practice experiences are all in one setting. • 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"> • No preparation and reflection periods are included in the syllabus for early and advanced practice experiences. • The college or school has no curriculum committee or it is ineffective. • Introductory-practice experiences are nonexistent or less than 5% of total credit during the didactic component. • Advanced-practice experiences are less than 25% of total credit. • The curriculum has few elective courses, or poor scheduling practices effectively make it impossible for many students to take desired electives.
<input checked="" type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard

Standard No. 11: Teaching and Learning Methods: The college or school, throughout the curriculum and in all program pathways, must use and integrate teaching and learning methods that have been shown through curricular assessments to produce graduates who become competent pharmacists by ensuring the achievement of the stated outcomes, fostering the development and maturation of critical thinking and problem-solving skills, meeting the diverse learning needs of students, and enabling students to transition from dependent to active, self-directed, lifelong learners.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school, throughout the curriculum and in all program pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to produce graduates who become competent pharmacists by ensuring the achievement of the stated outcomes, fostering the development and maturation of critical thinking and problem-solving skills, meeting the diverse learning needs of students, and enabling students to transition from dependent to active, self-directed, lifelong learners.	●	○
The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.	●	○
The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study.	○	○
N/A <input checked="" type="checkbox"/>		
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The College’s predominant strength for curricular delivery centers on a commitment by the Faculty and Administration to engage Students within the classroom and experiential practice sites in active learning experiences that develop individual self-directed learning skills thus preparing graduates for the pharmacy profession. Central Campus services, Office of Educational Development and the Library, will continue to support Student learning activities regardless of Campus location. In addition, the College has a rich history of integrating innovative teaching and assessment methods involving actual and standardized participants. Authentic assessment using standardized participants is a mainstay in the assessment of Students for the College, and the Regional Campus has a 6-room center that is under construction and will allow the provision of these assessments on the Northwest Campus. The interprofessional focus of the Campus will only expand the opportunities using this methodology. The incorporation of multiple methods of curricular delivery and Student support will continue to be tailored during the third and fourth academic years to meet Students’ learning needs.

Educational technology is already widely employed in the third-year curriculum with all courses utilizing some form of audiovisual technology (e.g. PowerPoint; document camera; internet; video, tablet computers) in the classroom. Increasing numbers of courses are using an audience response system (Turning Point) which was employed in the first-year curriculum (2009-2010) and the third-year curriculum (2010-2011). The majority of the third year core courses utilize web-based materials or delivery methods to enhance Student learning that are organized on the course management system, Blackboard 8 with Wimba video archiving.

The delivery of the third-year didactic curriculum, both elective and required, will be a combination of face-to-face, synchronous, and asynchronous delivery. The laboratory and recitation sessions will be in a face-to-face format with an on-site Faculty and/or resident leading these class sessions. Elective course work may be face-to-face, synchronous, or

asynchronous delivery while the required didactic will be primarily synchronous delivery via the interactive video network between Campuses with most lectures originating from the Little Rock Campus. Wimba will be used in case of system failures as a backup for the interactive video network technology. It is anticipated that the Northwest Regional Campus Faculty members will be developing didactic elective courses with an interprofessional and primary care focus.

Third year course coordinators were surveyed (results in tables below) to determine planning for synchronous delivery of curricular content.

REQUIRED P3 Courses

Course & Little Rock Coordinator	Course Support Role†	Assessment Delivery	IPPE	Face-to-Face	Synchronous‡	Asynchronous#
FA PR5635 Therapeutics II (Gubbins)		Electronic OSCE			●	
FA PR5635 Therapeutics II Recitation (Franks)	Facilitator			●	Orientation	
FA PS5182 PCAM* (Compadre)		Electronic Paper			● (~50%)	● (~50%)
FA PR5643 EBM* (Martin/Johnson)		Electronic Paper			● (~85%)	● (~15%)
FA PR5532 Pharmacy Law & Ethics (Carle)	Facilitator	Electronic Paper			●	
FA PR5734 Pharmacy Management (Pace)	Facilitator	Electronic Paper			●	
FA PR5645 Therapeutics III (Neill)		Electronic OSCE			●	
FA PR5654 Patient Assessment & Application (Thomas/Flowers)	Coordinator	Electronic OSCE				●
FA PR5654 Patient Assessment & Application Lab (Thomas)	Facilitator	Electronic OSCE		●		
FA PR5654 Patient Assessment & Application IPPE (Flowers)	Facilitator		●			
FA PS5142 Chemical Addiction	Coordinator	Electronic Paper			●	

*Pharmacognosy, Complementary and Alternative Medicine = PCAM

*Evidence-Based Medicine, Pharmacoeconomics, & Biostatistics = EBM

†Course Support Role Definitions – all classes will have support that includes AV technology setup and general room setup requests.

Facilitator = Faculty member, resident, educational specialist to assist with classroom activities

Coordinator = to share in development of all aspects of the course on both Campuses

‡Synchronous delivery technology will be delivered primarily by the interactive video network. Wimba will be used as backup for the classroom and also for individual teleconferencing after office hours. Turning Point, audience response software, is anticipated to be used between Campuses.

#Asynchronous materials including video archives will be delivered or housed in Blackboard 8, the Campus course management system.

ELECTIVE P3 Courses

Course & Little Rock Coordinator	Course Support Role†	Face-to-Face	Synchronous‡	Asynchronous#
PS5152 Toxicology (Foster)			●	
PR5282 Political Advocacy (Pace)			●	
PR5292 Diabetes Management (Ragland)	Facilitator	● (~20%)		● (~80%)
PR5342 Geriatric Therapeutics (Hutchison)	Coordinator		●	
PR5362 Drug Induced Disease (Warmack)	Facilitator		●	
PR5412 Public Health: Overview (Carle)			Orientation	●
PR5452 Patient Care Services in a Community Pharmacy (Pace)			●	
PR5462 Relationship Marketing (Hesterlee)	Facilitator		●	
PR5472 PBL in Pediatric Therapeutics* (Maples)			●	
PR5512 Radiopharmacy (Hilliard)			●	
PR5562 Radiation Biology (Le)			●	
PR5572 Nuclear Instrumentation (Maume)			Orientation	●
PR5583 Nuclear Physics (McGuire)			Orientation	●
PR5592 Health Physics (Maume)			Orientation	●
PR5622 Advanced Non-Prescription (Spadaro)	Coordinator		●	
PR5702 Personal Finance (Baker)	Facilitator		●	
PR5752 Entrepreneurship (Flowers)	Coordinator		●	
PR5832 Veterinary Pharmacy (Hastings)	Facilitator		●	
Spanish for Pharmacists (Lopez-Becerra)	Facilitator		●	

*Problem Based Learning in Pediatric Therapeutics=PBL in Pediatric Therapeutics

†Course Support Role Definitions – all classes will have support that includes AV technology setup and general room setup requests.

Facilitator = Faculty member, resident, educational specialist to assist with classroom activities

Coordinator = to share in development of all aspects of the course on both Campuses

‡Synchronous delivery technology will be delivered primarily by the interactive video network. Wimba will be used as backup for the classroom and also for individual teleconferencing after office hours. Turning Point, audience response software, is anticipated to be used between Campuses.

#Asynchronous materials including video archives will be delivered or housed in Blackboard 8, the Campus course management system.

These survey results reflect a variety of methods being planned as Students enter the third-year curriculum at the Northwest Regional Campus. While the majority of core courses reflect the desire to utilize technology supporting face-to-face synchronous interactive video transmission of traditional lecture-based content and individualized audio sources, these courses typically cite web-based archive capture, discussion boards, and synchronous online communication methods for scheduled office hours or review sessions. Results from the elective survey indicates that similar delivery methods are planned but there will be more online independent study and/or preparation prior to a group discussion or application session in synchronous or online formats. It is anticipated that the combination of these delivery methods will foster curricular delivery for a variety of learning styles and allow Students an additional consideration for choosing elective content based not just on practice area but planned delivery method.

3) **Comments:** Describe a) areas of the program that are noteworthy⁵; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

a. As noted in the 2007 Self-Study, a special area of note is the College's rich experience, almost 20 years, with the OSCE method of authentic assessment of Student learning. This method of assessment is used as summative high stakes testing as the final examination for the following required and elective didactic courses: Therapeutics II (Required, Fall P3 year); Advanced OTC (Elective, Fall P3 year); Therapeutics III (Required, Spring P3 year); and Patient Assessment & Application (Required, Spring P3 year). In addition, it comprises 80% of the fourth-year Summative Exam 2 given at the mid-point of the senior year. The Northwest Regional Campus has a six-exam room Center for Clinical Skills Education that is under construction.

Educational expertise is provided by Ms. Martha Carle, Director of e-Learning, and Ms. Karen Irons both based on the Little Rock Campus within the College of Pharmacy. Mrs. Victoria Miller is based on the Northwest Regional Campus and will support the Campus initiatives with particular emphasis on the Colleges of Pharmacy and Medicine.

b. Current plans for curricular delivery to a distance Campus specify the provision of previously cited methods of delivery (lecture, demonstration, case-studies, guided discussion, and role-play) and methods of assessment (paper, opscan, computerized, and standardized participant). Each of these methods is planned to be tested with one or more distance technology options to determine which is best suited for the particular content delivery as it relates to the nature of the course and the desired learning outcomes. Ongoing assessment of perception data reflecting Student and Faculty satisfaction with delivery methods and ease of communication among Faculty and Students will be compared for equivalence between the geographically distinct Campuses as reflected in the Programmatic Assessment Plan.

During the summer of 2011, the College plans to have intensive training sessions on the new technology in the renovated rooms for faculty teaching in the P3 year. This will be conducted on both Campus.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

⁵ Examples of Noteworthy Areas: A) The curriculum is highly learner centered, using diverse methods such as active learning, case studies and simulations. B) Education experts are consulted or directly involved in developing teaching and learning activities. C) Portfolios are actively used to give students feedback and shape their learning (e.g., comments are written in portfolios). D) Mechanisms exist for sharing student information before rotations to enable preceptors to tailor instruction to address the learning needs of students (e.g., preceptors meet before each year to talk about students).

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Faculty members use a variety of teaching-and-learning techniques (e.g., active learning, case studies, etc.). • Results from capstone exams are used to assess and remediate individual student learning as well as to assess the effectiveness of the curriculum. • A process is used throughout the curriculum to document that students are applying knowledge and skills. • Preceptors tailor instruction to meet the needs of the student by challenging strengths and remediating weaknesses. • Students are supported to become self-directed, lifelong learners. <p style="text-align: center;"><input type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • A process is used in the curriculum to document knowledge, but not application and skills. • Faculty are participating in structured development activities in order to move from a lecture-based curriculum to one that uses a variety of teaching-and-learning techniques. • 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: center;"><input checked="" type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Lecture is the primary mode of instruction. • No process is used to document that students are applying knowledge and skills. • The college or school has no evidence of assessing and evaluating teaching methodologies. • Students are dependent learners and lack critical-thinking and problem-solving skills. • The college or school has no strategies or systems to support the needs of diverse learners. <p style="text-align: center;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 12: Professional Competencies and Outcome Expectations: Professional pharmacist competencies that must be achieved by graduates through the professional degree program curriculum are the ability to:

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.
2. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

These professional competencies must be used to guide the development of stated student learning outcome expectations for the curriculum. To anticipate future professional competencies, outcome statements must incorporate the development of the skills necessary to become self-directed lifelong learners.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.	●	○
Graduates are able to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health-care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.	●	○
Graduates are able to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.	●	○
Graduates are able to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.	●	○
Outcome statements include developing skills to become self-directed lifelong learners.	●	○
Graduates possess basic knowledge, skills, attitudes, and values to practice pharmacy independently by graduation.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

Regardless of the Campus, the professional curriculum is oriented such that the first three years of the course work lay the scientific foundation for the curriculum and build on the pre-pharmacy course work. The didactic course work transitions from basic biomedical and pharmaceutical sciences to the social, behavioral, and administrative and clinical sciences. The integration of IPPEs facilitates this transition and allows opportunity for the development of attitudes, communication and presentation skills, and values fundamental for the provision of patient-centered care. More advanced practical application of knowledge and skills relating to drug therapy decisions occur in the APPEs.

The UAMS COP Competency Statements (**Appendix 16**) were revised in 2006 and adopted by the Faculty in December of 2006. These competencies provide the foundation for learning outcome expectations for the pharmacy curriculum. The

College's curricular map has been developed and consists of course level mapping to the UAMS Competency Statements for the didactic (core and elective) and experiential curriculum, contact hour mapping to the topics, and instructional delivery and assessment methods for the didactic curriculum. Exposure to content from the didactic and experiential curriculum should be identical between Campuses. The addition of the Northwest Regional Campus brings significant opportunity to develop interprofessional education models and to build our expertise in primary care within the College of Pharmacy.

- 3) **Comments:** Describe a) areas of the program that are noteworthy⁶; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Faculty have written and adopted a set of competencies and outcomes and are conversant about them. • The curriculum is built on the competencies which are linked to courses through the curricular map. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • Faculty are in the process of developing competencies and outcomes and there is a high likelihood that they will be adopted. • The faculty are in the process of curricular mapping. <p style="text-align: center;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The program does not use a curricular map or equivalent. • The program has no stated competencies. • The college or school's educational outcomes or competencies are not aligned with those required by the standards. <p style="text-align: center;"><input type="checkbox"/> Does Not Meet the Standard</p>

⁶ Examples of Noteworthy Areas: An up-to-date, dynamic curricular map guides all educational activities.

Standard No. 13: Curricular Core—Knowledge, Skills, Attitudes, and Values: To provide the thorough scientific foundation necessary for achievement of the professional competencies, the curriculum of the professional degree program must contain the following:

- biomedical sciences
- pharmaceutical sciences
- social/behavioral/administrative sciences
- clinical sciences

Knowledge, practice skills, and professional attitudes and values must be integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The curriculum contains the necessary elements within the following areas as outlined in Appendix B of the Standards:		
• biomedical sciences	●	○
• pharmaceutical sciences	●	○
• social/behavioral/administrative sciences	●	○
• clinical sciences	●	○
Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences.	●	○
The biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences are of adequate depth, scope, timeliness, quality, sequence, and emphasis to provide the foundation and support for the intellectual and clinical objectives of the professional degree program.	●	○
The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.	●	○
Where instruction is provided by academic units of the university other than the pharmacy program, these areas are developed in accordance with the professional degree program's curricular goals and objectives; and assessment liaison mechanisms ensure effective instructional delivery and achievement of the educational objectives of the program.	○	○
N/A (no outside instruction) <input checked="" type="checkbox"/>		
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The curricular core will be the same on both Campuses. The Regional Campus will enhance the curriculum by bringing significantly more primary care to the core curriculum. Faculty from the Regional Campus will participate in the development, revision, and delivery of the didactic and experiential curriculum. Student and alumni surveys will be used to evaluate perceptions of the dual Campus system. Curricular delivery will continue to be updated and tracked with the curricular map and evaluated to ensure coverage of core knowledge, skills, attitudes, and values. Delivery of the third year required course work is primarily synchronous; therefore, these items should be identical in content. Though some variability in elective offerings may occur secondary to geographic limitations, alternate methods to address these needs include mirrored courses or independent-study course work with similar competency coverage. Perception data from Students, alumni, and Preceptors will be compared to validate the outcomes measures from curricular delivery according to the method outlined in the Programmatic Assessment Plan.

