Condensed Self-Study Report of Southwestern Oklahoma State University

Southwestern Oklahoma State University
College of Pharmacy
100 Campus Drive
Weatherford
Oklahoma - 73096

Submitted to the Accreditation Council for Pharmacy Education 1/9/2014 at 1:47 p.m. Eastern time
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Pharmacy College or School Profile

Southwestern Oklahoma State University
Southwestern Oklahoma State University / College of Pharmacy
100 Campus Drive
Weatherford
Oklahoma - 73096

Departmental/Divisional Structure

Department of Pharmaceutical Sciences (Pharmaceutical Sciences)
Department of Pharmacy Practice (Pharmacy Practice)

Branch/Distance Campus

Main Campus

President Information

Randy Beutler, BA, MEd, JD
President
100 Campus Drive
ADM 207
Weatherford
Oklahoma - 73096
randy.beutler@swosu.edu
(580) 774-3766(Ph.)
(580) 774-7101(Fax)

Provost Information

James South, BMEdS, MM, DMA
Vice President for Academic Affairs and Provost
100 Campus Drive
ADM 210
Weatherford
Oklahoma - 73096
james.south@swosu.edu
(580) 774-3264(Ph.)
(580) 774-7101(Fax)

Dean Information
Dennis F. Thompson, Pharm.D., FASHP, FCCP
Dean College of Pharmacy
100 Campus Drive
Weatherford
Oklahoma - 73096
dennis.thompson@swosu.edu
(580) 774-3764(Ph.)
(580) 774-7020(Fax)
MISSION, PLANNING, AND EVALUATION

The COP has completed two rounds of strategic planning (SP) since the last comprehensive site visit. During the second cycle the COP further refined the SP monitoring and reporting processes. The COP revised its Ability-Based Educational Competencies (ABEC) for the program in 2010 prior to embarking on a curricular revision.

The COP mission statement has been revised. During this process vision and values statements were developed and adopted. The assessment plan has been expanded to comprehensively evaluate all components of the mission statement. The COP developed a Rural Health Network to enhance the service mission of the COP.

ORGANIZATION AND ADMINISTRATION

The University underwent a successful accreditation visit in 2010. The University President and Provost/Vice President of Academic Affairs have changed since the last comprehensive on-site accreditation visit.

The COP has experienced the retirement of a Dean and the resignation of another. Dr. Dennis Thompson was appointed Dean in January 2012 after serving 11 months as Interim Dean.

The Department of Pharmacy Practice has a new Associate Dean for Clinical Programs/Chair of the Department of Pharmacy Practice following the promotion of Dr. Thompson to Dean. The Chair of the Department of Pharmaceutical Sciences has also changed. The current Chair was appointed in August of 2013.

The COP created an Executive Committee for decision making and communication, consisting of the Dean, Associate Dean, Associate Dean for Clinical Programs/Department of Pharmacy Practice Chair, Department of Pharmaceutical Sciences Chair, and Experiential Education Director.

The SWOSU Center for Research in Pharmaceutical Sciences (SCRiPS) was founded to stimulate internal and external interdisciplinary collaborative research.

CURRICULUM

The COP is implementing the third year of a new professional curriculum. The faculty were involved in a comprehensive review and mapping of the curriculum utilizing the revised ABEC. The curricular map was used to restructure course delivery to better align preparatory coursework with Introductory Pharmacy Practice Experiences (IPPE). Basic sciences coursework was aligned to provide better coordination of topic delivery between courses within the curriculum. Summer didactic coursework was eliminated following the adoption of the IPPE summer experiences. An Interprofessional Education Committee has been formed to explore and develop opportunities for interprofessional activities in the curriculum.
STUDENTS

The COP eliminated summer admissions, thereby reducing admissions from 3 to 2 times per year. Total enrollment within the COP was not altered. A Student Coordinator position was created to improve communication with students, facilitate the enrollment process, and allow the Associate Dean an opportunity to focus on other student services needs.

The COP has developed an Oklahoma City based community pharmacy residency in conjunction with the Walgreen Co. with support from a National Association of Chain Drug Store Foundation grant.

FACULTY AND STAFF

The faculty and staff ranks have experienced normal turnover since the last accreditation visit. All faculty positions within the COP are currently filled with qualified individuals.

The COP has expanded its staff ranks with key positions: an Assessment Coordinator and a Rural Health Coordinator. Given the growing activities and responsibilities of these positions, the COP has created positions to support the work of these programs, including an individual dedicated to the development of a student ePortfolio system. The COP has added a pharmacist position to facilitate medication order verification in rural critical access hospitals.

FACILITIES AND RESOURCES

The Dean and SWOSU administration have established a tuition funding strategy to enhance the revenue stream for the COP, while maintaining a regionally competitive tuition rate.

The COP continues to invest in enhancing instructional technology in the laboratory and classroom setting. The SWOSU Library has acquired Access Pharmacy and Access Medicine subscriptions providing students with electronic access to a number of required textbooks and other educational resources. These new resources, as well as additional electronic databases, may be accessed by pharmacy faculty, students, and preceptors, both on campus and remotely.

In 2013, the COP completed renovations and expansion of existing research space and added new space within the COP, including laboratories dedicated to medicinal chemistry and biomedical sciences research. The COP has expanded its extramural funding for research, including a grant from the IDeA Networks of Biomedical Research Excellence (INBRE). The COP has also purchased additional research equipment and supplies. The Department of Pharmacy Practice office in Oklahoma City was renovated and expanded.
Prior to initiation of the comprehensive self-study process, the College of Pharmacy (COP) sent representatives to the 2011 and 2012 ACPE Self-Study workshops. A total of five steering committee members attended one or both of the sessions. The Dean appointed a Self-Study Chair who in collaboration with the Dean assembled the eight-member Steering Committee, including four faculty who had served on the 2008 Self-Study Steering Committee.

The self-study was officially launched during the COP meeting August 20, 2012. The Steering Committee was comprised of administrators, faculty, staff, and students. The self-study was divided into six subcommittees coinciding with the six major sections of the self-study. Steering committee members served as chairs of the subcommittees.

Each full-time faculty member, the Admissions Counselor, Assessment Coordinator, and the Continuing Education and Development Officer were assigned to a committee. Students served as members on the Curriculum and Student subcommittees. An alumni/preceptor also served on the curriculum subcommittee.

The Steering Committee met in late August 2012 to establish a timeline for completion of the self-study. Required data and initial drafts were prepared by subcommittees and submitted for Steering Committee review. The Steering Committee met regularly throughout summer 2013 editing the drafts.

A summary of notable achievements, quality improvements, and recommended monitoring for each section was composed from the individual standards. This summary was used to provide a global view of key self-study elements to all stakeholders. An invitation for stakeholder as well as the College or School’s Overview document and the prepared summary were posted on the COP website. The website included a link for comments from stakeholders.

Alumni and preceptors, the Dean’s Advisory Council, the Pharmacy Alumni Foundation Board, the Pharmacy Alumni Association Council, and the Experiential Education Advisory Committee were also asked to review and provide feedback on the report through in person requests and email.

Students were directed to the ACPE Self-Study link through email and electronic displays within the COP. The documents were shared with students through the Dean’s Council of Students, which consists of officers from the COP student organizations and representatives from each individual admission class. Students were asked to share this information with fellow students during subsequent group meetings.

The Steering Committee incorporated stakeholder comments into the self-study document and finalized data importation into AAMS during November. The AAMS Short Version PDF was posted on the COP website for stakeholder review. The entire self-study document was made available on request to faculty, staff, and university administration via the AAMS website. Final adoption of the document occurred during the December 2013 COP meeting.
## Summary of Compliance Status

<table>
<thead>
<tr>
<th>Standards</th>
<th>Compliant</th>
<th>Partially Compliant</th>
<th>Non Compliant</th>
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<tbody>
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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. 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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
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<tbody>
<tr>
<td>The college or school has a published statement of its mission; its long-term goals in the areas of education, research and other scholarly activities, service, and pharmacy practice; and its values.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The mission statement is compatible with the mission of the university in which the college or school operates.</td>
<td>Satisfactory</td>
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<tr>
<td>The college or school's vision includes the development of pharmacy graduates who are trained with other health professionals to provide patient care services as a team.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school's vision and long-term 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, innovation, quality assurance and continuous quality improvement, and the assessment and evaluation of desired outcomes.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school's vision and goals provide the basis for strategic planning on how the vision and goals will be achieved.</td>
<td>Satisfactory</td>
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</tbody>
</table>
| For new college or school initiatives, e.g., branch campus, distance learning, or alternate pathways to degree completion, the college or school ensures that:  
  • the initiatives are consistent with the university's and the college or school's missions and goals  
  • the same commitment to the instillation of institutional mission and academic success is demonstrated to all students, irrespective of program pathway or geographic location  
  • resources are allocated in an equitable manner | N/A |

3. College or School's Comments on the Standard

**Focused Questions**

- ✔ How the college or school's mission is aligned with the mission of the institution
- ✔ How the mission and associated goals address education, research/scholarship, service, and practice and provide the basis for strategic planning
How the mission and associated goals are developed and approved with the involvement of various stakeholders, such as faculty, students, preceptors, alumni, etc.

How and where the mission statement is published and communicated

How the college or school promotes initiatives and programs that specifically advance its stated mission

How the college or school supports postgraduate professional education and training of pharmacists and the development of pharmacy graduates who are trained with other health professionals to provide patient care as a team

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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How the mission and associated goals address education, research/scholarship, service, and practice and provide the basis for strategic planning

The College of Pharmacy (COP) Mission, Vision, and Values (MVV) statements highlight the COP’s commitment to the education of exceptional pharmacy practitioners by providing students with a dynamic educational environment, excellent faculty mentors and assistance in developing the skills students need to be lifelong learners. The COP’s commitment to excellence and innovation in research and scholarly activities are specifically addressed in the Vision and Values statements. Three of the COP’s Values statements either directly or indirectly address the commitment to training compassionate, service minded professionals. Core to achieving these goals is the ability of the COP to maintain faculty committed to excellence in teaching, service, and research/scholarly activities. The COP, through the role modeling activities of faculty, strives to illustrate to students the values of professionalism, integrity, excellence, innovation, collegiality, cultural awareness and preservation of human dignity. The MVV statements serve as the foundation for the goals in the COP’s Strategic Plan (SP).

How the mission and associated goals are developed and approved with the involvement of various stakeholders, such as faculty, students, preceptors, alumni, etc.

Faculty appointed as SP coordinators developed stakeholder questionnaires, and conducted a COP Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis. Input from University administration, COP alumni, and a faculty/preceptor focus group were utilized to develop the MVV statements. Revised draft MVV statements, SWOT analysis outcomes, and questionnaire results were circulated to stakeholders including faculty, students, the University community at large, preceptors, alumni, and alumni foundation board members. The revised MVV statements were adopted by a vote of the full COP faculty on May 11, 2012.

How and where the mission statement is published and communicated

The COP MVV statements are available on the COP website and in the COP Student Handbook which is distributed to every newly admitted student. The MVV statements are also prominently displayed on plaques in classrooms and other high traffic COP locations.
How the college or school promotes initiatives and programs that specifically advance its stated mission

The SP serves as the conduit for advancing COP initiatives and programs. The MVV statements drive the SP and highlight ongoing priorities for the program. The current SP consists of four overriding strategic goals. The first strategic goal deals with enhancing the COP educational experience. This strategic goal is directly tied to the primary mission of the COP to educate exceptional practitioners. The second strategic goal addresses the development of centers for excellence which align with the COP’s mission, goals, and expertise. This strategic goal is tied to a desire to exhibit excellence and innovation, provide a dynamic educational environment for students and provide professional service as outlined in the MVV statements. The third strategic goal addresses maintaining appropriate infrastructure and resources to allow the COP to continue educating exceptional practitioners. The fourth strategic goal focuses on enhancing the visibility of the COP at the community, state and national levels through professional service activities and communication with stakeholders. This strategic goal is also a component of the MVV statements.

How the college or school supports postgraduate professional education and training of pharmacists and the development of pharmacy graduates who are trained with other health professionals to provide patient care as a team

The COP supports postgraduate professional education and training via several mechanisms. For decades the Southwestern Pharmacy Alumni Foundation, in conjunction with COP faculty, has provided a variety of continuing professional education opportunities. Most notably is the amount of live continuing education programming offered geographically throughout the state annually. Continuing professional education is also routinely provided in a travel seminar format and as self-paced peer-reviewed written self-study courses.

The COP strongly supports students seeking postgraduate education or training. To assist and encourage students to continue their training, the COP annually presents a well attended residency training seminar for fourth year students. During this seminar, students learn what a residency is, why you would want to complete one and how the application process works. Students are offered interviewing tips, CV preparation tips and review services, and encouragement from faculty to continue their training. To further stimulate students to explore postgraduate education or training, the COP has implemented an elective course PHARM 5312 Postgraduate Preparation focusing on preparing students for the residency, graduate school and employment application, interviewing and training processes. The current SP outlines the COP’s commitment to developing postgraduate residency positions. In July 2013 the COP and Walgreens initiated a joint community practice residency program.

During IPPE and APPE rotations, COP students routinely function as part of a healthcare team. The desire to enhance interprofessional education activities is an action item in our current SP. To meet this goal the COP has convened an Interprofessional Education (IPE) committee. The COP SP led to the development of a university wide IPE committee on which a COP representative serves. Particular attention is being focused on developing interprofessional education opportunities with the Schools of Nursing and Allied Health. The COP has also partnered with the Everett Dobson School of Business and Technology to provide a PharmD/MBA dual degree program for interested students. The COP anticipates additional interprofessional education opportunities to arise from our rural health initiative activities.
How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

As a result of reviewing the guidelines, the COP enhanced the existing Mission statement by adding Vision and Values statements. The MVV statements were designed to be aligned with ACPE guidelines and standards. The MVV statements were developed with input from stakeholders to reflect contemporary pharmacy practice. The MVV statements serve as the foundation for the current COP SP. Both documents are on the COP website and available to all stakeholders.

Any other notable achievements, innovations, or quality improvements

Since our last accreditation review, the COP has adopted a formal process for ongoing MVV statements review and strategic planning. This process resulted in extensive revision of the Mission statement and development of Vision and Values statements.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University (SWOSU) survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Alumni and graduating students would choose the SWOSU COP if they were starting over again in pharmacy.

4. College or School's Final Self-Evaluation

☐ Compliant ☐ Compliant with Monitoring ☐ Partially Compliant ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

### 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.

### 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and long-term goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The strategic plan of the college or school is aligned with the university's strategic plan.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Substantive changes are addressed through the 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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Consultation with ACPE occurred at least six months before recruiting students into new pathways or programs.</td>
<td>N/A</td>
</tr>
<tr>
<td>The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.</td>
<td>Satisfactory</td>
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### 3. College or School's Comments on the Standard

**Focused Questions**

- ☑ How the college or school's strategic plan was developed, including evidence of the involvement of various stakeholder groups, such as faculty, students, preceptors, alumni, etc.
- ☑ How the strategic plan facilitates the achievement of mission-based (long-term) goals
- ☑ How the college or school's strategic plan incorporates timelines for action, measures, responsible parties, identification of resources needed, and mechanisms for ongoing monitoring and reporting of progress
- ☑ How the college or school monitors, evaluates and documents progress in achieving the goals and objectives of the strategic plan
- ☑ How the support and cooperation of University administration for the college or school plan was sought and achieved, including evidence of support for resourcing the strategic plan?
- ☑ How the strategic plan is driving decision making in the college or school, including for substantive changes to the program
- ☑ 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 AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

How the college or school’s strategic plan was developed, including evidence of the involvement of various stakeholder groups, such as, faculty, students, preceptors, alumni, etc.

The development of the strategic plan (SP) was coordinated by a faculty member appointed from each department. The SP coordinators prepared questionnaires which requested: 1) perceptions of College of Pharmacy (COP) strengths, weaknesses, opportunities, and threats (SWOT) analysis and 2) suggestions for short- and long-term goals for the COP. Questionnaires were distributed by email or mail to faculty, students, administration, preceptors, and alumni. In addition to departmental faculty discussions, the coordinators held town hall meetings with students, a preceptor focus group and met with the Southwestern Pharmacy Alumni Foundation board. Questionnaire responses and notes from discussions were compiled by the coordinators and drafts of Mission, Vision, and Value (MVV) statements and a four-year strategic plan were distributed to stakeholders for review and revision. The SP was approved by a full faculty vote and implemented in January 2013.

How the strategic plan facilitates the achievement of mission-based (long-term) goals.

The SP was developed in conjunction with a revised mission statement and new vision and values statements. The goals and initiatives of the SP reflect core elements of the MVV statements. For example, the mission refers to our graduates providing quality care and service to patients and communities as part of a healthcare team. As a result, the SP contains an initiative to develop interprofessional education opportunities. In another example, the vision statement refers to students developing personal, intellectual, and leadership skills and abilities. Accordingly, the SP contains an action item for the development of leadership skills.

How the college or school’s strategic plan incorporates timelines for action, measures, responsible parties, identification of resources needed, mechanisms for ongoing monitoring and reporting of progress

Each strategic goal within the SP contains initiatives with action items. The SP delineates individuals or committees who are assigned the primary responsibility for each action item, as well as the projected timeline for completion. All responsible parties complete a Strategic Plan Resource Needs and Progress Report form annually for each assigned action item, which includes requests for specific resource needs, and submit the reports to the SP coordinators (see Appendix 2.1.2).

How the college or school monitors, evaluates and documents progress in achieving the goals and objectives of the strategic plan

The SP coordinators utilize the annual SP progress report forms to document, evaluate, and monitor SP progress. The SP coordinators compile the reports into a summary document which is presented at the August COP faculty meeting. At this meeting, there is an opportunity for the COP to ensure the goals and initiatives of the SP are being achieved.

How the support and cooperation of University administration for the college or school was sought and achieved

Southwestern Oklahoma State University / College of Pharmacy
Input from University administration was solicited in the development of the SP. The University administration reviewed and approved the SP.

**How the strategic plan is driving decision making in the college or school, including for substantive changes to the program**

SP driven substantive changes are visible throughout the program. Notable examples of successfully implemented SP goals include enhanced research facilities, infrastructure and funding. The hiring of an Assessment Coordinator and implementation of a comprehensive programmatic assessment plan was accomplished thru the SP. Development of postgraduate residency training programs, implementation of the Rural Health Initiative and the ongoing development of centers of excellence are all SP driven changes in the COP.

**How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

The COP has ongoing SP process which focuses on the MVV statements of the COP and ACPE Standards.

**Any other notable achievements, innovations, or quality improvements**

As previously discussed.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

Southwestern Oklahoma State University (SWOSU) survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe the COP effectively employs strategic planning and their input was requested during the development of the current strategic plan.

4. College or School's Final Self-Evaluation

- [ ] Compliant
- [ ] Compliant with Monitoring
- [ ] Partially Compliant
- [ ] Non-Compliant

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Individuals have been assigned specific responsibilities in the evaluation plan.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The evaluation plan uses surveys of graduating students, faculty, preceptors, and alumni from the American Association of Colleges of Pharmacy (AACP).</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>The program assesses achievement of the mission and long-term goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The analysis of process and outcome measures is used for continuous development and improvement of the professional degree program.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>The evaluation plan includes the college or school's periodic self-assessment using the accreditation standards and guidelines to assure ongoing compliance.</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

- ✔ How all components of the program's mission and goals are being followed and assessed
- ✔ How the college or school periodically self-assesses its program using the accreditation standards and guidelines to assure ongoing compliance.
- ✔ A description of the instruments used in assessment and evaluation of all components of the program's mission (e.g. in the areas of education, research and other scholarly activity, service, and pharmacy practice).
- ✔ How assessments have resulted in improvements in all mission-related areas
Innovations and best practices implemented by the college or school
Description of the members of the Assessment Committee (or equivalent structure/accountable person), charges and major accomplishments in the last academic year
How the college or school makes available to key stakeholders the major findings and actions resulting from its evaluation plan
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

(School comments begin here)

How all components of the program’s mission and goals are being followed and assessed

The Assessment Coordinator in conjunction with the Assessment Committee leads the College of Pharmacy (COP) in the assessment of its mission and goals, with the faculty, students, administration and external stakeholders playing a crucial role. The COP is guided by its commitment to continuous quality improvement (CQI). Effective assessment within the COP is guided by an Assessment Plan that involves systematic data collection, analysis, and review, all leading to evidence-based decision making and improvement. The collection of evidence and data is purposeful and includes formative and summative as well as direct and indirect measures (see Appendix 3.1.1).

The Assessment Coordinator is responsible for managing all assessment activities. The Assessment Committee develops and oversees the plan, reviews all data collected, and makes recommendations to other committees and faculty. The Curriculum Committee administers the curriculum mapping process that provides the Assessment Committee with data related to course-level student outcomes and associated assessment strategies. The mapping document allows the Curriculum Committee to assess how well the curriculum is addressing the COP Ability-Based Educational Competencies (ABEC), the depth of content coverage and types of instructional strategies utilized. The Executive Committee is responsible for reviewing Assessment Committee recommendations that involve resource allocations or policy changes. The Admissions Committee collects data related to admissions that is forwarded to the Assessment Committee for analysis. Students are responsible for completing the ABEC Self-Assessment instrument and selected course-related assignments. The department chairs are charged with data collection and evaluation of faculty teaching, service, research/scholarship and professional development.

Other University entities provide additional data to the Assessment Committee, such as the Office of Sponsored Programs which sends reports on faculty scholarly activity. While the strategic plan is pivotal in achieving the COP mission and goals, it also provides an additional mechanism for monitoring and assessment. The CQI process, produces a steady cycle of data, analysis, recommendations, and implementation to assure the mission and goals are assessed.

How the college or school periodically self-assesses its program using the accreditation standards and guidelines to assure ongoing compliance.

