

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR
OF PHARMACY DEGREE
ADOPTED: JANUARY 15, 2006**

STANDARDS FOR MISSION, PLANNING, AND EVALUATION

The purpose of the standards in this section is to ensure that the college or school's professional degree program has a clearly articulated mission, desired goals, and values, and that a strategic planning process is used to achieve the mission and goals. The college or school must have an evaluation plan, based on assessment measures, that allows for a determination of the degree to which the mission and goals have been achieved. The mission and goals must be related to the vision and needs of the profession of pharmacy to better serve society.

Standard No. 1: College or School Mission and Goals

Standard No. 2: Strategic Plan

Standard No. 3: Evaluation of Achievement of Mission and Goals

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR
OF PHARMACY DEGREE
ADOPTED: JANUARY 15, 2006**

Standard No. 1: College or School Mission and Goals

The college or school of pharmacy (*hereinafter "college or school"*) must have a published statement of its mission, its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice, and its values. The statement must be compatible with the mission of the university in which the college or school operates.¹ 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.

Guideline 1.1

The college or school's vision for pharmacy practice, research, and education should be aligned with the profession's vision for practice, research, and education.

Guideline 1.2

The college or school should have a vision for education, research, and other scholarly activities that commits faculty and students to fostering innovation through basic and applied research. The research should be related to improving health care outcomes and educational methods. The vision should also include a commitment to participate with other stakeholders in the development of new and improved practice models.

Guideline 1.3

The college or school's mission statement and goals should address the educational philosophy of the professional degree program in preparing graduates with a thorough foundation in the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences and their application to practice to enter the pharmacy profession and to contribute positively to its evolution.

Guideline 1.4

The college or school's values should include a stated commitment to a culture that, in general, respects and:

- reflects contemporary pharmacy practice and the vision for its future
- fosters collaboration and good morale among and between administration, faculty, staff, alumni, and students
- fosters involvement of the college or school in mission-related matters of the pharmacy and health care communities and society in general
- supports meeting the varied needs of student learners and preparing them for the continuum of lifelong education

¹ The term "university" includes independent colleges and schools.

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR
OF PHARMACY DEGREE
ADOPTED: JANUARY 15, 2006**

- supports postgraduate professional education and training of pharmacists, such as accredited residencies, fellowships, and graduate programs, including combined degree options
- supports continuing professional development of faculty, staff, preceptors,² alumni, and other pharmacists
- supports the educational and scholarly maturation and mentoring of new faculty
- fosters innovation, professionalism, ethical behavior, leadership, and scholarship
- encourages diversity of both faculty and students
- supports meeting the needs of diverse stakeholders, including faculty, administrators, staff, students, preceptors, alumni, and others
- attaches importance to scientific advancement
- promotes development of interprofessional learning and collaborative practice
- embraces quality assurance and continuous quality improvement

Guideline 1.5*

For new program initiatives and alternate pathways to degree completion, the college or school must ensure that:

- the initiatives are consistent with the university's and college or school's missions and goals
- the same commitment is demonstrated to all students, irrespective of program pathway or geographic location
- resources are allocated in an equitable manner

Standard No. 2: Strategic Plan

The college or school must develop, implement, and regularly revise a strategic plan to facilitate the advancement of its mission and goals. The strategic plan must be developed through an inclusive process that solicits input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, have the support of the university administration, and be disseminated in summary form to key stakeholders.

Guideline 2.1

The strategic plan should address short-term (e.g., 3 to 5 years) strategic goals and objectives that are key to the advancement of the college or school's mission and goals.

² Preceptors are full-time, part-time, or volunteer faculty or practitioners (usually pharmacists) who serve as practitioner-educators and oversee students in pharmacy practice experiences within the curriculum.

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR
OF PHARMACY DEGREE
ADOPTED: JANUARY 15, 2006**

Guideline 2.2

Strategic goals and objectives should differ from the mission and goals of the college or school, as the latter describe the desired outcomes, while the former are steps to achieve the desired outcomes.