From the 2010 COP Senior Survey, several items were pulled out for an initial assessment of senior Students' perspective of the Northwest Regional Campus offerings. Students were asked how many months of senior APPEs they completed in the northwest region of the state. Responses for Students who answered 5 or more (n= 9) in the northwest region were compared to all other respondents (n=95). The following responses were obtained:

Item	LR	NW	Scale
How would you evaluate the difficulty of the fourth year curriculum?	3.3	3.2	1=Too difficult TO 5=Too easy
How would you evaluate the amount of experiential instruction?	2.5	2.3	1=Excellent TO 5=Poor
How would you evaluate the volunteer faculty's understanding of what you were to learn while at their practice location?	2.6	2.6	1=Excellent TO 5=Poor
If I were starting my senior year over, I would choose to complete my APPEs in the same geographical location as I did.	1.4	1.4	1=Strongly Agree TO 4=Strongly Disagree & 5= No Opinion
The mission of the College is advanced by having a Regional Campus in Northwest Arkansas.	1.4	1.1	1=Strongly Agree TO 4= Strongly Disagree & 5= No Opinion

- 3) **Comments:** Describe a) areas of the program that are noteworthy⁷; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Courses have coordinators and are integrated across disciplines. • Faculty from different disciplines communicate with each other and all disciplines are represented on committees. • Courses are well managed with content experts delivering specific topics as needed. • Faculty cooperate and work as teams when preparing courses. • The content is aligned with the recommendations listed in Appendix B of Standards 2007. <p style="text-align: center;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The content is in the process of being mapped to the recommendations listed in Appendix B of Standards 2007. • 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: center;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Courses are integrated in name, but not in actual practice, i.e., information is presented independently without respect to the material being covered by other disciplines. • Content areas noted in Appendix B of the Standards 2007 are not addressed in the curriculum. • The instruction provided by other academic units of the university does not meet the educational objectives of the curriculum. <p style="text-align: center;"><input type="checkbox"/> Does Not Meet the Standard</p>

⁷ Examples of Noteworthy Areas: A) Integrated learning is part of the standard philosophy of the college or school and integrated courses run efficiently. B) The course coordinator attends all classes. C) Multiple faculty are involved in course delivery.

Standard No. 14: Curricular Core—Pharmacy Practice Experiences: The college or school must provide a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.

The pharmacy practice experiences must integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site must be defined. Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes must be documented and assessed.

In aggregate, the pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals. Most pharmacy practice experiences must be under the supervision of qualified pharmacist preceptors licensed in the United States.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school provides a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.	●	○
The pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum.	●	○
The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site are defined.	●	○
Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes are documented and assessed.	●	○
In aggregate, the pharmacy practice experiences include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.	●	○
Most pharmacy practice experiences are under the supervision of qualified pharmacist preceptors licensed in the United States.	●	○
The college or school ensures that preceptors receive orientation regarding the outcomes expected of students and the pedagogical methods that enhance learning, especially for first-time preceptors prior to assuming their responsibilities, ongoing training, and development.	●	○
Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned. ⁸	●	○
The introductory pharmacy practice experiences involve actual practice experiences in community and institutional settings and permit students, under appropriate supervision and as permitted by practice regulations, to assume direct patient care responsibilities.	●	○
All required advanced pharmacy practice experiences in all program pathways are conducted in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands).	●	○
Required experiences include primary, acute, chronic, and preventive care among patients of all ages and develop pharmacist-delivered patient care competencies in the following settings: <ul style="list-style-type: none"> ● community pharmacy ● hospital or health-system pharmacy ● ambulatory care ● inpatient/acute care general medicine 	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

⁸ A professional degree program in an institution that meets the definition and characteristics of “cooperative education” (www.co-op.edu) may apply to ACPE for a waiver of this requirement.

The provision of IPPEs (5% of the curriculum) & APPEs (25% of the curriculum) will not differ conceptually or procedurally between Campuses for the Students. IPPE structure is as follows: P1 Community-IPPE (PhPr3603) = 104 hours (fully implemented in SP2008); P2 Institutional-IPPE (PhPr4604) = 160 hours (fully implemented in SP2006); and P3 Longitudinal-IPPE (within PhPr5654) = 40 hours (fully implemented in SP2009). The Class of 2011 will be the first class to complete all the IPPE hours in the current format. The Class of 2008 was the first class to have the 1440 hours of APPE or nine months. The Experiential Education office will continue to support Preceptor and site development to increase experiential opportunities in this region of the state, particularly with regard to elective APPE opportunities. Dr. Schneider will work closely with the Experiential Office to coordinate the necessary activities and recruit Preceptors from the Northwest region of the state.

Many healthcare professionals in the northwest region of the state have established relationships with the College through years spent participating in the experiential curriculum and have welcomed Students into their practice sites to foster Student development of practice skills and outcome competencies. These longstanding relationships with the College have enhanced the development of new Faculty's practice sites and facilitate the community based primary care model. These relationships have matured over the last few years as Northwest Regional Campus Faculty have developed individual practice sites and established the foundation for interprofessional care models and collaborative opportunities often working in offices side-by-side with other healthcare practitioners. These relationships have enhanced opportunities for collaborative learning, teaching, and scholarship. Students assigned to the Northwest Regional Campus will benefit directly from these already developed and established team-based care and learning models.

Specifically on the Northwest Regional Campus, PhPr 5654 Patient Assessment & Application will have a co-coordinator (Scott Kaufman, RN, PharmD) who will manage the activities of Students on a day-to-day basis and work closely with the Experiential Office to coordinate and recruit Preceptors for the associated IPPE experiences. Because IPPE and APPE placements are to a large extent based on Student preference, opportunities will exist for Students assigned to the Northwest Regional Campus to be in that geographic area for some or all of their IPPEs even prior to the third professional year. There were 19 Student placements in the northwest region of the State in the 2010 P1 Community-IPPE and 15 in the 2010 P2 Institutional-IPPE. For Students transitioning from the Little Rock to the Northwest Regional Campus, timing of the relocation will occur sometime during the summer break between the second and third professional years. Consideration of timing of relocation for these Students will be an additional consideration for review of preference requests for assigned month and geographic location for the P2-IPPE. It is anticipated that scheduling for the P1 Community and P2 Institutional IPPEs will be done using the E-Value optimization mechanism for the 2011-2012 academic year.

The APPEs are structured to ensure Students spend the majority of time in direct patient care activities but allow for individualization to foster development of skills and experience for Students with an expressed interest in specific areas of

practice. The Northwest Regional Campus has increased ambulatory care APPE opportunities secondary to the strong focus in the provision of primary care. APPEs are adequate in scope to provide the Student many opportunities to gain experience in diverse practice settings, and exposure to a variety of patient populations, and practice philosophies. For the fourth year of the curriculum in the 2009-2010 and 2010-2011 academic years, 17 and 23 senior Students, respectively, were assigned to do the majority of their APPEs in the northwest region. It is anticipated that approximately 200 Student APPE months will be completed in the northwest region of the state in 2011-2012. Currently there are 21 Students slated to spend their third year on the Northwest Regional Campus in 2011-2012 and 30 have been assigned for 2012-2013. It is anticipated that most will do the majority of their senior year in the northwest region of the state. APPE opportunities in the northwest region reflect the capacity to accommodate 30 Students (Tables below & Appendix 9).

Some types of APPEs are not available in the northwest region of the state but are available in the central Arkansas region. For these APPE placements, free housing for Northwest Regional Campus Students will be made available in central Arkansas to accommodate these needs. This is a model consistent with the one in place currently for central Arkansas Students that are assigned to any AHEC beyond a 1-hour commute one-way from the practice site to the Student's reported residence or available housing. Student evaluations of their APPEs will be stratified based on Campus assignment to allow for comparison between geographically separate Campuses.

3) **Comments:** Describe a) areas of the program that are noteworthy⁹; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

- c. The capacity is displayed based on our specific curricular requirements. Data are displayed in the ACPE APPE Capacity Charts and tables below. We have a need for more APPEs that are purely elective (not meeting the criteria for any of our other experiences, e.g., compounding). At this time Students may take additional ambulatory, inpatient/acute care, advanced community, community management, or hospital management as electives or take electives in central Arkansas.

Experiential needs based on 120 Students, 30 at the Northwest Campus (25% overage)

	Acute	Ambulatory Care	Advanced Community	Community Mgmt	Hospital Mgmt	Electives
State	375	225	150	150	150	300
NW	94	57	38	38	38	75

⁹ Examples of Noteworthy Areas: A) The college or school facilitates a communication network that links practice sites to each other, the school, and the curriculum. B) The college or school has a experiential advisory committee. C) A faculty member visits every student on every rotation. D) Assessment data on pharmacy practice experiences are used to improve instruction.

APPE 2009-2010 (107 Students, 17 assigned to NW) and 2010-2011 (113 Students, 23 assigned to NW)

Type of Experience	09-10			10-11		
	09-10 Capacity	Students Assigned	09-10 Overage	10-11 Capacity	Students Assigned	10-11 Overage
	<i>Entire State</i>			<i>Entire State</i>		
Acute Care	401	336	16%	434	327	24%
Ambulatory Care	157	122	22%	199	139	30%
Advanced Community and Community Mgmt	600	270	55%	643	188	71%
Hospital Mgmt	204	118	42%	310	111	64%
Electives	302	126	58%	291	154	47%
	<i>NW Arkansas*</i>			<i>NW Arkansas*</i>		
Acute Care	41	25	39%	81	59	27%
Ambulatory Care	38	26	32%	52	31	40%
Advanced Community and Community Mgmt	108	37	66%	100	55	45%
Hospital Mgmt	27	7	74%	45	20	56%
Electives	31	17	45%	54	22	59%

*NW defined to include Fayetteville, Rogers, Springdale, Bentonville, Fort Smith and the contiguous areas

APPE (120 Students, 30 assigned to NW)

Type of Experience	Capacity Available	To be Assigned	Overage
	<i>Entire State</i>		
Acute Care	434	300	31%
Ambulatory Care	199	180	10%
Advanced Community and Community Mgmt	658	240	64%
Hospital Mgmt	310	120	63%
Electives	291	240	18%
	<i>NW Arkansas*</i>		
Acute Care	80	75	6%
Ambulatory Care	46	45	2%
Advanced Community and Community Mgmt	121	60	50%
Hospital Mgmt	39	30	23%
Electives	54	60	-11 %

*NW defined to include Fayetteville, Rogers, Springdale, Bentonville, Fort Smith and the contiguous areas

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The introductory through advanced practice experiences form a continuum with no gaps. • The college or school provides elective rotations. • Introductory experiences expose students to actual practice sites not simulated ones. • Most experiences are under the supervision of a pharmacist. • The student-to-preceptor ratio facilitates individual instruction, guidance, supervision, and assessment. • Students are not paid for practice experiences. • Preceptors are primarily licensed as pharmacists. • Preceptors are trained to meet the needs of the college or school and have defined positions with it. • Preceptors evaluate students and vice versa. • The college or school has quality assurance mechanisms that include visiting sites. • The coordination and management of rotations is straightforward and efficient (e.g., students are notified in a timely manner whether their choices for rotations have been accepted). • Rotations occur in diverse practice settings covering all required areas (community, institutional, etc.). • Practice experiences cover diverse patient populations in terms of disease state, race, age, gender, and cultural background. • The college or school has criteria for defining the level of practice (e.g., advanced community) which are validated by the faculty (e.g., worksheet to enroll a preceptor; review syllabi for the rotation). • The practice experiences support the achievement of the required professional competencies. • Student outcomes and patient interaction are documented and assessed. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • Some introductory practice experiences are missing in first 3 academic years or the progression of experiences do not form a continuum from introductory to advanced. • The college or school has quality assurance mechanisms that do not include visiting sites. • 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. • Some required areas are not adequately covered. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • One or more required introductory or advanced experiences is/are missing. • Preceptors are not properly trained. • Some preceptors are not licensed in the state of practice. • Required rotations fall below the expectations the standard. • One or more required pharmacy practice experiences occur(s) overseas. • The college or school has no quality assurance mechanisms. • The college or school has an inadequate number of preceptors. • The majority of students are not precepted by pharmacists. • Outcomes are not documented or not assessed. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness: As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

The college or school must systematically and sequentially evaluate its curricular structure, content, organization, and outcomes. The college or school must use the analysis of outcome measures for continuous improvement of the curriculum and its delivery.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school develops and carries out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program.	●	○
The college or school uses the analysis of assessment measures to improve student learning and the achievement of the professional competencies.	●	○
The college or school systematically and sequentially evaluates its curricular structure, content, organization, and outcomes.	●	○
The college or school uses the analysis of outcome measures for continuous improvement of the curriculum and its delivery.	●	○
The college or school has developed a system to evaluate curricular effectiveness.	●	○
The college or school ensures the credibility of the degrees it awards and the integrity of student work.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The curricular map reflects a multitude of assessment and outcome measures currently utilized for formative evaluation, including paper, opscan, computerized, and practical examination formats and employing a variety of assessment styles such as multiple choice, matching, true/false, short answer, discussion, simulation, standardized participant, lab practical, documentation, and oral formats. Summative assessment is included in multiple core courses through the provision of cumulative final exams and two summative exams are administered, the first at the end of the second professional year in April and the second at the approximate mid-point of the fourth professional year in December. The summative exams were developed, piloted, and now occur as high-stakes assessments as outlined in the Programmatic Assessment Plan. In whole, Student performance in APPEs serves as a summative assessment for the entirety of the didactic and IPPE curriculum. The development, assessment, and distribution of each of these items are outlined in the Programmatic Assessment Plan.

At the time of acceptance to the professional program, Students are given their Campus assignment. This allows for performance of this cohort to provide a baseline prior to moving to the Regional Campus. Planned evaluations to compare Student performance based on geographically distinct Campus assignment are outlined in the revised Programmatic Assessment Plan and include grade point averages, progression rates, summative exams, and NAPLEX pass rates. The Programmatic Assessment Plan also includes a systematic plan for survey and focus group assessments to evaluate the College and will be adapted to address specific endpoints for the Northwest Regional Campus. Senior Student, alumni and

Faculty survey responses will be compared between Campuses to ensure equivalence of professional competencies and outcome statements.

- 3) **Comments:** Describe a) areas of the program that are noteworthy¹⁰; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Assessment data are used for program improvement. • The college or school uses multiple measures to evaluate professionalism. • The college or school has a systematic plan for assessing student learning outcomes. • The college or school is gathering and using both formative and summative assessment data. • Portfolios document progressive achievement of the competencies through integrated learning experiences. • Students are involved in self assessment. 	<ul style="list-style-type: none"> • The assessment plan is not systematic. • Data from the assessment plan are not analyzed or not fed back into the curriculum. • 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"> • The college or school has no assessment plan or does not systematically carry out evaluations of student learning and curricular effectiveness. • The college or school cannot document progressive achievement of the competencies as demonstrated in the learning experience. • The college or school does not have mechanisms to diagnose and correct underlying problems that might diminish learning such as perceived stress on the faculty, staff, or students. • Assessment and evaluation activities to allow comparison of outcomes between alternate program pathways are not carried out. • Data is not used to improve the curriculum or its delivery. • Assessment activities do not use valid or reliable measures. • Assessment activities do not include assessment of students, faculty or preceptors. • Assessment methods do not promote consistency and reliability within and among faculty, practice sites and preceptors. • No systems are in place to ensure the integrity of student work and limit opportunities for academic misconduct.
<input type="checkbox"/> Meets the Standard	<input checked="" type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard

¹⁰ Examples of Noteworthy Areas: A) The college or school uses capstone exams. B) Faculty use student portfolios for obtaining feedback about student learning. C) Portfolio assignments are mapped back to the competencies. D) Assessment of work on portfolios is sent to the course instructors.

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 Standards¹ 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.
- Other documentation or data that provides evidence of meeting the standard.

¹ Professional technical standards are established by the university, college, or school based on the physical and mental attributes required of students to be able to function competently as a pharmacist upon graduation.