Comprehensive programmatic self-assessment is triggered by curricular review, the strategic planning process and changes in accreditation standards and guidelines.
Assessment of compliance with the standards and guidelines takes place at multiple levels within the COP. The COP ABEC has undergone regular review and revision. The latest revision based on Center for Advancement Pharmacy Education (CAPE) and ACPE Standards was approved in 2009 and features 11 competencies categorized in four domains. Curricular effectiveness is evaluated by the achievement of student outcomes/competencies. Data gathered at the course and program level are used to determine how well the standards are being followed and where changes may be needed.

**A description of the instruments used in assessment and evaluation of all components of the program’s mission (e.g. in the areas of education, research and other scholarly activity, service, and pharmacy practice).**

The Assessment Plan fully details the instruments utilized for programmatic assessment. Examples of newly implemented or refined instruments are described below.

**Student Self-Assessment of Ability-Based Educational Competencies**

This instrument allows self-assess their progress towards achievement of the ABEC (see Appendix 3.3.1). Students are required to complete the assessment at three points in the curriculum, during the second semester of the second, third and fourth years. The assessment is administered utilizing E*Value.

**Pharmacy Curriculum Outcomes Assessment (PCOA)**

The PCOA exam was first administered to third year students in the spring of 2013 to establish a performance baseline which will aid in evaluating effectiveness of recent curricular modifications.

**Faculty Activity Report**

Faculty activity reports are used to document contribution to the COP teaching, service and scholarly/research activities. The reports capture didactic and experiential teaching, as well as committee, professional organization and community service. Publications, presentations, grants, research and professional development activities are also documented (see Appendix 3.3.2 and Appendix 3.3.3).

**How assessments have resulted in improvements in all mission-related areas**

The assessment and SP processes emphasize continued expansion of physical and personnel resources to further develop the COP research mission.

Input from internal stakeholders contributed in identifying a need to support rural practitioners. During the 2012-13 academic year a Rural Health Coordinator was hired to further define and lead efforts to meet these needs.

Curricular mapping contributed to a comprehensive revision of the curriculum which is currently being implemented.

**Innovations and best practices implemented by the college or school**

Best practices implemented include the hiring of a full-time Assessment Coordinator, implementation of a formal systematic assessment plan strategic planning process and curricular mapping and review process.
Description of the members of the Assessment Committee (or equivalent structure/accountable person), charges and major accomplishments in the last academic year

The Assessment Committee is chaired by the Assessment Coordinator for the COP. The committee is composed of faculty from both departments, experiential education, administrative representative and students. The committee is charged with development and maintenance of the Assessment Plan and documentation of outcomes.

Major accomplishments include revision of the Student Self-Assessment ABEC instrument and administration of the PCOA exam as included in the annual Assessment Committee Report (see Appendix 3.18.1).

How the college or school makes available to key stakeholders the major findings and actions resulting from its evaluation plan

Faculty and staff receive reports by SP and assessment coordinators through regularly scheduled COP meetings. Information is also available online to faculty and students via Desire2Learn. Students are integrally involved in the work of the Assessment Committee as well as other standing committees to provide input and report committee efforts to their peers. Students also receive information through electronic notifications, hallway monitors and the Dean’s Council of Students. External stakeholders receive information via the website, electronic and printed newsletters and in person during the Dean’s Advisory Council and the Southwestern Pharmacy Alumni Board meetings.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The COP has a formal assessment process that systematically reviews data related to achievement of the mission. The mission statement has been revised to include values and visions statements. The Mission, Vision, and Values statements were used to develop strategic planning initiatives. The Assessment Committee evaluates progress towards achieving the mission and reflects a commitment to quality improvement.

Any other notable achievements, innovations or quality improvements

The COP Assessment Plan continues to undergo enhancements and refinements each academic year as noted in the Assessment Committee’s Annual Report.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

SWOSU rated higher than national averages for the following:

Alumni reported being solicited for programmatic improvement.

4. College or School's Final Self-Evaluation

☐ Compliant  ☑ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant
5. Recommended Monitoring

(School comments begin here)

The COP will:

Evaluate the Faculty Activity Reports to determine its effectiveness in capturing the desired data.

Evaluate changes made to the student self-assessment process.

Determine the effectiveness of the PCOA exam in providing assessment data for programmatic improvement.

Monitor outcomes and additional needs related to the Rural Health Initiative.
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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>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.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school 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.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

- Any deficiencies from institutional accreditation that impact or potentially impact the college, schools or program (if applicable)
- Measures taken or proposed by the college or school to address any issues arising from institutional accreditation (if applicable)
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

(School comments begin here)

Any deficiencies from institutional accreditation that impact or potentially impact the college, schools or program (if applicable)

Southwestern Oklahoma State University (SWOSU) has no institutional accreditation deficiencies. SWOSU is fully accredited by the Higher Learning Commission (HLC), of the North Central Association (NCA) of Colleges and Schools.

Measures taken or proposed by the college or school to address any issues arising from institutional accreditation (if applicable)

Not applicable.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The College of Pharmacy (COP) contributes to obtaining and maintaining ongoing institutional accreditation. The COP and Dean are fully aware of the guidelines and reporting responsibilities put forth by ACPE. The Dean will notify ACPE if there is any change in the University's institutional accreditation status that might impact the COP's compliance with ACPE standards.

Southwestern Oklahoma State University / College of Pharmacy
4. College or School's Final Self-Evaluation

| Compliant | Compliant with Monitoring | Partially Compliant | Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

| 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. | Satisfactory |
| The college or school participates in the governance of the university, in accordance with its policies and procedures. | Satisfactory |
| The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas:  
  • 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, remuneration, and retention | Satisfactory |
| The college or school's reporting relationship(s) is depicted in the university's organizational chart. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

☑ How the college or school participates in the governance of the university (if applicable)
☑ How the autonomy of the college or school is assured and maintained
☑ How the college or school collaborates with university officials to secure adequate resources to effectively deliver the program and comply with all accreditation standards
☑ 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

(School comments begin here)

**How the college or school participates in the governance of the university**
The College of Pharmacy (COP) actively participates in university governance through several mechanisms. The Dean serves on the Southwestern Oklahoma State University (SWOSU) Executive Committee and Administrative Council. The Associate Dean serves on two university committees, the Enrollment Management Committee and the Scholarship Committee. The university Faculty Senate is active in making recommendations on behalf of the entire SWOSU faculty. Four COP faculty members, two from each department, serve staggered three year terms in the Faculty Senate. In addition, COP faculty members serve on a number of university standing committees. COP faculty are also involved in university strategic planning and accreditation activities.

How the autonomy of the college or school is assured and maintained

The COP is an autonomous unit within the university, with the Dean reporting directly to the Vice-President of Academic Affairs (VPAA). The Dean and University administration work closely together to advance the mission of both the COP and SWOSU. Standards, policies and procedures involving the COP, including those addressing professional program admission, curriculum development and assessment, faculty recruitment, and operational procedures are developed within the COP. These standards, policies and procedures arise from departmental faculty consensus, COP committee decisions, COP faculty consensus and/or COP administrative directives.

How the college or school collaborates with university officials to secure adequate resources to effectively deliver the program and comply with all accreditation standards

The dean collaborates with university administration to secure adequate resources to meet ACPE standards. The Dean meets monthly with the University Executive Committee and Administrative Council to discuss issues and programmatic needs. The University allocates a budget specifically designed to meet the operational needs of the COP. The COP budget provides funding for salaries, supplies, travel, student employees and professional services. University funds are utilized by the COP to obtain library resources, electronic equipment, wireless Internet access and other technology resources necessary to teach at both on-campus and off-campus sites. Funds are budgeted annually to support COP faculty members and students involved in research. The dean meets with the Executive Vice-President of the University at least annually to develop the COP budget. During the past two years, additions to the COP budget were funded by increases in Doctor of Pharmacy student differential tuition. Most (90-95%) of the revenue generated by increases in Doctor of Pharmacy student differential tuition were returned to the COP. The funds were utilized to hire two new full-time positions in the COP. The hiring of the Assessment Coordinator and Rural Health Coordinator, are examples of the dean, COP and university administration collaboratively working together to meet the needs of the COP. COP faculty and staff are recruited with the assistance of the university Office of Human Resources. The dean and university officials collaborate in hiring and establishing salaries. The Southwestern Pharmacy Alumni Foundation assists with candidate interview and relocation expenses.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

COP faculty and administrators are actively involved in the decision making processes and governance of the university. The COP establishes its own standards, policies and procedures, and committees independent of significant university influence. The determination of resource availability is made annually by the VPAA, Executive Vice-President and President. The VPAA is responsible for ensuring that the academic needs of the entire university are met. The Executive Vice-Presidents is responsible for comprehensive budgetary monitoring and oversight. The President approves the annual budget and
subsequent allocation of university resources. The Dean of the COP works in conjunction with the VPAA, Executive Vice-President, and the President to secure the resources necessary for the COP.

**Any other notable achievements, innovations or quality improvements**

As previously discussed.

### 4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

### 5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

| 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. | Needs Improvement |
| Formal signed agreements that codify the nature and intent of the relationship, the legal liability of the parties, and applicable financial arrangements are in place for collaborations and partnerships. | Satisfactory |
| The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

- ☑ The number and nature of affiliations external to the college or school
- ☑ Details of academic research activity, partnerships and collaborations outside the college or school
- ☑ Details of alliances that promote and facilitate interprofessional or collaborative education
- ☑ 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

(School comments begin here)

**The number and nature of affiliations external to the college or school**

The College of Pharmacy (COP) has approximately 20 external service, research and education-related affiliations. COP commitment in these affiliations ranges from provision of faculty services to direct financial support. The majority of these relationships arise between COP full-time clinical faculty and host institutions. The COP has full-time clinical faculty members placed at host institutions in Oklahoma City (ten faculty), Tulsa (one faculty) and Tahlequah (one faculty). In exchange for office space and access to the facility for Advanced Pharmacy Practice Experience (APPE) rotations, the COP has committed ten percent of onsite faculty time to provide service to the institution. Common service activities include contributing to direct patient care, patient education, staff education, committee membership and resident education.

COP faculty are involved in interprofessional and interdisciplinary relationships focused on providing care to the indigent. Community-based free clinics rely heavily on the voluntary service of practicing
professionals. The COP supports these clinics by providing faculty and student volunteers. COP faculty provide pharmaceutical care services to community clinics in Weatherford (four faculty), Oklahoma City (three faculty) and Tulsa (one faculty). In Weatherford, a faculty member has been pharmacy director since 2002, serving on the board of directors and interacting closely with local physicians, nurses, optometrists, support staff and administrators to meet the local needs of the medically underserved. In Oklahoma City, COP faculty members and APPE students have been the primary providers of pharmacy services at a host institution’s sponsored community clinic for over 20 years.

The COP has also partnered with Walgreens to develop a community pharmacy residency program. The COP and Walgreens jointly applied for, and received, a 3 year grant from National Association of Chain Drug Stores (NACDS) Foundation aimed at increasing postgraduate training opportunities in community settings. The COP and Walgreens are financial and educational partners in this endeavor.

**Details of academic research activity, partnerships and collaborations outside the college**

Faculty from the COP and Chemistry department at SWOSU are currently engaged in collaborative research focusing on identifying anti-malarial, anti-fungal and anti-leishmanial compounds. COP faculty members have received grant funding from the Oklahoma IDeA Network of Biomedical Research Excellence (OK-INBRE) program. This program is administered on the state level by The University of Oklahoma Health Sciences Center (OUHSC) with the National Institutes of Health serving as the primary source of funding. OK-INBRE grant funding have supported the purchase of research equipment and hiring of a postgraduate research associate.

The COP has also signed collaborative agreements with two international universities. COP faculty and administrators have travelled to both of the international universities to foster the development of these collaborative relationships. The first agreement with The University of Iberoamerica in San Jose, Costa Rica, calls for a cooperative scientific exchange between the institutions. The second agreement with the University of Development Alternative in Dhaka, Bangladesh, calls for collaborative research and academic activities between the institutions.

**Details of alliances that promote and facilitate inter-professional or collaborative education**

Early in the curriculum students are exposed to preceptors practicing in a variety of interprofessional settings including emergency departments, nursing homes and indigent clinics. Faculty members serve as preceptors for the joint Southwestern Oklahoma State University (SWOSU)-Walgreens Community Pharmacy and Integris Health Pharmacy Practice Residencies. Many APPE medicine and ambulatory care experiences are precepted by faculty engaged in interprofessional education. Faculty members have appointments with the Great Plains Family Medicine and St. Anthony Hospital Family Medicine Residency programs. Inter-professional training occurs in these settings with attending pharmacists and physicians contributing to the education and training of all students and residents at the practice site.

The Rural Health Initiative implemented in 2012 is anticipated to produce further opportunities for interdisciplinary education for both undergraduate students and practicing healthcare professionals. Providing education and training to rural healthcare providers is a goal of the Rural Health Initiative. The collaborative international agreements with The University of Iberoamerica include academic exchange, while the University of Development Alternative includes collaborative curricular development and other teaching related activities.
In addition to having strong ties with a number of healthcare facilities across the state, the COP enjoys a collaborative relationship with the University of Oklahoma College of Pharmacy (OUCOP). The Annual Preceptors Conference, with each COP alternating hosting duties, is a visible example of this collaboration. In addition, the two schools have jointly developed student experiential evaluation forms for use in APPE rotations and coordinate placement of experiential students in shared rotation sites.

The COP is developing collaborative educational opportunities with the SWOSU School of Nursing and School of Allied Health. Currently, the COP is utilizing School of Nursing staff, equipment and laboratory facilities for some activities. Primarily, this entails use of School of Nursing programmable interactive mannequins for simulations in our Pharmaceutical Care Laboratory V & VI courses. SWOSU recently purchased the *Neehr Perfect* electronic health record software for use by the COP, nursing and allied health programs. Opportunities for collaborative use of this software are being developed.

COP faculty and students engage in numerous collaborative relationships with local, state and national entities, both on a personal and organizational basis. Faculty members serve as guest lecturers in non-COP courses. The COP offers a substance abuse elective in which any student can enroll. The Southwestern American Pharmacists Association - Academy of Student Pharmacists carries out shared activities with nursing students, such as Operation Diabetes, Operation Immunization, Heartburn Awareness Challenge, Operation Heart and Generation RX. COP faculty and students participate in the university’s annual campus wide research fair.

**How the college is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

The COP is proactively seeking opportunities for collaborative service, practice, research and educational agreements both within and outside of SWOSU that are consistent with mission of the COP and intent of the standard. During academic year 2012-13, the COP Interprofessional Education (IPE) Committee was formed to develop further opportunities to fulfill the requirements of this standard. The Rural Health Initiative should provide opportunities for the COP to develop collaborative relationships throughout the state. The inclusion of enhancing IPE as a component of the SP illustrates a commitment to meeting the intent of the standard.

**Any other notable achievements, innovations or quality improvements**

The COP development of an IPE Committee contributed to the development of a university wide IPE Committee on which the COP is represented.

The COP is implementing and developing the Rural Health Initiative and has committed one full-time equivalent (FTE) to the program. The primary goal of the Rural Health Initiative is to enhance the health and welfare of patients living in rural Oklahoma. The Rural Health Initiative is expected to produce numerous opportunities for affiliations and collaborative agreements as it matures. For example, expansion of the program to include a second FTE committed to Remote Monitoring for Rural Hospitals is being explored. This second Rural Health Initiative position would provide a pharmacist to review medication orders in rural hospitals that are too small to support an onsite pharmacist.

In Fall 2013 the SWOSU Center for Research in Pharmaceutical Sciences (SCRiPS) was founded by the COP. The goal of the SCRiPS program is to stimulate both internal and external interdisciplinary collaborative research activities and affiliations.
4. College or School's Final Self-Evaluation

5. Recommended Monitoring

(School comments begin here)
The COP needs to continue ongoing activities focusing on the identification and development of collaborative academic, practice and research agreements. It is anticipated that the Rural Health Initiative will be a source of affiliation agreements in the future. The University and COP have recently formed IPE committees to explore and develop campus wide opportunities. One goal of the recently implemented SCRIPS program is to develop and enhance collaborative research.
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.

## 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school administrative leaders working with the dean have credentials and experience that prepare them for their respective roles.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school administration has defined lines of authority and responsibility, fosters organizational unit development and collegiality, and allocates resources appropriately.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has established mechanisms to foster unity of purpose, effective communication, and collaboration among administrators.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school's administrative leaders - individually or collectively - are developing and evaluating interprofessional education and practice opportunities</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Programs are in place to hone leadership and management skills of college or school administrators, including department/division chairs (if applicable).</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Where appropriate, faculty committees include staff, students, preceptors, alumni, and pharmacy practitioners.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Minutes of faculty meetings and committee actions are maintained and communicated to appropriate parties.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Contingency planning includes creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>The college or school maintains an effective system of communication with internal and external stakeholders.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

**Focused Questions**

- A description of the college or school's organization and administration and the process for ongoing evaluation of the effectiveness of each operational unit
- A self-assessment of how well the organizational structure and systems of communication and collaboration are serving the program and supporting the achievement of the mission and goals
- How college or school bylaws, policies and procedures are developed and modified
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- How the college or school's administrative leaders are developing and evaluating interprofessional education and practice opportunities
- How the credentials and experience of college or school administrative leaders working with the dean have prepared them for their respective roles.
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**Description of the college’s organization and administration and the process for ongoing evaluation of the effectiveness of each operational unit**

The Dean, assisted by the Associate Dean and the Associate Dean for Clinical Pharmacy Programs, is responsible for operation of the College of Pharmacy (COP). The Dean reports directly to the Vice President for Academic Affairs/Provost (VPAA). Administrative support includes an Assessment Coordinator, Admissions Counselor, Rural Health Development Coordinator, Student Coordinator, Development and Alumni Officer and Administrative Assistants who report directly to the Dean or Associate Dean.

Southwestern Oklahoma State University / College of Pharmacy
The COP consists of two academic units: Pharmaceutical Sciences and Pharmacy Practice. The Department of Pharmaceutical Sciences is led by a chair. The Department of Pharmacy Practice is led by the Associate Dean of Clinical Programs who also serves as chair. The Experiential Education program, which is led by a director, functions as a subunit of the Department of Pharmacy Practice. The Chair of Pharmaceutical Sciences and Associate Dean for Clinical Programs report directly to the Dean. They serve on the Executive Committee along with the Dean, Associate Dean and Director of Experiential Education. Chairs are responsible for maintaining and distributing meeting minutes to department faculty and the other department chair. Faculty members submit summaries of teaching, service and scholarship activities to the chair. The chair reviews, summarizes and reports departmental activities to the Dean and Assessment Coordinator.

Departmental effectiveness is determined by individual chairs based on global program outcomes. Prior to Fall 2013 the Assessment Plan did not specifically examine departmental effectiveness.

Self-assessment of how well the organizational structure and systems of communication and collaboration are serving the program and supporting the achievement of the mission and goals

The organizational and administrative structure is straightforward. The responsibilities of administrative personnel are defined. COP administrators maintain an “open door” policy for all faculty, staff and students. One benefit of being a small COP is that collegiality, collaboration and communication are enhanced. Faculty from both departments and an administrator serve on all COP committees. Faculty members are tasked with communicating committee related information back to their departments.

The goals and objectives and Mission, Value, and Vision statements of the COP were created with input from faculty. Departmental mission statements complement each other and contribute to the overall mission of the COP. Departmental goals and objectives assist in the fulfillment of departmental missions and that of the COP.

How college bylaws, policies and procedures are developed and modified

The COP unanimously adopted a formal Policies and Procedure Manual in May 2012. The Policies and Procedures Committee is tasked with reviewing the manual every two years. Three COP faculty meetings are scheduled annually and give the COP an opportunity to address needed policy and procedure changes. Any COP committee, faculty, staff or student may suggest modification of existing policies to the Dean. The Dean makes a decision concerning the suggested change or refers it to a committee. Recommendations for modifications to the COP Policies and Procedures are approved by a vote of the full COP faculty.

How the college is applying guidelines for this standard to comply with the intent and expectation of the standard

The COP operates under a clearly defined organizational structure. The COP is adequately staffed by qualified administrators, faculty and support personnel to advance the mission of the COP. The COP has proactively addressed items in this standard. Examples include formalization of the COP’s policies and procedures, refinement of faculty activity reporting process and steps undertaken to enhance communication.

How the college’s administrative leaders are developing and evaluating interprofessional education and practice opportunities

Southwestern Oklahoma State University / College of Pharmacy
Efforts are being made to expand interprofessional education (IPE) opportunities during didactic coursework. Southwestern Oklahoma State University (SWOSU) recently purchased the Neehr Perfect electronic health record software for use by the COP, nursing and allied health programs. Opportunities for collaborative use of this software are being explored. The COP and nursing are also developing collaborative activities utilizing programmable interactive mannequins. The COP has recognized the need to further develop IPE opportunities and have included this as a component of the COP’s current strategic plan. The COP and University have established IPE Committees during 2012-13 to further develop IPE activities. The University IPE Committee is currently chaired by the COP Assessment Coordinator.

How credentials and experience of college administrative leaders working with the dean have prepared them for their respective roles

The Associate Dean has served the COP for almost 40 years in a variety of roles. He was Director of Continuing Education then Assistant Dean for Student and Alumni Affairs before becoming Associate Dean in 2000. The Associate Dean for Clinical Programs/Chair of Pharmacy Practice was promoted to that position in 2012. Prior to this, the Associate Dean for Clinical Programs had 16 years of academic experience at three universities including nine years at SWOSU. The Chair of the Department of Pharmaceutical Sciences has over 15 years of academic experience.

Other notable achievements, innovations or quality improvements

Many COP faculty members are also active and have taken leadership roles at the university level on committees, in faculty governance and university reaccreditation activities.

The COP adopted a formal review process for the COP Policies and Procedures manual.

Interpretation of the data from applicable AACP standardized survey questions

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe the administrators have defined roles, function as a unified team and are aware of and responsive to faculty needs.

Faculty believe the Assessment and Curriculum Committees are effective.

Faculty believe staff support is adequate and faculty are given the opportunity to provide evaluative feedback of the administrators.

