Condensed Self-Study Report of Howard University

Howard University

College of Pharmacy

2300 Fourth Street NW

Washington

District of Columbia - 20059

Submitted to the Accreditation Council for Pharmacy Education 6/15/2011 at 11:23 a.m. Eastern time

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Howard University

Howard University / College of Pharmacy

2300 Fourth Street NW

Washington

District of Columbia - 20059

Departmental/Divisional Structure

Clinical & Administrative Pharmacy Sciences (CAPS)

Pharmaceutical Sciences (PharmSci)

Branch/Distance Campus

Main Campus

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Howard University / College of Pharmacy

College or School's Overview
College or School's Overview (since last comprehensive on-site evaluation)

(School comments begin here)
College Overview

As noted by the significant accomplishments and developments highlighted in each of the six areas of the ACPE standards, the College demonstrates its continued efforts to improve all aspects of its mission since the last full accreditation visit in October 2006.

Mission, Planning, and Evaluation

The College has used an inclusive approach to update its Bylaws and Strategic Plan and to reaffirm its vision, mission, and goals. These guiding documents enable us to continue to demonstrate our commitment to our core values of leaderdrship, service, tradition, diversity and excellence.

Organization and Administration

The College of Pharmacy was reestablished as an independent unit at Howard University in July, 2011.   A new Dean, Dr. Anthony Wutoh, was appointed in July, 2012 and reports directly to the Provost of the university. In addition, the College's Center of Excellence has acquired a new Director and Grant Writer who have developed enhanced program and student support services. Efforts to improve communication within the organization have yielded positive results based on survey feedback from students, faculty, alumni, and preceptors. The College continues to build an infrastructure to unify efforts and create a supportive environment that fosters collegiality and passionate yet committed governance to meet challenges.

Curriculum

To enhance learning, the College has focused on curriculum assessment at the course level. Coverage of program learning goals, increasing coverage of nonprescription therapeutics topics, enhancing experiential education, and providing efficient testing procedures have been the areas of focus. As a result of these efforts, learning goals have been mapped to all courses, a Nonprescription Therapeutics course has been established, IPPE and APPE activities have been strengthened across all four years of the program, and computerized testing for all required courses has been implemented.

Students

The Office of Student Affairs (OSA) continues to show its commitment to ensuring an excellent learning experience for all students. Great strides have been made in creating an efficient organizational structure that ensures that all student needs are met in an efficient manner. The Office of Student Affairs works with faculty to promote active engagement, leadership, and peer support amongst the student body. In fact, student involvement in community, research, and professional organization activities is regarded as one of the key successes of the College and has been recognized at the local, regional,

and national level. The vast number of community service opportunities continues to grow and involves working with students from other health disciplines. In addition, student –led tutoring programs are highly regarded by the student body, and a new Health Policy course now provides more in-depth education on governmental affairs and the importance of advocacy for the pharmacy profession. Lastly, the College continues to monitor its enrollment to ensure the availaiblity of adequate resources to suppot their learning experience.

Faculty and Staff

The College continues to consist of an adequate faculty and staff size to meet program needs. Faculty have been recruited for both the Department of Pharmaceutical Sciences and the Department of Clinical and Administrative Pharmacy Sciences to ensure optimal curriculum delivery. In addition, the program is pursuing new joint clinical faculty positions to better meet the anticipated need for more clinical faculty to care for an influx of patients newly introduced into the local healthcare system. Faculty morale is improved and may be attributed to faculty engagement in the revision of the College Bylaws and Strategic Plan as well as the realization of several program enhancements under the leadershp of the newly appointed dean.

Facilities and Resources

The College has created and maintained adequate facilities and technology for meeting instructional and research program needs. An increased budget from the university and continued grant funding have generated new resources and made it possible for the College to evolve and create new opportunities for its students and the profession. An extremely promising opportunity is the College's newly established independent status as a separate entity from the Nursing and Allied Health schools. Alumni and corporate feedback indicates a greater willingness to offer financial support to the College as the direct recipient. Also promising is the planned operation of the newly established Center of Drug Research and Development which hopes to generate significant revenue along with expanded training opportunities for students.

Howard University / College of Pharmacy

Summary of the College or School's Self-Study Process
Summary of the College or School's Self-Study Process

(School comments begin here)
Summary of Self-Study Process

This self-study involved extensive participation of faculty, staff, and students. In addition, preceptors, alumni and both internal and external program stakeholders have provided feedback during the process. The resulting report presents a collective evaluation of the College's current performance and plans for improvement.

Timeline for the self-study involved 4 general stages. Major activities during each stage include:

 1. Background work: In July 2010, the College's Assessment Committee engaged in a thorough review of all six areas of the Pharmacy program. Committee members finalized their efforts with a December 2010 half-day retreat to review findings from each of the six areas and develop a report for submission to the Associate Dean for review. This report provided an initial programmatic assessment for consideration as it launched the current self study process by identifying areas in need of additional documentation for a proper self assessment.

 2. Initiation: In Summer 2011, the self-study organization and timeline were established, and committees were appointed. The official "kick-off" occurred at the Annual End-of-the-Year Faculty Retreat held in May 2011 at the Louis Stokes Health Sciences Library. There, ACPE-trained accreditation site visitors Clarence Curry Jr. and Muhammad Habib provided an overview of accreditation standards and processes.

 3. Report writing: In Fall 2011 and Spring 2012, respectively, preliminary and revised versions of reports addressing each of the accreditation standards were drafted by 6 Area Committees. The faculty reviewed the revised reports in July 2012.

 4. Report approval and submission: The Self-Study Report was approved at a faculty and staff retreat on Aug.10, 2012.

Oversight: Dean Anthony Wutoh oversaw the overall self-study process. In the initial stages (Summer 2011), he organized the Self-Study "kick-off", established the timeline, and appointed Self- Study Committees. He also reviewed self-study documents for accuracy and completeness at

Formal participants: Six Self-Study teams corresponding to sections of the ACPE Standards were established, and members are identified in the document titled Self-Study Team Assignmnets (available on-site and in the AAMS File Cabinet). Each team prepared reports for standards in its area. Membership was designed to engage diverse stakeholders. It included 26 faculty, 5 staff members,10 students, 1 preceptor, and 1 alumni, each of whom participated fully in the process. Faculty included all ranks (3 full/14 associate/9 assistant professors) and both departments (8 Pharmaceutical Sciences/18 Clinical and Administrative Pharmacy Sciences). Chairs included faculty from both departments as well.

The teams focused on multiple points, giving special attention to areas highlighted in previous ACPE Interim Reports.

Coordination and communication: The self-study coordination was done by Assistant Dean Daphne Bernard, who managed the process and supported self study team work. The Self-Study Steering Committee included Chairs of the individual teams in addition to the self-study coordinator.   This group discussed the revised version of the report and commented on the program's status on each Standard.

Other coordiantion specifics included:

• Self-Study teams used the AACP – ACPE Assessment and Accreditation Management System to carry out their work. Its features include all 30 Standards, ACPE Guidelines, a File Cabinet, and a tracking system for uploaded documents. All Self Study team members had access to the AAMS to readily access and review information on their section.

• The Dean sent regular Self Study team activity reminders to faculty and staff via frequent emails.

• Meetings of the College faculty and Town Hall Meetings were used by the Dean as venues to remind and update faculty, staff, and students of the Self Study activities. Self Study updates were also provided by the Dean to the Health Sciences deans and upper administration during their weekly and monthly meetings.

Public review: Public review of the self-study during the Summer of 2012 engaged numerous groups both inside and outside the College with invited comments from the Howard University Health Sciences leadership, alumni, and preceptors.

Final Submission:During the Summer 2012, Dean Wutoh facilitated final approval and submission of Self-Study documents.

Summary of Compliance Status

Standards	Compliant	Compliant With Monitoring	Partially Compliant	Non Compliant
Mission, Planning, and Evaluation				
1. College or School Mission and Goals	✎			
2. Strategic Plan	✎			
3. Evaluation of Achievement of Mission and Goals	✎			
Organization and Administration				
4. Institutional Accreditation	✎			
5. College or School and University Relationship	✎			
6. College or School and Other Administrative Relationships	✎			
7. College or School Organization and Governance	✎			
8. Qualifications and Responsibilities of the Dean	✎			
Curriculum				
9. The Goal of the Curriculum	✎			
10. Curricular Development, Delivery, and Improvement.	✎			
11. Teaching and Learning Methods	✎			
12. Professional Competencies and Outcome Expectations	✎			
13. Curricular Core - Knowledge, Skills, Attitudes and Values	✎			
14. Curricular Core - Pharmacy Practice Experiences		✎		
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	✎			
Students				
16. Organization of Student Services	✎			
17. Admission Criteria, Policies, and Procedures	✎			
18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	✎			
19. Progression of Students	✎			
20. Student Complaints Policy	✎			
21. Program Information	✎			
22. Student Representation and Perspectives	✎			
23. Professional Behavior and Harmonious Relationships	✎			
Faculty and Staff				
24. Faculty and Staff - Quantitative Factors	✎			
25. Faculty and Staff - Qualitative Factors	✎			
26. Faculty and Staff Continuing Professional Development and Performance Review		✎		
Facilities and Resources				
27. Physical Facilities	✎			
28. Practice Facilities	✎			
29. Library and Educational Resources	✎			
30. Financial Resources	✎			

Howard University / College of Pharmacy

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

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.	Satisfactory
The mission statement is compatible with the mission of the university in which the college or school operates.	Satisfactory
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.	Satisfactory
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.	Satisfactory
The college or school's vision and goals provide the basis for strategic planning on how the vision and goals will be achieved.	Satisfactory
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	Satisfactory

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)

Howard University (HU) is a private co-educational institution of higher learning, which was conceived by members of the First Congressional Society at a meeting in the District of Columbia in 1866 and founded by an Act of Congress on March 2, 1867. Its population presently consists of over 11,400 students (84% Black) enrolled in the 13 Schools and Colleges. It is the only Historically Black University in the U.S. and the world that provides health profession training programs in a true academic health science center comprised of the traditional basic health professions-medicine, dentistry, pharmacy and nursing. The College of Pharmacy (COP) at Howard University has been a place of great educational opportunity for students of all ethnicities and backgrounds. The diversity of the faculty is as encompassing as the diversity among the student population.

How the college or school's mission is aligned with the mission of the institution

The College's mission is integrally aligned with the mission of Howard University which confirms its commitment to providing an exceptional educational experience to students of high academic potential with particular emphasis on providing educational opportunities to black students. In addition, the governing mission notes the importance of attracting a distinguished core of faculty scholars who demonstrate their commitment to preparing future leaders capable of providing solutions to local and global challenges. In addition to excelling in all aspects of the university's mission, the College's mission specifies its aim to prepare future pharmacy leaders. **Appendix 1.1.2** provides a comparison of the College and university mission statements with the bold areas identifying key elements of the aligned statements.

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

The College's mission and goals provides the framework for its Strategic Plan (Appendix 2.1.1). Each of the four 'strategic goals' has clear objectives, timelines for measurement, performance indicators, and achievement status. In addition, the Strategic Plan is evaluated annually and corroborates the College's commitment to excellence in education, research / scholarship, service and practice.

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

Howard University / College of Pharmacy

The College's mission and goals have been framed by the university's over-arching mission and goals (also known as vision priorities) and continue to uphold those core values. An Ad Hoc Committee on Strategic Planning consisting of faculty and led by Dr. Krishna Kumar was appointed to revise the College's Strategic Plan and develop objectives for the College of Pharmacy that would be achieved within a five-year time frame (between 2003 and 2008). An updated Strategic Plan was then developed in 2008 (Appendix 2.1.1). The Dean, Associate Dean and Executive Council of the College of Pharmacy have the responsibility of periodically assessing the extent to which the Strategic Plan is being implemented. The next five-year comprehensive assessment will be done in 2013 and will involve a faculty, students, preceptors, students, alumni, and other stakeholders.

How and where the mission statement is published and communicated?

The College of Pharmacy's Annual Report contains the mission and goal statements of the university, COP, and the two COP departments. This is distributed to all faculty members, students and staff. In addition, the document is available on the College website.

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

The College's mission is advanced through the strategic planning process that identifies initiatives and programs to accomplish our stated mission and vision. Our strategic goals correspond to elements of our mission statement. Specific objectives that promote each strategic goal have been identified and matched with performance indicators that are routinely monitored by the COP Standing Committees, administrators and faculty. Progress in achieving each of these objectives is monitored as part of our programmatic evaluation process. Standards 2 & 3 elaborate on these processes and how they create a dynamic mission-oriented program structure.