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The COP uses shared campus Student services (summarized in the table below)

Service	LR	NW	Responsible Agency
Student Financial Services	●	○ ^a	Student Financial Services
Scholarships	●	●	College of Pharmacy
Student Wellness (mental health)	●	●	UAMS Psychiatric Research Institute
Student Health	●	●	UAMS Student Employee Health / UAMS AHEC Northwest
Public Safety	●	●	UAMS Campus Police / UA Fayetteville Campus Police
Student housing	●	○	UAMS Student Activities and Housing
Student Activities / Student Government	●	●	UAMS Student Activities and Housing
Bookstore	●	○ ^b	UAMS Bookstore
Tutoring	●	○ ^a	Office of Educational Development
Registration	●	○ ^c	College of Pharmacy
Career Fair	●	○ ^c	College of Pharmacy
Library	●	●	UAMS Library / UAMS Northwest Library
Athletic Facility	●	●	UAMS Fitness Center / UA Fayetteville HPER ^d

a. Benefits are no different for students on the Northwest Campus; administered on the Little Rock Campus;

b. Online ordering/mailling available through the UAMS Bookstore;

c. Students required to travel to Little Rock;

d. Health, Physical Education, Recreation (HPER) Facility has a fee structure similar to what students pay in Little Rock

These relationships are strong, with excellent communications and cooperation. Leadership on the Northwest Campus for these services within the College is provided for by the Associate Dean for the Northwest Campus, with support from the

Associate Dean of Administrative Affairs, the COP Registrar, and the Northwest Campus Student Affairs and Faculty Development Coordinator.

Some College of Pharmacy committees function to help serve in the delivery of Student services such as Awards and Financial Aid, Campus Assignment, Student Research, and Special Test Taking Accommodations. Considerable support is provided by the Associate Dean for Development, the Associate Dean for Professional Education, and the Dean of the College. Administrative support is provided by UAMS Northwest Administrative Assistant, and when needed, by the College's Events Coordinator and other staff from the Dean's Office. These personnel are adequate for provision of Student services on the Northwest Regional Campus.

A formal introduction to Student services is provided for all new Students through the New Student Orientation which is a three-day event held on the Little Rock Campus for all Students new to the College. Once Students arrive on the Northwest Campus to begin their P3 year, orientation to the campus and accessing Student services will occur. Similarly, access to Student Health and Wellness Services on the Northwest Campus will be addressed during the IPPE and APPE orientations. The College publishes a combined Catalog and Student Handbook that contain relevant policies, procedures, and other information to all entering Students. Students sign for receipt of the document, and the material is reviewed in New Student Orientation and the course PhPr 3423 Career Orientation and Communications. An examination on the scholastic standing rules is given in PhPr 3423 Career Orientation and Communications. The combined Catalog and Student Handbook is updated annually and is available on the COP website.

Several avenues for academic advising and career-pathway counseling are available to Students. A significant source of personal academic or career advice is available for each Student from his/her Faculty mentor. The Faculty mentor program enlists at least 30 Faculty members annually to serve as mentors for Students. First year Students are assigned a volunteer Faculty mentor for their matriculation through the College. In order to begin fostering relationships with Northwest Faculty, P1 Students entering fall 2010 assigned to the Northwest Campus are assigned a volunteer faculty mentor on the Northwest Campus. Interaction with Northwest Faculty during the P1 year is accomplished by in-person visits to the Little Rock Campus, via the Interactive Video Network, the Wimba classroom, and email. For PhPr 3423 Career Orientation and Communications each Student is required to meet individually with their mentor in addition to the small group sessions. Students are encouraged to discuss their progress and needs with their Faculty mentor as frequently as the need arises.

Student Life activities and services are available in Little Rock and Fayetteville. However, there is no Campus housing options available for Students that are assigned to the Northwest Campus. Students in Little Rock have the opportunity to live on campus. The UA Fayetteville Off Campus Housing Service (<https://offcampushousing.uark.edu/>) is an excellent resource for housing information in the Fayetteville area that is available to the UAMS Students assigned to the Northwest Campus. Additionally, Students have access to UA Fayetteville College classifieds (<http://uark.uloop.com>) which offers information on local housing. To accommodate short-term needs for housing during APPEs, there is temporary housing

available on both the Little Rock Campus for Northwest assigned Students and through the Northwest Campus for Little Rock assigned Students on a limited basis. This housing is offered at no cost to the Student and this process is consistent with Student assignment for APPE to any of the AHECs around the state.

Registration is conducted centralized on the Little Rock Campus each semester and the requirements for Students from both campuses are the same. The UAMS Financial Services Office processes all applications for all Students and is located on the Little Rock Campus. An emergency loan program is available through the College for those who have exhausted all other resources and need a small loan (up to \$1000) to resolve current financial needs. Students requesting loans must complete a brief application and discuss their needs with the Associate Dean for the Northwest Campus or the Associate Dean for Administrative Affairs. Priority processing/distribution of emergency loans will be performed according to current financial aid policies with electronic distribution of funds when possible. The Student Affairs and Faculty Development Coordinator on the Northwest Campus serves as logistical coordinator for facilitating distribution of funds such as emergency loans throughout the academic year (outside of the registration period). All Students will have equal access to contacts, applications and website information.

Student immunization requirements are established at the campus level and an immunization history must be submitted by each Student before first registration in Little Rock. The immunization records are reviewed and, if inadequate, Student and Employee Health Services provide immunization related services at no cost to the Student on both campuses. The Student and Employee Health Services has offices on both the Northwest and Little Rock Campuses for immunizations and/or care of needlestick/blood or body fluid exposure throughout the year.

Student medical services are equivalent on each campus and all pharmacy Students pay a clinic fee each semester. New to both campuses in 2010-2011 was the development of a Student Health Clinic for acute illnesses and basic medical care for some chronic illnesses/conditions. This service is available through the AHEC Northwest as of September 2010 for Northwest Regional Campus Students and is available in Little Rock through the UAMS Family Medical Center.

The UAMS Psychiatric Research Institute provides services to Students on both campuses. On the Little Rock Campus Students receive care through the Student Wellness Program clinic and on the Northwest Regional Campus Students receive care through the Jones Clinic in Springdale, which is approximately 7 miles from the Campus. These wellness services are supported by Student fees and campus funds. Services include short-term treatment and counseling for depression, grief, relationship conflicts, academic difficulties, and other issues. The identification of Students in need of intervention is often difficult. Therefore, all Faculty members have access to a reporting system ("Vital Signs") in an effort to track and identify Students whose behavior is indicative of a need for intervention. The Associate Dean for Administrative Affairs and Associate Dean for the Northwest Campus monitor the database for trends and problems associated with Student behavior.

The College has a rich history and strong commitment to Student leadership and involvement in professional organizations and plans for Students on both campuses to have access to all organization meetings via synchronous technology. APhA-ASP, our largest Student organization (greater than 90% of Students are members), plans to have a Northwest Campus Faculty advisor to facilitate activities on the Regional Campus, a Vice-president to organize and implement screenings and other projects/activities, and a Membership Vice-president to facilitate involvement. The Student Affairs and Faculty Development Coordinator on the Northwest Campus, serves as logistical coordinator for Student organization meetings (meeting rooms, lunches). Other organizations will make individual decisions on Student leadership needs based on the number of their group's Students assigned to the Northwest Campus.

The Associate Dean for the Northwest Campus and Associate Dean for Administrative Affairs, working with course coordinators, refer Students who are having difficulty with course material to the Office of Educational Development. Most tutoring support by the Office of Educational Development is furnished to Students during their first and second years and it is not anticipated that this will change with the Regional Campus. The Office of Educational Development trains and coordinates peer-tutors for the College of Pharmacy. Peer-tutors will be available on both campuses for assignment to Students needing additional support. There will be parity of services offered by the Office of Educational Development between the two campuses.

The UAMS campus policy that ensures nondiscrimination is stated in the combined Catalog and Student Handbook. In regard to Student disability, the College has in place professional and technical standards and a Special Test Taking Accommodation Policy for those cases of documented Student disability. There is Northwest Faculty representation on the Special Test Taking Accommodations Committee and parity between campuses is anticipated in the ability to accommodate special test taking requests.

The College maintains an ordered, accurate and secure system of Student records and all record keeping will be maintained centrally on the Little Rock Campus. No change in the maintenance of records is anticipated secondary to the addition of the Regional Campus, however, access to Student records will be made available to the Associate Dean of the Northwest Regional Campus and the Northwest Student Affairs and Faculty Development Coordinator as needs arise.

3) **Comments:** Describe a) areas of the program that are noteworthy²; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

- a) Even though the Students will not transition to the Northwest Campus until their P3 year, notification of campus assignment at the time of matriculation allows the Student time to plan and/or make alternate arrangements if the campus assignment is not acceptable to him/her.
- b) The lack of residence hall housing is a potential issue for the Northwest Campus; however, the College town atmosphere created by the presence of the flagship UA campus makes adequate affordable off-campus housing available. Students will receive information about housing opportunities and the community from the Student Affairs and Faculty Development Coordinator on the Northwest Campus prior to arriving on Campus.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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>

² Examples of Noteworthy Areas: A) Students report that specific student service staff go above and beyond the call of duty to help them. B) Facilities continually exceed the expectations of students.

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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) <input type="checkbox"/>	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The College continues to manage Student enrollment in alignment with available physical, practice site, financial, Faculty, Staff, and administrative resources. Since 2003 the annual Student enrollment has increased from 85 to 120 with compensatory increases in financial support and Faculty expansion both paid and volunteer. The development of the Northwest Regional campus will not result in further expansion of the class size; however, it will facilitate better distribution of Students among APPE sites outside of central Arkansas. Appropriate resource allocation supports an admissions process that is a broadly-based providing for assessment of scholastic accomplishments and other desirable qualities. The Admissions Committee chaired by the Associate Dean for Administrative Affairs is made up of 10 Faculty members (five elected from each Department), five practitioners (appointed by the Dean) and the College Registrar as an *ex-officio* non-

voting member. The Admissions Committee and the Dean share responsibility for final selection and enrollment of Students.

Admission to the College does not include campus preference or assignment as part of the factors considered for admission. Campus assignment is made after Students have been accepted. For the class of 2013, a campus preference form was distributed after their P1 year, asking the Student to rate their campus preference as Little Rock, Northwest, or No Preference. For this first class, Students were assigned based on their campus preference with “No Preference” Students being assigned to the Northwest Campus (i.e., no Students in the first group were assigned against preference). The class of 2014 were distributed a campus preference form during summer 2010. These Students were assigned to the Northwest Campus based on preference for Northwest/No Preference with the remaining Northwest Campus slots assigned by random lottery. Students were notified of their campus assignment prior to beginning school. Starting with the Class of 2015, the application for admission to the College includes a Campus Preference Form (Appendix 17) to be filled out by the applicant during the interview process. Prior to the interview, all prospective Students sign a statement in the application process stating they understand that they could be assigned to either campus. At the interview, applicants receive information concerning both campuses during their admissions interview and complete the form at the end of the interview session. Further, all Students interviewed for admission to the College of Pharmacy are made aware of the possibility of placement at either campus, the necessity for travel to that site, their need to provide living quarters and meet other expenses associated with living in their assigned campus location. The preference form is not used in the selection process and is not included in the applicants’ packet for review by the Admissions Committee. Campus assignment is made after an applicant is selected for admission. Assignment is based on preference when possible and in the event that there are an insufficient number of admitted Students for available campus openings at either campus, selected Students may be assigned via random lottery as needed to meet campus balance. Campus assignment is then distributed via the acceptance letter. As a condition of admission to the College of Pharmacy, each Student indicates acknowledgement of the campus assignment by signature. Students’ campus assignment for the P3 year gives priority for regional assignment of P4 Advanced Pharmacy Practice Experiences. Applicants admitted off the alternate list and Students failing to progress on time will be assigned to meet goals for campus balance.

Extenuating circumstances may be the basis for a campus reassignment. Students must submit in writing to the Associate Dean of Administrative Affairs their reasons with all appropriate documentation for making a request to change campuses. The Associate Dean for Administrative Affairs will forward these requests to the Campus Assignment Committee for review. The Campus Assignment Committee shall review petitions from Students to be reassigned to a different campus for the completion of their P3/P4 years based on extenuating circumstances. The committee will determine whether campus reassignment will be granted and will forward this decision to the Associate Dean of Administrative Affairs, who will communicate the decision to the Student. The committee is composed of at least 7 voting

members, including at least 4 Faculty members appointed by the Dean and 3 Student members (the President of the P2, P3, and P4 classes with the Vice-President serving as alternates). The chair will be selected from the Faculty membership by the committee. Also, Students wishing to attend class on a one time basis on their unassigned campus must make an e-mail request to the Associate Dean of Administrative Affairs at least one week prior to the date the Student wishes to attend class on the opposite campus. The process for campus assignment/reassignment is available in [Appendix 18](#).

- 3) **Comments:** Describe a) areas of the program that are noteworthy³; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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. <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"> • 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. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

³ Examples of Noteworthy Areas: A) Student services use entry and progression to improve recruitment and progression policies. B) Students with special problems are nurtured to achieve high NAPLEX scores with low attrition. C) Face-to-face interviews are used in to evaluate candidates and the program establishes inter-rater reliabilities. D) The college or school attempts to serve underserved populations and diversify the student body. E) Interviewer training is validated and standardized. F) Factors beyond GPAs play a significant role when selecting candidates.

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The consideration of transfer credits and waiver of requisites for admission is the same regardless of the campus assignment. The College’s procedure for evaluation of course equivalency is described in the combined Catalog and Student Handbook. In the event of a transfer into the College of Pharmacy, campus assignment for the transfer Student will be made based on campus balance and when possible the Student’s preference. Any Student requesting transfer into the UAMS College of Pharmacy will be made aware of the possibility of placement at either campus, the necessity for travel to that site, their need to provide living quarters and meet other expenses associated with living in their assigned campus location. All Students accepting admission to the College of Pharmacy are made aware of the fact that they will be placed at either the Northwest Campus or the Little Rock Campus for a period of up to two years. As a condition of admission to the College of Pharmacy, each Student indicates acknowledgement of this obligation by signature.

Evaluation of course equivalency of pre-pharmacy requirements is conducted by the College’s Registrar. The registrar obtains course catalogs or reviews on-line catalogs from Arkansas colleges and determines the appropriate courses to meet pre-pharmacy requirements. This evaluation is done in consultation with Associate Dean for Professional Education, the Curriculum Committee, and the pre-pharmacy advisor depending on the situation. The suggested equivalent course work is reviewed by the Associate Deans.

3) **Comments:** Describe a) areas of the program that are noteworthy; b) the program’s assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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) <input type="checkbox"/>	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The COP has in place policies and procedures for academic progression and Student grievances, Student services, curricular evaluation and revision, and formative assessment to maximize the likelihood of Student success. Policies and procedures for academic progression will remain as currently in place regardless of campus location. Initial campus assignment of Students will occur on admission to the College. For Students that are not progressing on schedule or those being readmitted to the College after leave, the campus assignment will be determined by the Dean to meet goals for campus balance.

There are currently multiple mechanisms in place for monitoring, detecting, and intervening with early academic difficulty. These mechanisms will be the same for each campus with the only difference being that those Students enrolled in the Northwest Campus needing academic counseling will be meeting with the Associate Dean for the Northwest Campus rather than the Associate Dean for Administrative Affairs. For example, at mid-term, each course coordinator provides a list of Students who are not meeting course performance standards. Letters outlining available assistance are generated by the College's Registrar and are sent to the Students. The letter is not part of the permanent academic record. Students are encouraged to meet with the Associate Dean for the Northwest Campus or the Associate Dean for Administrative Affairs to discuss strategies for academic success. Students may also be identified (or self-identify) and be referred to support services early after unsatisfactory performance on initial assignments or examinations in an individual course. The Associate Dean of the Northwest Regional Campus and the Associate Dean of Administrative Affairs have phone conferences regularly to discuss Student support issues.

The UAMS Office of Educational Development Learner Assistance Program provides academic support for Students. These services included individual, small group, and large group formats. Web based learning tools for topics such as study skills and time management will be available to all Students regardless of the campus. Tutoring Support on the Northwest Campus will be coordinated through the Office of Educational Development. Face-to-Face tutoring will either be

peer-to-peer between P3 Students or P4-to-P3 Students. If there are no appropriate peers at the Northwest Campus, distance strategies to Little Rock based Student tutors will be arranged. Faculty may also use these strategies to assist tutors and Students in need of assistance.