The faculty recruitment process is effective and faculty meeting function effectively as COP governance.

Faculty believe performance criteria are clear and promotion and tenure policies as consistently applied.

Alumni and graduating students believe COP communication was effective and timely.

4. College or School's Final Self-Evaluation

☐ Compliant ☑ Compliant with Monitoring ☐ Partially Compliant ☐ Non-Compliant

Southwestern Oklahoma State University / College of Pharmacy
5. Recommended Monitoring

(School comments begin here)

Documentation and evaluation of departmental effectiveness was identified as a weakness during the self-study process. This weakness will be addressed by expanding our Assessment Plan to include the collection and analysis of data specifically looking at departmental effectiveness.

The COP does not have formal programs in place to provide leadership training for administrators and Chairs. The COP believes that the opportunity for administrators and Chairs to participate in leadership training programs are currently available and being utilized. Efforts will be made to formalize the tracking of the availability and utilization of leadership and other skills development training for COP leaders.
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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve the mission and goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The qualifications and characteristics of the dean relate well to those called for in the standards, i.e.:</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>• a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems</td>
<td></td>
</tr>
<tr>
<td>• a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy science and practice, in particular</td>
<td></td>
</tr>
<tr>
<td>• publications in pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school</td>
<td></td>
</tr>
<tr>
<td>• appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors</td>
<td></td>
</tr>
<tr>
<td>• recognition for career accomplishments by pharmacy or other health profession educators, researchers, and practitioners</td>
<td></td>
</tr>
<tr>
<td>• strong written and interpersonal communication skills</td>
<td></td>
</tr>
</tbody>
</table>
8. Qualifications and Responsibilities of the Dean

- experience with and a commitment to systematic planning, assessment, and continuous programmatic improvement
- a thorough understanding of and a commitment to teaching and student learning, including pedagogy
- evidence of 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 has the authority and accepts ultimate responsibility for 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
- collaborative efforts to develop, implement, evaluate, and enhance interprofessional education, practice, service, and research programs
- development and progress of the strategic plan and the evaluation plan, including assessment of outcomes
- recruitment, development, remuneration, 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 effective use of resources to meet the needs and mission of the college or school

The dean has ensured that ACPE has been notified in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring.

Satisfactory

3. College or School's Comments on the Standard

Focused Questions

☑ How the dean provides leadership for the college or school and program and how the qualifications and characteristics of the dean support the achievement of the mission and goals
☑ The authority and responsibility of the dean to ensure all expectations of the standard and guidelines are achieved
☑ How the dean interacts with and is supported by the other administrative leaders in the college or school
8. Qualifications and Responsibilities of the Dean

☑ How the dean is providing leadership to the academy at large, and advancing the pharmacy education enterprise on local, regional, and national levels.

☑ 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**How the dean provides leadership for the school and program and how the qualifications and characteristics of the dean support the achievement of the mission and goals**

The Southwestern Oklahoma State University (SWOSU) College of Pharmacy (COP) has undergone a change in the Dean’s position since the previous onsite accreditation visit. Dean L. Douglas Ried announced his resignation on December 17, 2010 as detailed in the last interim report.

Dr. Dennis Thompson was selected for the position on January 10, 2012, following a national search. Dean Thompson received a Bachelor of Science in Pharmacy from Ohio State University in 1979, a Doctor of Pharmacy from the Medical University of South Carolina in 1981, and completed a residency in drug information at the University of Illinois Medical Center in 1982. Dr. Thompson’s accomplishments and background meet the desired qualifications. He has held leadership positions, most recently having served the SWOSU COP for twenty years, as Assistant Dean for Clinical Programs, Associate Dean for Clinical Programs, and Interim Dean of the COP. Dean Thompson’s support and leadership of the COP have been vital in the advancement of the COP’s mission and goals as outlined in the Strategic Plan.

**The authority and responsibility of the dean to ensure all expectations of the standard and guidelines are achieved**

The Dean is the chief administrative and academic officer of the COP. The Dean reports directly to the VPAA/Provost and has access to the President and all other administrative officers of SWOSU. The Dean is responsible for all aspects of the COP including compliance with ACPE standards and guidelines.

**How the dean interacts with and is supported by the other administrative leaders in the school**

The Dean is supported by an Associate Dean, an Associate Dean for Clinical Programs and Chair of Pharmaceutical Sciences. The Associate Dean is responsible for oversight of student services, programmatic assessment, curriculum implementation, and the rural health initiative. The Associate Dean for Clinical Programs serves as Chair of Pharmacy Practice is responsible for overseeing the Office of Experiential Education and the COP affiliated postgraduate residency program. The Dean regularly meets with the Executive Committee which consists of the associate deans, department chair, and the Director of Experiential Education.

**How the dean is providing leadership to the academy at large, and advancing the pharmacy education enterprise on local, regional, and national levels.**

The Dean’s research and scholarly activity allows him to serve as a role model for faculty. He is a respected expert in the area of drug information. Dean Thompson has published over 100 papers in the...
pharmacy literature. His research concentrates on the area of pharmacy and medical bibliometrics. He has authored or co-authored a host of publications examining various characteristics of the pharmacy and medical literature. Other areas of publication include a sizeable number of case studies of drug-induced adverse reactions, reviews of medical therapy, book reviews, a book chapter, more than 100 Drugdex consults, and dozens of abstracts. Dean Thompson has given 36 invited presentations in nine states and two foreign countries. He has served as Principal Investigator (PI) or Co-PI for 19 pharmacy research initiatives and service contracts.

The service activities of the Dean also serve as a model for faculty. His service in national organizations includes numerous positions in the American Society of Health-Systems Pharmacists, the American College of Clinical Pharmacy, the American Association of Colleges of Pharmacy, and the United States Pharmacopeia. He has also held positions with the Oklahoma Pharmaceutical Association (OPHA) and the Oklahoma Society of Hospital Pharmacists. The Dean has served as an editor and journal referee for national and international journals.

How the school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The Dean Search Committee reviewed and incorporated the desired qualifications of the Dean as outlined in Standard 8 during the search process. The Dean meets regularly with the University Executive Committee, composed of the President, VPAA/Provost, various Vice Presidents, Deans, and other administrative directors. The Dean and associate deans attend regional and statewide professional organization and Oklahoma State Board of Pharmacy meetings to promote and receive feedback on COP activities. The Dean provides leadership by his activities in national organizational associations and committee appointments.

Any other notable achievements, innovations or quality improvements

Since becoming Interim Dean in March of 2011, the Dean has secured new positions in assessment, rural health, and a pharmacy practice residency. Other notable achievements include enhancements in classroom technology, refinement of the SP process, expansion of the COP research infrastructure, and procurement of reoccurring funds to support the COP.

The Dean will strive to be more visible and interactive at state meetings and legislative events. The Dean will identify opportunities in the alumni newsletter to communicate more directly with a larger group of alumni concerning the COP and professional issues.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe administrators have defined roles, function as a unified team and the Dean is an effective leader.

SWOSU rated lower than national averages for the following:

Alumni believe the Dean needs to provide more leadership in pharmacy and to encourage them to stay involved. The Dean will strive to be more visible and interactive at state meetings and legislative events.
The Dean will identify opportunities in the alumni newsletter to communicate more directly with a larger group of alumni concerning the COP and professional issues.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
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; 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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Statement</th>
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</tr>
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<tbody>
<tr>
<td>The 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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum fosters the development of students as leaders and agents of change. The curriculum helps students embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Curricular content, instructional processes, course delivery, and experiential education are documented, aligned, and integrated where appropriate.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

- A description of the college or school's curricular philosophy
- A description of how the curriculum fosters the development of students as leaders and agents of change and helps students to embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
The mission of the College of Pharmacy (COP) is to graduate exceptional pharmacy practitioners who as part of a healthcare team shall provide quality care and service to patients and communities while exhibiting a lifelong commitment to personal and professional development. The COP curriculum is based on the philosophy of patient-centered pharmaceutical care. Central to the curriculum is the development and application of the knowledge, skills, attitudes, and values necessary to engage in an interprofessional practice that ensures successful, evidence-based, therapeutic outcomes. The graduates are trained to be life-long learners who adapt to an evolving profession. This philosophy supports the COP vision to fulfill its mission by providing a dynamic educational environment in which students develop the personal, intellectual, and leadership skills and abilities necessary to succeed in the profession of pharmacy.

A description of how the curriculum fosters the development of students as leaders and agents of change and helps students to embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery

The four domains of the 11 Ability-Based Educational Competencies (ABEC) include: 1) the development of professional attributes and qualities; 2) management of information, systems, and technology; 3) provision of patient-centered care; and 4) promotion of public health and wellness foster leadership attributes and moral purpose in the practice of pharmacy. These qualities are emphasized throughout the curriculum. Examples include Introduction to Pharmacy, Health Issues I (professionalism, ethics, and leadership), and the Pharmaceutical Care Lab series.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

As a part of the latest curricular revision, Health Issues I, II, & III were created to address changes in the COP ABEC. These courses foster development of professional judgment, ethical standards, cultural competence, patient safety, and leadership as well as providing timely information on emerging concepts affecting the provision of health care. Another curricular revision included the addition of a capstone, case-based learning course, Pharmaceutical Care Lab VI.

Any other notable achievements, innovations or quality improvements

The curriculum was specifically structured to progressively develop student skills and knowledge, building from foundational knowledge and skills to evaluation, synthesis, and application of complex information.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University survey results are consistent with national averages.

Southwestern Oklahoma State University / College of Pharmacy
4. College or School's Final Self-Evaluation

[ ] Compliant  [ ] Compliant with Monitoring  [ ] Partially Compliant  [ ] Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Through curricular mapping patient safety, cultural competency, health literacy, health care disparities, and public health policy development were identified as weaknesses. Curricular revisions have addressed these areas of need and will be evaluated to ensure the content is meeting the goals and philosophy of the curriculum.
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).

2. College or School's Self-Assessment

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The college or school's faculty is responsible for the development, organization, delivery, and improvement of the curriculum.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>All curricular pathways have both required and elective courses and experiences and effectively facilitate student development and achievement of the professional competencies.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Introductory pharmacy practice experiences are not less than 5% (300 hours) of the curricular length.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The advanced pharmacy practice experiences are not less than 25% (1440 hours) of the curricular length.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Learning outcomes for curricular courses and pharmacy practice experiences are mapped to the desired competencies and gaps and inappropriate redundancies identified inform curricular revision.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies. The curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The Curriculum Committee (or equivalent) is constituted to provide balanced representation from all departments, divisions, and/or disciplines within the college or school.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Faculty members are aware of the content, competencies, and learning outcomes for each other’s courses and use that information to optimize these elements within their own courses. | Satisfactory
---|---
The curriculum complies with university policies and procedures and the accreditation standards. | Satisfactory
Student representation and feedback are integral parts of curricular development and improvement. | Satisfactory
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. | Satisfactory

3. College or School's Comments on the Standard

<table>
<thead>
<tr>
<th>Focused Questions</th>
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</thead>
<tbody>
<tr>
<td>☑ A description of the curricular structure, including a description of the elective courses and experiences available to students</td>
</tr>
<tr>
<td>☑ How both the didactic and experiential components comply with Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length</td>
</tr>
<tr>
<td>☑ Any nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)</td>
</tr>
<tr>
<td>☑ Data that link teaching-and-learning methods with curricular outcomes</td>
</tr>
<tr>
<td>☑ How the results of curricular assessments are used to improve the curriculum</td>
</tr>
<tr>
<td>☑ How the components and contents of the curriculum are linked to the expected competencies and outcomes through curricular mapping and other techniques and how gaps in competency development or inappropriate redundancies identified inform curricular revision</td>
</tr>
<tr>
<td>☑ How the curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies and how the curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.</td>
</tr>
<tr>
<td>☑ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard</td>
</tr>
<tr>
<td>☑ Any other notable achievements, innovations or quality improvements</td>
</tr>
<tr>
<td>☑ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms</td>
</tr>
</tbody>
</table>

(School comments begin here)

**A description of the curricular structure, including a description of the elective courses and experiences available to students**

The curricular structure is a traditional two plus four year PharmD program. The pre-professional curriculum includes a minimum of 67 credit hours of course work. The professional curriculum includes six semesters of didactic course work as well as introductory pharmacy practice experiences (IPPE) and two semesters of advanced pharmacy practice experiences (APPE). A minimum 206 credit hours are required for graduation. There is a minimum of four credit hours of didactic electives intended to further student professional development. Students can choose electives from legal issues,
management topics, substance abuse, veterinary medicine, cultural competencies, postgraduate preparation, pharmacy case studies, and pharmaceutical sciences or practice-based research experiences (see Appendix 10.3.1). Students complete two APPE electives. Opportunities include pediatrics, home health care, consulting practice, nuclear pharmacy, ambulatory care, inpatient medicine, specialty compounding pharmacies, managed care, administrative, academic, scholarship or additional community or institutional APPE rotations.

How both the didactic and experiential components comply with Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length

The didactic portion of the professional curriculum consists of six full-time semesters. The IPPE program exceeds 300 hours, or five percent of the curriculum length. The IPPE program includes 120 hours each of institutional and community experiences completed during two consecutive summers prior to required APPE experiences. Additional hours consist of a combination of 17 simulation hours earned during immunization, blood pressure, and CPR training conducted during the first professional year. The curriculum also includes 40 hours of IPPE experiences which are integrated throughout didactic courses during the second and third professional years (see Appendix 10.3.2).

The final year of the curriculum consists of nine APPEs. Each four credit hour experience is one month in length and provides for a total of the 180 days/1440 hours over the entire year and represents greater than 25% of the curriculum. The required APPEs include three acute care/medicine, two community, one institutional, one ambulatory care, and two elective experiences.

Any nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)

N/A

Data that link teaching-and-learning methods with curricular outcomes

Each course has designated student learning outcomes (objectives) that have been mapped to the Ability-Based Educational Competencies (curricular outcomes). Each course instructor selects teaching-and-learning methods based on instructional emphasis (introductory, reinforced, emphasized/applied), objectives, and course content. Course assessments link these teaching and learning methods with ABEC. For example, simulations and role play are teaching and learning strategies used in the pharmaceutical care lab series to facilitate students’ mastery of the Communicate Effectively competency, and as students progress through this series, their ability to counsel patients is assessed multiple times.

How the results of curricular assessments are used to improve the curriculum

The Curriculum Committee (CC) is responsible for the development, evaluation, and continuous quality improvement of the professional curriculum and ensuring that the curriculum is consistent with the collective vision of the faculty and administration. Periodic systematic review guidelines as developed by the CC include: 1) annual review of curricular related data as provided by the Assessment Committee and detailed in the College of Pharmacy (COP) Assessment Plan (AP); 2) annual committee update on changing ACPE standards or guidance related to the curriculum; 3) biennial review of syllabi by course coordinators to update the curricular map; 4) biennial review and updating of the curricular map by the CC to relevant ACPE appendices and COP competencies, and 5) COP curricular briefing and discussion. The North American Pharmacist Licensure Examination and Multistate Pharmacy Jurisprudence Examination pass rates and mean scores are compared to state and national data.
and examined for longitudinal trends. The American Association of Colleges of Pharmacy Graduating Student, Preceptor, Faculty and Alumni survey results are compared with national results, analyzed for trends and shared with the Assessment, Curriculum and Executive Committees and other relevant constituents. The Student Self-assessment of ABEC data are aggregated and analyzed for trends across collection points and the results are shared with Assessment and Curriculum Committees. The data are shared with COP faculty at the end of every semester. All these data combined with the curriculum mapping results led to the curricular revisions implemented in Fall 2011.

**How the components and contents of the curriculum are linked to the expected competencies and outcomes through curricular mapping and other techniques and how gaps in competency development or inappropriate redundancies identified inform curricular revision**

The didactic and experiential course objectives are mapped to the following: 1) associated learning domains (skill, attitude, new knowledge, integrated knowledge); 2) knowledge taxonomy level (knowledge, comprehension, application, analysis, synthesis, evaluation); 3) instructional emphasis (introductory, reinforced, emphasized, applied) and assessment methods; 4) Ability-Based Educational Competencies; 5) Appendix B; and 6) Appendix C. The complete map is used to determine strengths and weaknesses in the curriculum.

The CC is equipped to serve as the central body for orderly and systematic reviews of curricular structure, content, process, and outcomes. The CC reviews assessment data regularly to maintain the optimal sequencing, reiteration, and integration of the curricular content.

**How the curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies and how the curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.**

The curriculum is purposefully structured to progressively develop student skills, knowledge, attitudes, and values. This scaffolding of instruction exposes students to concepts and topics multiple times, with increased complexity. With each exposure, students expand their knowledge by adding new knowledge to their current understanding, which solidifies concepts. As students progress through the program, expectations increase. Students take more responsibility for their learning, and assignments require higher knowledge and skill levels.

In the first professional year students develop foundational knowledge and fundamental skills. During the second professional year, students integrate knowledge and develop advanced skills. In the third year, students apply knowledge, skills, and attitudes in simulated environments. During the final professional year students evaluate, synthesize, and apply requisite knowledge as well as hone and apply skills, attitudes, and values in authentic settings.

**How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

The CC through its stated continuous quality review processes ensures that the curriculum adheres to the standard. The curriculum reflects the collective vision of the faculty and was developed with stakeholder and student involvement.

**Any other notable achievements, innovations or quality improvements**

Southwestern Oklahoma State University / College of Pharmacy
Since the last accreditation review, the COP has implemented a formal, ongoing curricular review process. As a result of this process, elective offerings were expanded to accommodate student interests. Additionally, through the self study process, curricular mapping data and course syllabi are available to faculty members for review and use in course development and implementation.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University rated higher than national averages for the following:

Faculty believe the curriculum is clear and represents a collective vision of the COP.

The curriculum is taught at an appropriate depth and encourages curricular collaboration.

Faculty believe assessment data is used to improve the curriculum.

Graduating students believe course loads were reasonable and alumni believe the curriculum was properly sequenced.

4. College or School's Final Self-Evaluation

| Compliant | Compliant with Monitoring | Partially Compliant | Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The program, throughout the curriculum and in all pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to meet the diverse learning needs of students and produce the desired professional competencies and outcomes, including the development and maturation of critical thinking, problem-solving, and self-directed, lifelong learning skills.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members use a variety of teaching and learning techniques (e.g., active learning, case studies, etc.) that have been thoughtfully selected, designed, and/or tailored to help students achieve the learning outcomes articulated for their courses.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study.</td>
<td>N/A</td>
</tr>
<tr>
<td>Teaching and learning methods used assure that learning experiences, opportunities, and outcomes are comparable for all pathways, branches or campuses.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

☑ A description of teaching and learning methods and strategies employed in the delivery of the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable), and how those methods are expected to advance meaningful learning in the courses in which they are employed.

☑ Efforts of the college or school to address the diverse learning needs of students

☑ The 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)

☑ 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)
A description of teaching and learning methods and strategies employed in the delivery of the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable), and how those methods are expected to advance meaningful learning in the courses in which they are employed.

During the curricular mapping process faculty were asked to identify teaching and learning strategies used in each course. Appendix 11.2.1 is a thorough list of teaching methods used in curriculum to promote higher order thinking. In addition to traditional strategies such as lecture, other more progressive methods are used to advance student knowledge and skills. Many active learning strategies (interactive and enhanced lecture, team-based learning, small group discussion, etc.) are employed to facilitate student discussion, encourage self-directed learning, and develop life-long learning habits. Throughout the Pharmaceutical Care Laboratory series, students are engaged in hands-on practical lab activities and assignments that enhance didactic coursework and allow students to apply knowledge in simulated environments. Critical thinking and problem solving skills are developed through the use of case-based instruction and case study evaluation and analysis. The use of course management software (including discussion boards) and other supplementary technologies enhance interactions between students and faculty who are based both on and off campus. Multimedia student presentations, both individual and collaborative, enrich student communication skills as they complete thorough reviews of pertinent literature and synthesize the information to clearly and concisely communicate information to an audience.

Efforts of the college or school to address the diverse learning needs of students

The College of Pharmacy (COP) recognizes that students come from a variety of backgrounds necessitating a broad array of classroom practices to support diverse learning needs. Student needs not only come in the form of learning styles such as kinesthetic, auditory, and visual, but also from prior educational and life experiences. All of the strategies mentioned in the prior section are used to accommodate diverse learning needs. Additionally, small class sizes and access to faculty allow the development of supportive relationships and opportunities for individual instruction and mentoring. The physical structure of the COP houses classrooms, faculty offices, a student lounge and study areas that supports collaborative learning, faculty-student interaction, and space for quiet individual contemplation. Instructional technologies support diverse learning needs, and faculty incorporate several including SmartBoards, course management software, and student response systems (SRS). SmartBoards and other visuals provide alternative representations for students who need visual enhancement of concepts. Students are encouraged to bring computers and hand-held devices to class that facilitate note taking and access to online resources. SRS allow faculty to conduct real-time, formative assessment and modify instruction allowing for immediate clarification of concepts. In addition to SRS, students demonstrate learning through multiple formative and summative means including multimedia presentations, performance assessments, written assessments, and in class assignments. Students maintain electronic PharmD program portfolios that include examples of completed projects as well as documentation of experiences. These portfolios, which are reviewed annually, provide opportunities for self-assessment, reflection and goal setting. Preceptors may access the portfolio to help students set learning goals for rotations. The Dean of Students Office provides Services to Students with Disabilities to assist students who have physical or mental impairments or limitations. Once students have met the criteria established by the federal government, the COP makes all reasonable accommodations to encourage academic success. Appendix 11.3.1 is a thorough list of teaching methods used to accommodate diverse learning needs of students.
The 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)

Teaching and learning methods are directly evaluated through summative means such as course/instructor evaluations completed at the end of each semester, student evaluation of preceptors completed at the conclusion of each rotation, and American Association of Colleges of Pharmacy Alumni and Graduating Students Surveys. Instructors also elicit formative, direct student feedback on instructional strategy effectiveness, which is gained through written and oral means. Instructional methods are indirectly evaluated through student performance. Written examinations including forced choice and constructed response items along with oral examination and performance assessments are used as summative assessments.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

As faculty strive to provide an engaging learning environment, multiple opportunities are available to give faculty access to and encourage use of new and innovative teaching methods. This is accomplished, in part, by the efforts of the COP Faculty Development Committee which provides faculty with current information on teaching techniques from qualified experts. Recent faculty development activities related to teaching and learning include sessions on active learning and instructional technology.

