

2019 Self Study Guide

Who is ACPE?

What is, why conduct, a 'self-study'?

What are the potential outcomes of the self-study process?

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Who is ACPE?

ACPE is recognized by the US Department of Education (USDE) for the accreditation and preaccreditation, within the United States, of professional degree programs in pharmacy leading to the degree of Doctor of Pharmacy

ACPE sets and monitors standards (using comprehensive site visits, focused site visits and required interim reporting); conduct annually monitoring of key indicators; and respond to notification or identification of substantive changes from programs

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Accreditation Standards

There are 25 standards that must be evaluated, in three groupings:

- Section I:** Education Outcomes (4) (match 2013 CAPE outcomes)
- Section II:** Structure and Process to Promote Achievement of Educational Outcomes (19) (everything that isn't in sections I or III)
- Section III:** Assessment of Standards and Key Elements (2)

In addition to the Standards, there is now a 'Guidance' document that helps to interpret the intent of each standard

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Who is ACPE?

What is a 'self-study'?

- An intensive, typically year long, self assessment of all components of college operations that potentially impact the professional program
- Concludes with a on-site visit (fall 2019) and comprehensive review by ACPE team (typically one ACPE staff and four faculty/administrators)

Why conduct a 'self-study'?

- provide evidence that the professional program meets defined standards
- promote institutional self-evaluation and improvement
- *increase awareness of the strength of our professional program*

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Who is ACPE?

What is, why conduct, a 'self-study'?

What are potential outcomes of the self-study process?

- Accreditation 'continued'; for an 8 year period
(may include required monitoring or update)
- Accreditation 'continued'; for one year
(partially compliant on one or more standards)
- Accredited with Probation; one year to correct deficiencies
(non-compliant on one or more standards)

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Accreditation Standards

Providing evidence for achievement of standards

<http://pharmacy.oregonstate.edu/acpe-2019-self-study>

What does the rubric look like that site visit teams use?

Standard 17: Progression

The college or school develops, implements, and assesses its policies and procedures related to student progression through the PharmD program.

Key elements:

17.1. Progression policies– The college or school creates, makes available to students and prospective students, and abides by criteria, policies, and procedures related to:

- Academic progression
- Remediation
- Missed course work or credit
- Academic probation
- Academic dismissal
- Dismissal for reasons of misconduct
- Readmission
- Leaves of absence
- Rights to due process
- Appeal mechanisms (including grade appeals)

17.2. Early intervention– The college or school’s system of monitoring student performance provides for early detection of academic and behavioral issues. The college or school develops and implements appropriate interventions that have the potential for successful resolution of the identified issues.

Example of information required as part of self-study

Standard No. 17: Progression:

The college or school develops, implements, and assesses its policies and procedures related to student progression through the PharmD program.

1) Documentation and Data:

Required Documentation and Data:

Uploads:

- ☐ Policies and procedures regarding student progression, early intervention, academic probation, remediation, missed course work or credit, leaves of absence, dismissal, readmission, due process, and appeals
- ☐ Section of Student Handbook and/or Catalog (college, school, or university) regarding student progression
- ☐ Correlation analysis of admission variables and academic performance

Required Documentation for On-Site Review: (none required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- ☐ On-time graduation rates for the last three admitted classes (compared to national rate)
- ☐ Percentage total attrition rate for the last three admitted classes (compared to national rate)
- ☐ Percentage academic dismissals for the last three admitted classes (compared to national rate)
- ☐ AACP Standardized Survey: Faculty – Question 40

2) College or School's Self-Assessment: Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
17.1. Progression policies – The college or school creates, makes available to students and prospective students, and abides by criteria, policies, and procedures related to:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Academic progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Missed course work or credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Academic probation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Academic dismissal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Dismissal for reasons of misconduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Readmission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Leaves of absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Rights to due process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Appeal mechanisms (including grade appeals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.2. Early intervention – The college or school's system of monitoring student performance provides for early detection of academic and behavioral issues. The college or school develops and implements appropriate interventions that have the potential for successful resolution of the identified issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example of information required as part of self-study

Standard No. 17: Progression:

3) College or School's Comments on the Standard: The college or school's descriptive text and supporting evidence should specifically address the following. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working.