Professional behavior is assessed through a scholastic non-cognitive performance evaluation for Students on either the Northwest Campus or the Little Rock Campus. The process for handling the scholastic non-cognitive performance evaluation differs only by the Associate Dean handling the intake of such information; the Associate Dean for the Northwest Regional Campus in Fayetteville and the Associate Dean for Administrative Affairs in Little Rock. Both Associate Deans will review the 'Vital Signs' reporting system for notification from faculty or staff.

In addition to the non-cognitive performance evaluation, an honor code developed by Students addresses professionalism. Students in violation of the honor code will appear before the Honor Council either in person or by video conference. Behavior as it relates to conduct of synchronous course work delivery is addressed in the honor code such that "contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research or extension programs of the COP or UAMS, either on the campus or at affiliated training sites" is considered a violation and will be addressed by the College. Information about the Honor Code is communicated to Students in a one hour session during the New Student orientation in which the Honor Code is reviewed. Students also take a quiz on the combined Catalog and Student Handbook and honor code during the P1 year.

The College maintains records of Student retention and attrition. Specific information on retention and attrition for the Northwest Campus as it compares to the Little Rock Campus will occur once Students are placed there for their P3 year. As the Northwest Campus evolves, such data will continue to be carefully collected, stored and analyzed by the College leadership. Due process and appeals are outlined in the combined Catalog and Student Handbook and will be the same on each campus

- 3) **Comments:** Describe a) areas of the program that are noteworthy⁴; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
 - c) Given limited support funds available for tutoring through the Office of Educational Development, additional financial support for tutoring on the Northwest Campus may need to be obtained, depending on needs and utilization.
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

⁴ Examples of Noteworthy Areas: A) Any past progression problems were found, corrected and prevented from recurring. B) Student progression is included as part of the evaluation plan.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The UAMS COP complaint policy is listed in the combined Catalog and Student Handbook. The general procedures for submitting or reviewing a complaint are the same regardless of the campus. Also, information on the mechanism for submitting a complaint to ACPE has been provided to all stakeholders. The Dean’s Office establishes a file containing the original of each complaint received relating to ACPE Standards, the advice of the Standing Committee receiving the complaint, and a copy of the Dean’s letter stating final action on the complaint. The file shall be maintained permanently. Contents of the file shall be available only to the Dean or Dean’s Designee, and to authorized officers of ACPE. One complaint has been received since the last accreditation and at present no violation of accreditation has occurred. No Student complaints related to accreditation standards have occurred or led to legal proceedings.

3) **Comments:** Describe a) areas of the program that are noteworthy⁷; b) the program’s assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

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

⁶ Refer also to ACPE Complaints Policy at <http://www.acpe-accredit.org/complaints/default.asp>

⁷ Examples of Noteworthy Areas: A) Complaints are well received and resolved rapidly. B) The complaint process involves students. C) Students speak positively about the process. D) Students are informed of the outcome of their complaint and resulting changes, if any, at the college or school.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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) <input checked="" type="checkbox"/>	○	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The College provides access to the combined Catalog and Student Handbook to all Students on the COP website (http://www.uams.edu/cop/current_students/catalog_handbook.asp). This document is reviewed with P1 Students in the New Student Orientation and in PhPr 3423 Career Orientation and Communications. The Students acknowledge the availability of the document by signature, the contents are reviewed extensively in class and an examination over scholastic standing rules and the honor code is administered to all P1 Students. Additionally, once Students arrive on the Northwest Campus to begin their P3 year, orientation on the Northwest Campus will occur. The combined Catalog and Student Handbook for 2011/2012 is being reviewed and updated to include specific information relevant to the Northwest Campus.

The document contains the elements, as tabulated below:

Required Element:	2010-2011	Draft
	Page	2011-2012 Page
The mission, goals, objectives, and educational philosophy of the professional degree program	50	52
The curricular plan, courses, and credit hours	87-88	85-86
Criteria, policies, and procedures related to admissions, progression, and access to Student records	69-76, 101-107	71-79 99-105
The types of disclosures Students may be required to make prior to admission or during the professional degree program, what background checks they may be subject to prior to admission or during the professional degree program, and the potential adverse consequences resulting from the disclosures or background checks	57-59	59-61
College or school grading policy, grade scheme, and GPA calculation policy	101-102	99-100
Student code documents, such as ethics, conduct, and professional behavior	112-116	110-115
Off-campus curricular requirements, such as practice experiences in other geographic locations	87	85
Graduation requirements	106-110	104-108
Tuition and fees, including refund policies	76-78	79-81
Financial aid guidance	79-86	82-85
Statement of nondiscrimination	73	76

Required Element:	2010-2011	Draft
	Page	Page
Provision for on and off-campus housing, including availability during off-campus practice experiences	43-44, 87	42, 85
Graduation and placement rates	60-61	62-63
Current accreditation status of the program and contact information for ACPE	60	62
Recent pass rates of graduates taking the standardized licensure examinations for the first time	61	63
Expectations for attitudes, values, traits, and ethics required in the profession	57-58	59-60
A description of policies regarding Student life, such as accommodations for disabilities, harassment, antiviolenace, and others	14-19 20-29	14-19 20-29
Immunization and other health or practice site requirements	33,35-36, 104-105	32-33, 35-36 102-103

- 3) **Comments:** Describe a) areas of the program that are noteworthy⁸; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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><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><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><input type="checkbox"/> Does Not Meet the Standard</p>

⁸ Examples of Noteworthy Areas: A) Students are well informed about the program. B) The college or school has a process for continually updating students through face-to-face meetings and in print. C) Information is relevant and easy to access.

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

There are many opportunities for pharmacy Students to participate in Student self-government. At the campus level, the Associated Student Government (ASG) provides a forum and governance mechanisms involving Students from the six colleges. ASG representatives are selected by each class of pharmacy Students annually. The ASG has scheduling and administrative support provided by the Northwest Campus Student Affairs and Faculty Development Coordinator. There has been synchronous delivery of ASG meetings to the Northwest Campus via the Interactive Video Network since October 2010.

The Academy of Student Pharmacists (APhA-ASP) is the largest Student organization, with the majority of Students as members. APhA-ASP will have a Northwest Campus Faculty advisor to facilitate activities on the Regional Campus, a Vice-president to organize and implement screenings and other projects/activities, and a Membership Vice-president to facilitate involvement. The Northwest Campus Student Affairs and Faculty Development Coordinator will also provide administrative support. In addition to APhA-ASP, there are ten other COP Student organizations, and each has its own leadership structure of officers who lead or serve the respective organization as it engages in community service, professional activities, social functions, and programming. These organizations will make individual decisions on Student leadership needs on the Northwest Campus based on the number of their group's Students assigned to the Northwest Campus. In addition to Student organizations, each class has officers that serve as liaisons between their class and the Faculty and conduct class business and activities. Discussions are being conducted with Faculty advisors and Student leadership as to how Northwest Campus representation will be handled within the P3 class. At present the P4 class does not have a designated officer for the Northwest Campus, but the current P4 class president is a Northwest Campus based Student. The Student Affairs and Faculty Development Coordinator on the Northwest Campus will serve as logistical coordinator for all Student organization meetings (meeting rooms, lunches). All Student organization meetings will occur via synchronous technology if there are Student members on both campuses.

Student opinions, perspectives, and input are sought via several means. Student evaluations of instruction and course work help form a basis for Faculty and curriculum assessment. In addition, seniors complete the AACP/ACPE graduating

Student survey and an anonymous local exit survey to provide opinion and comment on specific questions concerning Faculty, curriculum, facilities, Student services, Student-Faculty relations, employment and salary, and other topics. The results of Student evaluations and surveys are systematically analyzed and used for program improvement. All survey tools will be updated to include identification of campus assignment for the purpose of understanding the environments of both campuses to assure parity between the campuses. The Dean meets twice a semester with the Student leadership in a luncheon format for an informal exchange of views. Starting in the Fall of 2010, the Associate Dean for the Northwest Campus and Associate Dean for Administrative Affairs held meetings with the class presidents two to three times each semester. Beginning in September 2010, the Associate Dean for the Northwest Campus and Associate Dean for Administrative Affairs conducted monthly Town Hall meetings with interested Students to discuss issues relating to the Northwest Campus. All Students were invited to attend and input is encouraged. The discussions at these sessions have been driven by Student input from a survey. The results of this survey can be found in [Appendix 19](#). A trip for interested P2 Students to visit the Northwest Campus in person occurred in January of 2011. The Dean and other members of College leadership are also available to meet with individuals and with groups of Students who have concerns to share.

The College has involved Students on a number of programmatic committees. The Bylaws were revised in 2010 to make sure that the Northwest regional campus had representation ([Appendix 1](#) & [Appendix 10](#)). COP standing committees with Student membership are listed below. Northwest Regional Campus representation will begin in the 2011-2012 academic year and are as follows:

- Assessment – 2 members staggered terms, rising P2 class elections, 2-year terms.
- Educational and Technology Support Advisory Committee – 2 members staggered terms, rising P2 Students, Dean appoints, 2-year terms. At least one Student is to be a Student assigned to the Northwest Campus.
- Campus Assignment – 3 members, rising P2-P4 class presidents are appointed, 1-year terms.
- Curriculum – 2 members, rising P3 and P4 class elections annually, 1-year terms. At least one is to be a Student assigned to the Northwest Campus.
- Honor Council – 2 members and one alternate from each class, P1-P4 class elections annually, 1-year terms. At least one P3 member will be a Student assigned to the Northwest Campus.
- Scholastic Standing (policy only) – 2 members staggered terms, rising P2 Students, Dean appoints, 2-year terms.

In addition to these committees of the College, each of the Self-Study sections has Student members who expressed interest to the College administration in participating and were assigned to the various working groups.

- 3) **Comments:** Describe a) areas of the program that are noteworthy⁹; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- a) The program structure of two years on the same campus before moving a portion to the Regional campus will contribute to the Students knowing each other, forming relationships, and continuing as a cohesive group on two campuses.
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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. 	<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. 	<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.
<input checked="" type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard

⁹ Examples of Noteworthy Areas: A) Students perspectives are a major driver of policy assessment activities. B) Multiple approaches (e.g., meetings, focus groups, surveys) are used to gather student perspectives. C) The college or school responds to student issues and provides feedback regardless of whether changes are enacted.

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	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 defines 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.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The College has a policy regarding Student, Faculty, Preceptor, and Staff professionalism, and it is found in the combined Catalog and Student Handbook. This policy is consistent with university policies and addresses expected behaviors and conduct. The policy stipulates that all Students, Faculty, Preceptors and Staff act in a professional manner consistent with the values of the profession. The policy also states that Students, Faculty, Preceptors, and Staff should conduct themselves in accordance with all applicable local, state, and federal laws. Lastly the policy provides information on how to report misconduct and outlines the appeals process.

The commitment of APhA-ASP to the development of Student professionalism and Student leadership is well documented and the UAMS Student chapter has taken full advantage of the opportunities and resources. With the largest majority of Students holding membership with APhA-ASP, this is the organization that will pioneer pharmacy Student activities on the Northwest Campus. In discussions with the head of Student development for APhA, it was determined that the Northwest Campus would not be a separate ASP Chapter but rather have a branch of the existing chapter located on the Northwest Campus. The establishment of an APhA-ASP branch on the Northwest Campus will allow not only continued Student participation in this organization but will also allow invited guest speakers located in the Northwest region of the state to address Students about a variety of professional topics without having to travel to Little Rock. This will allow Students on both campuses a greater exposure to pharmacy practice throughout the state. A faculty member on the Northwest Campus will serve as advisor. While APhA-ASP will be the pioneering Student organization on the Northwest

Campus there will be opportunity for any Student to participate in any pharmacy organization regardless of the assigned campus as the need and desire is determined. The Student Affairs and Faculty Development Coordinator on the Northwest Campus will aid in organizing meetings between the two campuses and service projects to the public.

College supported Student events are scheduled throughout the academic year. Some of these events will occur on both campuses and others will occur on both campuses. A Professional Pinning Ceremony for P3 Students who are concluding their didactic education and about to enter their APPEs is held each Spring and will occur separately on each campus. The Career Fair for the entire Student body and Awards Ceremony that involves the P1, P2, and P3 Students will occur in Little Rock. Students regardless of the campus are required to attend the Career Fair and Students receiving awards/scholarships are required to attend the Awards Ceremony.

In addition, Student participation in nationwide competitions such as the APhA-ASP National Patient Counseling Competition, the ASHP Clinical Skills Competition, and the NCPA Business Plan Competition is available regardless of campus assignment. The development of the Clinical Skills Center located on the Northwest Campus will allow Students to participate in the clinical skills competition locally. Faculty members on either campus can mentor and advise Students during the competition process. The counseling sessions for the Patient Counseling Competition are recorded and the Clinical Skills Competition and Business Plan Competition presentations will be synchronously delivered between campuses. The use of technology allows judges to be based on either/both campuses.

The College assesses the relationships among its many stakeholders via a variety of direct and indirect means. Efforts to foster cohesiveness between the two campuses and establish early relationships between Faculty on the Northwest Campus with Students on the main campus is on-going. Faculty members on the Northwest Campus participate in mentoring Students in the P1 class utilizing distance technology such as interactive video and Wimba connections during their Career Orientation and Communications course. Faculty members on the Northwest Campus participate in lectures provided as part of the Therapeutics I course during the P2 year. These lectures will originate in Northwest Arkansas and broadcast via distance technology to the Little Rock Campus. Early and on-going exposure and interactions between and with Faculty and Students on both campuses will help to create cohesiveness and provide minimal disruptions as Students transition from the Little Rock Campus to the Northwest Campus after their P2 year. This will also promote cohesiveness between Faculty at both campuses as they co-teach specified classes.

Fostering of faculty relationships between the two campuses is ongoing. Collectively, Faculty members on the Northwest Campus comprise the Division of the Northwest Campus (a Division of the Pharmacy Practice Department). The Associate Dean for the Northwest Campus serves as Division head and is responsible for recruiting, mentoring, and developing the Faculty on the Northwest Campus. Department of Pharmacy Practice meetings are held regularly via distance technology with members of the Northwest Campus and other Faculty at distance sites. COP Faculty meetings are also held regularly via distance technology with members of the Northwest Campus as well as Faculty at other distance

sites. Faculty from the Little Rock Campus are visiting the Northwest Campus throughout the self-study process to gain an understanding of the facilities and services that will be provided to the Students. A Faculty retreat occurred to further focus on issues related to the Northwest Campus in the Fall of 2010. During the Winter of 2011, the Faculty teaching in the P3 year will visit the Northwest Regional Campus along with the Dean and Associate Dean(s) for the purpose of becoming acclimated to the facility, staff, and resources.

To date various activities have occurred to facilitate the cohesiveness of the Faculty. An example of this was the College's faculty professional development series during the summer of 2010 where Faculty on both campuses participated and presented the workshop using technology to deliver to both campuses. Additionally, the Dean's book club is available to any Faculty on either campus with two groups on the Little Rock Campus and one on the Northwest Campus. Participation is voluntary, and the Dean travels to the Northwest Campus for the group meetings.

With the presence of the Area Health Education Center (AHEC) Family Medicine Center and a long-term acute care facility in the building, UAMS Northwest is an ideal site to develop multidisciplinary models of education. Professionalism and learning among Students at the northwest campus will be developed using an interprofessional learning model. There is a pilot series on professionalism and ethics being planned collaboratively between College of Medicine/AHEC Northwest and COP Faculty to occur with third year medical Students and fourth year pharmacy Students on the campus. Similarly, an elective course for fourth year medical Students is being piloted in the Spring of 2011 in primary care pharmacotherapeutics. This course will be offered concurrently to P3 Students on Northwest Campus beginning in the Spring 2012 semester. Finally, the College of Pharmacy Faculty are developing a PGY-1 residency to be conducted in conjunction with the AHEC Northwest Family Medicine Residency program to begin in July 2011.