A COP Strategic Plan (SP) initiative is to provide ongoing educational activities to enhance skills development for faculty and preceptors in the classroom and experiential settings.

Any other notable achievements, innovations or quality improvements

As a result of faculty development, an Active Learning Faculty Learning Community (AL-FLC) was formed to 1) increase faculty understanding of active learning, 2) provide support to faculty as they incorporate active learning strategies into their teaching, and 3) explore scholarship opportunities associated with the AL-FLC. Members of the AL-FLC come from both COP departments.

The COP is enhancing and expanding access to and use of technology.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University (SWOSU) survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Graduating students reported they were encouraged to ask questions in class.

4. College or School's Final Self-Evaluation

[ ] Compliant
[ ] Compliant with Monitoring
[ ] Partially Compliant
[ ] Non-Compliant
5. Recommended Monitoring
(School comments begin here)
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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum prepared graduates to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health-care team based upon sound scientific and therapeutic principles and evidence-based data.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum fosters an understanding of, and an appreciation for, the 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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum prepares graduates 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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum prepares graduates 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.</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Outcome statements include developing skills to become self-directed lifelong learners.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The curriculum prepares graduates to independently seek solutions to practice-based problems in the scientific and clinical literature.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
A description of the professional competencies of the curriculum

The College of Pharmacy (COP) has 11 Ability-Based Educational Competencies (ABEC) which were last updated in December 2009 (see Appendix 12.1.1). Since the last accreditation visit, individual courses have been mapped back to these competencies to ensure COP graduates are ready to enter pharmacy practice. The following details the four domains of the ABEC.

**Develop Professional Attributes and Qualities:** The curriculum is designed to prepare graduates with all the necessary skills to be effective communicators, to think critically, and collaborate with other healthcare professionals. Furthermore, graduates are able to interact with culturally diverse patients, while demonstrating professionalism, leadership, and citizenship.

**Manage Information, Systems, and Technology:** Graduates are able to evaluate and interpret the suitability, accuracy, and reliability of data obtained from the medical literature. Furthermore, graduates are able to effectively use technology in support of drug information and quality assurance needs as well as in inventory control and distribution systems. Also included in this competency set are the skills needed to safely, efficiently, and accurately prepare, distribute and administer drug products.

**Provide Patient-Centered Care:** Graduates are able to assess patients by performing a medication history, physical assessment, and review of systems. Other required skills include recommending and interpreting laboratory tests and identifying potential drug related problems. To make pharmacotherapeutic decisions, graduates are able to utilize relevant literature, evidence-based protocols, and guidelines to make drug and non-drug therapy recommendations. Graduates are able to construct patient specific pharmaceutical care plans and document the implementation and outcomes of medication therapy.
Promote Public Health and Wellness: Graduates will provide health maintenance and disease prevention services to patients. Graduates are able to organize and assist in community activities that promote patient safety, health, wellness and rational drug use. Graduates will be advocates for effective public health policies and a resource for drug related health information.

A 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

Core assessments of the ABEC include case-based laboratory courses, written exams within individual courses, and Advance Pharmacy Practice Experience (APPE) oral examinations, in addition to Introductory Pharmacy Practice Experiences (IPPE) and APPE preceptor evaluations. COP students also evaluate their attainment of the ABEC through periodic self-assessments. The goal of these measures is to instill and refine desired knowledge, skills, attitudes and values in PharmD students.

Curricular mapping is key in assessing professional competencies and outcomes. In conjunction with implementation of the new curriculum, the COP instituted a mapping process in which individual course objectives are mapped as they are initiated (see Appendix 12.2.1). All courses in the old curriculum were mapped in 2010 (see Appendix 12.2.2). Initial review of the 2010 mapping showed that nine of the 11 competencies were adequately covered. The deficiencies were in the Promoting Public Health and Awareness domain, which were addressed through curricular revision.

The COP began administering the Pharmacy Curriculum Outcomes Assessment (PCOA) to third-year students during the spring 2013 semester. This data should provide additional insight into how the COP is developing key professional competencies.

How the curriculum is preparing graduates to work as members of an interprofessional team, including a description of the courses that focus specifically on interprofessional education

Interprofessional education (IPE) primarily occurs in IPPEs and APPEs. According to the Graduating Student Survey students consistently agreed that the program prepared them to practice pharmacy in interprofessional and collaborative practice settings. Students interact with multiple providers such as physicians, physician assistants, nurses, nurse practitioners, physical therapists, and social workers. Students make multiple patient care interventions while working as interdisciplinary team members.

The goal to further enhance IPE was added to the COP Strategic Plan in the fall of 2012. The COP and the School of Nursing are developing joint activities. In 2012-13, SWOSU purchased an electronic medical records (EMR) program (Neehr Perfect) which students are utilizing to develop electronic pharmaceutical care plans during didactic course work. Utilization of the EMR will be expanded in the Pharmaceutical Care V and VI labs and facilitate IPE opportunities with SWOSU nursing students in developing multidisciplinary care plans.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The Curriculum Committee was charged with a comprehensive review of the curriculum in the fall of 2009. Committee members were sent to the 2009 AACP Curricular Summit to facilitate the process. The initial steps in updating the curriculum included a review and update of the ABEC to ensure compliance with ACPE guidelines and to incorporate ideas from the curricular summit. One example of applying the guidelines is ongoing course syllabi updates to include information on how courses support student
ABEC development. Also, in spring 2013, a COP IPE was formed that collaborates with the SWOSU IPE Committee. The Health and Biostatistics course has been added to the new curriculum, which should better prepare students to evaluate medical literature. Opportunities for students to evaluate and present articles from professional journals have been expanded in the Pharmaceutical Care Laboratory series.

**Any other notable achievements, innovations or quality improvements**

Significant curricular revision was implemented in the fall of 2011 with the goal of improving the competency and quality of COP graduates. Of note, deficiencies in the Promoting Public Health and Awareness ABEC domain are being primarily addressed by implementation of the Health Issues course series. The recent incorporation of EMR activities is a quality improvement, which will continue to strengthen ABEC.

During Fall 2013, the COP IPE committee members met with Oklahoma State University College of Osteopathic Medicine faculty and administrators to explore IPE opportunities between our students. The committee also met multiple times with SWOSU School of Nursing faculty. The Drug Information class is piloting a project in which SWOSU nursing students serve as the source for drug information requests and pharmacy students develop responses to the requesting nursing student. Nursing and Pharmacy students are then required to provide feedback on the quality of the drug information project interactions.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

- Faculty believe the curriculum will effectively meet all curricular components surveyed.

SWOSU rated lower than national averages for the following:

- Alumni and students report less ability to evaluate the health sciences literature.
- Alumni and students surveyed would not have benefited from curricular improvements made during the last two years. Curricular changes introduced to enhance evaluation of the health sciences literature with the new curriculum will not be fully realized until the graduating class of 2015.

4. **College or School’s Final Self-Evaluation**

5. **Recommended Monitoring**

(School comments begin here)

The curricular mapping process will continue to be used to monitor the achievement of professional competencies during implementation of the new curriculum. Currently, all courses in the new curriculum have been mapped to the 11 ABEC. An added emphasis on literature evaluation in the new curriculum should help improve outcomes. Furthermore, efforts for enhanced IPE will need to be implemented fully in the first three years of the curriculum.
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

| The curriculum contains at an appropriate breadth and depth the necessary elements within the following areas as outlined in Appendix B of the Standards: | Satisfactory |
| biomedical sciences | Satisfactory |
| pharmaceutical sciences | Satisfactory |
| social/behavioral/administrative sciences | Needs Improvement |
| clinical sciences | Satisfactory |

The content of curricular courses is mapped to Appendix B to assess where specific content foundations are addressed in the curriculum. Gaps in curricular content and inappropriate redundancies identified in the mapping process inform curricular revision.

The didactic course work provides a rigorous scientific foundation appropriate for the contemporary practice of pharmacy.

Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the didactic and experiential curriculum.

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 and the practice of pharmacy.

The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.

Courses and other formal learning experiences are coordinated and integrated across disciplines.

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.

Satisfactory
3. College or School's Comments on the Standard

<table>
<thead>
<tr>
<th>Focused Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ The curricular structure and content of all curricular pathways</td>
</tr>
<tr>
<td>✔ A description of the breadth and depth of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences components of the didactic curriculum, and the strategies utilized to integrate these components</td>
</tr>
<tr>
<td>✔ How the curricular content for all curricular pathways is linked to Appendix B of Standards 2007 through mapping and other techniques and how gaps in curricular content or inappropriate redundancies identified inform curricular revision</td>
</tr>
<tr>
<td>✔ Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values</td>
</tr>
<tr>
<td>✔ Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the didactic and experiential curriculum</td>
</tr>
<tr>
<td>✔ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard</td>
</tr>
<tr>
<td>✔ Any other notable achievements, innovations or quality improvements</td>
</tr>
<tr>
<td>✔ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms</td>
</tr>
</tbody>
</table>

(School comments begin here)

The curricular structure and content of all curricular pathways

The College of Pharmacy (COP) utilizes a single, four-year pathway to granting the PharmD degree. The program is delivered in a traditional two-semester format with introductory experiences during the summers between semesters. The curriculum is designed to provide an ever increasing level of emphasis and depth as students advance through the curriculum.

A description of the breadth and depth of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences components of the didactic curriculum, and the strategies utilized to integrate these components

The curriculum consists of a total of 206 credit hours: 67 pre-professional, 97 didactic professional, six Introductory Pharmacy Practice Experiences (IPPE), and 36 Advanced Pharmacy Practice Experiences (APPE). The didactic components of the curriculum are further described below.

Biomedical Science Courses (28 credit hours)

The majority of biomedical coursework is completed prior to admission into the COP. Curricular changes since the last accreditation visit include altering pre-professional requirements to include biology coursework with greater emphasis on cellular biology and the addition of a four credit hour anatomy course. The curriculum is designed to allow students to complete required biochemistry and immunology offerings during the first professional year, if not completed prior to acceptance into the professional program. Physiology and pathophysiology in the professional curriculum were separated into distinct offerings to extend coverage later in the curriculum and improve course integration.

Pharmaceutical Science Courses (38 credit hours)

Southwestern Oklahoma State University / College of Pharmacy
Modifications made during the recent curricular revision resulted in courses with clearer delineation of course content. Selected topics previously covered in Pharmaceutics I were incorporated into the new Pharmacy Calculations and Community Pharmacy courses. The five credit hours dedicated to Pharmaceutics II & III in the old curriculum were expanded to six credit hours with this material being covered in the revised Pharmaceutics I & II courses. A new Fundamentals of Drug Action course was created to serve as a foundational course for the pharmaceutical sciences in the first professional year. The second professional year is designed to provide the medicinal chemistry and pharmacology knowledge for the students. During the third year, covered topics include pharmacognosy/alternative medicine, pharmacogenomics and toxicology.

Clinical Sciences Courses (26 credit hours)

Clinical course work is introduced in the first professional year through the initiation of Pharmaceutical Care Lab series and continues during each semester of the didactic curriculum. The second year includes drug information, a heath-systems course and foundational practice course. The third professional year contains the pharmacotherapy courses and a nonprescription therapeutics course.

Social/Behavioral/Administrative Sciences Courses (14 credit hours)

The Introduction to Pharmacy class in the first semester lays the foundation for future course work in this area. The Health Issues course series begins in the second year and includes topics such as bioethics, leadership, cultural competency, medication safety, public health, and healthcare disparities. During the third year, students complete Jurisprudence, Pharmacy Management and Marketing, and Pharmacy Administration.

Disciplinary integration is a curricular goal. The Pharmaceutical Care Lab series provides students with practical skill development by integrating pharmaceutical and clinical knowledge. There are two new integrated courses: 1) Community Pharmacy was created to introduce students to knowledge, skills and insight into the practice of community pharmacy prior to their community IPPE experience and 2) Fundamentals of Drug Action, a team taught multidisciplinary course, was designed to introduce students to key elements in biopharmaceutics, pharmacology, medicinal chemistry, and pharmacogenomics.

The second professional year of curriculum is designed to provide coverage of similar disease processes and pharmaceutical agents through coordinated instruction in pathophysiology, medicinal chemistry and pharmacology. During the second year, introductory clinical courses such as Foundations of Pharmacy Practice are scheduled to establish a link between the pharmaceutical and clinical sciences.

How the curricular content for all the curricular pathways is linked to Appendix B of Standards 2007 through mapping and other techniques and how gaps in curricular content or inappropriate redundancies identified inform curricular revision

The curriculum revision process, initiated in 2009-2010, centered on the COP Ability-Based Educational Competencies (ABEC), as noted in standard 12. The Curriculum Committee (CC) reviewed Appendix B of Standards 2007 to identify curricular content that did not have dedicated courses and could represent a lack of breadth and depth in the curriculum. Areas identified for additional emphasis in the pre-pharmacy curriculum included anatomy and molecular biology as previously discussed. Biostatistics topics were removed from the Foundations in Pharmacy Practice and moved to a dedicated Health and Biostatistics course to enhance student skills. This allows for a greater emphasis on bioanalysis and
Clinical chemistry to occur in the Foundations in Pharmacy Practice course. The Health Issues course series was created to strengthen coverage of public health policy, social and behavioral aspects of practice, pharmacognosy, alternative and complementary medicine, nutrition, disease prevention and wellness, pharmacogenomics, personalized medicine, and medication safety.

The COP has undertaken a proactive approach to Appendix B mapping. Coinciding with the implementation of the new curriculum, the CC was charged with mapping the curriculum simultaneously with each new semester of courses. Individual course coordinators accomplished this with assistance from the Assessment Coordinator and the CC Chair. The Appendix B map contained in the self-study represents mapping of the entire new curriculum. The majority of the third professional year courses were unchanged; the COP feels the current Appendix B map is accurate even though a small number of courses have not yet been offered.

Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values

Graduates continue to consistently perform well on national licensure exams as indicated by North American Pharmacist Licensure Examination and Multistate Pharmacy Jurisprudence Examination first time pass rates and scores. These national measures in conjunction with ongoing course assessments and graduation rates affirm the curriculum is effective. In the capstone Pharmaceutical Care Lab, students demonstrate appropriate attainment of the desired knowledge, skills, and values prior to the initiation of APPEs. Students also document skills attainment through ABEC self-assessment. The COP implemented the Pharmacy Curriculum Outcomes Assessment (PCOA) in Spring 2013 to provide national assessment data to monitor curricular outcomes.

Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the didactic and experiential curriculum

Each semester of the three didactic years includes a Pharmaceutical Care Laboratory (I-VI) to provide an opportunity for reinforcement and practical application of skills and knowledge and provide an environment for active learning.

The COP incorporated additional curricular changes to integrate, reinforce and advance student learning. Community Pharmacy and Pharmacy Care Lab I are completed prior to students entering IPPE-Community. Students will have completed Health-System Pharmacy and Pharmaceutical Care Lab III prior to enrolling IPPE-Institutional.

The data collection tool used for curricular mapping to COP ABEC and Appendices B and C includes evaluating individual courses for the progressive development of knowledge, practice skills, professional attitudes and values.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The COP has charged the CC with periodic review of the standards and corresponding guidelines to ensure continued compliance with the standards as the new curriculum is implemented. To meet the intent and expectations of the standards course instructors were involved in the curricular mapping and are provided mapping summaries to illustrate how courses fit in the curriculum. The integrated courses in the COP are intended to be introductory and foundational in nature to their respective topics and form the basis for which individual content specific courses provide greater depth, scope and emphasis.
Any notable achievements, innovations or quality improvements

The coordinated approach to providing pathophysiology, pharmacology and medicinal chemistry topics during the second year of the professional curriculum provides students with key foundational knowledge while effectively managing faculty resources.

The CC has instituted a two-year cycle for ongoing Appendix B mapping review. The biannual admission process results in required courses being offered each semester allowing for a more frequent meaningful review.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University survey results are consistent with national averages.

4. College or School's Final Self-Evaluation

☐ Compliant ☑ Compliant with Monitoring ☐ Partially Compliant ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Initial Appendix B mapping data of the new curriculum reflects an incomplete integration of a number of elements in the social/behavioral/administrative sciences. The CC will work with the Department of Pharmaceutical Sciences to enhance emphasis on pharmacoconomics, pharmacoepidemiology, and cultural competency.

The COP will need to complete implementation of the curriculum and evaluate ongoing curricular mapping, national examination data, and graduating student survey data to be completed during the summer of 2015 to determine if curricular modification is delivering expected outcomes.
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.

2. College or School's Self-Assessment

| 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. | Satisfactory |
| The pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. | Satisfactory |
| Pharmacy practice experiences include periods for preparation and guided reflection. | Satisfactory |
| The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site are defined. | Satisfactory |
| Goals and outcomes for each pharmacy practice experience are mapped to activities listed in Appendix C to ensure that students’ experience will cover, at a minimum, all the listed activities. | Satisfactory |
| Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes are documented and assessed. | Satisfactory |
| 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. | Satisfactory |
| Most pharmacy practice experiences are under the supervision of qualified pharmacist preceptors licensed in the United States. | Satisfactory |
| The college or school ensures that all preceptors (especially first-time preceptors prior to assuming their responsibilities) receive orientation regarding the outcomes expected of students and the pedagogical methods that enhance learning, ongoing training, and development. | Satisfactory |
A quality assurance procedure is in place that facilitates standardization and consistency of experiences and outcomes while allowing for individualization of instruction, guidance, and remediation by the preceptor based on student needs.  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Introductory pharmacy practice experiences account for not less than 300 hours over the first three professional years. The majority of students' time (minimum 150 hours) is balanced between community pharmacy and institutional health system settings.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The length of the advanced pharmacy practice experiences is not less than 1440 hours (36 weeks) during the last academic year and after all pre-advanced pharmacy practice experience requirements (i.e., introductory pharmacy practice experiences and required core didactic course work) are completed.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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).</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
| 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:  
  • community pharmacy  
  • hospital or health-system pharmacy  
  • ambulatory care  
  • inpatient/acute care general medicine | Satisfactory |
| Simulation is used appropriately as a component of introductory pharmacy practice experiences; it does not account for greater than 20% of total introductory pharmacy practice experience time and does not substitute for the hours devoted to actual experiences in community pharmacy and institutional health system settings. | Satisfactory |

### Focused Questions

- How student performance is assessed and documented, including the nature and extent of patient and health care professional interactions, and the attainment of desired outcomes
- How, in aggregate, the practice experiences assure that students have direct interactions with diverse patient populations in a variety of health care settings
- How the college or school ensures that the majority of students' IPPE hours are provided in and balanced between community pharmacy and institutional health system settings
- How the college or school uses simulation in the curriculum
- How the college or school establishes objectives and criteria to distinguish introductory from advanced practice experiences.
- How the college or school assures, measures, and maintains the quality of site used for practice experiences
How quality improvements are made based on assessment data from practice sites
How the goals and outcomes for each pharmacy practice experience are mapped to the activities listed in Appendix C of Standards 2007 to ensure that students' experience will cover, at a minimum, all the listed activities
How the college or school is applying the guidelines for this standard, and the additional guidance provided in Appendix C, 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How student performance is assessed and documented, including the nature and extent of patient and health care professional interactions, and the attainment of desired outcomes

Preceptors evaluate Introductory Pharmacy Practice Experiences (IPPE) students using the IPPE preceptor evaluation of the student, assessment tool (see Appendix 14.3.1). Students also are required to complete on-line discussion board activities evaluated by College of Pharmacy (COP) faculty and quizzes that have a required performance level. Advanced Pharmacy Practice Experiences (APPE) rotations are graded on an A-F grading scale. Preceptors use either the SWOSU/OU Experiential Evaluation for Community, Institutional, Selective (see Appendix 14.3.2) or the Ambulatory Care/Medicine Evaluation tool (see Appendix 14.3.3). These evaluations count for 50% of the course grade. The remaining 50% may include projects, on-line assignments, testing, or cases that are evaluated by a Southwestern Oklahoma State University (SWOSU) faculty member.

APPE students also maintain a portfolio that documents disease states encountered and completed projects. Projects routinely involve patient and healthcare interactions. SWOSU clinical faculty review the portfolios during each Ambulatory/Medicine Rotations.

How, in aggregate, the practice experiences assure that students have direct interactions with diverse patient populations in a variety of health care settings

Experiential rotations, both IPPE and APPE, are conducted at sites that allow students to experience diverse patient populations. Students in both experiences participate in direct patient interactions in a variety of inpatient and outpatient settings. Patient populations range from infants to geriatrics. Sites include both metropolitan and rural locations, and allow experience with a wide range of socioeconomic backgrounds, ethnicities and cultures. SWOSU has a strong partnership with the Indian Health Service where many students complete a rotation.

How the college or school ensures that the majority of students' IPPE hours are provided in and balanced between community pharmacy and institutional health system settings

The IPPE program consists of over 300 hours of experiences in the practice of pharmacy. Students spend 240 hours in practice settings. The 240 hours is divided equally between a community rotation and an institutional rotation. The remaining hours come from integrated IPPE experiences (60 hours) and simulations (17 hours) (see Appendix 14.5.1).

How the college or school uses simulation in the curriculum

Southwestern Oklahoma State University / College of Pharmacy
The 17 hours of IPPE simulations include CPR, immunization, and blood pressure skills training. The goal is to expand simulations in the IPPE program to a total of 40 hours. SWOSU COP is exploring using an electronic health record and high fidelity mannequins to reach this goal.

**How the college or school establishes objectives and criteria to distinguish introductory from advanced practice experiences.**

Individual course syllabi with goals, objectives, and expectations for student performance and evaluation tools have been developed to distinguish IPPE from APPE. The pharmacy practice sequence has been designed to be progressive and is aligned to didactic course work.