- How student matriculation, progression and graduation rates correlate to admission and transfer policies
- How academic counseling and/or student support staff work with students seeking to retain or regain good academic standing, and how extensively they are utilized
- How early intervention and remediation rates correlate to progression
- How academic probation, leaves of absence, dismissal, readmission, due process, and appeals rates correlate to progression
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACCP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [15,000 character limit, including spaces] (approximately six pages)

4) College or School's Final Self-Evaluation: Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
<p>No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.</p>	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	<p>Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.</p>	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<p><input type="checkbox"/> Compliant</p>	<p><input type="checkbox"/> Compliant with Monitoring</p>	<p><input type="checkbox"/> Partially Compliant</p>	<p><input type="checkbox"/> Non Compliant</p>

5) Recommended Monitoring: If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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Process *(the first evaluation by ACPE is on the process)*

Proposed structure for self-study

Self Study Task Force

Self Study Workgroups (6 workgroups address standards clustered by common content, rather than numerical order)

Admin. Struct. /Processes

Adv. Exp. Education

Faculty Govern/Resources

Assessment

Student Services

Curriculum

Support

2019 Self Study Guide

Process *(the first evaluation by ACPE is on the process)*

Proposed structure for self-study

Self Study Task Force

Composition: College Council (including student members), Zabriskie, Haxby, two alumni (stakeholders)

Role: Management of overall process and timeline

Final review of workgroup reports for inconsistencies / contradictions / completeness

Synthesize final self-study report

Plan / Host accreditation team visit

2019 Self Study Guide

Process *(the first evaluation by ACPE is on the process)*

Proposed structure for self-study

Self Study Workgroups

Composition: Faculty and Staff, two students, two alumni (stakeholders)

Role: Gather data needed to assess College performance

Assess College compliance with standards and guidelines

Propose an action plan (*early*) if needed to achieve compliance

Prepare draft narrative and worksheet to be included in self-study

Provide suggestions for presentation during team visit

*** Suggest objectives for strategic planning using a two year window ***

2019 Self Study Guide

Process *(the first evaluation by ACPE is on the process)*

Proposed structure for self-study

Support

Relationship to College committees: Several, but not all, faculty on standing committees are on similar self study workgroups related to their appointments on standing committees, ...but... College committees are intended to be resources for information needed by workgroups

Data sets: Several required data sets and figures are 'autoloaded' into dedicated software used for submission of self study report, or available from AACCP/ACPE surveys

Administrative: (<http://pharmacy.oregonstate.edu/acpe-2019-self-study>)

Assessment office may be able to assist with additional assessment requests if received early
Executive committee will respond to and management collection of any additional needed resources
Tanya and Theresa are attending an ACPE workshop in August (process and common concerns)

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Next Steps:

- Faculty confirm agreement with committee assignments by May 15th
- Faculty recommend students, practitioners or other stakeholders for workgroups by May 15th
- Strategize on a strategic planning overlay

- Overall timeline....

TODAY

A

April 20

Spring faculty meeting:
Setting the stage for the
self-study process

M

May 31 (approx.)

Task force and section
lead meeting to review
responsibilities and
identify needs

Student and alumni
representatives identified

J

September 20

Outline of section due,
including resources needed,
documents needed, etc.