Information on cohesiveness and harmonious relationships specific for the Northwest Campus is not available. Evaluation will be on-going and frequent activities to get input will occur once P3 Students arrive on the Northwest Campus. Beginning in September 2010, Students on both campuses participated in voluntary monthly meetings with the Associate Dean for the Northwest Campus and the Associate Dean for Administrative Affairs to evaluate curricular and planned Student activities. After the first class is enrolled on the Northwest Campus, the groups will continue to meet to discuss issues relating to the campuses. These group sessions will allow for immediate feedback from Students regarding professional and Student life activities and allow College leadership to address concerns in an on-going and timely manner.

- 3) **Comments:** Describe a) areas of the program that are noteworthy¹⁰; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

¹⁰ Examples of Noteworthy Areas: A) Faculty are willing to go above and beyond the call of duty to facilitate student learning. B) Faculty and administrators participate in student activities as advisors or participants.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

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>

Faculty and Staff

For Standards 24-26:

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

- List of full time tenure-track faculty members, including a summary of their academic title, credentials, post-graduate training, and experience. (24)
 - List of full time non-tenure track faculty members, including a summary of their academic title, credentials, post-graduate training, and experience. (24)
 - List of faculty turn-over for the last 5 years and reasons for leaving and timing of replacements. (24)
 - Number of part time, paid faculty and staff. (24)
 - Number of voluntary faculty, with academic title/status and practice site. (24)
 - Number of full time staff members and their areas of responsibility (e.g. administrative support, telecommunication, audiovisual, and computer personnel). (24)
 - List of staff turn-over for the last 5 years and reasons for leaving and timing of replacements. (24)
 - Calculation of student-to-faculty ratio (including students in all program pathways). (24)
 - Teaching load of faculty members, including commitments outside the professional degree program. (24)
 - Evidence of faculty and staff capacity planning and succession planning. (24)
 - Description of faculty development programs and opportunities. (25)
 - Description of staff development programs and opportunities. (25)
 - Copy of the faculty handbook section relevant to policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention. (25)
 - Copy of the faculty handbook **(to be made available on site)**. (25)
 - Description of the process used to assess and confirm the credentials of faculty and staff. (25)
 - Description of how the college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement. (25)
 - Description of activities undertaken to ensure that faculty members, regardless of their discipline, have developed a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings. (25)
 - Description of activities undertaken to ensure that faculty members, regardless of their discipline, have developed a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical social/administrative and clinical sciences. (25)
 - Summarized list of faculty productivity in research and other scholarly activities, publications, service as an officer or committee member of school or college and external organizations, and other endeavors that promote the profession of pharmacy to society. (25)
 - A list of faculty teaching responsibilities correlated with faculty professional and academic expertise. (25)
 - Description of strategic planning for research productivity in line with the college or school's mission and goals. (25)
 - Timeframe for research productivity. (25)
 - Summarized evidence of faculty and administrators' participation in pharmacy professional and scientific organizations. (25)
 - List of full and part-time paid faculty with pharmacy practice responsibilities, the nature of their practice, their percent effort in practice, and their pharmacy licensure status. (25)
 - Description, if applicable, of how faculty, instructors, and teaching assistants involved in distance education are qualified through training or experience to manage, teach, evaluate, and grade students engaged in distance learning. (25)
 - Description of the performance review process for full-time, part-time and voluntary faculty (including preceptors) and staff. (26)
 - Description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review. (26)
 - If utilized, examples of faculty portfolios, documenting teaching, research and service activities **(to be made available on site)**. (26)
 - Examples of faculty and staff development programs offered or supported by the college or school. (26)
 - Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Other documentation or data that provides evidence of meeting the standard.
-

Standard No. 24: Faculty and Staff—Quantitative Factors: The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school has a sufficient number of qualified full-time faculty to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.	<input type="radio"/>	<input checked="" type="radio"/>
The college or school has a sufficient number of qualified full-time staff to effectively deliver and evaluate the professional degree program.	<input checked="" type="radio"/>	<input type="radio"/>
Faculty receive adequate support staff resources.	<input checked="" type="radio"/>	<input type="radio"/>
Faculty have time for the following:		
• effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, and oversight and provision of experiential education	<input checked="" type="radio"/>	<input type="radio"/>
• faculty mentoring	<input checked="" type="radio"/>	<input type="radio"/>
• student advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>
• research and other scholarly activities	<input checked="" type="radio"/>	<input type="radio"/>
• faculty development as educators and scholars	<input checked="" type="radio"/>	<input type="radio"/>
• service and pharmacy practice (where indicated by their position)	<input checked="" type="radio"/>	<input type="radio"/>
• participation in college or school and university committees	<input checked="" type="radio"/>	<input type="radio"/>
• assessment and evaluation activities	<input checked="" type="radio"/>	<input type="radio"/>
The college or school has addressed the guidelines for this standard.	<input checked="" type="radio"/>	<input type="radio"/>

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The Faculty members in the Division of Northwest Regional Campus are a great resource to the College and the Regional Campus. The balance of faculty experience and expertise is adequate allowing for delivery and evaluation of the professional degree program. As of October 2010, the Northwest Regional Campus has 6 paid Faculty categorized as follows: 1 tenure-track full-time, 5 non-tenure track full-time. The Division has a good balance of rank and experience in academia. Currently, these Faculty members have a combined 84 years of experience as pharmacists and 65 years as faculty, with all but one having completed 1 or 2 years of residency. Four of the six had faculty member experience when hired. All NW Regional Campus Faculty members have patient care responsibilities. Additional descriptive information on individual faculty members including Department, degree, academic title, experience, postgraduate training, and tenure status is presented in **Appendix 20**.

The Division of Northwest Regional Campus was established with a revision of the bylaws on August 4, 2010; however, Eric Schneider has been in place as the Associate Dean of the Northwest Campus since July 2009. Since July 2009 there have been three new Faculty hires and 3 departures within the Division. Currently, there are six faculty members in the Division. By July 2011 an additional two full-time acute care faculty and one PGY-1 pharmacy resident will be hired. A complete list of Faculty and Staff hires and departures are listed below

Faculty/Staff Hires & Departures on the Northwest Regional Campus

Faculty Name	Location	Start	Departure	Comments
John Vinson, Pharm.D.	AHEC Fort Smith	6/2004		
Jamie Messinger, Pharm.D.	AHEC Northwest, Fayetteville	4/2006	9/2008	Other academic position
Trey Crumby, Pharm.D.	Mercy Health System of NW AR, Rogers	8/2006	8/2009	Left academia
Eric F. Schneider, Pharm.D.	UAMS Northwest, Fayetteville	8/2007		
Sarah Frank, Pharm.D.	Collier Drugs	7/2008	12/2009	Other academic position
Melanie Claborn, Pharm.D.,	Veterans Healthcare System of the Ozarks	7/2008		
Lois Coulter, Pharm.D.	AHEC Northwest, Fayetteville	1/2009		
Scott Kaufman, Pharm.D.	Mercy Health System of NW AR, Rogers	8/2009		
Jonell Hudson, Pharm.D.	AHEC Northwest, Springdale	9/2009		
Brenna Neumann, Pharm.D.	Colliers Drugs, Fayetteville	3/2010	8/2010	Left academia
Victoria Miller, M.Ed.	UAMS Northwest/e-Learning	9/2010		
Leslie Hitt, BS	UAMS Northwest/Student Services	9/2010		
TBD	UAMS Northwest/Admin Assistant	3/2011*		
TBD	Faculty	7/2011*		
TBD	Faculty	7/2011*		
TBD	Resident, AHEC Northwest	7/2011*		

*Anticipated

The College has a very positive relationship with the preceptors, which is evident by continued support in educational programs. In addition to the salaried Faculty, the College has over 500 volunteer Faculty members. There are 70 who practice in Northwest Arkansas. The Faculty members who support the Northwest Regional Campus are listed in **Appendix 9**.

To date support personnel hired for the Northwest Regional Campus include a dedicated e-Learning Technology Specialist and a Student Affairs and Faculty Development coordinator. By Spring 2011 a dedicated administrative support position will be hired to help coordinate and support the Colleges' Faculty on the Northwest Regional Campus. One area of growth in personnel has been in the area of e-learning and technology in the classroom. Since 2007 the COP has hired a Director of e-learning, an educational technology resource specialist, and cross-trained one administrative analyst in the Department of Pharmacy Practice to support e-learning efforts of the Department. In addition, the Northwest Campus hired a Staff position to assist with e-learning and distance education efforts. The needs of the Staff are assessed to determine the factors that motivate and lead to satisfaction and retention.

One measure of the quality of the academic programs is the overall student-to-faculty ratio. The administration determines the optimal faculty numbers according to the student-to-faculty ratio and curriculum needs. The student-to-faculty ratio for instruction in the College is 6.8, based on a total professional degree program enrollment of 478 students as of July 2010 and 70 Faculty members. The Student-to-preceptor ratio for the free-standing IPPEs and APPEs are 1 or 2 students:1 preceptor. This commitment of significant faculty resources of the professional degree program facilitates the effective delivery of the curriculum, including small group instruction and individualized instruction through experiential education. The Department Chair and Associate Dean for the Northwest Campus meet regularly with the Dean to

determine human resource needs (both Faculty and professional Staff). In addition to the two acute care faculty members who will be recruited by July 2011, a focus of the College will be to develop residency programs that will help support small group learning and experiential education efforts. A PGY-1 residency with an emphasis in primary care is currently under development and is anticipated to begin July 1, 2011. Up to 3 residency positions are anticipated by the end of the 2012-2013 academic year. The College's hiring plan allows sufficient time for new faculty members to prepare for classes and for pharmacy practice training in experiential sites. New Pharmacy Practice Faculty members are generally given at least 6 months to develop their experiential sites before precepting students, and 12-18 months prior to fulfilling their full didactic effort.

The daily and weekly schedules of each Faculty member in on the Northwest Regional Campus are flexible and allow for adequate time for professional activities, including didactic and/or experiential instruction, student mentoring/advising, clinical practice, research/scholarly activity time, faculty development, and service to the College, University, profession, and community. Currently, the majority of the teaching effort for Faculty members on the Northwest Regional Campus is delivery of APPEs. Faculty members in the Division of Northwest Regional Campus are being integrated into the entire teaching mission of the College. Once fully integrated into the teaching mission and their respective practices are established, the Northwest Regional Campus Faculty members will have adequate time to engage in scholarly endeavors.

The commitment to service is demonstrated by service on College Committees. The College recently amended the Bylaws to incorporate a new Committee (Campus Assignment Committee), rename and recharge a Committee (from Computer Utilization to Educational Technology & Support), formalize one Committee (Honor Council) and to ensure that Faculty on the Northwest Regional Campus have representation, particularly on Committees that specifically relate to issue of the Northwest Campus. In doing so, the College adapted its governance and processes to ready for the opening of the Northwest Campus. A listing of Faculty representation on the Standing and *ad hoc* Committees in the College is provided below. In addition to service within the College, the expertise and leadership of the Faculty members are also demonstrated through their commitments beyond the College. The school is adequately staffed to allow Faculty members time to effectively fulfill their various responsibilities.

2010-2011 Division of the Northwest Regional Campus College of Pharmacy Service

<i>COP Committees/Positions</i>	<i>Division of NW Faculty Member(s)</i>	<i>Other NW Representation</i>
Admissions		Ramona McLean
Assessment	Schneider	
Ed & Tech Support Advisory	Hudson, Schneider	Victoria Miller
Campus Assignment Committee	Kaufman	
Continuing Pharmacy Education	Claborn, Schneider	
Curriculum	Claborn	
Executive	Schneider	
Special Test Taking Accommodations	Schneider	

- 3) **Comments:** Describe a) areas of the program that are noteworthy¹; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Faculty have enough time to consider new methods of instruction. • Practice faculty have enough time to develop their practice sites before getting their student assignments. • The college has low rates of faculty turnover, and faculty vacancies are filled quickly. • Only qualified individuals are being given teaching responsibilities, and students consistently report that teaching is good. • The college or school encourages research and other scholarly activity and service without creating undue stress on the faculty. • The proportion of inexperienced to experienced faculty is balanced. • Faculty are able to schedule time to meet with students when needed and are available to students for advising. • Preceptors are able to spend time with students to meet the requirements of experiential education. • Faculty can find mentors if desired. • Faculty rarely complain about having enough support. • Faculty frequently participate in professional or social events. <p style="text-align: right;"><input 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. • The college or school experiences lengthy delays in filling open positions. • The college or school has a high turnover of faculty or staff. • The mix of junior to senior faculty and representation of faculty across disciplines is unbalanced. • There is evidence of some stress among faculty, preceptors, or staff due to workload. • Research or other scholarly activity is being limited because of inadequate numbers of faculty and staff. <p style="text-align: right;"><input checked="" type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Faculty members don't have enough time to consider new methods of instruction. • Practice faculty members don't have enough time to develop their practice sites before getting their assignments. • The college or school has excessive rates of faculty or staff turnover, or there are routinely long delays in filling of faculty or staff vacancies. • Poorly qualified individuals are being given teaching responsibilities, or students have evidence or consistently report that teaching is poor. • Faculty show a drop in performance, research or professional activity in order to meet basic teaching responsibilities. • Faculty are routinely not available to students for advising or are unable to schedule time to meet with students. • There is evidence of insufficient support, such as, faculty or staff resigning due to workload. • Faculty rarely participate in professional or social events. • The college of school is not conducting capacity or succession planning. • Key disciplines are not adequately represented or accommodated in the faculty mix. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

¹ Examples of Noteworthy Areas: A) The college or school does capacity planning in advance. B) Illness or the retirement of a faculty member does not create gaps in teaching or research programs.

Standard No. 25: Faculty and Staff—Qualitative Factors: The college or school must have qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students. Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities. Faculty whose responsibilities include the practice of pharmacy must satisfy all professional licensure requirements that apply to their practice. The college or school must foster the development of its faculty and staff, commensurate with their responsibilities in the program.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school has qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	●	○
Faculty possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and are committed to the advancement of the profession and the pursuit of research and other scholarly activities.	●	○
Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.	●	○
The college or school fosters the development of its faculty and staff, commensurate with their responsibilities in the program.	●	○
The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention are established and applied in a consistent manner.	●	○
The college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement.	●	○
Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.	●	○
Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum.	●	○
The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

Full-time Faculty members have the appropriate education and training to contribute to the professional degree program. A list of Faculty in the Division of Northwest Campus and their educational credentials is found in **Appendix 20**. All Faculty on the Northwest Regional Campus have a terminal degree in pharmacy; a practice component to their responsibilities, and a license to practice pharmacy in the State of Arkansas. The clinical practice sites and expertise of the Division Faculty members are listed in **Appendix 20**. Didactic teaching and eventually course coordination assignments for Department Faculty on both campuses are based on expertise in a given area. Division Faculty will participate in existing elective course offerings or develop and coordinate new elective offerings. All Faculty members on the Northwest Regional Campus provide APPEs. For the portion of the curriculum that will be delivered via synchronous technology, it will be bi-directional with the majority of the educational content being delivered from the Little Rock Campus. In preparation to deliver educational content from the Northwest Campus, Division Faculty members have been assigned lectures in Therapeutics I,

II, II, Pharmacy Management, and Patient Assessment and Application Courses. Northwest Regional Faculty members will be assigned to co-coordinate or facilitate selected courses or to serve as course liaisons.

All Faculty members are encouraged to pursue scholarly activities. As the Northwest Faculty established their practice and teaching sites, their scholarly and creative pursuits have developed in the form of new clinical services and National and Regional presentations. Departmental Faculty members are working to create a Practice Based Research Network which will serve as a platform for conducting research among ambulatory and community pharmacists. The Practice Based Research Network will conduct research in the patient care setting utilizing the of AHEC pharmacist Faculty members. The AHEC practice sites provide an ideal setting to conduct this type of population-based research to improve patient care and inform public policy. The Practice Based Research Network will interface with the UAMS Center for Clinical and Translational Research and collaborate with Faculty from the Colleges of Medicine, Nursing and Public Health.