**How the college or schools assures, measures, and maintains the quality of sites used for practice experiences**

Students are encouraged to complete an evaluation of preceptors and sites after every pharmacy practice experience.

A member of the experiential education faculty visits IPPE rotation sites once each summer, when a student is assigned. APPE rotation sites are visited twice each month when a student is assigned.

Since 1995 the Office of Experiential Education (OEE) has maintained a committee that meets annually to review APPE student evaluations of preceptors and sites. The committee is made up of one preceptor from each rotation type, a pharmacy practice member and experiential education faculty. The Director of Experiential Education chairs the committee. This committee also acts as a sounding board for policies, evaluation form development, pilot testing forms, etc. The IPPE Coordinator is developing a similar advisory committee for IPPE rotations.

Preceptor and site licenses are updated in E*value monthly based on licenses renewal data from the Oklahoma State Board of Pharmacy. State Board of Pharmacy disciplinary actions noted for rotation sites or preceptors is investigated.

**How quality improvements are made based on assessment data from practice sites**

The Director of Experiential Education and the IPPE Coordinator review student evaluations of sites and preceptors on a regular basis during the semester using the review feature in E*Value. This allows student concerns to be identified and addressed quickly.

Student evaluations of site and preceptors are reviewed on an annual basis by a committee to look for trends that may indicate the need for additional preceptor development. If needed, a pharmacy practice or experiential education faculty member will meet with the preceptor to review the evaluations and provide suggestions for improvement.

SWOSU hosts an annual preceptor education conference in partnership with The University of Oklahoma COP. The schools alternate responsibility for developing and hosting the program. The topics are often chosen based on evaluations from students, requests from preceptors, or needs identified by pharmacy practice and experiential education faculty. Topics include preceptor development, standardizing rotation experiences, and use of evaluation tools.

**How the goals and outcomes for each pharmacy practice experience are mapped to the activities listed in Appendix C of Standards 2007 to ensure that students’ experience will cover, at a minimum, all the listed activities**

Southwestern Oklahoma State University / College of Pharmacy
IPPE and APPE goals and objectives were reviewed and mapped to Appendix C in 2012. Additional goals and objectives were developed to address any key Appendix C items that were not included.

During the summer of 2012, the Department of Pharmacy Practice reorganized the goals and objectives for APPE rotations to correspond to the evaluation forms.

**How the college or school is applying the guidelines for this standard, and the additional guidance provided in Appendix C, in order to comply with the intent and expectation of the standard**

All pharmacy practice experiences have been mapped to both Appendix C and the COP Ability-Based Educational Competencies to demonstrate a progression of knowledge, skills, attitudes and values. All rotation courses have specific learning objectives (see Appendix 14.1.1).

Nearly all preceptors are licensed pharmacists and all are classified as faculty, adjunct faculty, or volunteer adjunct faculty. New preceptors are visited by a pharmacy practice or experiential education faculty member to provide orientation about rotation expectations, goals and objectives, and evaluation of students prior to their first student assignment. During Spring 2013, experiential education faculty provided a mini-reorientation to sites while visiting students to emphasize updated goals and objectives, review evaluation forms, answer questions about E*Value, library access, and preceptor development via The Pharmacist Letter Preceptor Training and Resource Network (PTRN).

Students are instructed to not preference sites where they have worked or completed an IPPE rotation. It is stated in the Experiential Education Manual that students may not receive payment for experiential education rotations.

APPE rotations consist of 1440 hours distributed through nine calendar month rotations. The rotations are: Medicine A, B, C; Ambulatory Care; Community A and B; Selective A and B; and Institutional. With few exceptions, rotations are conducted in Oklahoma. Student rotations are of sufficient intensity and breadth to expose them to a variety of health conditions and patient populations.

The Selective rotations offer opportunities including but not limited to Indian Health Services, home health care services, nuclear pharmacy, long term care facilities, scholarship, research, academic, leadership and pharmacy benefit managers. In addition, advanced rotations in Community, Institutional, or Medicine may be selected.

**Any other notable achievements, innovations or quality improvements**

IPPE sequence was changed to better align with the curriculum.

Immunization training now uses the nationally recognized APhA course.

Student evaluations of site and preceptor were moved to E*Value to allow preceptors easier access to the evaluations.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:
Preceptors report ongoing contact with the Office of Experiential Education.

This may be a reflection of the site visitation practices of the COP.

SWOSU rated lower than national averages for the following:

Some graduating students reported ambulatory care settings did not utilize their patient care skills and a desire for more variety in APPE electives.

The COP has previously identified these areas as needs and continues to address through focused recruitment of new faculty and APPE rotations.

4. College or School's Final Self-Evaluation

☐ Compliant  ☐ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
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.

2. College or School's Self-Assessment

| 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. | Satisfactory |
| The college or school's evaluation of student learning determines student achievement at defined levels of the professional competencies, in aggregate and at the individual student level | Needs Improvement |
| The college or school uses the analysis of assessment measures to improve student learning and the achievement of the professional competencies. | Satisfactory |
| The college or school systematically and sequentially evaluates its curricular structure, content, organization, pedagogy, and outcomes. | Satisfactory |
| The college or school uses the analysis of outcome measures for continuous improvement of the curriculum and its delivery. | Satisfactory |
| The college or school has developed a system to evaluate curricular effectiveness. | Satisfactory |
| The college or school ensures the credibility of the degrees it awards and the integrity of student work. | Satisfactory |
| The college or school has mechanisms to assess and correct underlying causes of ineffective learning experiences. | Satisfactory |
| The college or school’s assessments include measurement of perceived stress in faculty, staff, and students, and evaluate the potential for a negative impact on programmatic outcomes and morale. | Satisfactory |

3. College or School's Comments on the Standard

| Focused Questions |
| A description of formative and summative assessments and measures used to evaluate teaching and learning methods and curricular effectiveness, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable) |
A description of the assessment measures and methods used to evaluate student learning and, achievement at defined levels of the professional competencies and educational outcomes, both in aggregate and at the individual student level

How achievement of required competencies by all students is assessed and assured on completion of the program

Comparisons with national data and selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time

How feedback from the assessments is used to improve student learning, outcomes, and curricular effectiveness

The mechanisms in place to assess and correct causes of ineffective learning experiences, including the measurement of perceived stress in faculty, staff, and students and evaluation of the potential for a negative impact on programmatic outcomes and morale

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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

A description of formative and summative assessments and measures used to evaluate teaching and learning methods and curricular effectiveness, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)

Curriculum mapping is used to evaluate curricular effectiveness and is reviewed regularly to determine sufficiencies and deficits in the curriculum related to standards, competencies, learning domains, knowledge taxonomy, instructional emphasis, and pedagogical strategies. Summative measures include American Association of Colleges of Pharmacy (AACP) surveys (Graduating Students and Alumni) and national examination results (North American Pharmacist Licensure Examination and Multistate Pharmacy Jurisprudence Examination), which are used to measure the effectiveness of the curriculum as well as teaching and learning methods. Formative curricular data comes from AACP Faculty and Preceptor Surveys. Other formative measures are utilized to provide feedback to students as they progress through the program: student self-assessment of Ability-Based Educational Competencies (ABEC), portfolios, and Pharmacy Curriculum Outcomes Assessment (PCOA). Faculty members provide both summative and formative data through periodic Faculty Accomplishment or Activity Reports. Finally, course evaluations are examined for trends in students’ perceptions related to the following items: 1) course required meaningful work and study and 2) course expanded my knowledge, comprehension, and/or skills.

A description of the assessment measures and methods used to evaluate student learning and, achievement at defined levels of the professional competencies and educational outcomes, both in aggregate and at the individual student level

Student learning and achievement is measured at several points in both the didactic and experiential portions of the program. Each course in the program has been mapped to the ABEC; consequently,
Successful completion of each block of courses ensures that each student is at a level of competency appropriate for that point in the program.

Students who entered the PharmD prior to 2011 complete a self-assessment by rating their confidence related to the ABEC. The online assessments are performed at four points in the program. The Assessment Committee collects the results annually, reviews the data, and forwards necessary recommendations to the CC.

A new self-assessment is in place for students who entered in 2011 and beyond. These students complete the assessment at three points in the program and select from four sets of intended behaviors related to each competency. These behavior statements provide concrete examples of enacted competencies.

Students must demonstrate mastery of skills and content outcomes by passing two capstone courses: 1) Principles of Pharmacotherapy and 2) Pharmaceutical Care Lab VI. If these courses are not passed, students may not proceed to rotations. During this same semester, students take the PCOA. During each IPPE and APPE rotation, the preceptor and/or faculty evaluates students.

Students gather evidentiary documents throughout the program, which are compiled in a portfolio, regularly reviewed by faculty. Students grant preceptors access, allowing the identification of strengths and weaknesses in order to develop rotation activities.

**How achievement of required competencies by all students is assessed and assured on completion of the program**

Achievement of competencies is assessed through direct measures such as course completion, Introductory Pharmacy Practice Experiences (IPPE) and Advance Pharmacy Practice Experiences (APPE) evaluations, NAPLEX, MPJE, and PCOA. Student self-assessment of ABEC provides indirect evidence of achievement.

**Comparisons with national data and selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time**

In 2011, nine institutions were selected as peers based on regional proximity or having a similar mission. There are four regional peers (The University of Oklahoma, Texas Tech University, University of Kansas, and the University of Arkansas) and five peers with similar missions (Southern Illinois University, Northeast Ohio Medical University, Ferris State University, Drake University, and University of Louisiana at Monroe).

Oklahoma did not require the MPJE until January 2011. Prior to this, MPJE pass rates reported for SWOSU were only for graduates seeking licensure in another state. SWOSU MPJE mean passing rates for the five-year period (2009-2013) are consistently higher than the national mean (see Appendix 15.2.1) and for the five-year period (2007-2012) are comparable to peers, with a pass rate of 100% for 2011 (see Appendix 15.8.2).

SWOSU NAPLEX mean passing rates for the five-year period (2009-2013) are consistently higher than the national mean (see Appendix 15.3.1) and for the five-year period (2007-2012) are comparable to peers, with a pass rate of 100% for 2012 (see Appendix 15.8.3).
How feedback from the assessments is used to improve student learning, outcomes, and curricular effectiveness

The Assessment Plan (see Appendix 15.8.1) provides an outline and timeline for examining assessment results and making recommendations for improvements. This plan includes regular review of data by the Assessment and Curriculum Committees who forwards analysis and recommendations to appropriate College of Pharmacy (COP) entities.

On an individual basis, faculty members use feedback from course/instructor evaluations, course assessments, and assignments to improve teaching and learning related to their specific courses.

The mechanisms in place to assess and correct causes of ineffective learning experiences, including the measurement of perceived stress in faculty, staff, and students and evaluation of the potential for a negative impact on programmatic outcomes and morale

The COP culture is one of collegiality in which students, faculty, and staff interact in professional and supportive ways. Faculty and administrators have open door policies allowing students easy access. The COP has space for social and academic interaction outside the classroom. COP and University administration maintain an open door policy for faculty and staff. Faculty and staff can access resources such as the Wellness Center and Employee Assistance Program at no cost. Results from the AACP Faculty survey (sections 3, 7, and 8) provide data that confirms a positive faculty culture.

Policies are in place that set standards for academic performance. Students who do not meet these standards are put on academic probation. Students facing probation meet with the Associate Dean to analyze causes of ineffective learning. In addition, as stated in the policy, “Students on pharmacy probation are advised to limit their extracurricular activities”. During the next semester enrollment period, the Associate Dean follows up with probationary students to assess progress.

Introduction to Pharmacy provides information on stress management, which includes making students aware of campus resources. Students can access resources such as the Wellness Center, Counseling Services, Health Services, and the Assessment Center at no cost. The COP is proactive in helping students recognize sources of stress and to help alleviate stressors. For example, the exam schedule is organized so that course exams are spread across the semester rather than all exams taking place during the same week of the semester. Data from the AACP Graduating Student Surveys confirm a positive student culture.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The COP has a comprehensive evolving AP that is used to determine the extent to which the mission is accomplished. This plan is based on the following principles: 1) effective assessment is guided by a carefully delineated plan that involves systematic data collection, analysis, and review leading to evidence-based decision making and improvement; 2) collection of evidence and data should be purposeful and include formative and summative as well as direct and indirect measures.

Any other notable achievements, innovations or quality improvements

For the past five years (2009-2013), the pass rates for NAPLEX and MPJE have been above the national average. In addition, NAPLEX pass rates are consistently 97% or higher. MPJE pass rates are consistently 94% or higher.

Southwestern Oklahoma State University / College of Pharmacy
The Assessment Committee developed a new Student Self-assessment of ABEC, which allows students to evaluate themselves on a continuum related to each of the 11 competencies.

In December 2012, a revised, comprehensive AP was approved. Portfolios are being transitioned from hard copy to electronic.

During the summer of 2012, the Department of Pharmacy Practice reviewed all rotation objectives and associated evaluation instruments to ensure consistency across evaluation instruments and document alignment between expected outcomes and assessments.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

SwOSU survey results are generally consistent with national averages.

SwOSU rated higher than national averages for the following:

Faculty believe the college uses programmatic assessment data to improve the curriculum.

Alumni reported being solicited for programmatic improvement.

4. College or School's Final Self-Evaluation

<table>
<thead>
<tr>
<th>Compliant</th>
<th>Compliant with Monitoring</th>
<th>Partially Compliant</th>
<th>Non-Compliant</th>
</tr>
</thead>
</table>

5. Recommended Monitoring

(School comments begin here)

There are direct and indirect measures of ABEC as well as student learning outcomes. Student learning outcomes are assessed using multiple direct measures (i.e. each PharmD course and rotation), but there is no structure in place to isolate those measures from the general course assessments and in turn aggregate them. The Assessment Committee is reviewing the assessment plan to develop structures that allow collection and aggregation of this data.
## 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.

### 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>The college or school has an organizational element(s) devoted to student services.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The budget assigned to student services is sufficient to provide needed services.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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).</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Student services personnel are knowledgeable regarding FERPA law and its requirements.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities, e.g., residencies, fellowships, and graduate school.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 3. College or School's Comments on the Standard

#### Focused Questions

- [✓] A description of student services offered and, if applicable, how the college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling)
- [✓] A description of the sections of the student handbook that deal with specific requirements of the standard and guidelines
A description of student services offered and, if applicable, how the college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling)

The Associate Dean, Admissions Counselor, and the Admissions Committee coordinate and administer the admissions policies of the College of Pharmacy (COP). Admissions-related activities and services begin before submission of an application. Prospective students may schedule a meeting with the Admissions Counselor to allow students to become familiar with pre-professional and professional program requirements. Materials are provided to each prospective student and tours of the university are often arranged. The Admissions Counselor serves as the principle advisor for 300 pre-professional students enrolled at Southwestern Oklahoma State University (SWOSU). This service allows students to efficiently transition to the application process.

COP admissions activities include application processing, evaluation to determine compliance with admission requirements, selection of candidates to be interviewed, scheduling of interviews, conducting and evaluating applicant interviews, data review, and admissions decisions.

The Associate Dean is the academic advisor for all students in the COP. During orientation and the initial enrollment session, all students receive a curricular plan. The basic template for the curricular plan is the Doctor of Pharmacy Curriculum Check Sheet published in the COP Student Handbook. The curricular plan serves as the pathway for progression and successful completion of the pharmacy program. In each subsequent semester, students make individual appointments with the Associate Dean for enrollment, advisement, and academic counseling for the next semester. These individualized enrollment sessions allow the Associate Dean and the student to discuss academic performance, strengths and weaknesses, and to identify difficulties that may impact progression through the program and arrange for appropriate interventions as early as possible. The enrollment sessions also provide opportunity for the Associate Dean to address any additional student concerns. The Student Coordinator assists with the enrollment process.

The Associate Dean, with the Admissions Counselor, coordinates and administers an orientation program for all newly admitted students. The orientation is scheduled the day before the semester begins. Topics covered include mission, goals, and educational philosophy of the COP, rules, regulations, and academic integrity guidelines, details of the curriculum and academic program, academic progression, professional attitudes and behavior, loans and scholarships, intern licensure, and requirements such as immunizations, liability insurance, drug screening, and background checks.

Southwestern Oklahoma State University / College of Pharmacy
In addition to the initial orientation session, first professional year students are enrolled in Pharm 3001 Introduction to Pharmacy. This course is coordinated by the Associate Dean and addresses blood pressure certification, stress management, intern laws, chemical dependency and risk, library services, the IPPE program, professionalism, and career pathways.

The Associate Dean coordinates with the Dean of Students in a formal process to arrange for accommodations for identified students with documented disabilities as defined by the Americans with Disabilities Act. Accommodations have included additional time on examinations and laboratory exercises, specialized equipment, and priority seating in the classroom.

The Associate Dean provides general oversight of student organizations. The COP has student chapters of American Pharmacists Association-Academy of Student Pharmacists, National Community Pharmacists Association, and the Oklahoma Society of Health-System Pharmacists (OSHP). In addition, there are three fraternities, the Rho Chi Honor Society, and Phi Lambda Sigma. Officers in student organizations frequently consult with the Associate Dean about their activities and issues. The Associate Dean facilitates communication between students and the administration and coordinates the membership of the Dean’s Council of Students. In addition, the COP coordinates an interview day each semester to allow students to meet with prospective employers.

A description of the sections of the student handbook that deal with specific requirements of the standard and guidelines

The specific sections of the COP Student Handbook that address the requirements of this standard and guidelines, as well as other standards in the student section, are delineated in Appendix 16.5.1. The COP Student Handbook is available both online and in printed format.

How the college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities

The COP and SWOSU coordinate to assist students in obtaining financial aid. The Associate Dean, with the COP Awards Committee identifies students for achievement and/or need-based scholarships and awards. The Southwestern Pharmacy Alumni Foundation (SWPAF) has secured an increasing number of awards and scholarships. A complete list of the currently available scholarships and awards, including the nature and criteria of the award is in the COP Student Handbook. Although the Associate Dean provides counseling and information regarding financial aid and loan programs, students are referred to the Director of University Student Financial Services for more detailed information and options. In May 2013, the COP and SWPAF awarded $100,000 in scholarships.

Academic advising for pre-professional and professional students occurs as described previously under student services.

The student health and wellness services are provided by the University in collaboration with the COP. Students who request counseling or who are identified by the COP as candidates for counseling are referred to SWOSU counseling services. Services are on campus and provided by licensed healthcare professionals and counselors. SWOSU counseling services include online and in person screening for eating disorders, alcohol issues, stress/anxiety disorders, and depression.

The student OSHP chapter conducts a residency informational seminar for the entire COP each spring. The Pharmacy Practice department holds a training session each fall to provide residency
application and interview skills. A new elective course was initiated in Spring 2013 that focuses on student preparation for residency and graduate education opportunities. Increased faculty research activities have provided opportunities for undergraduate student research experiences and interest in pursuing graduate degrees. A student chapter of the American Association of Pharmaceutical Sciences was formed to encourage student interest in post-graduate pharmaceutical sciences education. The Associate Dean and faculty provide students with individual career counseling.

**How the college or school is applying the guidelines for this standard in order to comply with the intent and expectations of the standard**

The COP provides the student services specified in the standard and guidelines. Prospective students are provided with program information and oriented to the requirements of pre-professional study and the professional pharmacy program. The COP admissions process utilizes administrative personnel, faculty, alumni, and students to evaluate applicants in a standardized manner. The orientation program emphasizes the mission, vision, and values of the COP. Services include academic progression and career advisement as well as administration of policies for probation, remediation, missed course work or credit, and suspension.

The official academic records of COP students are maintained in the University Registrar’s Office, but the Associate Dean and Admissions Counselor secure copies of these records for purposes of academic advisement and monitoring of academic progression. The privacy of student records and information is carefully maintained by COP personnel in compliance with university policies and the Family Educational Rights and Privacy Act (FERPA). The COP does not discriminate in any of its policies, practices, or procedures.

**Any other notable achievements, innovations or quality improvements**

The appointment of a Student Coordinator has improved communications with students through the electronic message board.

The COP has increased student exposure to post-graduate opportunities through a newly offered elective.

During Fall 2013, the annual Residency Informational Meeting was conducted via interactive video to allow fourth year students from across the state to participate. The technology utilized for this meeting allowed students in their second and third years on campus to also participate in the meeting.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Graduating students were satisfied with academic advising, student health and wellness services, and the timeliness of COP communications.

SWOSU rated lower than national averages for the following:

Southwestern Oklahoma State University / College of Pharmacy
Alumni and graduating students reported a need for more information about additional educational opportunities. The COP continues to identify additional opportunities for sharing information about various post-graduate education opportunities.

4. College or School’s Final Self-Evaluation

☐ Compliant  ☐ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional technical standards for graduation.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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, the ability to achieve the professional competencies, and the disposition to practice in culturally diverse environments.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Written and verbal communication skills are assessed for student admissions in a standardized manner.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Interviews are structured to consistently address key admission criteria for each applicant.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Interviewers have appropriate credentials and are trained in successful interview strategies and techniques.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Evaluation of professional attitudes and behaviors is a component of the student selection process.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The admission evaluation of students is documented and records are maintained by the college or school.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool. | Satisfactory
---|---
In accordance with United States Department of Education regulations, the college or school has a process in place through which the college or school establishes that the student who registers in a distance education course or program is the same student who participates in and completes all course or program requirements and receives academic credit. | N/A
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs. | N/A
The college or school ensures that early assurance students are at least as well qualified as students accepted for direct entry into the first professional year. Early assurance agreements and policies allow the college or school to manage student enrollment in alignment with physical, financial, faculty, staff, practice site, preceptor, and administrative resources. | N/A

3. College or School's Comments on the Standard

Focused Questions

- ☑ Admissions and enrollment Information, highlighting how specific requirements of the standards and guidelines are met, including those for early admission agreements or policies, if applicable
- ☑ How admission evaluations of students is documented and how records are maintained.
- ☑ A description of the college or school's recruitment methods
- ☑ A description of methods used to assess verbal and written communication skills of applicants to the program
- ☑ How enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources
- ☑ How curricular outcomes data are correlated with admissions data
- ☑ 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

Admissions and enrollment Information, highlighting how specific requirements of the standards and guidelines are met, including those for early admission agreements or policies, if applicable

The pre-professional curriculum requirements, 67 credit hours, of the College of Pharmacy (COP) are compliant with the standards and guidelines. The requirements are equal to two academic years of college-level course work.