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

Collaborative efforts ensure a solid infrastructure to support continued and expanding training opportunities for students, residents, and fellows. The College works closely with the Department of Pharmacy at Howard Univ. Hospital (HUH), both in the instruction of students, residents and fellows and in the provision of clinical care to patients in the community.   COP faculty are involved in the interview process, selection, and training of PGY-1 Pharmacy residents. A new initiative involves the College's pursuit of jointly-funded positions with HUH, including the position of Director of the Residency program (currently housed in HUH).   The COP Center of Excellence's development of an educational program for pharmacy residents that results in the provision of a COP Teaching Certificate is yet another remarkable achievement. In addition, the COP has supported seven post-doctoral fellowships including six supported through external grants over the past year. The current proposed budget also includes a request to support two additional post-doctoral fellowships.

Interdisciplinary and inter-professional education is increasingly emphasized in our professional program. First year Pharmacy (P1) students, during the Biomedical Sciences (BMS) course sequence are trained by faculty in the College of Medicine and take basic science courses along with nursing, dentistry and allied health students. Several elective courses and seminars including Spanish for Health Care Professionals, Cultural and Congruent Care, HIV Epidemiology, and Advanced Statistical Methods have been conducted including students from other health professional and graduate programs. In

addition, the Healthcare Ethics course is designed as a comprehensive interdisciplinary course, including coordinators from the Colleges of Medicine, Dentistry, Pharmacy, Nursing and Allied Health Sciences, in a true team teaching environment. Other interdisciplinary training occurs during IPPE and APPE rotations where COP students are trained alongside medical, nursing, and allied health students. The Health Science deans have a close working relationship and are actively pursuing other opportunities to increase interdisciplinary training to improve the student academic experience.

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

Through the establishment of its mission, strategic goals to accomplish that mission, and specific objectives noting priorities and identified performance indicators, the College builds on its commitment to continuous program improvement. Through its website and publications, the College promotes its mission, values and guiding principles to prospective applicants.

Any other notable achievements, innovations or quality improvements

The College has a number of notable achievements to better meet the goals of the program and the University. These improvements include the completion of construction of the Center for Drug Research and Development, revamping the website and online resources for students and faculty, and technology upgrades to all study rooms. Student research opportunities and the number and amount of available scholarships have continued to increase, reflecting a commitment to our students.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall and in correlation with the national averages. Survey focus areas were as follows:

- When asked in question #85, whether the students would choose to study pharmacy again, there is a downward trend in positive responses in 2011 compared to previous years (Agree: 79 % in 2011 down from 89 % in 2007) This may possibly be due to the softening of demands for pharmacist in general in the marketplace.
- Similar situations could be explanatory for responses to question #87 that asks whether alumni will recommend a career in pharmacy to a friend or relative as well (Agree: 87 % in 2011 down from 100 % in 2007). Increased efforts have begun to bring awareness of career opportunities to COP alumni starting with the posting of job opportunities on our College web page.
- On the other hand, a notable achievement is the increased involvement of faculty in engaging students in research and scholarly activities as noted in question #16 where faculty are asked if they are encouraged to engage in scholarly activities (Agree: 94 % in 2011 up from 82 % in 2007).

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

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.	Satisfactory
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.	Satisfactory
The strategic plan of the college or school is aligned with the university's strategic plan.	Satisfactory
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.	Satisfactory
Consultation with ACPE occurred at least six months before recruiting students into new pathways or programs.	
The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	Satisfactory

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 College has a published Strategic Plan (Appendix 2.1.1) originally developed by an Ad Hoc Committee on Strategic Planning. The Ad Hoc Committee consisted of faculty, with some providing input from the perspective of alumni and preceptors. The Dean, Associate Dean and Executive Council of the College of Pharmacy have the responsibility of periodically assessing the extent to which the Strategic Plan is being implemented. The next five-year comprehensive assessment will be done in 2013 and will involve a faculty, students, preceptors, students, alumni, and other stakeholders.

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

The College's mission provides the foundation for its Strategic Plan. The four core goals of the College were adopted as strategic goals for the program.

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

To ensure proper monitoring for achievement, each of the Strategic Plan's goals have been linked to specific objectives, performance indicators, and timelines as noted in Appendix 2.1.1. The Plan is routinely evaluated by the College's Executive Council and its Standing Committees as they identify program initiatives.

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

The Executive Council of the College performed its most recent performance review of the Strategic Plan in March 2012. Appendix 2.1.2 reflects the extent to which the goals and objectives are being achieved based on this assessment. The Strategic Plan continues to include clear timelines and performance indicators. The next five-year comprehensive assessment will be done in 2013.

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?

Specific Strategic Plan objectives are addressed with the university administration during the Dean's regular health sciences leadership team meetings. The Plan's objectives have served as the rationale for university support of several College improvements including enhanced study areas, increased faculty salaries, new online educational resources, and computerized testing software.

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

The strategic plan creates the framework for the College's initiatives and actions. At the request of the Dean, each department reviews the strategic plan and identifies department-specific objectives and responsibilities that flow from or complement the 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

The guidelines for this standard have helped to ensure that that the program is mission-based. A greater inclusion of stakeholder input in the College's strategic planning process has been undertaken at the recommendation of the guidelines. Faculty accountability for the College's strategic initiatives occurs through committee and/or individual faculty/staff/administrative assignments.

Any other notable achievements, innovations or quality improvements

Highlighted areas of significant achievement based on the College's Strategic Plan include:

- Improved Recruitment Efforts: Since the 2006 site visit, an Admissions Assistant has been hired to assist in recruitment efforts. In addition, there has been an increase in recruitment visits to colleges in the local area and nationally, and the addition of four basic science pre-requisites as an admissions requirement effective Fall 2013. A COP brochure was published in the Fall of 2010 and is widely distributed at recruitment fairs as well as posted on the College web page. The brochure was enhanced in the Spring of 2012. Three of the more promising initiatives in the area of recruitment include the newly energized Health Sciences High School Summer Program conducted by the College's Center of Excellence which is in its 11th year of offering; the Provost's Goal Deployment Program initiative focusing on enhancing the health sciences pipeline of potential applicants; and resumed discussions with all fourteen HBCU's who held prior dual-degree program agreements with the College. Of the fourteen, three have already expressed their commitment to renewing the program.
- Improved On-Time Graduation Rate: The COP on-time graduation rate modestly improved from 72 % in 2006 to 76 % in 2012. Several efforts were implemented to improve this rate. The COE tutorial program was revised, and made more effective through the appointment of COP Honor Society member as lead tutors, upon recommendation by the COE Deputy Director. Participation in tutorials has been demonstrated to significantly improve student performance in our courses. Further, based upon faculty review, and student comments, a course restructuring process was undertaken. Phase 1 of the course restructuring process was completed in June 2011 with changes made to the Integrated Therapeutics Module series. Phase 2 of the course restructuring was completed in July 2012 with the initial alignment of Fall semester course credits with instruction time. The last phase, Phase 3, is underway with a 10-month revision plan in place. By July 2013, 100% of all Fall and Spring semester COP courses will be properly aligned with reviewed course content. This restructuring will help improve student learning, academic performance, and ultimately to improve the on-time graduation rate.
- Personnel: Improvements in the area of personnel have been seen with the pursuit of development of jointly funded positions with the Howard University Hospital which will enable the College to offer more competitive salaries to promising practitioners. Approved faculty and staff salary increases will also attract high quality individuals. Also, the addition of two post-graduate fellowship positions for expansion of program research and student training opportunities is funded by the College's Center of Excellence. Lastly, the hiring of a grant writer in 2011, and a second Experiential Program Director in 2010 has proven beneficial for the College with continued and expanded grant funding opportunities as well as an enhanced Preceptor Training Program, student portfolio coordination, and IPPE program coordination.

- Increase NAPLEX Pass Rate: Recommendations in the College's Strategic Plan provided the basis for the action plan to improve NAPLEX performance, resulting in a one year improvement in the first time pass rate from 80% to over 95% (2010 to 2011).

A more comprehnisive list of Strategic Pla-related achievetnts is provided in Appendix 2.3.1.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is overall positive and in correlation with the national averages. Survey focus areas were as follows:

- The basis for a more inclusive strategic planning process is due largely to a decline in agreeable AACP Faculty Survey responses to Question 32 that addresses whether the College requested their input in the development of the Strategic Plan (Agree: 64 % in 2011 down from 74 % in 2007. The 2013 comprehensive five-year Strategic Plan review process will include a more extensive number of preceptors, alumni, employers, health sciences leaders, and other stakeholders.
- A positive note is the increase in agreeable responses to Question 31 that asks whether or not the college effectively employs strategic planning (Agree: 82 % in 2011 up from 65 % in 2007). This confirms that the program is strategic in its educational efforts and committed to upholding its mission and goals.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

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

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 College assesses the attainment of its missions and goals at both an <u>individual</u> and <u>program level</u>.

Individual assessment of meeting the College mission and goals. The annual Howard University staff and faculty Performance and Evaluation Process (PEP) evaluates individual progress with meeting both general performance objectives as well as defined performance objectives that are in alignment with the College's mission and goals. The PEP involves a self and supervisory evaluation on the performance of specific objectives over the previous calendar year and serves as an opportunity for discussion and joint development of individual objectives for the next calendar year as well. The PEP process is mandated by the University with clearly defined goals and objectives, forms and timelines with 100 % participation of all faculty and staff. Additional efforts are in place to ensure that each Department Chairperson and administrator provides ongoing feedback to faculty and staff regarding faculty and staff goals during department and staff meetings, and other mentoring opportunities, in addition to the annual performance evaluation process.

Programmatic assessment of meeting the College mission and goals. The administration, faculty, and staff are committed to a continuous, systematic assessment of all its programs and processes to ensure quality and consistency as we educate our students. Assessment activities are varied and include student recruitment and retention, faculty capacity for teaching, research, mentoring, as well as community service at the local, national and international level.

While the Strategic Plan with its stated goals and objectives serves as the College's principle guiding document for accomplishing its mission and goals, the College's comprehensive Assessment Plan serves as the guiding tool for overall program assessment in all six areas of the ACPE Standards including the College's mission and goals.

Through its Assessment Plan, the College consistently demonstrates its continual efforts and achievement in the education of students to become skilled pharmaceutical care practitioners, proficient pharmaceutical and clinical scientists, and competent educators. The Plan uses program level data, student achievement data, and internal/external stakeholder data as indicators of how well it is meeting its stated mission and goals. Direct and indirect measures are included in the College's Assessment Plan which was approved in 2003 and later revised and approved in 2006 (available in Appendix 3-1). The COP's intent is for the Assessment Plan to be reviewed and revised every two years although the last review occurred in 2009. Since the July 2011 status change to the College of Pharmacy, the faculty has reviewed and approved the Bylaws and the Appointment, Promotion, and Tenure Criteria of the

College. Both documents are currently under consideration for approval by the Board of Trustees. The Assessment Committee is currently reviewing the Assessment Plan with a final document expected by October 2012.

The COP Assessment Plan is comprised of four components, 1) Formative, 2) Summative, 3) Student Achievement, and 4) Surveys. In addition to standardized AACP evaluations, core assessment instruments include Clinical Pharmacy Student Evaluations, Extern Performance Surveys, Student Evaluations of Clerkship, Non-Traditional Doctor of Pharmacy Executive Weekend Evaluations, and Faculty Self-Assessments. This plan ensures that the assessments focus on processes and outcomes that are important to the College's mission. Our mission is to provide pharmaceutical education of excellent quality to students with high academic, scholarship, and leadership potential, with particular emphasis upon the recruitment, retention, and graduation of promising African American and other ethnically diverse minority students. The assessment plan embraces the goals of educational excellence. Additional efforts are being placed on the inclusion of Employer and Administrator Surveys.

The Assessment results are presented periodically in a formal written report. Reports on the results of assessment activities are submitted directly to the Assistant Dean for Student Affairs and Academic Affairs as well as distributed to appropriate Committee Chairs and presented to general faculty. The College has prepared an Evaluative Assessment Plan Summary (Appendix 3-2), which encompasses specific goals and objectives, timelines for measurement, performance indicators and statement of achievement. The plan articulates specific outcomes for all the goals set by the College with a systematic process to measure goal achievement by way of performance indicators and timelines.

Additional efforts are being made to ensure consistent submission of Assessment Plan results to the Dean's Office, as well as to the HUCOP Executive Council. In addition the Assessment Committee has committed to providing a more transparent means of informing faculty, staff, students, alumni, preceptors of ongoing assessment committee activities through monthly postings of Assessment E-News. The initial E-News alert will be posted in August 2012. Consistent with the Dean's practice, accomplishments will also continue to be announced and discussed at faculty and staff meetings and retreats.

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

Periodic programmatic self-assessment, based on accreditation standards, is conducted as a part of the Self-Study process, as well as in preparation of accreditation interim reports.

