

# SWOSU College of Pharmacy (COP) 2014 Self-Study Summary Statements

## **STANDARDS 1-3: MISSION, PLANNING, AND EVALUATION**

### **SWOSU COP Highlights**

The COP has adopted a formal process for ongoing Mission, Vision & Values (MVV) statements review. This process resulted in extensive revision of the Mission statement and development of Vision and Values statements.

The COP has an ongoing strategic planning process focusing on the MVV statements and Accreditation Council for Pharmacy Education (ACPE) Standards.

All areas of the COP Assessment Plan continue to undergo enhancements and refinements each academic year as noted in the Assessment Committee's Annual Report.

### ***SWOSU COP Quality Improvement Activities***

Evaluate the effectiveness of Faculty Activity Reports in capturing desired data.

Evaluate changes made to the student self-assessment process.

Determine the effectiveness of the Pharmacy Curriculum Outcomes Assessment exam in providing assessment data for programmatic improvement.

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

Modify the assessment plan to incorporate periodic self-assessment using the accreditation standards and guidelines.

## **STANDARDS 4-8: ORGANIZATION AND ADMINISTRATION**

### **SWOSU COP Highlights**

SWOSU is fully accredited by the Higher Learning Commission (HLC), of the North Central Association (NCA) of Colleges and Schools.

COP faculty and administrators are actively involved in the decision-making processes and governance of the university.

The COP development of an Interprofessional Education (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 initially 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. For example, expansion of the program to include a second FTE committed to Remote Monitoring for Rural Hospitals is being implemented. This second Rural Health Initiative

position provides a pharmacist to review medication orders in rural hospitals 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.

COP faculty are active in and take leadership roles on university committees, in faculty governance and university reaccreditation activities.

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

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 strategic planning process, expansion of the COP research infrastructure, and procurement of reoccurring funds to support the COP.

### ***SWOSU COP Quality Improvement Activities***

The COP needs to continue focusing on the identification and development of collaborative academic, practice and research agreements. The Rural Health Initiative should be a future source of affiliation agreements. 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.

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 opportunities for administrators and Chairs to participate in leadership training programs are currently available and utilized. The tracking of the availability and utilization of leadership and other skills development training for COP leaders will be formalized.

## **STANDARDS 9-15: CURRICULUM**

### **SWOSU COP Highlights**

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.

Since the last accreditation review, the COP has implemented a formal, ongoing curricular review process. Because 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.

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.

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 Ability-Based Educational Competencies (ABEC) domain are being primarily addressed by implementation of the Health Issues course series. The recent incorporation of electronic medical records activities is a quality improvement, which will continue to strengthen ABEC.

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 2-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.

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.

For the past five years (2008-2012), 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 96%.

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 Assessment Plan was approved. Student 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.

### ***SWOSU COP Quality Improvement Activities***

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.

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.

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 Curriculum Committee will work with the Department of Pharmaceutical Sciences to enhance emphasis on pharmacoeconomics, 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.

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.

## **STANDARDS 16-23: STUDENTS**

### **SWOSU COP Highlights**

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.

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.

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 SWOSU.

In conjunction with the implementation of the new curriculum, the academic progression and suspension policies were significantly revised.

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

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.

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 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.

## **STANDARDS 24-26: FACULTY AND STAFF**

### **SWOSU COP Highlights**

Five additional staff positions, 2 in assessment, 2 in rural health, and 1 in admissions have been approved in the last 3 years to further the mission of the COP.

Three faculty members have been recognized as fellows of professional pharmacy organizations, with 1 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.

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.

### ***SWOSU COP Quality Improvement Activities***

Monitoring may be necessary concerning faculty perception of performance assessment/formal feedback and development of competence in research/scholarship. Recently implemented changes should address these issues, but future survey results will be monitored.

## STANDARDS 27-30: FACILITIES AND RESOURCES

### SWOSU COP Highlights

Noteworthy quality improvements in facilities since the last accreditation review include (1) construction of 2 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.

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.

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.

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.

### **SWOSU COP Quality Improvement Activities**

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