The criteria, policies, and procedures regarding admission to the university and COP, as well as requirements for pre-professional study, are published in the COP Student Handbook, available in the university catalog and on the COP website. The admissions criteria include intellectual judgment, adaptability, interpersonal factors, motivation, personal objectives, oral and written communication
abilities in addition to academic performance assessed by grade point average (GPA), ACT, and Pharmacy College Admissions Test (PCAT) scores.

How admission evaluations of students is documented and how records are maintained

Admission preference is given to qualified applicants who completed pre-professional course work at Southwestern Oklahoma State University (SWOSU), who are residents of Oklahoma, and citizens or permanent residents of the U.S.. A limited number of non-Oklahoma residents are offered admission, typically applicants from a state bordering Oklahoma.

Objective data including residency data, PCAT scores, overall GPA and math/science GPA are reviewed and utilized to select applicants to be interviewed. During the interview process, faculty, student and alumni interviewers use a standard form addressing specific areas such as knowledge of profession, self initiative and drive, intellectual judgment/problem solving, adaptability, and interpersonal factors (see Appendix 17.2.1). Candidates are asked to write a short essay following the interview. Applicants receive a general impression score, a verbal communication score, and a written communication score from the interview. The Admissions Committee, in a blinded fashion, reviews all subjective and objective applicant data during the admissions process. All admission records are secured and maintained in the office of the Admissions Counselor.

A description of the college or school’s recruitment methods

The Admissions Counselor works closely with university recruitment personnel to identify students at the high school and/or college level who are interested in pharmacy. These students are invited to meet with the Admissions Counselor for discussion of the profession of pharmacy and the requirements for admissions. Recruitment visits are also made by the Admissions Counselor to various universities/colleges where printed brochures and electronic materials are distributed. COP alumni are important in recruitment, with students frequently expressing that alumni influenced their choice to attend SWOSU COP.

A description of methods used to assess verbal and written communication skills of applicants.

In person interviews are conducted to assess subjective criteria and verbal communication skills of applicants. The faculty led interviews are conducted on-campus and at the pharmacy practice offices in Oklahoma City, OK. Interviews are comprised of verbal discussions concerning pharmacy and non-pharmacy topics. The applicant is then given a topic on which to write an essay. The applicant is allowed 30 minutes to complete the written essay. The essay is evaluated by the interviewers for structure, grammar, and the ability to communicate ideas. During an exit interview conducted by the Admissions Counselor communication skills, both verbal and non-verbal are assessed.

How enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources.

The Dean with the Executive Committee evaluates the availability of practice sites, financial, and other resources to determine if the number of students admitted is appropriate. The COP currently admits 85 students per year, unchanged since the initiation of the PharmD program.

How curricular outcomes are correlated with admission data.
The Dean, Associate Dean, Admissions Committee, Assessment Committee, and the COP faculty review admission criteria on a regular basis. Data collected and reviewed include number of applicants, numbers admitted, gender, race, resident status, mean pre-professional GPA, and mean PCAT composite scores. The COP is collecting data that will allow for a correlation of admissions data, curricular data, and student achievement.

**How the COP is applying the guidelines for this standard in order to comply with the intent and expectation of the standard.**

The pre-professional curricular requirements of the COP are in compliance with the standard and the guidelines. The COP requires a minimum overall GPA of 2.50. Although the COP does not set a minimum PCAT score, preference is given to those who score at the 50 percentile and above. The operating policies and procedures for the selection of prospective students are in accordance with the standards and guidelines. The Admissions Counselor along with the Admissions Committee has established efficient management procedures for the application processing. Program information and admission requirements are available through printed and electronic copies of the COP Student Handbook which includes requirements for immunizations, liability insurance, background check, and drug screening.

**Other notable achievements, innovations or quality improvements**

The Admissions Committee regularly analyzes and modifies the application, interview, and admission processes. The COP incorporates alumni to assist in the interview process when possible. In Fall 2012 an application fee was instituted to secure additional support staff for the Admissions Counselor office. The application process has been streamlined to require all application documents be submitted in a single packet. The interview process now uses an off-campus interview site.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

SWOSU survey results are consistent with national averages.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

| 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. | Satisfactory |
| 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. | Satisfactory |
| 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. | Satisfactory |
| 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. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

☑ The number of transfer students, including (if applicable) international students or graduates of other professional degree programs admitted with advanced standing, and an assessment of the correlation between the criteria in the transfer policy and success in the program. If applicable, comparative performance data should be provided

☑ 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

(School comments begin here)

The number of transfer students, including (if applicable) international students or graduates of other professional degree programs admitted with advanced standing, and an assessment of the correlation between the criteria in the transfer policy and success in the program. If applicable, comparative performance data should be provided

Since the initiation of the PharmD in 1998, the College of Pharmacy (COP) has not enrolled a transfer student. Very few students apply to the COP having completed coursework at another accredited pharmacy program. These students are evaluated on an individual basis, and to date, all have been denied admission.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

Southwestern Oklahoma State University / College of Pharmacy
The COP has policies and procedures for evaluating transfer students for acceptance and advance placement within the program. Information on transfer credit and course waiver policies is found in the COP Student Handbook which is available for review by prospective student on the COP website and is distributed to prospective students upon request. Procedures are in place for evaluation of the equivalency of pre-professional coursework completed at an institution other than Southwestern Oklahoma State University.

Any other notable achievements, innovations or quality improvements

Not applicable

4. College or School's Final Self-Evaluation

☑ Compliant  ☐ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school maintains a record of student retention, attrition, and on-time graduation, identifies and analyzes trends, and makes programmatic adjustments as needed.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures that all students have comparable access to individualized student services such as comprehensive academic success counseling, tutoring and faculty advising.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

**Focused Questions**

- How student matriculation, progression and graduation rates correlate to admission and transfer policies and the college or school's mission
- The academic counseling and/or student support staff available to work with students seeking to retain or regain good academic standing, and how extensively they are utilized
- 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**How student matriculation, progression and graduation rates correlate to admission and transfer policies and the college or school's mission**

A foundational principle of the College of Pharmacy (COP) mission is to graduate highly competent practitioners. In accordance with the standards and guidelines, progression, admission, and transfer policies are consistent with the COP mission and are clearly delineated in the COP Student Handbook. The on-time graduation rate for students admitted to the COP during 2004-2009 was 85%. The overall graduation rate for students admitted during 2004-2009 was 97%. Since 2000, no student admitted to
the COP has transferred to another accredited pharmacy program. Admissions data are correlated to student progression and graduation from the COP as part of the Assessment Plan.

**The academic counseling and/or student support staff available to work with students seeking to retain or regain good academic standing, and how extensively they are utilized**

The Associate Dean, who is the primary academic advisor and counselor for all 340 students in the professional program, monitors student progression. The Associate Dean is responsible for administering all academic policies and procedures. The Associate Dean communicates academic policies and procedures to all new COP students during orientation sessions. The Associate Dean is available to meet with and advise any student needing assistance to maintain or regain good academic standing. The Student Coordinator supports the Associate Dean by assisting students appropriately progressing through the program with routine enrollment activities. Upon failure of a course, students must meet with the Associate Dean before reenrolling in the course.

Peer-to-peer student mentoring are available through the *Phi Lambda Sigma* student leadership society and student on request from the Rho Chi honor society. COP students also have access to University based services including counseling, Americans with Disabilities Act assistance and assessment, stress and time management, and study skills. Neither the COP nor the university formally tracks how extensively COP students utilize university-based services.

**How the college or school is applying the guideline for this standard in order to comply with the intent and expectation of the standard**

The COP has the required policies as outlined in the *COP Student Handbook*. Students identified as having difficulty, through formative or summative assessments, receive academic counseling. Students meeting established criteria are placed on academic probation. Academic probation enacts procedures designed to maximize academic success during subsequent semesters.

**Any other notable achievements, innovations or quality improvements**

In conjunction with the implementation of the new curriculum, the academic progression and suspension policies were significantly revised. The Executive Committee is evaluating policy changes aimed at enhancing student progression in response to the recent ACPE inquiry (see Appendices 19.3.1 and 19.3.2).

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.**

Southwestern Oklahoma State University (SWOSU) survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe the COP effectively manages poor academic performance.

4. **College or School's Final Self-Evaluation**

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

Southwestern Oklahoma State University / College of Pharmacy
5. Recommended Monitoring
(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>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.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school includes information about the complaint policy during student orientation.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

- How the complaint policy is communicated to students
- The number of complaints since the last accreditation visit and the nature of their resolution
- 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**How the complaint policy is communicated to students**

The complaint policy is communicated to students by various means. The College of Pharmacy (COP) Student Handbook is reviewed during the orientation session for newly admitted students, and electronic versions are posted on the COP website. The COP Student Handbook includes the procedure for submission of a complaint and the link to the ACPE webpage.
The number of complaints since the last accreditation visit and the nature of their resolution

No complaints have been received to date.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The COP has an established policy for handling complaints related to ACPE Standards.

Any other notable achievements, innovations or quality improvements

The addition of several electronic monitors, located throughout the COP hallways, allows the ACPE complaint policy to be displayed continuously.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University results are consistent with national averages.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

| 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. | Satisfactory |
| 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 |

3. College or School's Comments on the Standard

Focused Questions
- [x] How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- [x] Any other notable achievements, innovations or quality improvements
- [x] Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The College of Pharmacy (COP) publishes a complete description of the college and the PharmD program in the COP Pharmacy Student Handbook, on the COP web pages, the Experiential Manual, and the University Catalog. This information is up-to-date and readily available to both current and prospective students. Information is presented and discussed with students at key points in the program, including admission and orientation for P1 students. The COP continually works to increase the effectiveness of these communications. The description includes:

- A brief history of the COP (including ACPE accreditation status)
- The Mission, Vision, and Values statements
- An overview of career opportunities in pharmacy
- Information concerning professional licensure
- Admission criteria for the university, pre-professional study, and the PharmD program
- An overview of the applicant selection process
- Information concerning advanced standing
- Advisement information
- Descriptions of the pre-professional and pharmacy curriculum
- COP regulations (emphasis on policies related to academic progression)
Any other notable achievements, innovations or quality improvements

The COP began posting on time graduation rates, pass rates for standardized licensure examinations and other performance measures for the COP on the website in Fall 2013.

The COP website has been revised to enhance online accessibility and organization of programmatic information.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University rated higher than national averages for the following:

Graduating students report COP communications about news, events and COP matters were timely.

4. College or School's Final Self-Evaluation

[ ☑ Compliant ] [ ☐ Compliant with Monitoring ] [ ☐ Partially Compliant ] [ ☐ Non-Compliant ]

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

### 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.

### 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>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.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>A clear process exists for students to follow to raise issues with the college or school administration.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school administration responds to problems and issues of concern to the student body.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

### 3. College or School's Comments on the Standard

#### Focused Questions

- The participation and contribution of students on college or school committees
- The organization, empowerment, and implementation of a student government association or council
- The 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
- Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives
- 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

**The participation and contribution of students on college or school committees**

The College of Pharmacy (COP) has established mechanisms for student representation that allows for student to share perspectives. The Executive Committee is responsible for student committee assignments. Students from all professional years are eligible for committee assignments. Students are active participants in the following committees: Assessment, Communication, Curriculum, Professionalism, and Resources.
The organization, empowerment, and implementation of a student government association or council

The Dean's Council of Students serves as the recognized organization which empowers students to influence COP operations. The Dean's Council of Students meets regularly with COP administrators to provide a forum for free expression of ideas, share views and voice concerns. Dean's Council members, approximately 18, include representatives from each admission class and leaders of student organizations. Pharmacy students also serve as representatives in the University Student Government Association.

The 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

In addition to the Dean's Council of Students, the COP utilizes other methods to gather student perspectives. Examples include focused student forums, American Association of Colleges of Pharmacy Graduating Student surveys, faculty course evaluations, informal interactions and student participation in ad hoc committees, like the ACPE Self-Study, strategic planning, and the COP 75th Anniversary planning committee.

Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives

Student input and perspectives are utilized in COP decision making. Examples include student committee membership, which were instrumental in revising the Student Self-Assessment documents and a student organized and moderated town hall meeting during the curricular revision process in addition to the routine contributions during committee meetings.

Student input concerning professional elective offerings, via an email request, was instrumental in expanding elective requirements, i.e. Post Graduate Preparation and Cultural Competencies. Course evaluation feedback has increased the availability of electronic course materials for students. Informal student input is evident in recommendations made to the Student Coordinator to enhance communications utilizing the COP hallway monitors.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

There are both college and university level forums for gathering student perspectives. Students also actively contribute through COP committee service.

Any other notable achievements, innovations or quality improvements

Technological improvements, teleconferencing and video conferencing have increased opportunities for student participation in all professional years.

The new curriculum class schedule was created with dedicated times throughout the week to allow for student meetings, presentations, committee meetings, and organizational events.

The Dean’s Council of Students has been expanded to include a student member from each admission class and members are encouraged to hold scheduled meetings with their respective groups to enhance communications.

Southwestern Oklahoma State University / College of Pharmacy
Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Southwestern Oklahoma State University (SWOSU) survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:
Graduating students reported the COP administration responded to problems and issues of concern to the student body.

SWOSU rated lower than national averages for the following:
Graduating students reported the COP student government needs to more effectively communicate student opinions and perspectives to the faculty or administration. The Dean’s Council of Students has been expanded to include a student member from each admission class and members are encouraged to hold scheduled meetings with their respective groups to enhance communications.

4. College or School's Final Self-Evaluation

| Compliant | Compliant with Monitoring | Partially Compliant | Non-Compliant |

5. Recommended Monitoring
(School comments begin here)
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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote professional behavior are effective.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote harmonious relationships are effective.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote student mentoring and leadership development are effective.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty receive support from peers to participate in student mentoring and leadership development activities, and these efforts are viewed favorably by college or school administration.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

**Focused Questions**

- Strategies that the college or school has used to promote professional behavior, and the outcomes
- Strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes
- Strategies that the college or school has used to promote student mentoring and leadership development, and the outcomes
- 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
Strategies that the college has used to promote professional behavior, and the outcomes

Southwestern Oklahoma State University (SWOSU) and the College of Pharmacy (COP) have strong expectations of proper conduct, professional behavior, and academic integrity to which they hold students accountable. The COP admission process strives to identify individuals who meet the high standards of character, morality, and conduct, as outlined in the COP Student Handbook (see Appendix 23.1.1). The need for students to behave professionally and cultivate desirable personal attributes is introduced during orientation, expanded upon in Introduction to Pharmacy, and reinforced throughout the curriculum. Professionalism is an important aspect of the experiential education curriculum and professional development is a grading criterion for all Introductory Pharmacy Practice Experiences (IPPE) and Advanced Pharmacy Practice Experiences (APPE) rotations.

Upon admission, students are encouraged to join professional organizations and to participate in chapter activities, service projects, and professional meetings sponsored by these groups. Students work closely with faculty sponsors to plan and carry out successful and enduring activities such as Operation Diabetes and Operation Immunization. Students are encouraged to donate time to pharmacy-related charitable groups including the Pharmacy Heritage Museum and free clinic pharmacies located throughout the state. Formal COP-sponsored activities, such as the annual White Coat Ceremony and the Professionalism Dinner, promote a culture of professional behavior.

Since the last accreditation visit, the COP formed a Professionalism Committee, to promote professional attitudes, qualities, and values within the COP. The committee consists of COP students, faculty, and administrators. The committee has successfully designed and implemented activities that provide a framework for students to recognize the importance of professionalism and provide a means to hold students and other stakeholders accountable for the development of appropriate attitudes and behaviors. For example, the committee implemented a standardized method for recognizing exceptional professional behavior and/or reporting unprofessional behavior through the creation of a Professionalism Policy. The Professionalism Committee sponsors an annual Professionalism Dinner for first-year students in which a featured speaker stresses the importance of professionalism in both personal and professional life. The Professionalism Committee tracks and reports specific outcomes to the Associate Dean, makes recommendations to the Dean on discipline, and provides COP faculty with a general accounting of activity during regularly scheduled faculty meetings. For additional details about various strategies and opportunities for students that foster professionalism (see Appendix 23.2.1).

Strategies that the college has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes

A variety of activities encourage co-participation of faculty, administrators, staff, preceptors, and students. Several social functions are held throughout the year, including the annual American Pharmacists Association-Academy of Student Pharmacists (APhA-ASP) fall picnic, APhA-ASP & Phi Lambda Sigma ice cream social, Kappa Epsilon (KE) pancake supper, and KE vs. faculty charity basketball game. The annual Graduate Recognition, White Coat and Convocation Ceremonies bring together everyone within the COP community. The Dean’s Council of Students promotes communication and good relationships between the students and COP.

Southwestern Oklahoma State University / College of Pharmacy
The physical layout of the COP enhances interaction and collegiality between all constituents. The administrative offices, most faculty offices, most laboratories and classrooms, the student lounge, and support staff offices are centrally located. A minimum of three COP faculty meetings are scheduled annually with a goal of holding at least one meeting off campus to stimulate a collaborative retreat-type atmosphere. Additional examples of the collaborative nature of the COP include the support by the Pharmacy Practice Department for basic sciences research initiatives and support by the Pharmaceutical Sciences Department in the development of the postgraduate pharmacy practice residency training program.

The COP cultivates harmonious relationships with preceptors via formal and informal mechanisms. The SWOSU COP and University of Oklahoma COP jointly organize and deliver an annual Preceptors Conference. This event is well attended and provides preceptor-specific professional development and networking opportunities.

Harmonious relationships with rotation students and preceptors are cultivated by frequent interactions with Experiential Education faculty. Experiential Education faculty visit every site assigned an IPPE student during the summer semester. Experiential Education faculty visit, either in person, via telephone or electronically, with every preceptor assigned an APPE student at least once during every month-long rotation. See Appendix 23.2.2 for details about additional events and strategies in place.

Strategies that the college has used to promote student mentoring and leadership development, and the outcomes

The COP fosters the development of leadership in students and is committed to providing mentors and positive role models. The COP Mission, Vision and Values (MVV) statements specifically address the commitment to student leadership development. Student leadership development is an area of enhancement within the new curriculum. Examples include expansion of leadership skills within the pharmacy administration course work and the addition of selective APPE rotations focusing on scholarship, research, academia, professional organization management, state board of pharmacy practice, and pharmacy management. The recently implemented PharmD/MBA duel degree program affords advanced leadership development opportunities for a select group of students.

The COP encourages the active participation of students and faculty in professional organizations. Students have the opportunity to develop leadership skills by serving as an elected officer of a COP-sanctioned student organization. The COP has a long history of producing strong student leaders who coordinate successful events and activities. The COP supports student and faculty participation in state and national association meetings. Funding to support attendance and participation in professional meetings is provided through the COP, the Office of Sponsored Programs, and the Southwestern Pharmacy Alumni Foundation. Faculty and preceptors mentor in many ways, including speaking at organizational meetings and active participation in professional organizations. Other efforts by faculty and preceptors to mentor students include discussing residency and career opportunities, teaming with students in community service activities, and involving students in conducting and presenting original research projects. Students are also encouraged to attend faculty candidate presentations and faculty research seminars. See Appendix 23.2.3 for a descriptive list of various items that promote mentoring and leadership development.

How the college is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
The COP promotes professionalism and harmonious relationships, as well as leadership development and mentoring of students. The expected behaviors and consequences for deviation from these behaviors, as well as the due process for appeals, are detailed in the COP Academic Integrity Guidelines, the COP Professionalism Policy, and the SWOSU Student Code of Conduct (see Appendices 23.1.1, 23.1.2, and 23.1.3). The COP evaluates whether relationships are harmonious via means including American Association of Colleges of Pharmacy surveys.

Any other notable achievements, innovations or quality improvements

The COP partnering with Walgreens implemented a community pharmacy residency program. This is an asset to the COP for a variety of reasons, including increasing the opportunities for students to interact with and receive mentoring from residents.

Implementation of the PharmD/MBA dual degree program provides an alternative avenue for leadership skill development.

A residency mentorship program was initiated in Fall 2013. Interested students applying for a residency are paired with a faculty member to provide students with support through the application and interview process and with document preparation, e.g. letters of interest and Curriculum Vitae.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national of peer group norms

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe the COP effectively manages academic and professional misconduct.

Graduating students also report the COP effectively manages academic misconduct.

SWOSU rated lower than national averages for the following:

Graduating students reported a need for more information about additional educational opportunities and the opportunities to participate in research activities with faculty. The COP continues to identify additional opportunities for sharing information about various post-graduate education and faculty research opportunities.

4. College or School’s Final Self-Evaluation

☐ Compliant ☐ Compliant with Monitoring ☐ Partially Compliant ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 to ensure that the following are achieved:</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, service learning, and oversight and provision of experiential education</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>faculty mentoring</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>student advising and mentoring</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>research and other scholarly activities</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>faculty development as educators and scholars</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>professional/community service and pharmacy practice (where indicated by their position)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>participation in college or school and university committees</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>assessment and evaluation activities</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has a sufficient number of qualified full-time staff to effectively support the delivery and evaluation of the professional degree program.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty receive adequate support staff resources.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school periodically conducts faculty workload and needs assessments, at appropriate intervals.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

☑ A description of the process and interval for conducting faculty workload and needs assessments
☑ An analysis of teaching load of faculty members, including commitments outside the professional degree program
☑ The rational for hiring any part-time faculty, and the anticipated duration of their contract
☑ Evidence of faculty and staff capacity planning and succession planning
☑ A discussion of the college or school's student-to-faculty ratio and how the ratio ties in with the college or school's mission and goals for the program
☑ 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 AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

**Description of the process and interval for conducting faculty workload and needs assessments**

Faculty workload is assessed annually by department chairs. Members of both departments complete faculty activity reports to facilitate review. The Dean and Associate Dean contribute to the assessment process.