 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 Committee, launched as a standing College committee in Fall 2006, meets regularly and is responsible for reviewing system performances for the professional curriculum as well as research, practice, and service initiatives. This committee is also charged with developing processes and procedures to accomplish programmatic assessment against the goals of the Strategic Plan. The committee has made good progress with this charge over the past five years, choosing first to focus on curriculum, and then broad programmatic assessment. The committee uses the following data and instruments to do its work: Pre-NAPLEX passing rates, Exam Master exam content mastery, Senior Comprehensive content mastery, IDEA Center Reports to assess achievement of course objectives and effective teaching methodologies across the curriculum, NAPLEX and MJPE scores and passing rates;

and results from AACP surveys for graduating seniors, alumni, preceptors, and faculty members. The Assessment Committee gathers and stores some of its data in the College's Assessment Management Portal developed in 2011 to facilitate the work of the Committee and also to communicate results of the Committee's efforts to faculty members. The committee continually works to define its role and best methods to conduct its work.

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

Innovations and best practices implemented by the college or school

Improvements in COP Goal 1 (Appendix 1.2.2)

Annual data from the National Association of Boards of Pharmacy and the COP Academic Affairs staff identified concerns regarding NAPLEX results and student attrition in the period May 2010 - April 2011. The College implemented several strategies as part of a definitive Action Plan to strengthen NAPLEX preparation. Strategies included; a minimum required passing grade on the pre-NAPLEX as a requirement for graduation, and also restructured student recruitment and admission activities as reflected by the College's 5-year report on NAPLEX performance (Appendix 3.6.1). The implementation of these changes resulted in a NAPLEX first time passing rate of 96% for 2011 graduates, whereas the national average was 95%. This is contrasted to the 80% first time passage rate in the previous year.

Improvements in COP Goals 2 & 3 (Appendix 1.2.2)

AACP Graduating Student Survey results revealed a need to increase the number of faculty who have demonstrated experiences in patient-centered research and teaching as well as bringing real world executive experience to the classroom. Consequently, six new faculty members were hired since 2010. These individuals included four research-based faculty in Pharmaceutical Sciences, as well as two in Clinical & Administrative Pharmacy Sciences.

Data from the COP Office of Students Affairs, and PharmCas shows that the college also accomplished its' strategic goal of increasing the number of African American male students. In 2008, the class composition included 25% African American males and the percentage increased to 32% in 2009, 34% in 2010 and 44% in 2011. We further sought to attain our mission by admitting higher caliber students with a greater potential to excel. As an example, the mean undergraduate GPA for admitted students increased from 3.04 in 2007 to 3.23 in 2011.

Improvements in COP Goal 4 (Appendix 1.2.2)

AACP Graduating Student Survey results continue to demonstrate achievement of the goal to increase community service through the College with positive response rates increasing from 90 % in 2007 to 99 % in 2011.

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 **Dr. Yolanda McKoy-Beach** and comprised of two faculty from the Department of Pharmaceutical Sciences, and five faculty from the Department of Clinical and Administrative Pharmacy Sciences. Names of committee members are found in Appendix 3.2.1. The committee was charged with the implementation of the College's Assessment Plan (Appendix 3-1).

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

The College of Pharmacy's Annual Report contains the mission and goal statements of the university, COP, and the two COP departments. This is distributed to all faculty members, students and staff. In addition, the document is available on the College website.

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's Assessment Action Plan was developed by the Assessment Committee and approved by the faculty in 2006. The Plan outlines the programmatic assessment process and covers all six areas of the College based on the accreditation standards. Up to this point, the Assessment Committee has focused primarily on curriculum assessment. However, the entire Plan will serve as a guide to ensure program adherence to the standards.

Any other notable achievements, innovations or quality improvements

Additional accomplishments of major significance include:

- More faculty and fellows are currently engaged in active research and research projects with significant student involvement. In fact, during the most recent Health Sciences Research Day, several pharmacy students received awards for research presentations. Several junior faculty were also recognized for research excellence during this program.
- The number of submitted and awarded grants was increased over the past 2-3 years exceeding $5 million awarded annually. This can be attributed, in part, to the hiring of a full time grant/technical writer, Mr. Jeronimo Augusto.
- Memoranda of Understanding were developed and signed with institutions in India, Kenya, and South Africa for scholar exchange programs that promote faculty growth and development and improved research opportunities. Additional efforts in Ghana and Nigeria are also in process.
- Construction and ribbon cutting for the Center for Drug Research and Development
- NIH Funding for the City-wide DC Developmental Center for AIDS Research,
- Continued funding and activities for the Center of Excellence (HRSA), as well as several USAID and CDC-funded projects.
- Graduation of the largest cohort (9 graduates) of African and African-American PhD recipients in Pharmaceutical Sciences of any U.S. College of Pharmacy (2011)
- Initiation of a new policy focus where our students participate in various policy and community activities including RxIMPACT day on Capitol Hill and the DEA National Drug Take Back Initiative.

The College acknowledges that improvement in grantsmanship resulting from contributed papers and platform presentations, as a goal-related area in need of improvement. While continuous efforts are being made on these matters, the recent hiring of a Development Officer, coupled with the enhanced website will promote fund raising and facilitate the improvement of other areas of opportunity.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

5. Recommended Monitoring

Howard University / College of Pharmacy

4. Institutional Accreditation
The institution housing the college or school, or the independent college or school, musthave 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

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.	Satisfactory
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.	Satisfactory

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)

Since 1921, Howard University has maintained continuous accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools. General areas for improvement noted by the accreditation team during the November 3 – 6, 2009 Middle States accreditation site visit were the need for evaluating the academic and operational viability of the structure for academic leadership, ensuring sturdy communication structures, and a need for enhancing transparency in decision making. These areas were noted as areas of improvement, but are not regarded as concerns that may impact the College. A review of the university's accreditation report, noted a favorable assessment, and confirmed affirmation of continued compliance with eligibility requirements.

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

Particular deficiencies noted in the accreditation report that were relevant to Standard 4 were transitions in two key high-ranking administrative posts. In June 2012, Dr. Wayne Frederick was named as the Provost and Chief Academic Officer. The Vice President for Research and Compliance's position was dismantled and functions re-assigned to other University offices. The Dean of the College now reports

directly to the Provost, and regular health sciences leadership meetings are held to address any College concerns.

 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 is a participant in the processes for obtaining and maintaining Institutional Accreditation for the university. The Dean of the then College of Pharmacy, Nursing and Allied Health Sciences, in addition to 2 faculty, and 1 student were members of the university's Self Study Steering Committee, and Team Working Groups in preparation for the November 2009 site visit *(See Appendix 4.1.1 Page 1).* The College is also aware of the guideline reporting responsibilities to ACPE should there be any change in Institutional Accreditation status that impacts compliance with ACPE standards.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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 (if applicable)

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

Howard University / College of Pharmacy

The Provost serves as the Chief Academic Officer of the University. The provost's responsibilities include oversight of all colleges and schools, the University libraries and all academic support units. The Provost assures that clinical responsibilities of health-related disciplines are appropriately managed and implemented in the University Hospital. Details of the organization of the office of the provost are shown in the HU organizational chart. *(See Appendix 5.1.1)*

Based on recommendations of the 2010 academic renewal initiative and with subsequent approval by the Howard University Board of Trustees, the reestablishment of the College of Pharmacy as an independent entity occurred on July 1, 2011. As indicated in the Howard University organizational structure, the Dean is the head of the College of Pharmacy. During the transition period from the former School of Pharmacy of the Howard University College of Pharmacy, Nursing and Allied Health Sciences the University administration decided to appoint the Associate Dean of the former School of Pharmacy as the Interim Dean of the new College of Pharmacy. Subsequently, the University conducted a national search resulting in the appointment of Dr. Anthony K. Wutoh as Dean effective July, 2012.

The Dean functions as the chief administrative and academic officer of the College, with duties and responsibilities associated with each position. The Dean reports directly to the Provost, and has ready access to the President through the Provost. The Dean is a member of the Council of Deans which meets monthly with the Provost. The Dean also communicates and interacts with the chief executive officer of the Howard University Hospital, particularly on matters related to clinical pharmacy faculty and pharmacy student education.

The Howard University College of Pharmacy is an autonomous unit as directed by the policies of the Howard University. Programmatic course evaluation and the definition and delivery of the curriculum are dynamic processes as evidenced by course evaluation data, ongoing curricular assessment by the curriculum and the assessment committees and constant faculty self-assessment. In addition, programmatic and curricular matters are discussed, evaluated and addressed at yearly college faculty retreats and via the informal peer and informal and formal student evaluation processes. Recommendations concerning curricular revisions may be referred to the respective department where subsequent restructured applications occur.

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 College of Pharmacy, under the stewardship of the Dean, is provided with fiscal and physical resources towards fulfillment of its mission. Despite continuing periods of budgetary constraints throughout the University, frozen positions and flat budgets, the College is managing and leveraging its resources to help achieve its goals. Consideration of the student population and corresponding faculty strength are constantly reassessed to address the need for additional resources in the College of Pharmacy. Additional support from the University administration, as well as increased external funding is necessary in order to address the student population, changes in academic programs, and faculty strength. Support in the form of additional faculty, identification of new classrooms, and a plan to construct a new building are further evidence of continued commitment 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

As described above and previously in Standard 4, the Dean, faculty, staff and students from the College participate in university governance and directly apply principles set forth in the guidelines for this

standard. Many members of the College of Pharmacy play important roles in applying the guidelines on the relationship between the College and the larger academic community in the University. This includes holding joint or affiliate appointments in other academic departments; participating in University-wide trainings, programs and committees; and teaching courses in other University departments and/or schools (see Standard 6).

Any other notable achievements, innovations or quality improvements

In March 2012, the Faculty of the Howard University College of Pharmacy approved its Bylaws. After review by the Office of the General Counsel, recommended revisions were re-approved by the faculty in August, 2012. Presently, the document requires approval of the Howard University Board of Trustees, which is anticipated during the September Board meeting.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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.	Satisfactory
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 Howard University College of Pharmacy (COP) has had a long history of excellence across the areas of academia, teaching, research, practice, and service. It has affiliations with more than 100 entities within the university community, and nationwide. Of those, the majority are experiential practice site partnerships.

The College has experiential education sites, research, and academic affiliations at the local, national, and international level.

In general, the University supports the development of affiliation agreements and Memoranda of Understanding with institutions and community based sites where mutual interests exist. More specifically, the Professional Practice Program has benefitted mostly from practice and service relationships. Academic and Research relationships have also enhanced on-campus instruction and research endeavors.

Within the University, faculty in the COP are engaged in a number of collaborative relationships that have enhanced both the academic and the research mission of the COP. The research based collaborations include the Keck Center for the Design of Nanoscale Materials for Molecular Recognition (an interdisciplinary project involving pharmacy faculty and colleagues from the Department of Chemistry, and the School of Engineering and Computer Sciences), the Center for Minority Health Services Research (a COP based program developing projects that include colleagues in medicine and nursing), and the COP's newly developed Center for Drug Research and Development, which promises opportunities for cooperative activities with the USP and the FDA.

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

Howard University is a founding member of the NIH-funded District of Columbia Developmental Center for AIDS Research (DC-DCFAR). The purpose of the DCFAR is to identify, foster and mentor the next generation of HIV researchers. Other institutional members include George Washington University, Georgetown University, American University, Children's National Medical Center, and the Veterans Administration Medical Center. The Dean of the COP serves as the HU Institutional Representative of the DCFAR Executive Committee, and he also serves as the Co-Director of the Developmental Core. In additional to conducting seminars, workshops, and training sessions, the DCFAR provides funding to support research for faculty institutional members. In the past year, four faculty (Akala, Kulkarni, Wang, Wutoh) have received funding for research/training activities.

Howard University is also funded for a CTSA (Clinical Translational Science Award) in collaboration with Georgetown University. Several training and research opportunities are available through the CTSA. Dr. Pradeep Karla is a recipient of a K1-2 award providing 75% release time and research support. The Center of Excellence (COE) provides additional support services for the COP. A component of the COE includes partnerships with over 10 area high schools, middle schools, and community colleges serving as an academic pipeline for the COP. Additionally, the College is in the process of renewing over 14 articulation agreements with various HBCUs to increase the pool of applicants for the program. The college has been successful in pursuing funding for international training and research projects. Active projects in Nigeria, South Africa, Tanzania, Kenya, Uganda, and Rwanda are funded by USAID and the CDC. Other projects include active collaborations with Universities including; University of Pretoria, Kenyatta University, University of Ghana, JSS University in India, Addis Ababa University (Ethiopia). These collaborations include provisions for faculty/student exchanges, research collaborations, curricular exchanges, and opportunities for program strengthening in both directions.

 Details of alliances that promote and facilitate interprofessional or collaborative education

As the University philosophy embraces the idea of unit-to-unit service as a way of promoting interdisciplinary cooperation, a number of collaborative academic relationships within the University exist. Collaboration with the College of Medicine has included development of a joint course in Health Care Ethics, required for all health professions students, as well as Integration of Physiology and Anatomy and Integrated Biochemistry and Microbiology lectures and laboratories. Most recently, an academic collaboration with the College of Nursing and Allied Health in the area of Cultural Competency training has also been initiated. Additionally, collaborations with the Department of Chemistry (shared faculty position), and research submissions with the School of Social Work, College of Arts & Sciences, and College of Engineering, Architecture and Computer Science, and the School of Business demonstrate a collaborative educational environment.