Northwest Campus shared support personnel on the Northwest Regional Campus include a dedicated e-Learning Technology Specialist and a Student Affairs and Faculty Development Coordinator. Victoria Miller serves as the e-learning specialist and is uniquely qualified with a combination of a baccalaureate degree in information technology coupled with a Master's in Educational Technology. Leslie Hitt serves as the Student Affairs and Faculty Development program and has a background in collegiate student affairs.

The Administrative Assistant for the College of Pharmacy on the Northwest Campus will be filled with a candidate possessing a baccalaureate degree plus one year office administration experience. A candidate without a bachelor's degree will be considered with one year of specialized training in office administration plus five years office administration or clerical experience. The Staff member must be able to prioritize work and have good public relations skills. The general job duties of the Staff Assistant are summarized below.

Administrative Assistant Job Duties

1. Greet students and visitors and direct appropriately.
 2. Answer departmental telephone lines and direct calls appropriately.
 3. Collect and sort incoming mail. Process outgoing mail and deliver to mail room.
 4. Manage several calendars; arrange meetings and conferences; order catering for a variety of meetings.
 5. Compose and prepare routine and confidential correspondence.
 6. Prepare simple spreadsheets and design presentation slides using Microsoft computer software.
 7. Maintain inventory of supplies.
 8. Coordinate learning activities for students.
 9. Take and transcribe minutes of meetings.
 10. Coordinate travel: make hotel reservations, arrange for payment of registration fees, maintain records of each trip, and file for reimbursement upon traveler's return.
 11. Maintain routine and confidential files for a variety of purposes.
 12. Other duties as assigned.
-

- 3) **Comments:** Describe a) areas of the program that are noteworthy²; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Faculty have appropriate credentials and experience for their positions. • All disciplines are represented or accommodated. • Faculty and staff demonstrate a commitment of the mission and goals of the college or school. • The university or college or school has a commitment to faculty development. • Faculty development programs have documented, high levels of faculty participation. • Faculty understand the ways that they need to improve and are improving. • Faculty responsibilities are commensurate with their abilities. (The right people teaching the right courses) • Practice faculty are all licensed by the state. • Staff have development activities. • The college or school has evidence of scholarly activity and grants. • Educational support systems are being provided to voluntary faculty. 	<ul style="list-style-type: none"> • The university or college or school has provided development activities, but faculty and staff are not taking advantage of them. • Practice faculty are in the process of becoming licensed by the state. • 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. • A small number of faculty or staff lack required qualifications or experience. • The faculty and staff are not diverse. 	<ul style="list-style-type: none"> • Little or no faculty or staff development is occurring. • Educational support systems are not being provided to voluntary faculty. • Faculty report that they are not growing professionally or do not see how they can improve. • Faculty report that they have no support for professional activities. • Practice faculty members are not licensed by the state. • A large number of faculty or staff lack required qualifications or experience. • Policies and procedures for faculty recruitment, promotion, tenure and retention are not established or not applied in a consistent manner. • Unlawful discrimination is evident in the selection of staff and faculty. • There is evidence of ineffective teaching. • There is little or no evidence of research or other scholarly activity.
<input checked="" type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard

² Examples of Noteworthy Areas: A) Faculty development emphasizes growth as effective instructors. B) The administration supports faculty in new initiatives. C) Faculty and administrators have a passionate commitment to excellence and to students. D) The college encourages interdisciplinary communication and helps keep non-pharmacist faculty from working in silos. E) Faculty stay up-to-date and are innovative in educational methods and their fields of expertise.

Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review: The college or school must have an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities. The college or school must review the performance of faculty and staff on a regular basis. Criteria for performance review must be commensurate with the responsibilities of the faculty and staff in the professional degree program.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school has an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities.	●	○
The college or school reviews the performance of faculty and staff on a regular basis.	●	○
Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program.	●	○
The college or school has or provides support for programs and activities for faculty and preceptor continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the program.	●	○
Faculty receive adequate guidance on career development.	●	○
Faculty are able to attend one or more scientific or professional association meetings per year.	●	○
Faculty development programs are available to enhance a faculty member's academic skills and abilities.	●	○
The performance criteria for faculty are clear.	●	○
Expectations on faculty for teaching, scholarship and service are balanced.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The College provides support for programs and activities for Division Faculty and Preceptor continuing professional development as educators, scholars, and practitioners. All Faculty members are required to participate in faculty development opportunities yearly and the required components and opportunities are outlined in the faculty development program. The College supports multiple development opportunities and most are offered via synchronous or asynchronous technology. Examples of the College's development opportunities include: faculty weekly seminar series, e-learning workshops, scholarly abstract writing workshops and the Dean's leadership book club. In the summer of 2010 the College partnered with the Office of Educational Development to offer a 4 part Faculty Development series titled "Writing Good Test Questions....and then What?". This series was delivered synchronously and asynchronously to Faculty on both Campuses with half of the content originating on the Northwest Campus. In doing so, this program demonstrated the capability to offer faculty development opportunities without the requirement for faculty to attend in person and demonstrated collaboration between Campuses. Many other opportunities for faculty development occur at the campus level and when possible are delivered. In instances when distance attendance is not feasible, funds are available for faculty to travel to attend programs.

The College of Pharmacy Office of Continuing Pharmacy Education (CPE) offers several opportunities for continuing education credit for Faculty and Preceptors on Northwest Campus. In addition to free CPE, Preceptors have full access to the UAMS campus on-line resources and may take advantage of discretionary funds for development opportunities and travel to professional meetings. Preceptors also have access to *Pharmacist Letter* for preceptors and the Office of

Experiential Education provides periodic preceptor development programs. Senior pharmacy students provide Arkansas State Board approved CPE for preceptors in northwest region of Arkansas and throughout the state.

The College of Pharmacy also requires Staff to participate in professional development opportunities yearly and provides opportunities through training, education and professional activities. All Staff meetings will be conducted with Northwest Campus Staff either by teleconference or webcast. Other professional development opportunities that occur in Little Rock may be delivered to the Northwest Campus or funds will be made available for Staff travel. Staff members are encouraged to attend programming that will enhance the skills needed to perform duties specific to their position. To better meet their professional development needs, Faculty and Staff members are surveyed regarding their needs as specified in the professional development plans. The COP Staff member at the Northwest Campus will be mentored by senior Staff located in other areas of the Northwest Campus. The Staff member's annual evaluation will be conducted by the Associate Dean for the Northwest Campus in a manner parallel to evaluations on the Little Rock Campus.

Annual assessments are vital to keeping a Faculty member apprised of their progress toward promotion and if applicable, tenure. Division Faculty members each have an annual performance review with the chair of the Department of Pharmacy Practice together with the Division head. This annual process affords Division Faculty members the opportunity to conduct a self-assessment, evaluate their performance for the previous academic year, and set goals for the upcoming academic year in the academic missions, professional development and academic citizenship. The Department Chair and Division head provide input and formal face-to-face and written evaluations to each Faculty member. This process is parallel to the method used for the Division of Pharmaceutical Evaluation and Policy on the Little Rock Campus.

Mentorship of new Division Faculty is directed by the Division head with assistance from the Department Chair. There are many avenues of mentorship available to the Division Faculty. Faculty in the maturing years of their career should serve as mentors in their strongest domain to faculty in their early years. Division Faculty members are encouraged to identify mentors and seek mentoring. The Division head and Department Chair assist Division Faculty in this effort and are responsible for ensuring that Division Faculty have mentorship. The Faculty Development Program is structured so that Faculty members are encouraged to engage in development opportunities in the three academic missions and clinical practice. The Faculty Development Program complements the Promotion and Tenure Guidelines and thereby enables the Faculty to focus on development activities to hone their skills in areas that will allow them to achieve academic excellence and thereby facilitate their successful promotion to higher professional ranks. As part of the Annual Assessment the Department Chair and Division Head review the professional development of each Division Faculty member and advise them on areas and opportunities for further development.

- 3) **Comments:** Describe a) areas of the program that are noteworthy³; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:
- 5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The college or school has a formal program of professional-development and offers a coordinated series of professional-development programs throughout the academic year for faculty and staff. • The college or school has an informal process for mentoring new faculty. • The system of evaluation is comprehensive, broad-based and includes self, peer, student, and supervisor assessments. • The dean and other administrators are reviewed periodically and that review includes input from other administrators, faculty, students, staff, and preceptors. <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. • A systematic and periodic evaluation exists, but it is either not comprehensive or not broad-based. <p style="text-align: right;"><input type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school has no professional-development plan or it does not address certain categories of employee. • No professional development programs are supported or offered. • There is no evidence of continuing professional development of faculty or staff. • Faculty and staff evaluation procedures are neither comprehensive nor broad-based. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

³ Examples of Noteworthy Areas: A) The college or school uses peer review of teaching. B) Each faculty member's professional development is integrated and accounted for in the professional-development plan. C) The college or school has a formal system for mentoring faculty.

Facilities and Resources

For Standards 27-30:

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

- Description of available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc. (27)
 - Description and, where feasible, plans/architectural drawings of the physical facilities. (27)
 - Description of the equipment for the facilities for educational activities, including practice-simulation areas. (27)
 - Description of the equipment for the facilities for research activities. (27)
 - Evaluation of the adequacy and appropriateness of resources needed for assessment activities. (27)
 - Description of facility resources available for student organizations. (27)
 - Description of facilities available for student studying, including computer and printing capabilities. (27)
 - A statement attesting that the facilities meet legal and other standards as appropriate (e.g., animal facilities), with documentation attached (e.g., OLAW, USDA and/or AAALAC). (27)
 - Data backup and security policies and procedures. (27)
 - List of practices sites (classified by type of practices) with number of students served, interaction with other health professional students and practitioners, the number of pharmacy or other preceptors serving the facility, and their licensure status. (Sites used in the past academic year should be identified.) (28)
 - Examples of agreements or statements of understanding with practice affiliates and the percent of all experiential sites with completed agreements. (28)
 - Criteria used for selection of various types of practice facilities. (28)
 - Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites for present and, if applicable, for proposed future student enrollment. (28)
 - Data on the use of library resources by pharmacy students and faculty. (29)
 - Analysis of how well college or school holdings address the AACP *Basic Resources for Pharmacy Education*. (29)
 - Library Collection Development Policy. (29)
 - Description of the qualifications of the librarian(s) who act as primary contacts for the pharmacy program. (29)
 - List of search databases available to faculty and students. (29)
 - Description of computer technology available to faculty and students. (29)
 - List of full text journals electronically available. (29)
 - Description of courses/activities throughout the curriculum in which students learn about the educational resources. (29)
 - Description of library orientation and consultation for faculty and preceptors. (29)
 - Description of how remote access technologies and mechanisms that promote use of library information from off-campus sites by faculty, students, and preceptors compare with on-campus library resources. (29)
 - A Financial Summary including an analysis of revenues and expenses for the past two and present academic year. (30)
 - Five-year prospective financial *pro forma* for the program. (30)
 - An analysis of federal government support, state government support, tuition, and private giving. (30)
 - Description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees. (30)
 - An assessment of faculty contribution (%effort) to the program compared to financial support provided to the college or school of pharmacy for instruction. (30)
 - Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
 - Other documentation or data that provides evidence of meeting the standard.
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Standard No. 27: Physical Facilities: The college or school must have adequate and appropriate physical facilities to achieve its mission and goals. The physical facilities must facilitate interaction among administration, faculty, and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped.

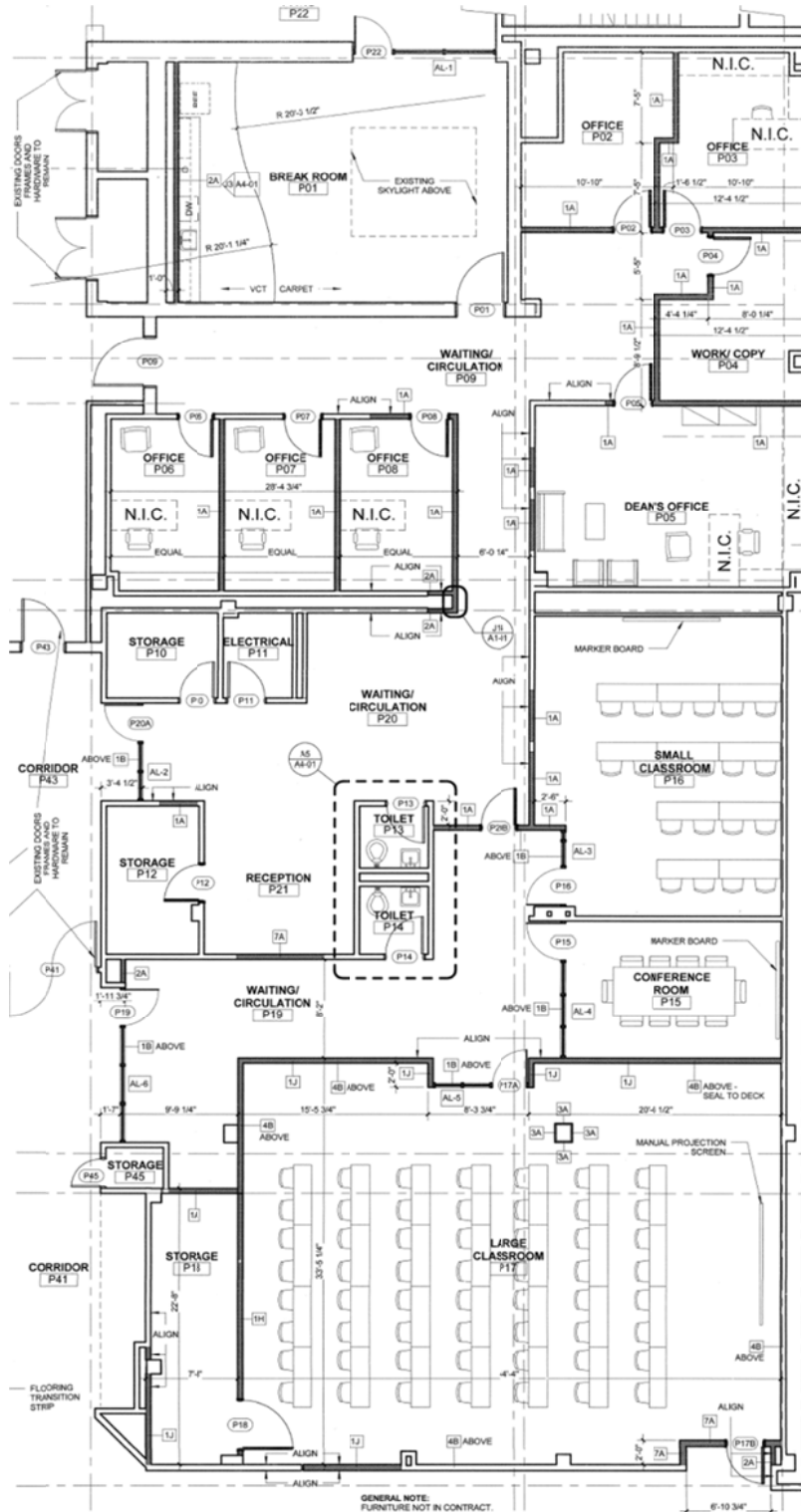
1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school has adequate and appropriate physical facilities to achieve its mission and goals.	●	○
The physical facilities facilitate interaction among administration, faculty, and students.	●	○
The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.	●	○
Physical facilities provide a safe and comfortable environment for teaching and learning.	●	○
For colleges and schools that use animals in their professional course work or research, proper and adequate animal facilities are maintained in accordance with acceptable standards for animal facilities. N/A (no animal use) <input checked="" type="checkbox"/>	○	○
Animal use conforms to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged. N/A (no animal use) <input checked="" type="checkbox"/>	○	○
Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations. N/A (no human research) <input type="checkbox"/>	●	○
All human investigations performed by college or school faculty, whether performed at the college or school or elsewhere, are approved by the appropriate Institutional Review Board(s) and meet state and federal research standards. N/A (no human research) <input type="checkbox"/>	●	○
Students, faculty, preceptors, instructors, and teaching assistants have access to appropriate resources to ensure equivalent program outcomes across all program pathways, including access to technical, design, and production services to support the college or school's various program initiatives.	●	●
Commensurate with the numbers of students, faculty and staff, and the activities and services provided, branch or distance campuses have or have access to physical facilities of comparable quality and functionality as those of the main campus.	●	○
Faculty have adequate office space.	●	○
Faculty have adequate laboratory resources and space for their research and scholarship needs.	●	○
Computer resources are adequate.	●	○
Laboratories and simulated environments (e.g. model pharmacy) are adequate.	●	●
Access to study areas is adequate.	●	○
Common space for relaxation and/or socialization is adequate.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The College of Pharmacy is housed on the first floor of the UAMS Northwest Regional Campus building. The square footage and architectural drawings are described below. The Associate Dean's office, faculty and staff offices are located in this building. Additional Northwest Faculty offices are located at their clinical practice sites including the AHEC Northwest Family Medical Center - Fayetteville, AHEC Northwest Family Medical Center - Springdale, Mercy Health System of Northwest Arkansas, Veterans Healthcare System of the Ozarks, and AHEC Fort Smith. Pharmacy classroom and laboratory teaching activities will be conducted in the UAMS Northwest building. The COP space has been remodeled to