**Analysis of teaching load of faculty members, including commitments outside the professional degree program**

The Pharmaceutical Sciences Department is responsible for courses and laboratories in the areas of pharmaceutics, pharmacy administration, medicinal chemistry, and pharmacology. The Practice department is responsible for courses and laboratories in the areas of drug information, therapeutics, and clinical pharmacy practice. Specific courses and descriptions are found in the College of Pharmacy (COP) catalog. Course schedules are developed by the Associate Dean and distributed to the department chairs for review. Faculty are assigned teaching loads as equitably as possible based on individual areas of expertise, research, and other responsibilities (see Appendix 24.7.1). A combination of full-time pharmacy practice faculty and well-qualified part-time paid adjunct faculty teach the clinical APPE courses (see Appendix 24.2.1).

Several faculty members have taught in the University’s College Success and Freshman Orientation courses. The pharmacy elective course, Substance Abuse and Addiction, is a required/elective course for other university majors. This coursework is considered in teaching load analysis.

**Rationale for hiring any part-time faculty and the anticipated duration of their contracts**

The Practice department employs 30 part-time paid adjunct faculty, to provide clinical APPE rotations. Contracts with these faculty are negotiated annually, with the number being stable for the last five years. The part-time faculty help deliver quality experiential opportunities in unique practice areas or to accommodate student enrollment. Additionally, one adjunct faculty member teaches a specialty topic (oncology) in a therapeutics course since faculty lack expertise in that area.

**Evidence of faculty and staff capacity planning and succession planning**

Historically retiring faculty provide advanced notification prior to retirement. Southwestern Oklahoma State University (SWOSU) allows the COP to begin a search for a replacement prior to the scheduled retirement date preventing unnecessary vacancies. In the case of unexpected faculty departures, existing faculty within both departments having expertise in the area of need have successfully provided the required coursework and laboratory instruction (see Appendix 24.4.1). During 2012-13, the Pharmaceutical Sciences Department was able to provide coverage for two faculty vacancies without negatively impacting students. The Pharmacy Practice Department maintains adequate Advance Pharmacy Practice Experiences (APPE) capacity to manage unexpected faculty departures as well as medical or family leave. The Pharmacy Practice Chair maintains files of potential contacts, including recent pharmacy residents, so that when positions open, these individuals can be included in the extensive outreach to notify qualified applicants. All COP faculty and staff vacancies in the past five years have been replaced within the following year. Staff turnover during this time consisted of
administrative assistance with positions quickly being filled with well-qualified candidates (see Appendix 24.5.1).

Discussion for the college or school’s student-to-faculty ratio and how the ratio ties in with the college or school’s mission and goals for the program

The COP admits 85 students each academic year for a typical total enrollment of 340. There are 31 full-time faculty (20 in Pharmacy Practice and 11 in Pharmaceutical Sciences) who teach didactic and experiential courses, resulting in a student-to-faculty ratio of approximately 11:1. This ratio does not include 30 part-time paid adjunct faculty in the Pharmacy Practice Department. This ratio is fully aligned with the mission and values of the COP as a student-oriented program, where faculty members teach all COP courses.

There are approximately 325 volunteer faculty preceptors who are critically important to the delivery of APPE and IPPE components of the curriculum. Oklahoma law prohibits more than one intern to pharmacist ratio, with the exception of full-time faculty members, who may precept up to two students at a time.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The COP has adequate faculty and staff resources to deliver the PharmD program. The COP assesses and assures equitable distribution of workload, while recognizing that each faculty member has unique interests in the various areas of academia. The process also recognizes the importance of providing new faculty time to prepare for teaching, role modeling, service, and research activities. The COP has an established faculty and staff mentoring process in place.

Any other notable achievements, innovations or quality improvements

Five additional staff positions, two in assessment, two in rural health, and one in admissions have been approved in the last three years to further the mission of the COP.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe the COP has adequate resources to accommodate present student enrollment including adequate support staff and qualified faculty.

Faculty believe the time spent on teaching, research, service and clinical service were appropriate.

4. College or School's Final Self-Evaluation

☐ Compliant  ☐ Compliant with Monitoring  ☐ Partially Compliant  ☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)

Southwestern Oklahoma State University / College of Pharmacy
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school has qualified faculty who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has qualified staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty generate and disseminate knowledge through scholarship. Scholarship by faculty members, including the scholarship of teaching, is evident and demonstrated by productive research and other scholarly activities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Pharmacy practice faculty possess additional professional training (residency, fellowship, or equivalent experience)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Pharmacy practice faculty either have or are working toward additional credentials (for example, specialty certification) relevant to their practice and teaching responsibilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), remuneration and retention are established and applied in a consistent manner.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum, and a commitment to learning outcomes assessment.

| The college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residency and fellowship programs. | Satisfactory |
| The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge. | Satisfactory |

3. College or School's Comments on the Standard

**Focused Questions**

- The process used to assess and confirm the credentials of faculty and staff, and to assure that faculty credentials are appropriate for their assigned teaching responsibilities
- 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
- How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical social/administrative and clinical sciences
- How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings
- A description of the college or school's policy or expectations regarding research productivity for faculty, including timeline for new faculty
- Evidence that faculty are generating and disseminating knowledge through productive research and scholarship, including the scholarship of teaching
- A 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
- How the college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residencies and fellowship programs
- 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 AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

The process used to assess and confirm the credentials of faculty and staff, and to assure that faculty credentials are appropriate for their assigned teaching responsibilities

College of Pharmacy (COP) searches for full-time faculty are coordinated through the Southwestern Oklahoma State University (SWOSU) Human Resources Department. Specific job descriptions,
including credentials, are formatted by the COP in conjunction the human resources. Applicants are required to submit transcripts and other documentation to verify credentials. Search committees collect, evaluate, and confirm information submitted by candidates. The search committee follows up on applicant credentials and experience by contacting former employers and others that have worked with the applicant. All COP full-time faculty hold an earned doctorate appropriate to their responsibilities.

**How the college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biochemical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement**

The Executive Committee monitors faculty composition needed to meet the educational and research needs of the COP. Faculty searches are specifically directed to programmatic needs. External relationships have been utilized during prior years to meet curricular needs in the areas of jurisprudence and biostatistics. The research mission of the COP is being addressed through faculty recruitment.

**How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical, social/administrative and clinical sciences**

Administration encourages COP faculty to attend one national meeting yearly and covers the cost for attendance. Faculty are encouraged to attend meetings, seminars, and workshops in their specific area of expertise in order to keep up with current trends. Faculty also participate in various professional organizations, interest groups, and list-serves within their specialty, thus allowing discussions and networking.

In order to better understand other disciplines, interdepartmental discussions and collaborations are encouraged among faculty with related didactic classes and research interests. COP faculty are expected to engage in professional development.

**How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings**

Greater than 90% of COP faculty are pharmacists who participate in continuing education to maintain licensure. Faculty members without a pharmacy degree are individually mentored. Introductory Pharmacy Practice Experience courses provide an opportunity for pharmaceutical sciences faculty to better understand current pharmacy practice, through moderation of online discussions of contemporary pharmacy issues. The Rural Health Coordinator, who through practice site visits, is providing COP faculty with information relevant to contemporary practice. As previously mentioned, COP faculty are encouraged to attend various professional meetings and interaction with peers.

**A description of the college or school’s policy or expectations regarding research productivity for faculty, including timeline for new faculty**

The research/scholarship expectations of the university tenure and promotion process, COP, and individual departments serve as external motivating factors for faculty to engage in scholarly activities. The SWOSU Faculty Handbook provides examples of various types of research/scholarly activities but does not designate specific requirements for the tenure and promotion process. The COP does not have a formal policy regarding research productivity, but encourages faculty to complete at least one...
research/scholarly activity each year. The annual departmental continuance and post tenure review process as described in Standard 26, identify tenure-track faculty deficient in research/scholarship. Experiential Education and other non-tenure track (clinical) faculty are encouraged but not required to engage in scholarly activities.

Although new faculty are expected to focus on course development during the first year of employment, there is an expectation to initiate research/scholarly activities as time allows. Department chairs and senior faculty provide recommendations, guidance, and mentoring to faculty members seeking to engage in research/scholarly activities. Collaborative work both within the COP and University is encouraged.

Evidence that faculty are generating and disseminating knowledge through productive research and scholarship, including the scholarship of teaching

COP faculty have successfully obtained extramural funding and have published in the professional and scientific literature. The COP faculty submit an activity report to department chairs that includes a section to document research/scholarship activities. Faculty are also encouraged to submit a report detailing their scholarly achievements to the SWOSU Office of Sponsored Programs which is published, online, distributed to university and state officials, and included in the library digital repository (see Appendix 25.6.1). [http://www.swosu.edu/administration/osp/annual-report/index.aspx](http://www.swosu.edu/administration/osp/annual-report/index.aspx) In order to highlight faculty and student scholarly achievements, publications and posters are prominently displayed in the COP.

How the college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residencies and fellowship programs

In July 2013, SWOSU started its first residency program, which is pursuing American Society of Health-System Pharmacy accreditation. This Post-Graduate Year (PGY) 1 Community Pharmacy Residency is a collaborative effort between the COP and Walgreen Co. It is located at the Walgreens Health System Pharmacy in an Oklahoma City medical office building near the Pharmacy Practice office in Oklahoma City. Since SWOSU COP is not affiliated with a medical campus, collaborating with key partners is necessary to establish residency programs. Three full-time pharmacy practice faculty who are based at affiliated private institutions in Oklahoma City and Tulsa serve as residency preceptors for two other PGY1 programs. Postgraduate training for students in pharmaceutical sciences research within the COP is supported through extramural funding.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

Full-time COP faculty members possess doctoral degrees appropriate for their responsibilities in the program, and most are registered pharmacists. The vast majority of full-time clinical faculty members have completed residency training and new hires specialty residency training. The few faculty who have not completed a residency have significant clinical experience. Over 40% of pharmacy practice faculty members have obtained specialty certification, with two having multiple certifications. Qualifications of potential faculty and staff are evaluated by the search committees and administration. The COP has a non-discrimination policy regarding the selection of faculty and staff. The annual faculty and review process evaluates a number of criteria that indicate productivity and success. The mentoring process helps new faculty member to understand the expectations of the COP. Faculty are encouraged to engage in faculty development, and to remain current with trends in pharmacy education and practice. The COP faculty and staff composition and expertise are appropriate to fulfill the mission of the COP.
Any other notable achievements, innovations or quality improvements

Three faculty members have been recognized as fellows of professional pharmacy organizations, with one having achieved multiple fellow designations. Three faculty members have received the prestigious SWOSU Bernhardt Academic Excellence Award.

The COP has enhanced post-graduate opportunities through its post-graduate residency offering.

Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe career guidance and faculty development support are adequate.

The faculty recruitment process is also effective.

Preceptors reported receiving support from the Office of Experiential Education.

4. College or School's Final Self-Evaluation

| Compliant | Compliant with Monitoring | Partially Compliant | Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

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.

2. College or School's Self-Assessment

| The college or school fosters the development of its faculty and has an effective continuing professional and career development program for full-time, part-time, and voluntary faculty consistent with their responsibilities. | Satisfactory |
| The college or school fosters the development of its staff and has an effective continuing professional and career development program for full-time and part-time staff consistent with their responsibilities. | Satisfactory |
| Faculty and staff are assisted in goal setting by their administrative reporting authority | Satisfactory |
| The college or school reviews the performance of faculty and staff on a regular basis. | Satisfactory |
| Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program. | Satisfactory |
| 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. | Satisfactory |
| Faculty receive adequate guidance and support on career development. | Satisfactory |
| Faculty are able to attend one or more scientific or professional association meetings per year. | Satisfactory |
| Faculty development programs are available to enhance a faculty member's academic skills and abilities. | Satisfactory |
| The performance criteria for faculty are clear. | Satisfactory |
| Expectations on faculty for teaching, scholarship and service are appropriate and commensurate with academic and professional development. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

☑ A description of the performance review process for full-time, part-time and voluntary faculty (including preceptors) and staff
☑ A description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review
☑ A description of faculty development programs and opportunities offered or supported by the college or school
☑ A description of staff development programs and opportunities offered or supported by the college or school
☑ 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 AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

**Description of the performance review process for full-time, part-time and voluntary faculty and staff**

The College of Pharmacy (COP) utilizes the continuance, tenure/promotion, and post-tenure review processes detailed in the Southwestern Oklahoma State University (SWOSU) Faculty Handbook to evaluate faculty members (see Appendices 26.4.1 and 26.4.2). While expectations and responsibilities of individual faculty, effective teaching is emphasized in the evaluation processes. Continuance is designed to help faculty succeed by identifying strengths and weaknesses. All full-time faculty with less than five years of service undergo continuance review annually. Non-tenure-track faculty with more than five years of service may be reviewed annually, but not less than once every three years. The performance of tenured faculty is reviewed at least once every three years utilizing the post-tenure review process. The performance of the COP Dean is evaluated annually by the Vice President for Academic Affairs (VPAA)/Provost. COP faculty members through a standardized annual survey; evaluate the Dean, associate deans, and department chairs.

 Volunteer preceptors and rotation sites are reviewed annually by the Office of Experiential Education through direct site visits and the Pharmacy Practice Rotation Quality Assurance Committee utilizing blinded preceptor and site evaluations. New volunteer preceptors undergo an orientation process during which the Associate Dean for Clinical Programs, the Director of Experiential Education, Regional Coordinator of Experiential Education or the Introductory Pharmacy Practice Experience (IPPE) Coordinator review the goals, objectives, evaluation process, and expectations of the practice experience. Each volunteer preceptor is assigned a SWOSU faculty member to act as a resource person and liaison between the preceptor, site, rotation student, and COP.

Staff performance is evaluated consistent with SWOSU Human Resources Department guidance (see Appendix 26.4.3).

**Description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review**

Faculty continuing professional development is a self-directed process. Performance review, faculty mentoring, and teaching evaluations all provide feedback to faculty that can be used to identify development needs. Faculty activity reports include continuing professional development activities. Additionally, teaching evaluations are submitted by both students and faculty peers. Newly-hired faculty are paired with senior faculty as part of a mentoring program.

The Associate Dean for Clinical Programs and the Director of Experiential Education review student comments for both volunteer and paid preceptors on a routine basis. Student evaluations are available to preceptors to guide self-directed development and generate programmatic preceptor development topics.

Staff continuing professional development is a similar self-directed process. Staff are offered professional development activities based on individual needs, interests, and responsibilities.
Description of faculty development programs and opportunities offered or supported by the college or school

A variety of faculty professional development opportunities are available. SWOSU offers a new faculty workshop annually to assist in the development of classroom technology skills and to promote integration into the university community. The university regularly offers seminars/workshops on a range of topics (see Appendix 26.1.1). The COP Faculty Development Committee provides additional opportunities for professional development (see Appendix 26.1.2).

The COP provides financial support for faculty to attend state, regional, and national programs. When the budget allows, COP faculty may attend multiple national meetings a year. The Southwestern Pharmacy Alumni Foundation provides faculty membership in the Oklahoma Pharmacist’s Association (OPhA) and has also provided support for faculty members attaining Board of Pharmaceutical Specialties certification.

Volunteer preceptors are offered several options for continuing professional development. The foremost is the Annual Joint OU-SWOSU Preceptors Conference. These conferences have covered a variety of topics with the primary goal of improving preceptor skills (see Appendix 26.1.3). Another option for continuing professional development is complimentary continuing education. Preceptors may attend any Southwestern Pharmacy Alumni Foundation sponsored live program held within the state. Preceptors are provided a complimentary subscription to the Pharmacist’s Letter Preceptor News, which offers access to live CE webinars, journal clubs, case-based teaching tools, and preceptor training CE courses.

Description of staff development programs and opportunities offered or supported by the college or school

Continuing professional development is available to staff through programs offered by the Southwestern Support Personnel Organization Staff Development Committee and Human Resources. Programming offered has encompassed topics ranging from workplace issues to skills development (see Appendix 26.1.4). The COP also provides support for external professional development activities.

How the college is applying the guidelines for this standard

Evaluation of faculty occurs regularly and takes into consideration contributions to student professional development, teaching, service, and research/scholarship activities including participation in professional development. The COP has taken steps to increase access to faculty and staff professional development.

Notable achievements, innovations or quality improvements

Volunteer preceptors have received enhanced access to online electronic professional development resources.

The COP has also established a college-specific Faculty Development Committee that has been able to provide multiple opportunities to attend professional development programming.

The faculty activity reporting process has been revised to provide increased emphasis on continuing professional development.

Interpretation of the data from the applicable AACP standardized survey questions
SWOSU survey results are generally consistent with national averages. SWOSU rated higher than national averages for the following:

Faculty believe performance criteria are clear and consistent with responsibilities.

Faculty believe formal effective feedback is provided on a regular basis.

Faculty believe career development and research/scholarship development activities are adequate.

Preceptors report criteria for evaluating their performance is clear and the COP provides effective preceptor development programs.

Data tables show activity in most areas of research/scholarship. The faculty survey indicates that the overwhelming majority of faculty agrees that they are encouraged to engage in scholarly activity.

4. College or School's Final Self-Evaluation

☐ Compliant
☐ Compliant with Monitoring
☐ Partially Compliant
☐ Non-Compliant

5. Recommended Monitoring

(School comments begin here)
Southwestern Oklahoma State University / College of Pharmacy

### 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.

### 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school has adequate and appropriate physical facilities to achieve its mission and goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The physical facilities facilitate interaction among administration, faculty, and students.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Physical facilities provide a safe and comfortable environment for teaching and learning.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>Animal use conforms to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged.</td>
<td>N/A</td>
</tr>
<tr>
<td>Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty have office space of adequate size and with an appropriate level of privacy.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Faculty have adequate laboratory resources and space for their research and scholarship needs.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Computer resources are adequate.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Laboratories and simulated environments (e.g. model pharmacy) are adequate.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Facilities encourage interprofessional interactions (e.g., simulation laboratories)</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Access to quiet and collaborative study areas is adequate.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Common space for relaxation, professional organization activities and events, and/or socialization is adequate.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
3. College or School’s Comments on the Standard

Focused Questions

- A description of physical facilities, including available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc.
- A description of the equipment for the facilities for educational activities, including simulation areas
- A description of the equipment for the facilities for research activities
- A description of facility resources available for student organizations
- A description of facilities available for student studying, including computer and printing capabilities
- How the facilities encourage and support interprofessional interactions
- 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 AACP standardized survey questions, especially notable differences from national or peer group norms

(School comments begin here)

Description of physical facilities, including available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc.

College of Pharmacy (COP) physical facilities include the third floor of the Chemistry, Pharmacy, Physics (CPP) building, the Pharmacy II Annex (PAX) building, and an administrative office suite in the Pasteur Medical Building in Oklahoma City. A schematic of the CPP third floor is depicted in Appendix 27.1.1. The square footage of physical facilities is found in Appendix 27.1.2.

CPP third floor houses six classrooms with capacity ranging from 50-80 students. The PAX building contains two classrooms, with capacity ranging from 50-100 students. The classroom capacities and space are compatible with curricular goals, activities, and enrollment.

The COP has appropriate teaching labs: Pharmaceutical Care (PC) Labs I (compounding), PC II (dispensing), PC Lab III (health-system pharmacy), and PC Lab IV (assessment and disease state management) all have individual dedicate facilities. PC Labs V and VI (Pharmaceutical Care) utilize existing classroom space.

The COP has three research labs: one lab on the CPP third floor and two labs in the CPP basement (see Appendix 27.1.3).

The COP has appropriate administrative, faculty, and staff to fulfill assigned duties and provide student counseling. The administrative offices for the Department of Pharmacy Practice are located in a recently renovated space in the Pasteur Medical Building in Oklahoma City. The majority of pharmacy practice faculty members have offices at affiliated practice sites. Practice faculty visiting the Southwestern Oklahoma State University (SWOSU) campus have a shared office. Offices for pharmaceutical sciences faculty members are located in the CPP third floor and in the PAX building. Offices are appropriately furnished and equipped with computer technology. The COP has four conference room spaces: two in the CPP and two in the Pasteur Medical Building in Oklahoma City.
Description of the equipment for the facilities for educational activities, including simulation areas.

Each classroom in the CPP third floor and PAX building are equipped with a white board, ceiling-mounted projector/audio system, screen, and podium. Two of the larger capacity CPP classrooms (70-80 students) contain a Smart Board and a podium with integrated computer and document camera. CPP312 is equipped with interactive audio-video technology to facilitate remote teaching and seminars. Two portable amplification systems are available. SWOSU maintains a campus wide wireless network.

PC Lab I is equipped with prescription drug shelving, electronic balances and compounding equipment, computers and printers, stockroom, and a room for simulated patient counseling. PC Lab II is equipped in a similar manner, but has individual dispensing stations with an integrated phone system for simulated call-in prescriptions and drug information resources. Both PC Labs I and II utilize prescription processing software with label printing.

PC Lab III is United States Pharmacopeia 797 compliant. The lab contains a garbing area, five vertical flow hoods, one horizontal laminar-flow hood, a compounding aseptic containment isolator, and an automated compounding device. PC Lab IV is equipped for blood glucose monitoring, lipid testing, blood pressure monitoring, peak flow testing, bone densitometry testing, physical assessment, and immunization training. Written and electronic drug information resources are available to students and the adjacent classrooms, can be configured for simulated patient testing and counseling.

Description of the equipment for the facilities for research activities.