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 outlined above, many members of the College participate in collaborations and partnerships within and outside of Howard University. These activities clearly fit within the intent and expectations put forth in the guidelines.

Any other notable achievements, innovations or quality improvements

Examples of External Academic Collaborative partnerships for clinical training include the non-traditional program's collaboration with Shenandoah University *(See Appendix 6.3.1)*, and Addis Ababa University. *(See Appendix 6.3.2)* External research collaborations have also increased in the past two years, we have collaborated in capacity building efforts in the area of HIV prevention in Nigeria, and South Africa *(See Appendix 6.2.1 - 3)*

Among industry and retail collaborations, partnerships with Walgreens (Diversity), CVS (Professionalism & White Coat Ceremony), as well as Walmart, Rite Aid, Super Valu, etc. all bring value to the College.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

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

credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.	
The college or school maintains an effective system of communication with internal and external stakeholders.	Satisfactory
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.	Satisfactory
The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained.	Satisfactory
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.	Satisfactory

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)

A description of the college or school's organization and administration and the process for ongoing evaluation of the effectiveness of each operational unit

As of July 1, 2011 the College of Pharmacy became an independently functioning unit within the structure of Howard University. The administrative structure of the College of Pharmacy consists of the Dean, one Associate Dean (position currently vacant), one Assistant Dean, and two Department Chairs. Dr. Anthony Wutoh currently serves as the Dean.

The Dean functions as the chief administrative and academic officer with duties and responsibilities associated with each position. The Dean reports to the President through the Provost/Chief Academic Officer for academic issues. The Dean also provides significant communication and interactions to the Chief Executive Officer of the Howard University Hospital, particularly for matters concerning clinical practice and the hospital. The Dean serves at the will and pleasure of the President.

The organizational structure of the College of Pharmacy is shown in the organizational chart *(See Appendix 7.1.1)* The Associate Dean assists the Dean of the College of Pharmacy and manages the day-to-day administrative duties and responsibilities. In the absence of the Dean or the Dean's inability to serve, the Associate Dean acts as the chief administrator of the College of Pharmacy. The Associate Dean serves at the will and pleasure of the Dean and the President. This position is currently vacant.

The Assistant Dean is responsible for academic matters such as curriculum implementation, promotion and graduation of students and student affairs such as recruitment, admission and financial aid and awards. The Assistant Dean serves at the will and pleasure of the Dean and President.

The College of Pharmacy is comprised of two departments: the Department of Pharmaceutical Sciences (consisting of the disciplines of Medicinal Chemistry, Pharmacognosy and Natural Products, and Pharmaceutics) and the Department of Clinical and Administrative Pharmacy Sciences (consisting of the disciplines of Pharmacy Administration and Pharmacy Practice).

The Chairs of each Department are appointed by the President upon the recommendation of the Dean and serve as the chief administrative officers for their respective academic units. In this capacity, they are responsible for faculty recruitment, development and evaluation; staff recruitment, development and evaluation; program development, review and evaluation; student advising; departmental budgeting and budget control; class schedule planning; and general coordination of the research, teaching and outreach activities of the Departments. These responsibilities are shared with departmental faculty.

The faculty shares responsibility with the administration of the university in matters related to academic programs including faculty recruitment and development; faculty evaluation; program development and review; student advising; class schedule planning; and general supervision of the research, teaching, and outreach activities of the School of Pharmacy. The mechanism for involvement in these matters is outlined in the bylaws of the respective schools and colleges.

College Standing Committees play a very important role in governance, especially in regards to curriculum and hiring, promotion and tenure decisions. Faculty policy dictates that these critical decisions are conducted by departments and reviewed by faculty committees prior to final administrative review.

The basic philosophy of management within the College of Pharmacy, in concert with that of the University, is that of 'shared governance.' This principle is addressed in many of the University's basic operating documents such as its *Faculty Handbook (See Appendix 7.7.2)* and the Bylaws of the University and *Articles of Organization* of the College of Pharmacy. (See Appendix 7.6.1)

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

Responses from the annual AACP Curriculum Quality Surveys provide a reliable self-assessment measure for the College to determine the degree to which its organizational structure and collaborations are effective. The overall impression of faculty, alumni, and students is that governing structure operates in a team effort and responds timely to communicating and addressing the needs of stakeholders.

However, the feedback confirms that College must continue in its efforts to improve its programmatic assessment process including evaluating and ensuring curriculum effectiveness.

How college or school bylaws, policies and procedures are developed and modified

In August, 2012, the faculty of the College of Pharmacy approved an updated version of the Bylaws *(See Appendix 7.6.1).* It serves as the document by which guidelines governing the college operations are promulgated. The Bylaws describe the philosophy and goals of the College; its academic governance, including faculty organization, responsibilities, voting rights and procedures; Executive Council membership, functions and responsibilities; the administration of the College including the responsibilities of the Dean, Associate Dean, Assistant Dean, Department Chairs, and Program Directors; and departmental organization, structure and functions. They also specify standing committees, their structure and functions, and indicate procedures for authorization and amendment of the Bylaws. The membership of the various committees during academic year 2011-12 is shown in Appendix 3.2.1.

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 specified in the Bylaws, the Executive Council is comprised of faculty and students and functions as the principal decision-making body. The Executive Council takes action on recommendations submitted by the standing committees of the academic departments and the Dean of the College of Pharmacy. By majority vote, the Faculty may reconsider all actions of the Executive Council. Any significant action of the Executive Council is submitted for faculty vote and is subsequently transmitted through the Dean of the College of Pharmacy to the Provost for appropriate University approval.

How the college or school's administrative leaders are developing and evaluating interprofessional education and practice opportunities

The Dean, Assistant Dean, and faculty are actively engaged in the development and evaluation of interprofessional (IP) education and practice training opportunities. Alliances that promote and facilitate inter-professional or collaborative education are described in Standard 6. Several examples illustrate the range of efforts:

The Dean works regularly with the other Health Sciences Deans from Medicine, Dentistry, Nursing and Allied Health Sciences, Howard University Hospital, and numerous other entities to develop expanded IP opportunities for program enhancement. Currently, students remain engaged in IP with students from the various health sciences discipline during courses including Ethics, Cultural Congruent Care, and Advanced Professional Practice Experiences.

The Assistant Dean works with course coordinators in the College of Medicine to ensure the basic sciences course content encompasses the College's learning goals.

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

Administrative leaders working with the Dean have significant academic experience. They have served in the College for an average of nearly 20 years. All participate actively in University and professional groups (e.g., AACP, NABP / DC BOP, APhA, AAPI, ISPOR, etc.) that relate to their responsibilities.

 Any other notable achievements, innovations or quality improvements

Please refer to Appendix 7.8.2.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall   and in correlation with the national averages. Survey focus areas were as follows:

- The impression is that the College administration operates in a team effort (Agree: 88 % in 2011 up from 73 % in 2007) and is aware of (Agree: 88 % in 2011 up from 83 % in 2007) and responsive to (Agree: 88 % in 2011 up from 56 % in 2007) my needs.
- The effectiveness of the Assessment Committee (Agree: 88 % in 2011 down from 96 % in 2007) and the Curriculum Committee (Agree: 70 % in 2011 down from 76% in 2007) confirms that College must continue in its efforts to improve its programmatic assessment process. This downward trend due in part to the Assessment Committee' leadership transition period in 2007 and again in 2011 when the previous Assessment Committee Chair assumed a higher position at another pharmacy school and when an alteration in assignment of the committee's responsibilities was explored respectively. The Assessment Committee now has new leadership with the appointment of Dr. Yolanda McKoy-Beach as the Chair, effective July 2012. Dr. McKoy-Beach has been actively engaged in the College's assessment endeavors for the past seven years and has introduced a more evidence-based approach to programmatic assessment.   She works closely with committee members and the Assistant Dean and the Chair of the Curriculum Committee in, especially as it relates to curriculum assessment.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

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

• 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	Satisfactory
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

☑ 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 college or school and program and how the qualifications and characteristics of the dean support the achievement of the mission and goals

The Dean serves as the Chief Academic Officer and Chief Administrative Office of the College. The Dean reports through the Provost to the University President. Since, the new college was recreated on July 1, 2011, as part of the University's ongoing academic renewal, Dr. Anthony K. Wutoh, was named Interim Dean of the College. Taking over from his previous position as the Associate Dean in the former College of Pharmacy Nursing and Allied Health Sciences, Dr. Wutoh has demonstrated great leadership and provided a vision of excellence for the College. Dr. Wutoh was appointed permanent Dean in July, 2012.

During his stewardship as Associate Dean, Interim Dean, and Dean, Dr. Wutoh has improved communication channels to the student body, increased extramural grant funding, increased the use of technology at the COP, overseen the implementation of pre-NAPLEX passage requirements for 4th year professional students, administration and generally increased the involvement of students, faculty and staff in various decision making processes at the COP.

As an accomplished professor, licensed pharmacist and pharmacoepidemiologist in the area of HIV, Dr. Wutoh is well qualified to provide leadership in pharmacy at Howard University. Since beginning his career in academia, he has achieved over 40 manuscript publications, in addition to numerous international abstracts, posters, and received grants from HRSA, AHRQ, USAID, CDC, and NIH exceeding $40 million (*See Appendix 8.1.1)*. Dean Wutoh presently serves as the co-director of the College's Center of Excellence and director of the Center for Minority Health Services Research, which are research support entities for the College of Pharmacy in the area of health disparities. Dr. Wutoh's commitment to excellence in both clinical practice and academia will ensure that the COP will progress to position itself as one of the top pharmacy schools in the country.

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

The Dean functions as the chief administrative and academic officer with duties and responsibilities associated with each position. The Dean reports to the Provost/Chief Academic Officer and the President for academic issues. The Dean also provides significant communication and interactions to the Provost and Chief Executive Officer of the Howard University Hospital, particularly for matters concerning clinical practice and the hospital. The Dean serves at the will and pleasure of the President.

The authority of the Dean is firmly established by University policies. As stated in the Howard University Faculty Handbook Section 1.4.2.3.1 (Appendix 7.7.1):

Each of the deans is responsible for the administration of one of the schools or colleges in the Academic Affairs Division or the Health Affairs Division. This responsibility includes faculty recruitment and development; faculty evaluation; program development and review; student advising; collegiate budgeting and budget control; class schedule planning; and general supervision of the research, teaching, and outreach activities of the school or college.

As the College's Chief Executive Officer, the Dean has overall responsibility for directing the College, including meeting all accreditation standards and guidelines addressed in this self-study.

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

The Dean's responsibilities include, but are not limited to faculty recruitment and development, faculty evaluation, program development and review, and student recruitment and retention. The Dean is also responsible for collegiate budgeting and budget control, class scheduling and planning, and providing general supervision for the research, teaching and outreach activities of the College.(See Appendix 8.2.1) The Dean also serves as chairperson of meetings of the faculty, the Faculty Organization and the Executive Council, and represents the faculty, staff and students before the University administration, the public, official agencies and relevant organizations and associations in accordance with the College bylaws, policies and procedures.

The annual budget of the College is approximately $10.5 Million, and the Dean oversees a faculty of 27 FTE, and 20 staff. The Dean appoints chairs of the College's departments, standing committees and faculty search committees, participates in all faculty interviews, monitors courses and faculty workload and is responsible for maintaining an environment of teamwork, collegiality and supportive environment among students, faculty and staff. The Dean is also expected to represent the will and the concerns of the faculty, students, and staff of the College of Pharmacy during meetings with the President and Provost, as well as other administrators.

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 provides support for student activities and student organizations through provision of space, staff support, and limited financial support as requested. In addition, the Dean interacts with alumni through various activities coordinated through the Alumni Association. The Dean is also responsible for representing the college at various professional meetings (APhA, AACP, ASHP), University functions, alumni gatherings, and commencement. The Dean is responsible for various other activities and functions, but is generally viewed as the 'Face of the College of Pharmacy'.

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 Dean presides over the College's Executive Council and ensures that all aspects of the Strategic Plan and accreditation standards are met by the program. He meets on a regular basis with the other Health Science Deans as well as the President and Provost of the University. Largely through his research endeavors, he provides local and international leadership to the pharmacy profession and is perceived as being a tremendous asset to the College based on student feedback.

Any other notable achievements, innovations or quality improvements

The Dean has served as the principal driving force in several noteworthy endeavors including the re-establishment of the College Board of Visitors, the implementation of a Pharmacy Legacy Lecture Series, and the re-establishment of the assignment of a Development Officer to the College.