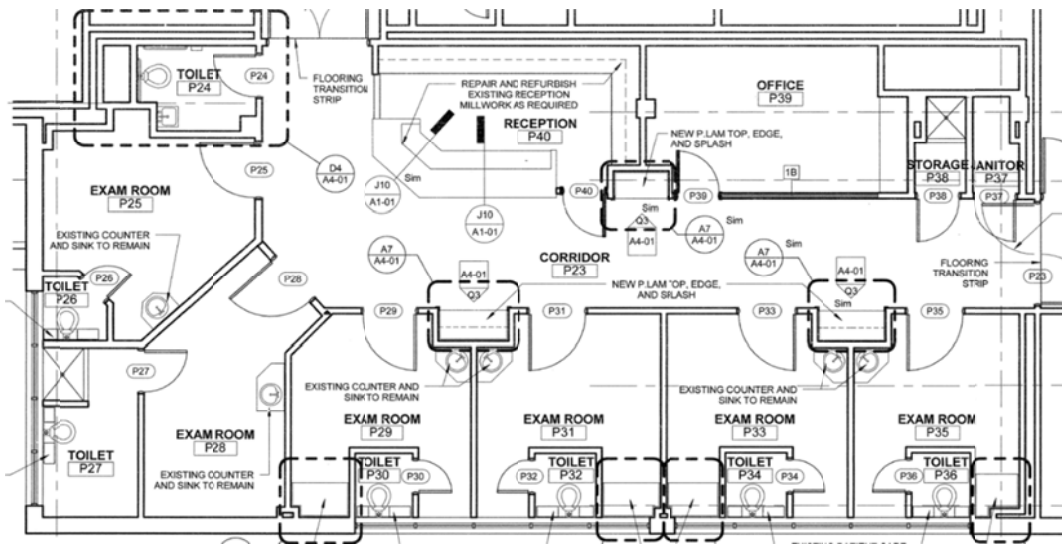
meet the necessary physical needs of the Campus and technology installation is in process. Administrative and Faculty offices are adequate to provide privacy for study and for interacting with Students. The Associate Dean's office is 329 square feet and faculty offices average 150 square feet, with staff offices averaging 128 square feet, all of which provide sufficient accommodations.



All classroom and conference room space at the Regional Campus are shared among the UAMS programs and scheduling is done centrally. The COP area contains a large classroom with a 56 student capacity and a small classroom with a 20 student capacity for P3 course work. Scheduling priority will be given to the COP to meet curricular needs. These rooms will be outfitted with equipment for synchronous technology connection by June 1, 2011. Also, there is a 200 square foot conference room for meetings and a 540 square foot multipurpose room for student, Faculty and staff use. Besides the facilities located within the COP area, there are additional rooms equipped for distance learning that can be reserved for COP use at the Regional Campus. These include the 50 person Parker classroom, the 80 person Baker conference center, the 12 person administrative conference room, and the 15 person board room. There are two 20-station computer labs available on a reservation basis to use for testing and teaching.

Student activity areas, including space for professional organizations, relaxation, and socialization help to support a favorable environment for Student life. The COP has space for Student professional organizations to meet and to store their organizational materials. Meetings will be held in the classrooms or lounge area depending on the size of the group and the technology needs. There are study areas within the College of Pharmacy as well as in the Library. The Library has a quiet room equipped with 8 computers available 24 hours a day for student use. Additionally, there are 6 computers in the circulation area available for student use during library hours. The computer labs are available for student use during times they are not reserved for teaching or testing purposes. A cafeteria operated by Morrison Management Specialists is available for breakfast and lunch Monday through Friday.

Laboratories for teaching and simulation should provide Students with space and equipment that enables them to participate in learning experiences comparable to practice in the real world. A 5708 square foot Clinical Skills Center is shared by the academic units at UAMS Northwest and is currently still under construction. There are 6 stations that will have computers inside and immediately outside each of these rooms. Each room will be equipped with an exam table, desk, and stool. The square footage and architectural drawings are described below. While there are no laboratories for basic science research or human research on the Northwest Campus, Faculty may be involved in human or academic research. All such projects are approved by the central UAMS Institutional Review Board.



Technology, equipment, and educational resources available at UAMS Northwest support contemporary educational technologies and methodologies. Classrooms will be connected by a combination of web-based and interactive video networks as appropriate for the learning situation. Computer technology and resources available at UAMS Northwest are described in detail in **Appendix 21**. A high-tech Campus information and communication infrastructure is an indispensable necessity for supporting the COP mission, including Faculty and Staff Development. This requires computer backup and security for information stored in the Campus computer systems as well as appropriate support and guidance in the event of a computer and/or communication system outage. To deal with such events, the UAMS Information Technology department has developed and maintains extensive policies and procedures that address such contingencies. Information about those plans is presented in **Appendix 22**.

In order to provide a safe environment for teaching, learning and conducting scholarly activities, the UA Fayetteville Police Department provides security for the Northwest Campus. The UA Police patrols the Campus with at least two walkthroughs of the building per eight-hour shift for a total of six patrols during every 24-hour period. Security surveillance in high traffic areas is monitored by the UA Police Department. Additionally, the UA Police Department and Fayetteville Police Department are available by dispatch for emergent situations.

3) **Comments:** Describe a) areas of the program that are noteworthy¹; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

- a) The Northwest Regional Campus is noteworthy in that the facility offers ample space for the Campus to grow into over the coming years. Additionally, the Campus has parking for Students, Faculty, and staff that is in close proximity to the facility. The College of Medicine classroom and administrative space is planned for the section of the building adjacent to the COP. The proximity of the two academic units will serve to foster the development of interprofessional teaching and learning opportunities. Furthermore, during the renovation of the College of Medicine space, the Associate Dean for Medicine and the Director of Medical Education for the College of Medicine will temporarily utilize office space within the COP area, further enhancing interprofessional relationships.

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

¹ Examples of Noteworthy Areas: A) The college or school has dedicated space for student organizations. B) The college or school has a facilities plan to anticipate and meet future needs. C) The layout of the building encourages interdisciplinary cooperation. D) The layout of the building encourages inter-professional cooperation.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The physical facilities support the mission and goals of the program. • Teaching space supports the needs of the curriculum (e.g., small group learning rooms). • The student lounge and study space are adequate and readily accessible. • The facilities allow for good interaction among faculty, students, and administrators. • The college or school has approvals for animal and human research facilities (if applicable), • Full-time faculty each have designated space to work and off-site faculty have dedicated space to work and prepare. • Space is available for faculty and administrative meetings and private areas are available for closed conferences (e.g. with students). • The facilities are equipped to support contemporary educational technologies and educational methodologies used in the program. • Research facilities are equipped with appropriate technology. <p style="text-align: right;"><input type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The facilities are generally satisfactory, but a few areas are in poor repair, inadequately equipped, or are furnished with outdated equipment or technology. • 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: center;"><input checked="" type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • Some facilities are unsafe for students, faculty and staff. • Classrooms or faculty areas are overcrowded. • The student lounge and study space are inadequate or not readily accessible. • The college or school has no approvals for animal facilities or human research (when required). • Full-time faculty have inadequate or no designated space to work or off-site faculty have no dedicated space to work and prepare. • No space is available for faculty and administrative meetings or no private areas are available for closed conferences (e.g. with students). • The facilities are not equipped to support contemporary educational technologies and educational methodologies used in the program. • In general, the research facilities are poorly or inappropriately equipped. • The college of school has no long-term plans to assess the requirements for physical facilities by the program. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard No. 28: Practice Facilities: To support the introductory and advanced pharmacy practice experiences (required and elective) and to advance collaboratively the patient care services of pharmacy practice experience sites (where applicable), the college or school must establish and implement criteria for the selection of an adequate number and mix of practice facilities and secure written agreements with the practice facilities.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school collaboratively advances the patient-care services of its practice sites.	●	○
The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.	●	○
The college or school establishes and implements criteria to secure written agreements with the practice facilities.	●	○
Before assigning students to a practice site, the college or school screens potential sites and preceptors to ensure that the educational experience would afford students the opportunity to achieve the required competencies.	●	○
At a minimum, for all sites for required pharmacy practice experiences and for frequently used sites for elective pharmacy practice experiences, a written affiliation agreement between the site and the college or school is secured.	●	○
The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.	○	●
The academic environment at practice sites is favorable for faculty service and teaching.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The UAMS COP Experiential Education Office works to locate and screen prospective preceptors and practice sites for use as IPPEs and APPEs in the Northwest region of the State just as it does for the rest of the State. The COP has had a presence in the Northwest region with APPE sites available for many years. Over the past five years, the College has made a concerted effort to establish new and further develop existing sites in order to meet the capacity needs of a Regional Campus. The assignment of APPEs for Students assigned to the Northwest Campus follows the same basic plan as Students assigned to the Little Rock Campus. All experiences are scheduled centrally by the UAMS COP Experiential Education Office. APPEs are assigned as follows:

- Community Pharmacy (1 month DPC and 1 month IPC, with a focus on pharmacy management)
- Hospital or Health-System Pharmacy (1 month IPC, with a focus on pharmacy management)
- Ambulatory Care (DPC 1 or 2 months)
- Inpatient/Acute Care General (DPC 2 or 3 months)
- two months of electives

APPE sites within a 50-mile radius surrounding the UAMS Northwest facility in Fayetteville are considered to be part of the Northwest Campus region. There are currently 62 sites available for APPEs in the Northwest Campus region. These sites include: Advanced Community (10 sites), Acute Care (12 sites), Ambulatory Care (5 sites), Hospital Pharmacy Management (8 sites), Community Pharmacy Management (15 sites), and Electives (12 sites). A list of specific APPE sites

and preceptors is provided in [Appendix 9](#). Capacity assessment (surplus or shortage) of the required and elective advanced pharmacy practice experience sites for present and future student enrollment have been assessed.

Based on a final Northwest Campus enrollment of 30 Students in the third and fourth years, experiential needs are as follows with a 25% overage:

Acute Care	Ambulatory Care	Advanced Community	Community Management	Hospital Management	Electives
94	57	38	38	38	75

Based on the previous and current years' numbers of Students assigned to the Northwest region for their fourth year and their APPE assignments, capacity has exceeded needs (see below).

APPE 2009-2010 (17 Students assigned to Northwest Campus)

Type of Experience	Capacity Available	Students Assigned	Overage
Acute Care	41	25	39%
Ambulatory Care	38	26	32%
Advanced Community and Community Management	108	37	66%
Hospital Management	27	7	74%
Electives	31	17	45%

APPE 2010-2011 (23 Students assigned to Northwest Campus)

Type of Experience	Capacity Available	Students Assigned	Overage
Acute Care	81	59	27%
Ambulatory Care	52	31	40%
Advanced Community and Community Management	100	55	45%
Hospital Management	45	20	56%
Electives	54	22	59%

Once the Northwest Campus is at its projected enrollment with 30 fourth year Students requiring APPEs, capacity will continue to be met in all areas with the exception of elective experiences. See below for capacity estimates.

Future APPE (30 Students assigned to Northwest Campus)

Type of Experience	Capacity Available	Students Assigned	Overage
Acute Care	80	75	6%
Ambulatory Care	46	45	2%
Advanced Community and Community Management	121	60	50%
Hospital Management	39	30	23%
Electives	54	60	-11 %

The focus of the APPEs at the Northwest Campus is predominantly primary care. While the goal is for Students assigned to the Northwest Campus to attain the majority of their APPEs in the region, it is foreseeable that some Students may have to travel to other areas to complete their APPEs. This is because Students may desire a specialty experience that is not available in the Northwest region. Examples include acute care specialties such as oncology or transplant as well

as elective experiences with organizations like the Arkansas Pharmacists Association. Similarly, experiences such as the corporate pharmacy management or regulatory oversight available at the Walmart corporate office may be desired by Students assigned to the Little Rock Campus. To accommodate these needs there is temporary housing available on both the Little Rock Campus for Northwest assigned Students and the Northwest Campus for Little Rock assigned Students on a limited basis. This housing is offered at no cost to the student.

- 3) **Comments:** Describe a) areas of the program that are noteworthy²; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:
- b) The College is in the process of recruiting two additional full-time pharmacy practice faculty members with acute care practices to be housed at the UAMS Northwest facility in order to meet the most critical need for APPEs in the region. Similarly, the UAMS COP Experiential Education Office is working to identify and implement a more diverse mixture of elective experiences in the Northwest region.
- 4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

² Examples of Noteworthy Areas: A) A college or school representative visits every rotation during each practice experience. B) Students are integrated into the daily activity of the practice sites. C) Support staff at the practice site (e.g., in retail) are involved and integrated into the education of the student. D) Students have dedicated space at the sites. E) The college or school provides a system for housing students during advanced-practice experiences.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Practice sites have enough variety and scope to meet curricular needs. • The college or school has enough practice facilities to meet the required and elective advanced pharmacy practice experiences for all students. • The college or school has a plan for reviewing practice sites and an evaluation process exists to assure annual contact with every site. • The college has a procedure to investigate problems noted on student assessments of the site or the preceptor. • Students have opportunities to observe and learn regardless of the level of the practice experience. • Written affiliation agreements established between the institution and school are confirmed by the experiential director. • The preceptors are able to maintain control of their schedules. • Collectively, rotations occur in diverse practice settings (community, institutional, etc.), and cover diverse patient populations in terms of disease state, race, age, gender, cultural background. • College or school assessment tools and library facilities are accessible from the practice sites. • Collectively, the sites offer not only required, but also elective rotations. • The college or school actively collaborates with practice sites to advance patient-care services. 	<ul style="list-style-type: none"> • The college or school has practice sites and is trying to develop or improve relationships. • Most, but not all of the practice sites have signed affiliation agreements. • 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"> • There are too few advanced practices rotations or preceptors to meet curricular needs (i.e., not enough sites for all students, too many students per rotation or preceptors have no periods of time without students on a rotation). • Collectively, the practice sites have insufficient variety and scope to meet curricular needs. • The college or school does not have enough practice facilities to meet the required and elective advanced pharmacy practice experiences for all students. • The college or school has no plan for reviewing practice sites or no evaluation process exists to assure annual contact with every site. • The college has no procedure to investigate problems noted on student assessments of the site or the preceptor. • Written affiliation agreements established between the institution and school are not confirmed by the experiential director. • The preceptors are unable to maintain control of their schedules. • Most rotations occur in uniform settings (e.g., all community, etc.) or cover similar patient populations in terms of disease state, race, age, gender, cultural background. • The site has no access to the college or school assessment tools or library facilities. • Collectively, the sites offer no elective rotations. • The practice site is not conducive or amenable to faculty service and teaching.
<input type="checkbox"/> Meets the Standard	<input checked="" type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard

Standard No. 29: Library and Educational Resources: The college or school must ensure access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals. The college or school must fully incorporate and use these resources in the teaching and learning processes.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school ensures access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals.	●	○
The college or school fully incorporates and uses library and other educational resources in the teaching and learning process.	●	○
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. *(On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))*

The UAMS Northwest COP Faculty, staff, preceptors, and Students are served by the UAMS Northwest Campus Library and the UAMS Library in Little Rock. The Northwest Campus Library also provides resources and services to the Colleges of Medicine, Nursing, and Health Related Professions located at the UAMS Northwest Campus, and continues to serve the AHEC Northwest Family Medicine Residency program, lay public, and health professionals in the AHEC Northwest service area. The UAMS Library website provides online access to nearly all of its information resources to UAMS Faculty, Students, and preceptors regardless of their location.