The CPP third floor research lab is dedicated to medicinal chemistry and pharmaceutics research and is equipped with an HPLC system, spectrophotometer, centrifuge, tablet press, freeze dryer, dissolution apparatus, differential scanning calorimeter, pH meter, balances, refrigerator/freezer, water purification system, networked computers and printers, and two chemical hoods. Safety features include emergency eye wash and shower stations. The two newly constructed CPP basement labs are dedicated to biomedical sciences and medicinal chemistry research. Lab B-100 has two chemical hoods with nitrogen access and gas chromatography system. Lab B-101 has one chemical hood, a biological safety cabinet, incubators, autoclave, -80 degree freezer, and microplate reader. Both labs have integrated vacuum, emergency eye wash stations, and emergency power shut off. Recurring funding is available to purchase additional equipment for these labs. Faculty also have access to additional instrumentation, such as a mass spectrometer and a NMR within the chemistry department. The COP does not currently conduct animal research.

Description of facility resources available for student organizations.

Nine student organization storage closets are located within the Pharmacy Student Center. Each student organization has a display case in the Student Center as well as a bulletin board. Student organizations may submit announcements to the Student Coordinator for display on hallway monitors. Organization meetings are held in COP classrooms.

Description of facilities available for student studying, including computer and printing capabilities.

The Pharmacy Student Center is divided into three areas: a central area for relaxation/socializing, a kitchenette with microwave, ice dispenser, refrigerator, and cafe tables, and six computers with internet access connected to a common printer near the Dean’s administrative suite; a locker storage area with
student organization closets; and a quiet study area. Additional study areas are available in the SWOSU library and students use classrooms for group activities.

**How the facilities encourage and support interprofessional interactions.**

The School of Nursing patient simulation lab is the only dedicated facility to provide an opportunity for interprofessional interaction.

**How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard.**

The COP provides a desirable, comfortable, and safe learning environment with sufficient classroom, lab, office, and research space. The facilities allow for efficient administrative services, optimal student outcomes, and support for faculty development and scholarly activity. Staff facilities accommodate responsibilities and assignments. A variety of classrooms provide space for both lectures and small group activities. Interactive audiovisual communication technology is available. Faculty development events have focused on technology and communication strategies and course management software systems.

In respect to data security and recovery, the university ITS office ensures that computers are connected through a local area network to a Windows domain server, which provides controlled access. The University server is firewall protected, backed up each evening, and is divided into student, faculty, and administrative segments, which protect restricted data from student access. Most faculty members utilize an external storage system for additional data preservation. Each computer is password-protected with anti-virus software.

Pharmaceutical Care Labs dedicated to community and health-system pharmacy simulation reflect current practice standards, laws, and regulations. Potential facilities and resources for interprofessional education activities are being explored.

The COP has access to expertise, support, and services for technology (University ITS and Distance Learning), electronic and remote learning resources, and web and printing production.

Research involving human subjects undergoes the required University Protection of Human Subjects Committee review and other institutional Investigational Review Board approvals.

The COP abides with university safety policies (see Appendix 27.2.1 for the University Safety Manual and Safety Statement).

**Additional notable achievements, innovations or quality improvements.**

Noteworthy quality improvements in facilities since the last accreditation review include; 1) construction of two new research laboratories providing an additional 1,100 sq. ft. of space; 2) installation of interactive audiovisual technology, and other educational technology, such as Smart Boards and document cameras; and 3) an extensive renovation and expansion of the Department of Pharmacy Practice offices in Oklahoma City.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms.**

SWOSU survey results are generally consistent with national averages.
SWOSU rated higher than national averages for the following:

Faculty believe COP resources and space are adequate for research/scholarship, can accommodate present student enrollment, and enable out of class interaction among administration, faculty and students.

Graduating students consistently rated all COP facilities related questions higher than national averages.

4. College or School's Final Self-Evaluation

| Compliant | Compliant with Monitoring | Partially Compliant | Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
The COP is in the early stages of developing interprofessional activities for students. Interprofessional education is an initiative in our current strategic plan and an established Interprofessional Education Committee is meeting to determine resource and space needs.
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.

2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school collaboratively advances the patient-care services of its practice sites.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school establishes and implements criteria to secure written agreements with the practice facilities.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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 before students are placed.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has sites that provide students with positive experiences in interprofessional team-based care.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The academic environment at practice sites is favorable for faculty service and teaching.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>There is adequate oversight of practice sites and efficient management and coordination of pharmacy practice experiences.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school periodically assesses the quality of sites and preceptors in light of curricular needs and identifies additional sites when needed. The college or school discontinues relationships that do not meet preset quality criteria.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

3. College or School's Comments on the Standard

Focused Questions

☑ Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites and preceptors for present and, if applicable, proposed future student enrollment

☑ Strategies for the ongoing quantitative and qualitative development of sites and preceptors and formalization of affiliation agreements

☑ How the college or school is collaborating with practice sites to advance patient care services
How the college or school assesses the quality of sites and preceptors in light of curricular needs and discontinues relationships that do not meet preset quality criteria

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 AACP standardized survey questions, especially notable differences from national or peer group norms

Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites and preceptors for present and, if applicable, proposed future student enrollment

The College of Pharmacy (COP) has sufficient Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice (APPE) sites to meet current and future programmatic needs. Required IPPEs are scheduled in three week blocks (40 hours per week) in the summer term to avoid conflicts with didactic instruction and integrated IPPE activities.

Access to APPE sites in the Weatherford area is limited by the rural nature of western Oklahoma. Students are advised when entering the COP that they will be required to complete APPE rotations in one of three general areas centered near Oklahoma City, Tulsa or Lawton. The COP provides sufficient, high-quality APPEs in each geographic location. The COP does not provide housing for students on rotations, however some sites have made arrangements for student housing. These sites are generally geographically removed from other APPEs within the program.

Overall capacity of quality sites is sufficient to ensure that every student is placed at an established SWOSU site (see Appendices 28.2.1 and 28.3.1). Occasionally, one geographic location may be filled, requiring students to commute to another area (e.g., Lawton to Oklahoma City) during one or more APPEs. Students submit requests for a desired geographic location and elective preferences. When requests for specific locations exceed capacity, assignments to other locations are made by the Director of Experiential Education. The Director will first ask for volunteers to move locations and, if there are insufficient volunteers students are selected by lottery.

Strategies for the ongoing quantitative and qualitative development of sites and preceptors and formalization of affiliation agreements

The COP aims to maintain an adequate full-time volunteer faculty/preceptor pool and a sufficient quantity of high-quality APPEs. Several sites are shared between the SWOSU and University of Oklahoma COP. The COP is also experiencing increased competition from pharmacy programs outside the state. The COP has partnered with national rotation sites, has agreements with community partners to offer specific MTM training, offers rotations at the State Board of Pharmacy, and several faculty now offer scholarly rotations as elective choices. The COP dedicates professional service funds to expanding APPE opportunities. The development of a Rural Health Initiative is expected to expand IPPE and APPE opportunities.

Current part-time and full-time faculty numbers allow for a modest turnover in faculty without impacting APPE provision. Professional services contracts have expanded specialized APPE rotation offerings.
The COP executes affiliation agreements with all established experiential sites. An example COP Affiliation Agreement is found in Appendix 28.1.1.

**How the college or school is collaborating with practice sites to advance patient care services**

All medicine faculty contribute to the advancement of patient care at host sites. Examples include antibiotic streamlining services, service to inpatient pharmacies, cardiac, respiratory and psychiatric medication consults, and out-patient ambulatory care. The COP recently developed a Post-Graduate Year 1 Community residency program in collaboration with Walgreens Co. The COP works with the IHS to provide ambulatory care services to patients. The aim of the Rural Health Program is to form collaborative relationships with providers, patients, and payers to enhance access, education, delivery, quality, and efficiency of healthcare services in rural Oklahoma. The Rural Health Coordinator, COP faculty, and students will provide consultation, assistance, and training to rural providers.

**How the college or school assesses the quality of sites and preceptors in light of curricular needs and discontinues relationships that do not meet preset quality criteria**

All new and existing sites are evaluated in accordance with established COP standards (see Appendix 28.4.1). The Pharmacy Practice Rotation Quality Assurance Committee, in conjunction with the Director of Experiential Education, evaluates newly recruited sites, quality in existing sites, and identifies underperforming sites that may need improvement or eliminated from the program. Ongoing reviews of APPE and IPPE sites by the Director of Experiential Education, Regional Experiential Education Coordinators, and the IPPE Coordinator, in conjunction with student feedback, ensures that sites have knowledgeable preceptors with high professional and ethical standards and an environment which encourages learning. A COP representative visits every IPPE site once a year and each APPE site within the state during each rotation.

**How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

The COP has established criteria for experiential site screening, selection, and maintenance. In addition to the Affiliation Agreement, an Experiential Education Manual further delineates requirements, including professional conduct expectations of preceptors and students, qualifications to serve as an experiential site, preceptor and student responsibilities, drug testing, criminal background checks, immunizations, licensure and laws, and disciplinary action and termination.

The COP has a diverse offering of required and elective pharmacy practice experiences. Students have access to sufficient learning and information resources, as well as technology. Required pharmacy practice experience sites have the characteristics listed in the standard and guidelines.

Experiential personnel are available to assist preceptors in the design of the rotation experience. Preceptors also have access to various rotation development programs. Student evaluations of sites, preceptors, and faculty are reviewed on a regular basis in order to address student concerns.

**Any other notable achievements, innovations or quality improvements**

The COP is working with the University of Oklahoma and the Oklahoma State Board of Pharmacy to modify preceptor:intern ratio rules which are preventing some smaller pharmacies from participating in the program.
Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

Faculty believe COP resources are adequate for research/scholarship and can accommodate present student enrollment.

Preceptors reported receiving support from the Office of Experiential Education.

4. College or School's Final Self-Evaluation

<table>
<thead>
<tr>
<th>Compliant</th>
<th>Compliant with Monitoring</th>
<th>Partially Compliant</th>
<th>Non-Compliant</th>
</tr>
</thead>
</table>

5. Recommended Monitoring

(School comments begin here)
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.

2. College or School's Self-Assessment

| 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. | Satisfactory |
| The college or school fully incorporates and uses library and other educational resources in the teaching and learning process. | Satisfactory |

3. College or School's Comments on the Standard

Focused Questions

☐ The relationship that exists between the college or school and their primary library, including the level of responsiveness of the Director and staff to faculty, student, staff needs, and any formal mechanisms (e.g., committee assignments) that promote dialog between the college or school and the library.

☐ A description of how the college or school identifies materials for the library collection that are appropriate to its programs and curriculum and assesses how well the collection meets the needs of the faculty and students.

☐ A description of computer technology available to faculty and students.

☐ A description of courses/activities throughout the curriculum in which students learn about the available educational resources.

☐ A description of library orientation and support for faculty and preceptors.

☐ A 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.

☐ 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 AACP standardized survey questions, especially notable differences from national or peer group norms.

(School comments begin here)

Description of the relationship that exists between the college or school and their primary library, including the level of responsiveness of the Director and staff to faculty, student, staff needs, and any formal mechanisms (e.g., committee assignments) that promote dialog between the college or school and the library.
The relationship between the College of Pharmacy (COP) and the University library is strong. The University Library Committee includes a pharmacy representative. The COP has benefited from library initiatives to identify potential educational resources that may useful to our students, faculty, and preceptors. The Director of Libraries, the designated Pharmacy Area Librarian, and a Technical Services Librarian communicate frequently with COP faculty who serve as library representatives. Upon receiving communications regarding the availability of new resources and the status of the budget allocation, the COP library representatives consider the feasibility and potential utility of the resource. The final decision to purchase and subscribe to a resource usually involves the Dean and the COP Resources Committee. In some cases, the library representatives will send an email communication to faculty and students asking for thoughts and recommendations concerning a particular resource before proceeding to make a recommendation to the Dean or Resources Committee.

The University Pharmacy Area Librarian also provides outstanding service to the COP by working with the publishers of purchased resources, particularly electronic databases and journals to establish online access by students, faculty, and preceptors. The COP has a distinct webpage on the University Library website which is dedicated to pharmacy-related electronic databases and journals. The Pharmacy Area Librarian has established a proxy mechanism to allow faculty, staff, students, and preceptors to access these resources both on campus and remotely.

Description of how the college or school identifies materials for the library collection that are appropriate to its programs and curriculum and assesses how well the collection meets the needs of the faculty and students.

There are several mechanisms by which the COP identifies library and learning resources (see Appendix 29.2.1). The pharmacy library representatives disseminate the latest edition of the Basic Resources and the Core Journals List. The University Technical Services Librarian periodically surveys updated editions of the Basic Resources to initiate purchases which expand our holdings. Calls for resource requests are not limited to titles in the Basic Resources. Faculty and students respond with specific requests or recommendations, which are conveyed to the Dean’s office and the Pharmacy Area Librarian.

Librarians may also identify a resource, particularly an electronic database, which may be of utility to COP. Trial access is distributed for feedback regarding potential value. Based on responses, a recommendation may be made to purchase the resource using COP funds, or in some cases through a cost-sharing approach between the COP and the university library.

Every two to three years, the pharmacy library representatives request usage data and statistics from the university Periodicals Librarian (see Appendix 29.1.1). The librarian then collates usage data primarily from publishers of major drug information and electronic journal databases. The pharmacy library representatives review the usage data and statistics as a guide for efficient purchase of additional resources or renewal of existing resources. American Association of Colleges of Pharmacy surveys in this area are also reviewed to ensure faculty, students, and preceptors have access to needed resources.

Description of computer technology available to faculty and students.

There are approximately 33 electronic databases available to faculty and students through the SWOSU library system as well as links to online government and pharmacy-related organizations’ websites. The Library has access to approximately 35,000 electronic journals. Both the databases and journals can be accessed both on campus and remotely (see Appendices 29.3.1, 29.4.1 and 29.4.2).
Each student is required to have access to a laptop. Desktop computers for student use are also located in the Pharmacy Student Center. The library has laptops and desktops available for student use. There are also three computer labs across campus, one in the CPP building, dedicated to student use. Faculty are supplied with a computer which are replaced on a rotating schedule as established by the University.

**Description of courses/activities throughout the curriculum in which students learn about the available educational resources**

First year students receive a library and learning resources orientation in the Introduction to Pharmacy course. During the second year, students utilize educational resources extensively during the Drug Information class. Activities and exercises enhance the ability of students to select the appropriate resources to answer specific questions, including sample drug information requests. Students also learn to identify primary, secondary, and tertiary resources. Students are required to utilize secondary resources to locate primary literature for evaluation. Throughout the semester, students are tested on their ability to identify and accurately select resources and sufficiently answer questions. Another course that utilizes educational resources during the second year of the curriculum is Foundations in Pharmacy Practice. During Introductory Pharmacy Practice Experiences, students are required to electronically access Pharmacist’s Letter resources.

**Description of library orientation and support for faculty and preceptors**

The University Pharmacy Area Librarians offer one-on-one support to faculty and students. At the beginning of the academic year, the Director of Libraries provides an extensive overview of library resources and introduces newly purchased resources during a faculty workshop. The University Library webpage is updated regularly and contains many resources for orientation of new faculty. The University Library provides COP faculty, students, and preceptors with remote access to resources. The Director of Experiential Education arranges for remote access by preceptors and provides information regarding available resources.

**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**

The University Library and the COP collaborate to provide a substantial number of remote, off-campus resources. All electronic drug information, journal, and textbook databases that are available on-campus are easily accessed through a remote proxy system. Faculty, students, and preceptors simply enter a password when off-campus to access databases via computer or other mobile device. The Director of Experiential Education and the University Systems and Web Management Librarian annually update the list of COP preceptors who have authorized proxy access to library resources. As a result, preceptors have remote access to library databases, including Facts and Comparisons, Lexi-Comp, and Micromedex. The University Library also provides convenient interlibrary loan services, as well as rapid acquisition and delivery of electronic and/or print copies of resources.

**How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard**

The COP collection development policy clearly delineates the tools and processes by which library and educational resources may be acquired. The University provides qualified librarians, including a web systems specialist who manages remote access for faculty, students, and preceptors (see Appendices
29.5.1 and 29.5.2). There are mechanisms for assessing resource needs from faculty, students, and preceptors. The COP has embedded library and educational resource orientation and learning activities within the curriculum.

**Additional notable achievements, innovations or quality improvements**

The range of electronic and print resources, including those listed in *Basic Resources*, has expanded since the last accreditation review.

Collaborative efforts between the library and COP resulted in the recent acquisition of the McGraw-Hill *Access Pharmacy* database.

**Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms**

SWOSU survey results are generally consistent with national averages.

SWOSU rated higher than national averages for the following:

- Faculty believe COP resources can accommodate present student enrollment.
- Graduating students and preceptors report access to library and educational resources.

4. College or School's Final Self-Evaluation

| ☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)
## 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.

### 2. College or School's Self-Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school has the financial resources necessary to accomplish its mission and goals.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>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.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Tuition for pharmacy students is not increased to support unrelated educational programs.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>The college or school has input into the development of and operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices.</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Financial resources are deployed efficiently and effectively 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, remuneration, and development maintain and improve physical facilities, equipment, and other educational and research resources enable innovation in education, interprofessional activities, 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. Business plans, including revenue and expense pro forma for the time period over which the change will occur and beyond, are developed to provide for substantive changes in programmatic scope or student numbers. The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways.</td>
<td>Satisfactory, N/A, N/A, N/A</td>
</tr>
</tbody>
</table>

### 3. College or School's Comments on the Standard

#### Focused Questions
How the college or school and university develop annual budgets (including how the college or school has input into the process) and an assessment of the adequacy of financial resources to efficiently and effectively deliver the program and support all aspects of the mission and goals.

An analysis of federal and state government support (if applicable), tuition, grant funding, and private giving

A description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees

A description of how the resource requirements of the college or school's strategic plan have been or will be addressed in current and future budgets

How business plans were developed to provide for substantive changes in the scope of the program or student numbers, if applicable

An assessment of faculty generated external funding support in terms of its contribution to total program revenue

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

(School comments begin here)

The College of Pharmacy (COP) follows the Southwestern Oklahoma State University (SWOSU) budget process to prepare an itemized budget for non-salary items (see Appendix 30.6.1). These include supplies and other operating expenses, travel, and student wages with appropriate documentation for increases in funds for each area. If equipment funds are available, they are provided after the general budgets have been allocated. In addition, the COP has an area of the budget identified as “Professional Services” which primarily encompasses the arrangements made with clinical pharmacy sites for experiential instruction.

The preparation and management of the COP budget are both centralized with the Office of the Dean. Requests for non-salary expenditures are made by the department chairs or faculty. The support staff of the COP maintains ongoing records to monitor expenditures. Non-salary budget items can be transferred between categories. The current budget appropriately addresses the needs of the academic, experiential, research, and service missions of the COP.

An analysis of federal and state government support (if applicable), tuition, grant funding, and private giving

Funding for higher education in the state of Oklahoma is composed of state funding appropriations (45%) and tuition (55%). However, COP tuition provides approximately 71% of the total COP budget. The current trend is for tuition to account for increasing portions of the COP budget. The 2013-14 in-state tuition for undergraduate students at SWOSU is $136.50 per credit hour; whereas, in-state PharmD tuition is $440.50 per credit hour. This generates about $4.95 million dollars in tuition income.
The Southwestern Pharmacy Alumni Foundation Inc., a 501(c)(3) entity, serves as a source of support for the COP providing approximately $120,000 in student scholarships annually. In addition, support from the foundation has been used for moving expenses for new faculty, and faculty research, as well as student and faculty development activities.

The SWOSU Foundation has received significant gifts in recent years to benefit the COP. The Nelson M. Sims Endowed Chair of Pharmacy was funded at $250,000 and matched equally by the state. Additionally, the H.F. Timmons Endowed Professorship was funded at $125,000 with an additional equal match from the state. The proceeds from these endowments are used for non-salary purposes. The estate of H.F. Timmons also recently contributed $200,000 to the SWOSU Foundation for unrestricted use by the COP. Extramural grant funding is utilized to support the research and service missions of the COP.

A description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees

Planning is influenced by on campus physical facility limitations and experiential site capacity. Consequently since 2004, the COP has maintained an admission class of 85 students per year.

A description of how the resource requirements of the college or school’s strategic plan have been or will be addressed in current and future budgets

Since 2010, the PharmD tuition has increased annually. Tuition generated in excess of regular undergraduate tuition is designated as “differential tuition”. These funds have supported strategic plan initiatives in rural health, assessment, a residency program, and research (see Appendix 30.6.2). Future tuition increases and extramural grants are additional resources for strategic plan initiatives. A portion of annual differential tuition increases are listed under the Current Year column in the Experiential Site Payments row which represents potential new funding for the COP residency initiatives and under Materials/ Supplies/ Services/ Non-Capitalized Equipment. Anticipated differential tuition increases for next year are listed arbitrarily in the Fringe Benefits row (see Appendix 30.1.1, Section II Expenditures, B. Non-Salary).

How business plans were developed to provide for substantive changes in the scope of the program or student numbers, if applicable

N/A

An assessment of faculty generated external funding support in terms of its contribution to total program revenue

Over the past three years, Institutional Development Award Network of Biomedical Research Excellence funding totaled $336,000 to support basic pharmaceutical research. The COP received $50,000 in National Association of Chain Drug Stores Foundation support for the development of a community pharmacy residency program, the first residency program for the COP. These funds represent approximately four percent of total program revenue.

How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
The COP is sufficiently funded to support the mission, goals, and strategic plan. Additional funds have been generated by the COP to initiate new programs in rural health, student leadership and entrepreneur activities, residency programs, and expansion of our basic science research capabilities. University administration has been supportive in these areas towards implementing strategic plan initiatives. The COP is committed to pursuing non-tuition based funding sources.

**Any other notable achievements, innovations or quality improvements**

Differential tuition generated by the COP since 2011 has been used for improvements in technology infrastructure, additional personnel, research support and salaries.

In 2013, the first endowed chair and endowed professorship were established as was the first COP residency program. Recently, a business plan was submitted to expand our rural health initiative to small, critical access hospitals.

4. College or School's Final Self-Evaluation

|☑ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non-Compliant |

5. Recommended Monitoring

(School comments begin here)