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

A review of the AACP Curriculum Quality Survey responses shows a feedback that is positive overall and in correlation with the national averages. Survey focus areas were as follows:

- Evaluation of faculty survey data related to Standard 8 indicated that >70% of faculty agreed that the college administrators (Dean Associate/Assistant Dean, Department Chair, and Program Directors) have clearly defined responsibilities from 2007 to 2011.
- Positive trends were observed in the area of administrator functioning as a unified team where 95.7%, 88.2%, 95% and 94% of faculty agreed to a unified functioning in 2007, 2008, 2010 and 2011 respectively. This area was also favorably evaluated when compared to other faculty in the nation with 94.1% of faculty at the College perceiving administrators as unified compared to 81.8%.
- An area of notable one year improvement was the area of dean's leadership. Prior to 2010, the dean was perceived as providing leadership among <=50% of the faculty. The most recent data reflects an improvement to 68.9%, a percentage that is hoped to be improved in the future.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

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.	Satisfactory
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.	Satisfactory
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	Satisfactory
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.	Satisfactory
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.	Satisfactory
Curricular content, instructional processes, course delivery, and experiential education are documented, aligned, and integrated where appropriate.	Satisfactory

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

☑ 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 the college or school's curricular philosophy

The curricular mission of the College of Pharmacy is to provide exceptional training in the areas **pharmaceutical care, systems management, and public health** *utilizing an active learning educational process.* **Student Handbook (Appendix 16.4.1)**

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 curriculum of the College of Pharmacy is designed to provide pharmacy education of excellent quality to students with high academic, scholarship and leadership potential. The curriculum focuses on producing practitioners who can deliver patient-centered medication therapy management and a variety of professional services to the community. The curriculum provides pharmacy students with the necessary skills to become independent thinkers, problem solvers, and self-directed learners with the capability to identify and implement transformational changes necessary in the pharmacy profession. Every aspect of the curriculum is framed with the utilization of good science, and the development of professional skills, attitudes, and values. Cultural appreciation is integrated throughout the curriculum and is further strengthened by the mission of the College to train ethnically diverse minority students. In addition, issues of health care disparities, health literacy, patient safety, team working skills are woven within the fabric of the curriculum. Inter-professional education is a key component of the curriculum, as educational opportunities with the Colleges of Medicine, Dentistry, Nursing and Allied Health Sciences, and Howard University Hospital are emphasized.

The curriculum fosters the development of students as leaders through teaching, practice and modeling. Leadership development workshops, research training, and active input in the tutorial program also help to foster leadership roles.

Students are introduced to leadership concepts early in the curriculum in courses taught in the first year: Introduction to Pharmacy, Team-Building/PBL, and IPPE. It is during this period that the students are taught about the various national pharmacy organizations and their role in the enhancement of the profession. The curriculum promotes the development of students as agents of change through a variety of training programs including but not limited to: immunization (APhA based program) and CPR/basic life support trainings. In addition, a pilot HIV testing initiative was conducted to train fourth year pharmacy students as community HIV testers during the 2010-2011 academic year. Teaching the students these skills equips them with the ability to affect positive change in pharmacy practice and public health. These trainings prepare students to conduct immunizations under the supervision of certified pharmacist immunizers during their pharmacy practice experiences. HIV testing was a great opportunity for the pharmacy students to be agents of change at the local level since Washington, DC has the highest case rate of HIV in the country. Also, students are allowed opportunities to rotate at the local Board of Pharmacy enabling them to gain the experience of hearing the perspectives and sometimes working with local leaders in the pharmacy profession.

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Students are given the opportunity to practice and hone their leadership skills by the encouragement of active involvement in student-based pharmacy organizations such as the Academy of Student Pharmacists, the Student National Pharmaceutical Association, Rho Chi Honor Society and the Phi Lambda Sigma to name a few. In addition, IPPE students are required to participate in public health activities with the expectation of submitting a written summary report of the public health issue and the role of the pharmacist during the 1st 2nd and 3rd professional years. And in the APPE course, the students are expected to complete at least two public health activity assignments, thereby further developing their ability to practice as leaders in the community. This exposure engages them in services that cultivate the values of contributing to positive change in pharmacy practice and overall health care delivery.

Lastly, students are to model after the leadership characteristics in the faculty and school administrators. A recent establishment of the 'Legacy Seminar Series' is an added requirement in the curriculum for all first year students beginning in Fall 2011. Specifically, the seminar course offers a 'modeling' opportunity for students to observe leadership in action. The non-credit seminar course features prominent alumni of the College of Pharmacy and the University who have contributed to health care and/or pharmacy practice. In addition, the faculty consists of several members that are active on the local Board of Pharmacy and that are community leaders in their specialty including HIV/AIDS and Cancer Management.

 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 creation of the 2011 preliminary curriculum map demonstrates how the College is applying the guidelines for this standard. A key aspect of the curriculum review is examining each core and elective course, and identifying the coverage, level of focus and level of function of the program learning goals. Mapping will continue on a recurring basis and reinforce the importance of understanding how specific courses contribute to student learning, and how the courses within the School build upon one another to ensure adequate learning progression. Under the College's Action Plan (Appendix 15.8.1), the annual Assessment Report will address the extent to which the learning outcomes and competencies are achieved, identify areas where the program is successful in achieving its stated educational mission, suggest areas for program improvement, and suggest revision in the measures, methods and/or overall plan for program assessment.

 Any other notable achievements, innovations or quality improvements

Innovation- Use of objective structured clinical examinations (OSCEs) by 3rd year students to ensure adequate problem-solving, clinical reasoning, and patient counseling skills.

Quality improvements activities- Use of exit interview reports as feedback from graduating seniors to identify areas of student concerns, adoption of Exam Master weekly assessment of P4 students to influence senior colloquium topics in preparation for NAPLEX exam, earlier initiation of immunization training within curriculum from P3 to P1 year, and a re-designed 5 week pharmacy biomedical preview program to jumpstart P1 students prior to first academic semester thereby improve student performance and decrease P1 student attrition rate.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall and in correlation with the national averages. Survey focus areas were as follows:

- **GS Survey-Q**36. The program included opportunities to develop professional attitudes, ethics and behaviors.

Over the period of 2007, 2008, 2010, 2011, the survey data of the graduating pharmacy student showed an average of over 40% of the responders strongly agreed that the program included opportunities to develop professional attitudes, ethics, and behaviors. Additionally, over 45% agreed during the same period. When compared to the national average, Howard University students in 2011 strongly agreed and agreed similarly to the national average with 93.2% vs. 94.8% (national) in the inclusion of opportunities to develop professional attitudes, ethics, and behaviors.

- **AS-Q 20: When I was a student I knew what the program outcomes were.**

In the 2008, 2009, 2010, 2011, Alumni survey, 29.8%-38.2% of Howard University Alumni strongly agreed that they knew what the program outcomes were, while 51.1%-64.9% agreed. The national average of strongly agreed and agreed Alumni responders in 2011 is 93.6% vs. 84.4% by Howard University Alumni. Overall, almost 85% of the Howard University Alumni responded favorably (strongly agree or agree) to knowing what the program outcomes were.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

The college or school's faculty is responsible for the development, organization, delivery, and improvement of the curriculum.	Satisfactory
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.	Satisfactory
All curricular pathways have both required and elective courses and experiences and effectively facilitate student development and achievement of the professional competencies.	Satisfactory
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.	Satisfactory
Introductory pharmacy practice experiences are not less than 5% (300 hours) of the curricular length.	Satisfactory
The advanced pharmacy practice experiences are not less than 25% (1440 hours) of the curricular length.	Satisfactory
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.	Satisfactory
Learning outcomes for curricular courses and pharmacy practice experiences are mapped to the desired competencies and gaps and inappropriate redundancies identified inform curricular revision.	Satisfactory
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.	Satisfactory
The Curriculum Committee (or equivalent) is constituted to provide balanced representation from all departments, divisions, and/or disciplines within the college or school.	Satisfactory

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.	Needs Improvement
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.	Needs Improvement

3. College or School's Comments on the Standard

Focused Questions

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

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

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

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

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

☑ 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

☑ 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.

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

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 curriculum is structured into the following 4 areas: biomedical sciences (1st yr); pharmaceutical sciences (1st and 2nd yr); social/behavioral/administrative sciences (1st and 2nd yr); clinical sciences (3rd yr), pharmacy practice including IPPE and APPE (1st-4th yr).

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The elective course offerings span a wide array of areas including: research in clinical science, pharmaceutical sciences; health policy, law, advanced pharmaceutical sciences, advanced clinical sciences, HIV Epidemiology, and cultural competence.

Students have both introductory and advance practice experiences in various pharmacy settings/ area including: community, health system, ambulatory care, acute care, managed care, professional organizations, government agencies, research facilities, nuclear pharmacy, pharmacoeconomics, drug information, pharmacy law, and the pharmaceutical industry.

Both didactic and experiential components of the program comply with the standards in regard to percentage of curricular length. Specifically, the percentage of curricular length of the various components is as follows: core curriculum contributes to 63%; IPPE contributes 5% (not less than the minimum standard of 5%); APPE contributes 32% (not less than the minimum standard of 25%). This estimation is based on the course semesters of the program.

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

The Nontraditional Doctoral Pharmacy Program (NTDP) has the following three phases: *Phase I -* A 2-month orientation to educational technology and fundamental clinical concepts. *Phase II -* A 16-month course of study divided into three semesters, which include Integrated Pharmacy Care and Science courses. The Integrated Pharmacy Care and Science sequence is a unique instructional model (integration of pathophysiology, clinical presentation, chemistry, pharmacology, and pharmacokinetics; distance learning instruction delivery) that Howard University has adopted in the NTDP curriculum. *Phase III -* A 2-6-month experiential component culminating in the development, implementation and evaluation of a disease state program.

Data that link teaching-and-learning methods with curricular outcomes. How the results of curricular assessments are used to improve the curriculum

Under the leadership of the Assessment Committee, the College uses a valid and reliable method of providing feedback to faculty regarding teaching and learning at the conclusion of courses. The IDEA Center, an external source for objective assessment data regarding faculty instruction, is employed. During academic year 2010 - 2011, student responses were evaluated using the Student Ratings of Instruction Diagnostic Form. The instrument assesses teaching effectiveness by evaluating progress made on relevant course objectives.

Assessment of teaching effectiveness was evaluated for the academic year 2010 - 2011 using the IDEA Center Group Summary Report. A total of 22 courses were reviewed (Mean 23 including Fall 2010= 24; Spring 2011=22), including several courses at all levels of the professional program. The report indicated that the College's overall teaching effectiveness was considered favorable. More specifically in the Spring 2011 the percent of classes with ratings at or above IDEA center scores were observed for excellent teacher and excellent course categories. For Fall 2010 similar trends were observed as the Spring except for the excellent teacher category which had a slightly lower ratings.

Based on IDEA Center course evaluation reports, the Assessment Committee organized a series of workshops for faculty to address strategies classroom assessment and teaching methods largely through the Howard University Center for Excellence in Teaching, Learning and Assessment (CETLA). (Appendix 11.4.1)

Of the 12 standard IDEA center learning objectives, 6.3 of them were rated as important or essential. The percent of classes with ratings at or above IDEA center scores were observed in the area of progress on relevant objectives (Spring 2011 =95.0%; Fall 2010=75.0%). Possible areas of improvement include diversity in instruction approaches to accommodate different student learning styles. The data suggests that the current teaching style focuses primarily on classroom lectures (Fall 2010 =67% of classes; Spring 2011=45% of classes).

 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

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 Assessment, Evaluation and Planning Committee committed a charge to CIRC in late 2007. Based on the report and meetings between both CIRC and Assessment Committees, a decision was made to initiate a 'blueprint' process of assessing the curriculum in a formalized manner, (See Appendix 10.3.8). The assessment of the curriculum incorporates two main levels of evaluation: course and program level based on the SOP's 14 learning goals/competencies. The first phase assesses the level of function within the curriculum; regarding where the 14 learning goals were being applied in the curriculum and whether concepts were knowledge, skill and/or application. It also addresses how the content was being delivered. Mapping of pharmacy core content areas to Appendix B is also complete and shows an appropriate curriculum emphasis of all content areas (Appendix 10.3.6). The Curriculum Committee and the Assessment Committee are actively engaged in evaluating the maps to identify gaps and redundancies as well as to assess the progression of learning for the purpose of recommending any necessary curricular revisions

The curricular courses are expected to increase in complexity as mapped to the professional competencies**.** Student portfolios continue to be an integral part of the 4th year integrative learning process with transition to an electronic portfolio beginning 2011. It provides P4 student with the opportunity to provide a core set of assignments (i.e., pharmaceutical care plans, ADR/Case Reports) that must be completed. Students are provided feedback from the preceptor and an internal faculty reviewer. The portfolio assignments begin in the P1 year and are evaluated with progressively increasing expectations, thereby providing integration and application of all competencies in the delivery of holistic patient care.

The number of available elective courses has increased within the COP. There are additional research elective course offerings. New elective course includes: The History of Pharmacy: How Yesterday Influences Tomorrow; Introductory and Applied Concepts in Health Policy, Culturally Congruent Care for Clinical Health Professions; HIV Epidemiology, and more are in development.