Guideline 2.3

In general, strategic planning should:

- be continuous, with systematic broad-based reflection and revision as needed to meet programmatic and educational needs
- consider the use of external facilitators
- strive for awareness of and commitment to the strategic plan by key stakeholders
- be based on examination of present and projected environmental, professional, and programmatic factors
- assess strengths, weaknesses, opportunities, and threats relevant to the college or school
- be aligned with the university's strategic plan
- identify opportunities for beneficial interactions with other health professions and professionals
- include a review of the college or school's mission statement, goals, and values
- prioritize the strategic goals, objectives, and actions
- define measurable outcomes and the processes to assess them
- establish achievable timelines
- identify the resources (e.g., faculty, staff, technical, financial, physical) that need to be allocated
- designate responsibilities
- establish mechanisms for ongoing monitoring and reporting of progress

Guideline 2.4

Substantive changes³ contemplated by the college or school must be addressed through its strategic planning process. Planning must take into consideration all resources (including financial, human, and physical) required to implement the change and the impact of the change on the existing program. The college or school must notify ACPE in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring.

³ ACPE's definition of substantive change includes any change in the established mission or goals of the institution; the addition or deletion of courses, pathways, or programs that represent a significant departure in either content or method of delivery from those that were offered during the program's previous accreditation cycle (e.g., a nontraditional doctor of pharmacy program or development of a joint delivery of program agreement); a substantial change in enrollment; a substantial change in the number of clock or credit hours required for successful completion of the program; a significant change in the length of the program; the establishment of an additional geographic location at which the program is offered; and any other changes that the dean feels require notification to ACPE.

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR
OF PHARMACY DEGREE
ADOPTED: JANUARY 15, 2006**

Guideline 2.5*

A substantive change that involves new program initiatives (such as alternate program pathways to degree completion, including geographically dispersed campuses and distance-learning activities) should result from documented needs and be included in the strategic planning process, ensuring adequate lead time for development.

Standard No. 3: Evaluation of Achievement of Mission and Goals

The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The college or school must use the analysis of process and outcome measures for continuous development and improvement of the professional degree program.

Guideline 3.1⁴

The evaluation plan must describe a continuous and systematic process of evaluation covering all aspects of the college or school and the accreditation standards. The plan must be evidence-based and embrace the principles and methodologies of continuous quality improvement. As a component of the strategic planning process, the evaluation plan and the specific assessments should be reviewed for completeness, appropriateness, and effectiveness by internal and external stakeholders.

Guideline 3.2

In general, the evaluation plan should describe the:

- desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum), research and other scholarly activities, service, and pharmacy practice programs
- process and outcome assessments that will be measured and evaluated, and with what frequency
- individual(s) responsible for data collection, analysis, and dissemination
- parties that will be responsible to receive and be authorized to act on the findings
- manner by which resultant changes (e.g., revisions in the curriculum or modifications of faculty and student policies and procedures) will be implemented, evaluated, documented, and communicated
- colleges or schools, in addition to all ACPE-accredited programs, that will be used for peer comparison, if any, and the basis for their selection

⁴ Additional guidance relevant to the evaluation plan is provided under Standards 13, 14, 15, and 17.

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR
OF PHARMACY DEGREE
ADOPTED: JANUARY 15, 2006**

- resources (such as, faculty, staff, financial, and physical) needed for successful implementation

Guideline 3.3

In general, the assessments employed in the evaluation plan should:

- include defined formative and summative measures⁵
- involve the full range of relevant internal and external stakeholders
- permit anonymous input and provide for collective analyses of findings
- be used to evaluate trends over time
- include, where available, standardized or common instruments and data, such as those available through the American Association of Colleges of Pharmacy (AACCP) and the National Association of Boards of Pharmacy (NABP), to allow comparisons with other accredited professional degree programs and peer colleges and schools

Guideline 3.4

The college or school should make available to key stakeholders, on an annual basis, the major findings and actions resulting from its evaluation plan through, for example, its written annual report or its Web site.

Guideline 3.5*

The evaluation plan must include assessments that will allow comparison and establishment of comparability of alternative program pathways to degree completion, including geographically dispersed campuses and distance-learning activities.

⁵ A formative assessment measure is one taken before the activity or program is completed or repeated; an example would be a student's midpoint grade in a course. Formative assessments should allow for corrective actions. A summative assessment measure is one taken at the conclusion of an activity or program; an example would be a student's final grade in a course. Summative assessments help define the degree to which outcomes have been attained.