The print holdings at the Northwest Campus Library include approximately 2,000 recommended texts to support medical, pharmacy, nursing, and health related professions Students, the family practice residency program and area health professionals. The Northwest Campus Library subscribes to 108 print journals and retains five years of back files. The UAMS and Northwest Campus Libraries work closely with the COP to ensure that the collection, educational technologies, and services support the COP programs. The College has two Faculty representatives on the UAMS Library Advisory Committee.

Due to the high cost of pharmacy and medical information resources and to budgetary constraints, selection of books is primarily request-driven, with Faculty and Students being encouraged to suggest materials that they think would be useful. The AACP *Basic Resources for Pharmacy Education* also provides a guide for selection of materials. An audit performed by the Director determined that 51 of the 62 (82.25%) subject classification areas on the AACP *Basic Resources* list are represented in the Library's collection. Journal selection is guided by Faculty requests, interlibrary loan requests, availability of indexing of the journal, its impact factor, ease of online access, and cost. The print collection is augmented by the electronic books, journals and databases licensed by the UAMS Library and the COP, which are available through the UAMS Library website.

UAMS Library resources and services may be accessed through the Library's website (<http://www.library.uams.edu>) by computers and wireless routers on the Northwest Campus using IP address authentication. Northwest Campus Faculty,

Students, and staff also have UAMS network accounts and passwords that allow online access to the UAMS Library resources and services when off-Campus. In August, 2007, the COP implemented a system which enables preceptors to access the UAMS Library's online information resources during the time period that they are actively involved in the education of UAMS Students. Online access is provided to almost all electronic journals (4,500+) and books (800+), databases, and other online resources available through the UAMS Library website. Selected electronic resources available to Northwest Library users and are listed here.

Selected Databases	Selected Clinical Resources
CINAHL Henry Stewart Talks IPA International Pharmaceutical Abstracts National Guidelines Clearinghouse Natural Medicines Comprehensive Database Ovid PsychiatryOnline PsycINFO PubChem PubMed Web of Science–Science & Social Science indices	Clin-eguide DynaMed Evidence-based Medicine Reviews Geriatric at Your Fingertips Harrison's Online Lexi-Comp UpToDate
	Selected Electronic Book Collections AccessPharmacy AccessMedicine Stat!Ref Ovid books (64)

Where licenses, such as UpToDate, do not permit use of the UAMS Library resources by Faculty and Students at branch Campuses, licenses are obtained by the Northwest Campus Library based on the appropriateness of the resource for the Northwest Campus clientele. Print materials in the UAMS collection are delivered to the Northwest Campus via courier service at no cost to the user. If a student or Faculty member requires materials not held in either library, materials are borrowed on interlibrary loan for a fee. The COP pays the interlibrary loan fees incurred by preceptors. Most journal articles are delivered within 24 hours directly to the requester as a PDF attachment, and print materials are delivered to the Northwest Campus Library. The UAMS Library and Northwest Library are members of several consortia and participate in advantageous reciprocal borrowing agreements.

The Northwest Campus Library provides sufficient study, reading and computer space for Students, Faculty and preceptors. The Northwest Campus Library occupies approximately 3,600 square feet of space on the first floor of the UAMS Northwest building in close proximity to the Northwest COP student areas. The Library includes quiet study rooms, as well as study areas where Students, Faculty, and preceptors can work together in small groups. The study rooms are available 24/7 via ID card entry. Fifteen computers are located throughout the Library, and the Library oversees two 20-unit computer labs adjacent to the Library. Wireless capability is available throughout the Library, computer labs, and COP space. Library computers provide Students with access to webcams and Microsoft Office software including Word, Excel and PowerPoint, and other useful applications. The Library provides resources for mobile device users including support

services and several free medical and drug information applications. Additional applications are available to Students to purchase at a discount. CD/DVD burners and digital scanners are available for student use on some computers.

The Northwest Library is under the direction of qualified librarians and staff. Elva Conditt serves as Director of Library Services at the Northwest Campus Library. Ms. Conditt has been with the AHEC Northwest Library for 12 years, first as an Assistant Librarian and the last six years in the current position. Previous to her employment with AHEC Northwest, Ms. Conditt spent seven years at Helena-West Helena public school system as a junior high library supervisor, and three years at Phillips Community College of the University of Arkansas as the Distance Learning Coordinator. Ms. Conditt reports to the Northwest AHEC Director and has a dotted line reporting relationship with Mary Ryan, MLS, MPH, UAMS Library Director. One staff position assists Ms. Conditt.

When the P3 Students arrive at the Northwest Campus, the Library staff reinforce the orientation provided at the main Campus and give instruction in any differences that may exist at the Northwest Campus. The Northwest Campus Library personnel continue with any needed individual or group instruction and support services. Consultations on the use of resources, particularly literature databases, are available for Faculty and preceptors at both the UAMS and Northwest Campuses. The UAMS Library and the Northwest Campus Library websites provide links to resources, guides and tutorials for their use, and contact information.

The UAMS Library Learning Resource Center (LRC) works with the College of Pharmacy and with individual instructors to develop the most efficient and effective ways to use the Library's computer-based resources in support of effective teaching and student learning, including web-based learning. The LRC librarian shares the expertise of the LRC in supporting testing and computer-based assignments, including equipment, software, and procedures suggestions. Computer-based educational programs supported by the UAMS Library Learning Resource Center and required by Students at the Northwest Campus are loaded to the Northwest network or individual computers, or are made available via the UAMS Citrix server as permitted by licenses. See <http://www.library.uams.edu/lrc/> for further information about the LRC.

The UAMS Teaching with Technology Committee meets the special needs of teachers using educational technology. The Committee has three representatives from each College including College of Pharmacy. The Northwest Campus has one representative on the committee, but others at Northwest Campus also participate via interactive video. The committee provides regular faculty training sessions on the applications of current educational tools as part of an eTech @ Noon series, many of which can be attended remotely, annual symposia, and workshops. For further information, see the Teaching With Technology website at <http://uams.edu/tnt/>.

The Teaching Resource Center is located in the UAMS Library, and is funded by the Technology Committee, Vice Chancellor for Academic Affairs, and the Library. Expert multimedia staff members are provided by the Library. The TRC staff work with the Office of Educational Development eLearning staff to support faculty using educational technology. Teaching Resource Center staff members are available to Northwest Faculty and staff for consultation on selection of

software and hardware used to support development of computer-based educational programs. For further information, see <http://www.library.uams.edu/services/trc.aspx>.

The Northwest Campus Library does not currently track print or web-based resource usage by College or by individual faculty member or student. Until a mechanism is developed to collect detailed information, annual College of Pharmacy surveys will include questions designed to provide estimates of library and educational resource utilization by all users, as well as to gather their perceptions on the adequacy of and access to these resources. The Northwest Campus Library will conduct an annual survey and hold focus groups to assist in the continued planning and implementation stages of the Northwest Campus Library. Faculty, Students, preceptors, and staff will participate in this evaluation of services and resources. Previous surveys by individual Colleges that included questions on access to the UAMS Library, and the UAMS self study survey performed for the Higher Learning Commission have shown that Faculty and Students are satisfied that off-Campus access is adequate.

3) **Comments:** Describe a) areas of the program that are noteworthy³⁵; b) the program’s assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • Students and faculty have access to hardcopy or on-line journals and references. • Preceptors and students on advanced-practice rotations have access to library resources. • Library skills are taught, and library use is integrated into teaching-and-learning processes. • Customary references used by practitioners are available to students on-site. • Technology is available to students. • Holdings are of sufficient breadth and depth to support teaching, learning, research and other scholarly activity. <p style="text-align: right;"><input checked="" type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The holdings meet programmatic and scholarly needs, but are not always readily or easily accessible (e.g., the library has limited access hours). • 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"> • Materials ordered through Inter-library loan arrive after they are needed. • Faculty report that journals for their discipline are not available or that they must purchase their own subscriptions. • Students have inadequate or no access to hardcopy or on-line journals and references. • Preceptors and students on advanced-practice rotations have no access to library resources. • Library skills are not taught or library use is not integrated into teaching-and-learning processes. • Technology is not available to students. <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>

³⁵ Examples of Noteworthy Areas: A) Recordings of all lectures are available to students. B) A master academic plan exists for the library. C) The University has personnel (e.g. instructional designers, web developers, etc.) to support faculty who wish to improve their teaching or instructional materials. D) The library has dedicated staff for pharmacy. E) Liaisons are assigned between the library and the college or school.

Standard No. 30: Financial Resources: The college or school must have the financial resources necessary to accomplish its mission and goals. The college or school must ensure that student enrollment is commensurate with its resources.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	S	N.I.
The college or school has the financial resources necessary to accomplish its mission and goals.	●	○
The college or school ensures that student enrollment is commensurate with its resources. Enrollment is planned and managed in line with resource capabilities, including tuition and professional fees.	●	○
Tuition for pharmacy students is not increased to support unrelated educational programs.	●	○
The college or school operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices.	●	○
Financial resources are deployed <u>efficiently</u> and <u>effectively</u> to:		
• support all aspects of the mission, goals, and strategic plan	●	○
• ensure stability in the delivery of the program	●	○
• allow effective faculty, administrator, and staff recruitment, retention, and development	●	○
• maintain and improve physical facilities, equipment, and other educational and research resources	●	○
• enable innovation in education, research and other scholarly activities, and practice	●	○
• measure, record, analyze, document, and distribute assessment and evaluation activities	●	○
• ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum	●	○
The dean reports to ACPE, in a timely manner, any budget cuts or other financial factors that could negatively affect the quality of the professional degree program or other aspects of the mission of the college or school. N/A (no budget cuts or other factors since last accreditation visit) <input checked="" type="checkbox"/>	○	○
The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways. N/A (no alternate pathways) <input type="checkbox"/>	○	●
The college or school has addressed the guidelines for this standard.	●	○

2) **Describe** how the program is meeting the Standard and Guidelines. (On average, text responses for this item, combined with text responses addressing items 3 and 4 below should not exceed 4 pages (4 pages/standard X 30 standards = 120 total text pages to address items 2,3, and 4 for each standard))

The General Funds budget of the UAMS College of Pharmacy for FY2010 was \$8,892,885. Our total revenue for FY 2010 was \$15,395,450, as compared to other public schools of Pharmacy (median = \$17,369,829). Total revenue included investment income, gifts, grants and contracts. A copy of the All Funds Financial report is found in **Appendix 23**.

During the 2005 Arkansas Legislative Session, the UAMS COP requested an increase in State appropriations in an effort to secure funds for increasing the class size from 90 Students to 120 Students. This funding was successfully secured and was based on the premise that tuition dollars from the expansion would be used to directly support this initiative of the COP. The Chancellor allocated 88.12% of the tuition dollars directly to the College, which enabled us to hire new faculty to meet the demands of the increased class size.

Additionally, in 2009 the legislature approved appropriations to fund the development of the UAMS Northwest Regional Campus in Fayetteville, Arkansas. A total of \$500,000 was allocated in FY2008 to begin the initial plans for the Campus. In FY2009, \$1,400,000 was allocated followed by \$2,977,365 in FY2010. The forecast for the next three years is for approximately \$3,000,000 in FY2011 and \$4,000,000 in FY2012 and FY2013 (**Appendix 24**). The COP will receive

\$367,486 in the FY2011 budget for the Northwest Campus (Appendix 24). In addition to the State appropriated funds, UAMS Northwest generates revenue from other auxiliary enterprises (leased space, cafeteria, etc.). A five-year prospective financial pro forma for UAMS Northwest is shown in Appendix 30-A.2.

The COP expanded enrollment as shown in our last self-study. Our first class of 120 Students entered in Fall 2006. There is no current plan to increase enrollment beyond our current class size. All 120 Students will attend classes in Little Rock for the P1 and P2 years, and up to 30 of the 120 Students will be assigned to UAMS Northwest for the P3 and P4 years.

Faculty recruitment efforts for UAMS Northwest began in 2006. Current Faculty include Dr. Eric Schneider (100% funded by UAMS Northwest), Dr. Melanie Claborn (50% funded by the COP and Veterans Healthcare System of the Ozarks), Dr. Lois Coulter (50% funded by the COP & AHEC Northwest), Dr. Jonell Hudson (50% funded by UAMS Northwest & AHEC Northwest), Dr. Scott Kaufman, 100% funded by the COP), and Dr. John Vinson (100% funded by the AHEC Fort Smith). Two faculty members and one PGY1 resident are being recruited to start on or near July 1, 2011 and all three will be 100% funded by the UAMS Northwest.

Whereas the State supports the operational costs of the Campus, renovation of the facilities is supported through philanthropy. Significant efforts have been made in the area of Development during the past three years. Tim Hudson serves as Director of Development for the Northwest Campus. Mr. Hudson works with Ms. Ann Turney, Director of Development and Alumni Affairs for the UAMS COP, to secure gifts to support the renovation of the former hospital facility leased to the State and UAMS by Washington County. To date, over \$5,000,000 in gifts and pledges have been secured for the Northwest Campus. This includes gifts of \$1,650,000 from the Walmart foundation.

Over the last five years, the College has accumulated a significant reserve balance (over \$5,000,000). The Dean has pledged to use the reserve account primarily to enhance the research programs of the College by investing in equipment, bridge funding, facility renovation, and faculty recruitment. Nevertheless, the reserve account ensures that the College has some financial security in tight budget years, particularly in light of the development of this new Regional Campus.

3) **Comments:** Describe a) areas of the program that are noteworthy⁴; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern along with actions or recommendations to address them:

4) **Quality Improvements:** Write any additional comments to further advance the quality of the program:

• ⁴ Examples of Noteworthy Areas: Students are in control of the budget for their professional activities.

5) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box :

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<ul style="list-style-type: none"> • The Executive Committee or equivalent is conversant in all areas of the budget. • Department chairs are responsible for their own budgets. • The budgeting process has internal transparency and faculty understand it. • Financial resources are available in a manner that supports the growth and development of the program and addresses the accreditation standards. • Financial resources are sufficient to support and advance the mission and goals of the program. <p style="text-align: right;"><input type="checkbox"/> Meets the Standard</p>	<ul style="list-style-type: none"> • The college or school is overly dependent on insecure or temporary sources of revenue. • 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 checked="" type="checkbox"/> Partially Meets the Standard</p>	<ul style="list-style-type: none"> • The budgeting process lacks internal transparency consequently, faculty don't understand it. • An "excessive" number of faculty lines are supported by non-sustaining funds or foundation money. • The budget is created outside the college or school without input from the dean. • The college or school has insufficient financial resources to meet the mission and goals of the program. • Significant numbers of faculty resign because of low pay. • Student enrollment exceeds the capacity of physical, financial or educational resources (e.g., in order to bring additional funds into the college or school). <p style="text-align: right;"><input type="checkbox"/> Does Not Meet the Standard</p>