Within the curriculum, active learning strategies are emphasized to stimulate student learning. Students are introduced to various learning methodologies in the Team Building/PBL course. The course lays the foundation for the use of varying teaching methodologies in the other courses. For example, use of TurningPoint technology (clickers) was made available to faculty in the Fall 2010 to facilitate and engage student learning.

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 adopted several practice- and ability-based outcomes utilizing the organizing framework from the AACP Center for the Advancement of Pharmaceutical Education (CAPE) Educational Outcomes. The College adopted these practice-and ability-based outcomes as its learning goals (professional competencies), which serve as the cornerstone for implementation and assessment of the curriculum. Based on faculty observations, student assessments, and multiple faculty retreats between 2008-2011, changes and additions were made to curriculum.

Content Shifts in Therapeutics-The Integrated Therapeutics series spans three semesters. Based on faculty observation, faculty/student input from Curricular Retreats and student assessment, the Integrated Therapeutics lecture and lab module series was restructured in April and implemented in August of 2011 in an effort to enhance student learning (See Appendix 10.3.2). Streamlining of the laboratories for uniformity amongst the courses by activities and credits hours was done as well for the didactic courses. A line-by-line evaluation of each module's pharmacotherapy content was completed to verify the missing content and redundancies identified.

Based on Exam Master performance evaluation of P4 students and student input, nonprescription therapeutics was identified as a major gap in the curriculum that not only needed reinforcement, but instruction as well. The restructuring included a stand-alone Nonprescription Therapeutics course, (see Appendix 10.3.2).

Content & Structure Shift to Colloquium- Based on student input, faculty observation and NAPLEX performance, a major structure change to Colloquium, that is conducted every Friday for P4 students, was completed. In year one, 2010, Exam Master was employed from May – August, August – November and then January – April - through the entire P4 year, with required weekly log-in sessions. The summer performance was used to determine content for review for the fall sessions of Colloquium. In addition, nonprescription therapeutics topics were provided – an equivalent of 15 hours of instruction in 2011 and 2012. Two mock NAPLEX type exams with 185 questions each were assigned, and results were provided to students. The following year in 2011, Exam Master continued, coverage of nonprescription therapeutics topics was done during the Spring sessions only, and a Spanish for Healthcare Professionals (Medical Spanish) course was incorporated with the support of the College's Center of Excellence to further enhance Cultural Competency in the curriculum.

 Any other notable achievements, innovations or quality improvements

The University Center of Excellence in Teaching, Learning and Assessment (CETLA)has been a valuable partner in conducting faculty development training in course assessment and teaching and learning effectiveness. Also of note, the College's Center of Excellence continues to conduct a Teaching and Learning Faculty Scholars Program, in which senior faculty (Senior Scholars) would mentor junior faculty (Project Scholars) to enhance learning through the scholarly application of new teaching and learning methods. As of 2012, six faculty from within the Colleges of Pharmacy, Nursing, and Allied Health Sciences have been recognized as faculty scholars.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall   and in correlation with the national averages. Survey focus areas were as follows:

- The COP graduating students responded less favorably than the National student data on the following: Q 34-pharmacy-related elective courses met student needs as Pharm.D student (HU COP Agree Responses 71 % versus 83 % as the National Average). However, significant improvement is noted in comparison to previous College stakeholder survey responses to the question (Agree 91 % in 2011 up from 79 % in 2007) suggesting that improvements have been well received.
- The faculty responded less favorably than the national data on several questions. Those areas that also show significant downward trending in positive responses from College stakeholders are the clarity of the organization and structure of the curriculum (question 42: Agree 76 % in 2011 down from 87 % in 2007); understanding how their instructional content fits into the curriculum (question 43: Agree 76 % in 2011 down from 100 % in 2007)); and curriculum is taught at a depth that supports understanding of central concepts and principles (question 44: Agree 64 % in 2011 down from 83 % in 2007).
- The alumni responded less favorably than the national data on the proper sequencing of the curriculum (question 22: Agree 78 % versus 87 % as the National Average); and student pharmacy related elective courses meeting their PharmD student needs (question 27; Agree 73 % versus 83 % as the National Average). Both of these areas also show downward trending when compared to previous College positive responses.

Through the review of the survey responses, it is apparent that there is need for improved communication with faculty in the improvement of the college curriculum. New strategies will be implemented whereby the curriculum will be reviewed at the beginning and end of the year with all faculty members to improve faculty awareness and understanding of all courses. Furthermore, there is plan to address the availability of elective courses via partnerships between the College and other health profession schools, thereby providing more options for students. The Dean has indicated that a major curriculum review and revision will be undertaken in the 2013-14 academic year.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

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.	Satisfactory
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.	Satisfactory
The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.	Satisfactory
The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study.	Satisfactory
Teaching and learning methods used assure that learning experiences, opportunities, and outcomes are comparable for all pathways, branches or campuses.	Satisfactory

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.

A variety of teaching and learning methods and strategies are employed in the delivery of the Howard University College of Pharmacy curriculum. They range from traditional lectures to problem based learning methodologies. A survey of teaching and learning methods used within the curriculum by the pharmacy faculty was conducted. The surveyed faculty utilized case studies during lecture as the most common active learning strategies to facilitate student learning. This form of active learning often requires the students to be engaged with the lecture topic through the use of case scenarios that would support the understanding of subject matter. In the Integrated Therapeutics course series (for 2nd and 3rd year pharmacy students), cases are embedded within the lecture material to cement student understanding of pharmacotherapy processes and options. In this technology era, YouTube has been utilized in lectures and the use of Lecture Capture has been piloted this summer as a potential tool to facilitate student learning.

The next most commonly used teaching and learning method by faculty to facilitate active student learning is group project work, followed by the use of modified problem based learning methodology.

According to the survey, faculty members also use the following teaching and learning methods: small group discussion/exercise, OSCE, think-pair-share, pharmacy jeopardy, laboratory exercises, simulations, web-based discussions, and computer application in expanding student knowledge and understanding.

The use of these various teaching methods is expected to advance meaningful learning in the courses in which they are employed. For example, the course Team Building/PBL offered to first year students utilizes group project activities to drive the development of team formation, thereby inculcating effective team work qualities. Modified problem based learning methodologies are used in the laboratory component of the Integrated Therapeutics course series to reinforce theoretical concepts taught in the lecture course.

The teaching and learning methods and strategies employed in the delivery of the non-traditional pathway, where possible, mirror the teaching and learning methods employed in the traditional pathway and include traditional lecture, faculty-led patient case-discussions, and live demonstration and practice based assessment skills through the executive weekends. Within the Integrated Pharmaceutical Care and Science Lab (I-CARE) didactic course sequence, faculty discuss patient cases during virtual course meeting times with students which are meant to allow students to apply the information to real world settings/situations. While the non-traditional students listen to these captured lectures, they are given this opportunity to participate in live patient case virtual discussions through the three 1-credit I-CARE lab discussion courses in which students meet with faculty facilitators on a weekly basis during academic terms. Groups range in size from 4-5 students; thereby non-traditional pathway students receive personalized attention during these discussions.

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

The College has understanding of the diversity of learning modalities utilized among our students. The College included a workshop for faculty at the retreat in summer 2011 on the VARK system to emphasize the varied learning modalities of students. Faculty members were encouraged to consider

this factor in course development and delivery. To accommodate aural learning, audio recordings of lectures have been piloted this summer through the video recordings of lectures via Lecture Capture. Many pharmacy courses incorporate diagrams, graphics within PowerPoint presentations for visual learners; reading/writing assignments are embedded in most courses for read/write learners; kinesthetic learners benefit from the hands-on computer exercises in courses such as: drug information, pharmaceutics, pharmacokinetics; OSCE in integrated therapeutics.

To address this issue, the College also purchased automated responders system (clickers) to further stimulate student learning and aid with knowledge retention of pharmacy materials. This system is made available to all faculty members to utilize in all the pharmacy courses. It has been noted that the use of this system motivates student participation and engages student learning of delivered instruction.

The College of Pharmacy has updated all the problem-based learning (PBL) rooms available in the College of Pharmacy building and equipped them with large screen television monitors to further support the varied learning needs of students. The availability of well equipped small group facilities is expected to further contribute to student engagement in learning and retention of knowledge gained in traditional lecture format. In addition, the use of the PBL rooms would facilitate the development of learners with critical thinking and problem solving skills. Secondary to student requests, the furniture in the PBL rooms has also been upgraded to facilitate learning.

The College has invested in gaining access to the Howard University's Health Sciences Enterprise Objective Structured Clinical Examination (OSCE) facility for students to use during their second and third year of the pharmacy curriculum. Thus far, students in the third year Integrated Therapeutics course were assessed with the OSCE and the feedback from students has been overwhelmingly positive for addressing their communication and clinical competence skills.

Similar to the traditional pathway, the non-traditional pathway utilizes Howard University's Health Sciences Library and Learning Resource Center that is an information gateway, employing cutting-edge technology that crosses geographical, social, economic and cultural barriers. The NTDP students are able to logon to the Internet and then login to our server 24 hours a day and 7 days a week either directly or through a proxy server to access the Library and all of its available resources, including indexes/ abstracts and full text database. The NTDP program delivers the curriculum via the Internet utilizing a variety of up-to-date technology such; I-Tune, Audio, Video, and Microsoft Office files. In addition, learners interact weekly with pharmacy faculty and other learners through a creative mix of synchronous (real-time) and asynchronous (threaded) computer conferencing, and computer databases which are available and accessible to the students 24 hours a day.

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)

The formative assessments used to evaluate the teaching and learning methods in the traditional pathway include the exit interviews conducted with graduating pharmacy students. Others include use of daily five (5) minutes web survey on level of understanding of lecture; use of audience response systems (clickers) for immediate students' assessment; completion of evaluation forms by students after each lecture and exam to ascertain effectiveness of teaching methods. Furthermore, APPE students complete self-reflective narratives; while both IPPE and APPE students submit digital portfolio of their experiences as means to monitor their experiential learning and progress.

The summative assessment is conducted primarily through the use of the IDEA student ratings of instruction system. It focuses on student learning of twelve (12) specific objectives, and can be administered online or on paper. The IDEA center tailors each report to fit the instructor's selected learning objectives and offers recommendations for improvement based on the vast national database. The assessment is done in each pharmacy course every semester after midpoint of the course duration. The feedback given by the students is utilized by faculty for course assessment; and improvements to enhance course instruction, teaching and learning methods via relevant workshops. More specifically, the grading system utilized in the didactic component of the program is letter grade-based (A, B, C, F); while passing/failing grading system applies to the early and advanced professional practice experiences.

An array of assessment methods are utilized throughout the non-traditional pathway to measure student achievement. These include standard examinations, quizzes, homework assignments, online testing, case studies, written assignments, preparation of patient education materials, and treatment and monitoring plans (SOAP notes). These incorporate both formative and summative evaluations. Most assessments are summative, but formative assessments are used in a few courses. These include homework assignments and projects in several I-CARE courses and patient assessment activities during the executive weekends.

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

Active learning strategies are employed throughout the curriculum from year 1 to year 4 of the pharmacy program to develop students to become critical thinkers, problem solvers, lifelong learners, and effective team members. The active learning strategies utilized in the curriculum include: cases studies during lecture, guided group discussions, simulations, group project work, case-based conferences, problem-based learning, computer application, web-based discussions, and laboratory exercises. Students acquire patient experience early in the introductory experiential trainings, followed by the training with the OSCE assessments using simulated patients (actors), and finally in advanced experiential trainings.

Any other notable achievements, innovations or quality improvements

Some curricular innovations in the college are evaluated for effectiveness in improving student learning and performance, (i.e. digital portfolio, immunization training). Students in the NTDP have asynchronous access to web-based lecture. These students have discussions through virtual conference rooms with pharmacy school faculty on previous lecture topics. In addition, I-CARE virtual discussions are conducted on patient cases for 60-90 minutes, and allow students from various parts of the country to have synchronous discussions.

One of the faculty members, Dr. Pradeep Karla, has incorporated a new active learning strategy, Classroom Presenter® technology which integrates tablet touch and Wi-Fi connectivity to engage student interaction in course content and provide real-time communication between students and faculty. As a result of his efforts, he obtained the first place prize at the Health Sciences Research Program for the use of this technology in teaching pharmacy courses.

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

Howard University / College of Pharmacy

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall   and in correlation with the national averages. Survey focus areas were as follows:

- The COP faculty responded more favorable than the national data on faculty encouragement of students to assume responsibility for their own learning (question 38: Agree: 94 % for College versus 86 % as the National Average); and on laboratories and other non-classroom environments being conducive to learning (question 39: Agree: 89 % for College versus 85 % as the National Average). A notable achievement is the dramatic increase in perceptions of the adequacy of laboratories and other non-classroom with positive responses increasing to 89 % in 2011 up from 57 % in 2007 largely as a result of enhanced learning facilities such as the PBL rooms located in the Health Sciences Library and within the COP.
- The preceptors responded slightly higher than the national data on students' encouragement at practice site to assume responsibility for their own learning (question 23; Agree: 100 % for the COP versus 97 % as the National Average).
- The alumni responded similarly to the national data on the program's engagement of students in active learning activities (question 21: Agree: 93 % for COP versus 96 % as the National Average);
- The COP graduating students responded less favorably than the national data on the provision of opportunities to engage in active learning (question 32; Agree: 89 % for COP versus 96 % as the National Average); and encouragement to ask questions in class (question 33: Agree 79 % for COP versus 90 % as the National Average).