S

O

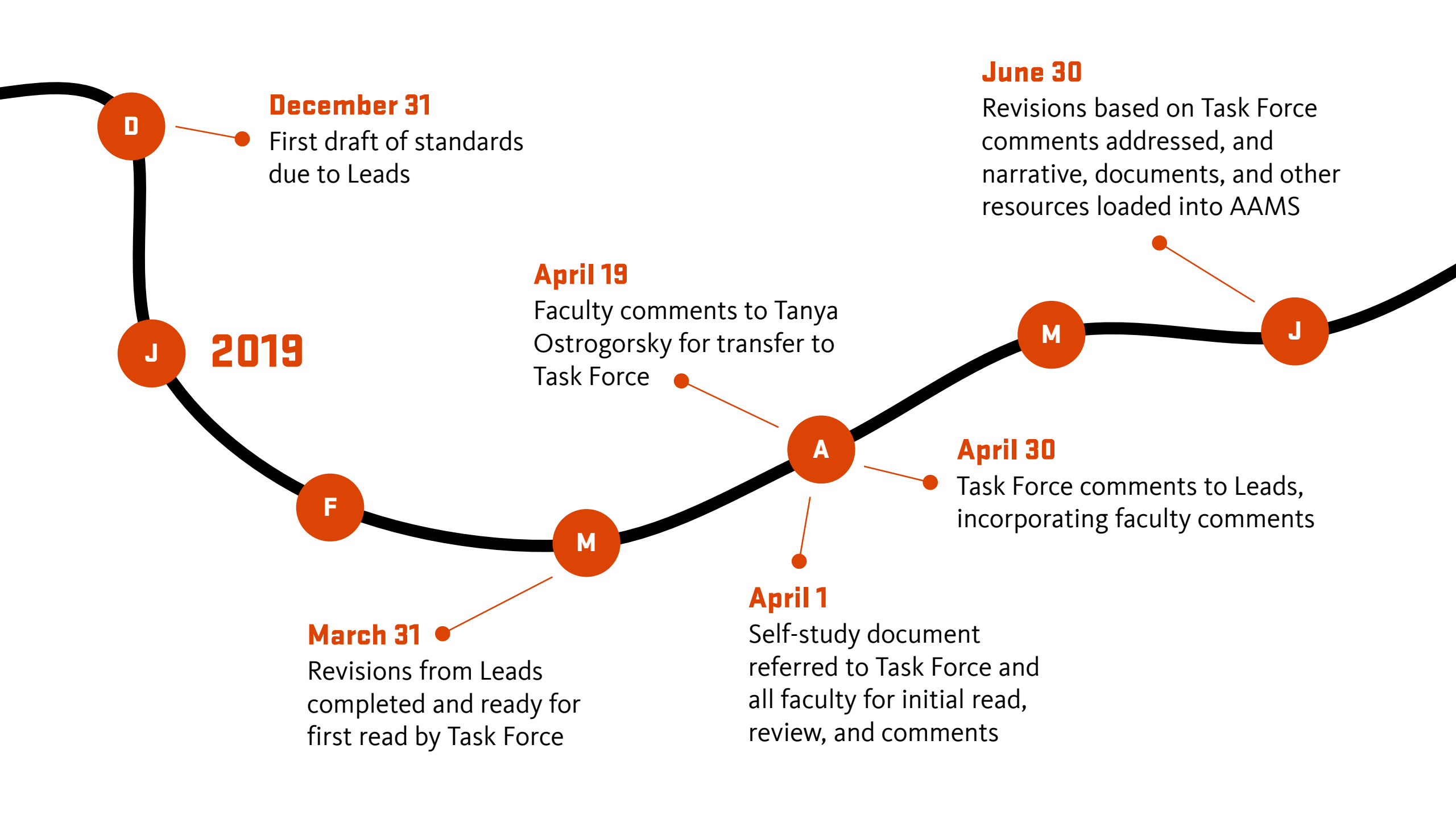
N

J

A

August 31

First team meeting with
roles and responsibilities
assigned



2019

D

December 31
First draft of standards due to Leads

J

April 19
Faculty comments to Tanya Ostrogorsky for transfer to Task Force

F

March 31
Revisions from Leads completed and ready for first read by Task Force

M

April 1
Self-study document referred to Task Force and all faculty for initial read, review, and comments

A

April 30
Task Force comments to Leads, incorporating faculty comments

M

June 30
Revisions based on Task Force comments addressed, and narrative, documents, and other resources loaded into AAMS

J

July 1

Task Force detailed review
and revision begins



August 2

Release of final document
to faculty



August 23

Faculty review and vote on
self-study document
components



September 1

Self-study to Site Visit Team



Mid-October

Anticipated Self-Study Visit

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Currently proposed committee membership

Administrative Structure & Processes	
Standard 5	Eligibility & Reporting Req
Standard 8	Organization and Governance
Standard 9	Organizational Culture
	Physical Facilities and
Standard 21	Educational Resources
Standard 23	Financial Resources

Lead:	Zabriskie
Members:	Beaumont
	Christensen
	Hartung
	Mettie
	Miller
	Munar
	Williams

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Currently proposed committee membership

Faculty Governance & Resources	
Standard 6	College or School Vision, Mission, and Goals
Standard 7	Strategic Plan
Standard 18	Faculty and Staff—Quantitative Factors
Standard 19	Faculty and Staff—Qualitative Factors

Lead:	Filtz & Bearden
Members:	Lee
	Leid
	McGregor
	Morgun
	Peters
	Philmus

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Currently proposed committee membership

Student Services	
Standard 4	Personal & Professional Dev.
Standard 14	Student Services
Standard 15	Academic Environment
Standard 16	Admissions
Standard 17	Progression

Lead:	Austin-Haney
Members:	Alani
	Castner
	Clarke
	Corwin
	Indra, A.
	Ishmael
	Smyth

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Currently proposed committee membership

Advanced Experiential Education	
Standard 13	APPE Curriculum
Standard 20	Preceptors
Standard 22	Practice Facilities

Lead:	Ramirez, J.
Members:	Braden-Suchy
	Davis
	Herink
	Irwin
	Olyaei
	Taratula
	Zumach

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Currently proposed committee membership

Assessment	
Standard 24	Assessment Elements for Section I: Educational Outcomes
Standard 25	Assessment Elements for Section II: Structure and Process

Lead:	Ostrogorsky
Members:	Bookman
	Chase
	Furuno
	Linares
	McPhail
	Sikora
	Sun

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Currently proposed committee membership

Curriculum	
Standard 1	Foundational Knowledge
Standard 2	Essentials for Practice & Care
Standard 3	Approach to Practice and Care
Standard 10	Curriculum Design, Delivery, & Oversight
Standard 11	Interprofessional Education
Standard 12	Pre-APPE Curriculum

Lead:	Haxby
Members:	Anderson
	Kioussi
	Mahmud
	Morley
	Proteau
	Ramirez, S.
	Sahay
	Singh
	Starwalt
	Stevens
	Zweber

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Questions ? (... better yet, answers?)