Activities such as the introduction of Turning Point clicker technology within the classroom, expansion of Objective Structured Clinical Examinations (OSCE), and the use of simulation exercises throughout the first three years of didactic of instruction OSCE and have been implemented to increase active learning within the classroom for enhanced learning.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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 timesensitive 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

Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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.	Satisfactory
Outcome statements include developing skills to become self-directed lifelong learners.	Satisfactory
The curriculum prepares graduates to independently seek solutions to practice-based problems in the scientific and clinical literature.	Satisfactory

Graduates possess the knowledge, skills, attitudes, and values needed to enter practice pharmacy independently by graduation.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ A description of the professional competencies of the curriculum
☑ 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
☑ 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
☑ 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 the professional competencies of the curriculum

The program's professional competencies are centered on students' ability to: provide patient care in collaboration with patients and other providers based on effective practice principles and data-driven evidence; effectively manage and use the health care system resources; and contribute to overall health promotion. The specific college's competencies and their connectivity with these general domain areas are attached in Appendix 12.5.1.

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

The compulsory comprehensive exam (CCE) is a requirement for all students to take at the end of their third pharmacy year in the Spring semester. The overall identified areas of weakness for the students in the CCE are addressed into individual course content. The pre-NAPLEX examination passage is a newer requirement, adopted recently in Spring 2011 for all fourth year students to successfully complete in order to be eligible to graduate from the pharmacy program. The feedback from this assessment is used to reassess student preparedness for the NAPLEX exam. Exam Master is another tool utilized during the fourth pharmacy year as a weekly assessment measure to monitor students' knowledge in core therapeutics areas. Colloquium sessions are customized in accordance to students' performance on the Exam Master assessments. The NAPLEX exam is the ultimate tool for evaluating students' acquisition of professional competencies and fulfillment of outcome expectations. The previous declining performance of students in 2010 was evaluated and led to the institution of the pre-NAPLEX graduation requirement, more rigorous admissions criteria, and contracting with in a highly acclaimed professional NAPLEX review program.

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

As noted previously, students are introduced to the concept of inter-professional team work early in the curriculum in the first year Team Building/PBL course. During this course, students are exposed to the value of team work and the importance of inter-professional healthcare teams. The introductory professional practice experiences (IPPE) continue to build on this foundation by creating opportunities for students to observe and interact with inter-professional team members at the end of their first and second year of pharmacy school. Students are able to acquire substantiated inter-professional team work experience during their advanced professional practice experiences (APPE) at various healthcare settings during their fourth year of pharmacy school. The description of courses that focus specifically on interprofessional education include: Health Care Ethics-This required course introduces students to ethical and bioethical issues confronting healthcare providers in the context of health care delivery and research. Emphasis on collaborative dialogue between and among the disciplines represents the hallmark of this course. Students from various health professions including pharmacy, medicine, nursing, dental, and allied health sciences work together in the course to resolve the ethical case presentations. Culturally Congruent Care for Clinical Health Professions-This elective course is designed to help students increase awareness of how the delivery and acceptance of health care may be influenced by social, cultural and environmental factors. Students from various health professions including pharmacy, nursing, and allied health sciences (physician assistant, physical therapy, occupational, nutrition, etc) work together in small groups on various cultural competency topics.

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

Provision of patient-centered care: The ability for students to provide patient-centered care is woven throughout the curriculum from year 1 through 4 in both didactic and experiential practices. Prior to graduation, students must at minimum design a comprehensive care plan, function effectively in an interprofessional care team, possesses the ability to manage a patient-centered practice.

Provision of population-based care: Students are introduced to concepts on population-based care during the didactic courses. Specifically, students become certified in immunization delivery via American Pharmacists Association (APhA) program in their pharmacy year 1 thru 4. Thereby, students are taught the significance of population-based care and the role of pharmacists in optimal provision of population-based care. Students are also given the opportunity to become trained in conducting HIV testing on patients in the community. Additional topics in this area are provided in the pharmacoepidemiology course.

Management of human, physical, medical, informational, and technological resources: The required drug informatics course that students complete in their first year serves as the foundational core for students' understanding of medical, informational, and technological resources. Students are equipped with fundamental skills and knowledge that will be later utilized in their other courses and professional practice experiences to retrieve and evaluate medical information for the provision of optimal patient care. The principle of pharmacy administration course teaches students principles of managing human and physical resources.

<u>Management of medication use systems:</u> All fourth year students are expected to complete a required portfolio assignment related to management of medication use systems in order to ascertain the competencies of all graduating students in this area.

<u>Promotion of the availability of effective health and disease prevention services and health policy:</u> Students participate in health promotion and disease prevention activities during their introductory and advanced experiential practices. Students are required to document these experiences in their longitudinal portfolio. An elective course in health policy is made available to students to further expand student knowledge and understanding of pharmacist contributions in health policy.

Any other notable achievements, innovations or quality improvements

In the Spring 2009 semester, cardiopulmonary resuscitation and the Basic Life Support classes were implemented respectively into the Integrated Therapeutics III laboratory course.   Immunization Trainings were instituted in the Spring of 2010 by five trained faculty members that participated in an APhA immunization training program. Lastly, the Objective Structured Clinical Examinations (OSCE) training in Toronto, Canada was attended by 3 faculty members who have trained the additional faculty through use of the Clinical Skills Lab.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall   and in correlation with the national averages. Survey focus areas were as follows:

- <u>AACP Survey: Student 10-29, 84-</u> The graduation student responses were less favorable than the national groups during the period of 2007-2011 for questions 17, 22, 27, and 84.

Q 17. The Pharm.D. Program prepared me to interpret economic data relevant to treatment of
  disease. (Agree: 77 % for COP versus 81 % as the National Average),

Q 22 . The Pharm.D. Program prepared me to interpret and apply drug use policy and health   policy. (Agree: 84 % for COP versus 90 % as the National Average),

- <u>AACP Survey: Alumni 20, 31-41: </u>. The survey results from HUCP were less favorable in comparison with the national groups with the following questions: 20, 32, 33, 34, 39, and 40.

Q 20. The Pharm.D. Program prepared me to provide patient care in accordance with legal, ethical, social, economic, and professional guidelines. (Agree: 84 % for COP versus 94 % as the National Average)

Q 32. The Pharm.D. Program prepared me to effectively manage a patient-centered pharmacy practice. (Agree: 86% for COP versus 91 % as the National Average),

- <u>AACP Survey: Preceptor 25-35:</u> Overall, all of the survey results from the Howard University College of Pharmacy preceptors were more favorable than the national groups during the survey period of 2007 thru 2011. A noted improvement trend was noted for the HUCP program during the 2007-2011 for Questions: #25, 26, 27, 28, 29, 30, 32, 33, 34, 35.

Q 25. The Pharm.D. Program prepares students to develop and use patient-specific pharmacy care plans. (Agree: 100 % for COP versus 91 % as the National Average),

Q 26. The Pharm.D. Program prepares students to effectively manage a patient-centered pharmacy practice: (Agree: 100 % for COP versus 88 % as the National Average).

The addition of Dr. Mary Maneno who is an expert in pharmacoepidemiology and biostatistics, to the faculty, the addition of Dr. Earl Ettienne who is an expert on pharmacy administration and to the faculty, and the implementation of a course on Health Policy in the Spring 2011 are all key initiatives that have been undertaken in an effort to improve learning in many of the more challenging areas identified above.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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	Satisfactory
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.	Satisfactory
The didactic course work provides a rigorous scientific foundation appropriate for the contemporary practice of pharmacy.	Satisfactory
Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the didactic and experiential curriculum.	Satisfactory
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.	Satisfactory
The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.	Satisfactory
Courses and other formal learning experiences are coordinated and integrated across disciplines.	Satisfactory
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

Focused Questions
☑ The curricular structure and content of all curricular pathways
☑ 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
☑ 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
☑ Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values
☑ Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the didactic and experiential curriculum
☑ 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 curricular structure and content of all curricular pathways

The College of Pharmacy offers a dual curricular pathway to the Doctoral Degree in Pharmacy (Pharm.D.): A traditional 4 year program for entry level students, and the Non-traditional Doctor of Pharmacy (NTDP) Degree Program for pharmacists who currently hold a valid US Pharmacy License. Throughout the 4 years in the entry level pathway, the program is structured in a traditional Fall/Spring semester format. The exception to this is that for years 1 and 2, students complete IPPEs during the summer prior to the academic year, and at end of year 3, all students complete APPEs. Throughout the 2 years in the Nontraditional (NTDP) pathway, the program is structured on a year-round basis with exception of a short summer break in the first year of the program. The NTDP program consists of 4 uninterrupted semesters delivered in the following three phases:

Phase I-A 2-month orientation to educational technology and fundamental clinical concepts. Pharmacists participate in two (2) executive weekend seminars at Howard University College of Pharmacy.

Phase II - A 16-month course of study divided into three semesters, which includes Integrated Pharmacy Care and Science courses.

Phase III - A 2-6-month experiential component culminating in the development, implementation and evaluation of a disease state program.

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 curricular structure of the traditional pathway is based on four areas: biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and pharmacy practice, see Appendix 13.2.1.

The College's entry-level curriculum is comprised of biomedical, pharmaceutical, social/behavioral/ administrative, and clinical (pharmacy practice) science areas. This strong foundation begins with the Pre-Pharmacy Required Courses which requires 48 math/ science credits and 21 credits in social science/humanities. The Pharm.D core curriculum includes 134 credits; this includes 104 credits of didactic coursework, and 30 combined IPPE and APPE credits. All years of the didactic curriculum include courses from all academic departments. Most courses are team-taught and several are taught by faculty from multiple academic units. The curriculum also includes 10 professional elective credits.

Area 1- Biomedical Sciences

The courses in this area include Biomedical sciences (BMS) I & II. BMS I encompasses anatomy and physiology, while BMS II comprises of biochemistry and microbiology. These courses are taught by faculty in the College of Medicine. The assistant dean serves as the liaison with the College of Medicine's representative to resolve any problems or concerns associated with the biomedical courses. The College holds post semester retreats and invites respective course coordinators and faculty members from the College of Medicine to familiarize them to pharmacy program expectations. Furthermore, the college stays in regular contact with this faculty via the office of the Assistant Dean to communicate the pharmacy program needs.

Area 2: Pharmaceutical Sciences

All the pharmaceutical sciences courses are taught by the basic science department of the College. There are a total of 29 credit hours of pharmaceutical sciences which includes the following courses: Introduction to Pharmacy, Pharmaceutical Care I, Pharmaceutics, Pharmacological Therapeutics I, Pharmaceutical Chemistry I, Pharmaceutical Sciences Lab in program year 1; Biopharmaceutics, Pharmaceutical Chemistry II, Pharmacological Therapeutics II, Pharmacokinetics in program year 2. Furthermore, pharmaceutical sciences concepts are embedded throughout the rest of the curriculum in Integrated Therapeutics (IT) series in year 3 and professional practice experiences in year 4. More notably, additional integration of biopharmaceutics and pharmacokinetics principles are incorporated within the IT series. Lectures and laboratory sessions allows for integration of information within pharmaceutical sciences discipline area through hands on practice and case-based teaching.

Area 3: Social/behavioral/administrative sciences

Courses in this domain include: Principles of Pharmacy Administration, Biostatistics and Research Methods, Pharmacy Jurisprudence, Pharmacoepidemiology and Outcome Research, Team Building/ PBL, Introduction to Pharmacy and Drug Informatics. Principles of Pharmacy Administration in P1 addresses general pharmacy management, medication use/distribution system and the financial aspect with the focus on the patient care. Biostatistics and Research Methodology taught in the subsequent semester introduces the elements of scientific research, the scientific process and the role of research in clinical practice. Basic statistical methods and the application of statistics to health-science research are taught. Building upon the two previous courses, Pharmacoepidemiology and Outcomes Research in the P2 year focuses on the understanding and evaluation of the scientific studies that supports the rational use of medications in humans. Further, the understanding of the concept and techniques of pharmacoeconomic evaluations, decision analysis, cost-effectiveness and cost-benefit analysis are

also introduced. Active learning through case presentation by the students augments an active learning process for the critical analysis of the published outcomes research studies as well as oral exams utilizing clinical faculty's input. The course prepares students for problem-based critique in the Integrative Therapeutics (IT) courses.

Area 4: Pharmacy Practice

Includes Health Care Ethics, Integrated Therapeutics I/II/III Lecture and Laboratory. The pharmacy practice courses are spread from the P1 throughout P4 semesters. Pharmaceutical Care I and II in P1 and P2 courses introduces pharmaceutical care skill development. Emphasis is placed on principles and delivery of various pharmacy services to patients.

IT I, II, III and IT laboratory I, II, III are modular courses based on the diseases/organ system. Students are prepared to participate effectively in the experiential program and with the ability to prepare a pharmaceutical care plan, and render patient-focused care on graduation. IT didactic courses are 24 credit hours and IT laboratory courses are 15 credit hours, totaling 39 credit hours from P2 Spring through PIII Spring (three semesters). The didactic modules and the laboratory sequence are coordinated such that it provides knowledge and skill development simultaneously through case simulation. In addition to COP clinical faculty, a number of preceptors participate in the laboratory exercises as facilitators.

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

Mapping of pharmacy core content areas to Appendix B is also complete and shows an appropriate curriculum emphasis of all content areas (Appendix 10.3.6).

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

Examples of student assessment and documentation of student performance and knowledge are gauged primarily through completion of written exams. Problem solving skills and clinical therapeutic knowledge are assessed with laboratory exercises and activities. Patient care skills are developed and measured through oral exams and objective skills clinical examination (OSCEs). The portfolio assignment requirement from pharmacy year 1-4 of the program serves to reinforce the attainment of overall core knowledge, skills, and values.

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

The basic science content of the core curriculum is reinforced through the teaching of applied material in the Integrated Therapeutics courses. This collaboration acts to reinforce the underlying scientific foundation as well as better integrate the science with its clinical application. Conversely, therapeutic applications are infused throughout the basic science course materials that are taught in Pharmaceutics, Pharmacological Therapeutics, and Pharmacokinetics courses. Knowledge is integrated with practice skills and values in courses such as Pharmaceutical Care I and Pharmaceutical Care II and the Integrated Therapeutics Laboratory. These controlled learning settings are crucial for successful transition from the didactic to the experiential portion of the curriculum. Students are introduced to concepts of professionalism via the White Coat Ceremony during the program orientation.

The expectations set during this period are reinforced in the Team Building/PBL course, where activities to enhance professional attitudes and values are conducted. Upon this first year exposure to professionalism, professional attitudes and values are reinforced and advanced during the didactic and experiential curriculum via expected professionalism behaviors.

For the strategies of integration in the future, efforts are underway to involve Pharmacy Administration faculty in Integrated Therapeutics courses including clinical trial interpretations and its implications. For pharmacoepidemiology and outcomes research courses, clinical faculty members are utilized for oral exam sessions.

The Curriculum, Instructional and Resources Committee (CIRC) in the COP has played a pivotal role to ensure that knowledge, practice skills, and professional attitudes and values be integrated and applied, reinforced, and advanced throughout the curriculum.

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

Prior to 2011, the number and duration of the modules between semesters varied, and created scheduling imbalances. In 2010-2011, the CAPS department undertook a re-structuring of the IT series and implemented the change in the fall of 2011; that each semester contains three 5-week modules (A, B, C) and one of 15 week IT lab which is a cumulative exercise. Some topics were moved to a different module, such as (ENT/pulmonary module) being moved to IT III C (combined with nutrition and others). This provided additional time to present topics in infectious diseases and hematology/oncology which the students previously expressed concerns of 'not enough time' devoted to these areas. Lack of consistency to include OTC products in all topics in the module as noted, thus an OTC course was re-introduced into the curriculum in 2011.

Any other notable achievements, innovations or quality improvements

Addressing public health concerns, concepts and practical application of immunization and CPR are taught in the module, and certificate programs are provided to all students. Special populations such as geriatrics, pediatrics, transplantation, psychiatry/substance abuse are addressed in the IT III module.

IT laboratory exams are conducted via the OSCE format, and students conduct actual patient counseling.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall and in correlation with the national averages. Survey focus areas were as follows:

- The COP's graduating student survey result for question 34 (pharmacy-related elective courses met my needs as Pharm.D. student) is less favorable than the national group. Over 70% of graduating students strongly agreed or agreed that the pharmacy-related courses met their needs as pharmacy students. There has been an increase in the variety of electives courses available to address this student concern. This will continually be monitored.
- The HUCP alumni response to question 27 (when I was a student pharmacy related elective courses met my needs as a pharmacy student) is less favorable when compared to the national group. Over 24% of the alumni disagreed that the pharmacy related elective courses met their needs as pharmacy students.

The introduction of more electives including Health Policy and Cultural and Congruent Care will enable the College to expand the student learning experience and possibly improve feedback in the areas noted above.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

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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.	Needs Improvement

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.	Needs Improvement
Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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).	Satisfactory
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.	

3. College or School's Comments on the Standard

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 schools assures, measures, and maintains the quality of site used for practice experiences

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☑ 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

In both the Introductory Pharmacy Practice Experience (IPPE) and Advance Pharmacy Practice Experience (APPE) courses, students' performance is assessed by preceptor evaluations and submitted portfolio assignments.   The portfolio assignments are based on patient interactions, practice activities, and other clinical activities.   The program's student evaluations are to be completed by experiential preceptors and are based on professional competencies and ACPE standards. All evaluations are completed and stored in the E-value documentation system.

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

The College is able to provide our students with a diverse patient population in various health care settings within the District of Columbia metropolitan area, including Howard University Hospital. Students conduct patient interviews and assist in health screenings and provide health education across the variety of health care settings during their IPPE and APPE experiences.

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

 In the IPPE program, students are required to complete rotations in both the community and institutional setting. Students are required to perform 160 hours in the community setting the summer after the P1 year. Students are also required to complete an additional 160 hours in the institutional setting the summer after the P2 year. Each practice setting is defined within the syllabus and enforced by activities and worksheets pertinent to the site.

How the college or school uses simulation in the curriculum

In June 2010, the COP adopted a simulation policy to provide guidance to the IPPE program as well as its use in didactic courses on how to utilize simulation with regards to ACPE policy. However, both IPPE and APPE programs require direct patient contact so simulation is not emphasized. The didactic course work utilizes simulation in the form of OSCEs in the integrated therapeutic module.

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

The objectives for IPPE are based on the Pre-APPE Core Performance Domains and Abilities. IPPE is primarily a dispensing based experience with exposure to administrative and clinical activities while APPE is focused on direct patient care activity and administrative tasks. APPE Objectives are designed based on Pharmacy Practice Supplemental Education Outcomes based on CAPE 2004.

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

The quality of the sites for practice experiences are currently managed by monitoring feedback from students and consistent communication with preceptors to ensure that they understand the professional experience objectives. Site visits are conducted by assigned faculty members to evaluate the sites to assure quality. In addition, the student evaluation forms are designed to measure accomplished objectives from the practice site experiences. Furthermore, students are expected to evaluate the site, preceptor and course. Plans are in process to create a systematic process to assess the completed student evaluations to maintain the quality of the site.

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

All students upon completing the required practice experiences conduct an evaluation of the practice site. The evaluation seeks information from the students regarding the quality of the practice experience, the preceptor and suggested areas of improvement for the site. Plans are underway to utilize available staff support to incorporate the assessment data output for the quality improvement of 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

The majority of activities indicated in appendix C are executed through achievement of the goals and objectives of the IPPE program at the College. Also, in preparation for the advance practice experiences, a step that was taken in 2011-2012 academic year was to train all pharmacy classes in providing immunizations. Therefore starting in the 2012-2013 school year, the immunization training will take place in the P1 year rather than later in the curriculum, allowing students the opportunity to provide vaccinations before APPE.

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

Mapping of the Goals and Outcomes of each APPE rotation was done by closely comparing the outcomes of the specific rotation's activities with the desired outcomes as laid out in Appendix C. A broad overview of rotation activities and expectations, as well as student feedback collected both formally (by way of evaluation) and informally (by way of random debriefing and spontaneous student reaction) was used in the process.

Regular review of the standard is conducted by IPPE and APPE directors. Based on guidance from ACPE, the activities of the experiential program are adjusted to comply with the intent and expectation of the standards. Students must attend an orientation prior to participation in a practice experience to gain insight on practice site expectations.

Any other notable achievements, innovations or quality improvements

In 2010, the school was able to hire a director of Introductory Pharmacy Practice Experience (IPPE) to coordinate the duties of the IPPE program. Portfolio requirements were updated to include the requirement of a Public Health Service and documentation of a health system Management initiative. Also E-value, an on-line software program has been implemented for students to upload their required portfolio assignments to provide easier access for faculty reviewers. Another improvement for the program was the ability to provide preceptor training enhancements including a link to a website developed by the college entitled the Preceptor's Corner which assists in disseminating information to preceptors and the Pharmacy Letter to provide current pharmacy information. Preceptors also have online access to APhA references through Pharmacy Library.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall and in correlation with the national averages. Survey focus areas were as follows:

- Results of the graduating students surveyed suggest that the College out-performs more the half of all pharmacy programs across the nation in the quality of the IPPE course. However, the data also suggests that there is continued room for improvement within our program compared to previous years.

Q 37. My introductory pharmacy practice experiences were valuable in helping me to prepare for my advanced pharmacy practice experiences (Agree: 86 % for COP versus 78 % as the National Average).   However, the downward trend in positive responses compared to previous years (Agree 86 % in 2011 down from 95 % in 2007) suggests an opportunity for improvement in the IPPE course.

Q 40. The process by which I was assigned sites for introductory pharmacy practice experiences was fair (Agree: 87 % for COP versus 84 % as the National Average).

- The preceptors of COP responded more favorable than the national group on question 24 and less favorable for question: 12, 20, and 21.

Q 12. I receive the results from student evaluations of my rotation. (Agree: 46 % for COP versus 71% as the National Average).

Q 20. The objectives for my pharmacy practice experience have been defined at my site. (Agree: 85% for COP versus 97 % as the National Average).

Q 21. I use feedback about my site to make improvements to my student practice experience. (Agree: 87% for COP versus 84 % as the National Average).

Several changes have been made to the program between the Fall 2011 and Summer 2012 to improve in the management of both IPPE and APPE. Most notable are the combined efforts to adopt consortium-wide rotation objectives for better consistency for preceptors and sites that take students from various local pharmacy schools and the use of E-Value to provide each preceptor with a summary report of their site evaluations. These efforts will continue to be evaluated to assess if they have a more positive impact on the effectiveness of the experiential practice program

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

The College has revamped preceptor training and orientation. The college will continue to develop opportunities to ensure that preceptors receive a proper orientation. This will be done via webinar to accommodate for preceptors that are not in the local area.

The monitoring of each clerkship rotation continues to be a challenge for the college. It is also noted that continued assessment is needed by the students and preceptors to make the necessary changes warranted to improve the program. The college will create a quality assurance plan to outline when data should be evaluated. This data will then help facilitate improvements to the program. The schools professional practices experiences will continue to improve in providing preceptors performance feedback.

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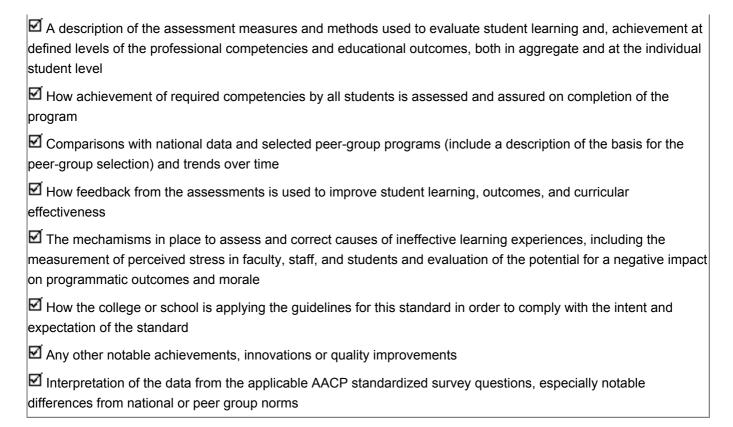| 15. Assessment and Evaluation of Student Learning and Curricular Effectiveness |
| --- |
| As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities 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	Satisfactory
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.	Needs Improvement

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 mechamisms 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)

Formative assessments are embedded throughout the curriculum in the developmental process of the pharmacy students. These assessments include written quizzes and exams; written and oral presentations; oral examinations of therapeutic subjects, and objective structured clinical examination (OSCE) sessions. The students' performance in these assessments serves as a measure of the teaching and learning method efficacy; and curricular effectiveness.

The summative assessment utilized within the program to assess teaching and learning methods; and curricular effectiveness includes: students' course evaluation using the IDEA center survey, student performance on the compulsory comprehensive examination administered to all third year pharmacy students prior to start of advanced practice professional experience (APPE). In addition, pre-NAPLEX, NAPLEX, MPJE guide the program on the curricular effectiveness and to identify gaps in teaching and student learning.

The Nontraditional Doctor of Pharmacy Program uses a revised survey that was developed by the AACP and customized in collaboration with the Assessment Committee at College of Pharmacy. The stated survey contains a series of questions that target curricular effectiveness by asking pre and post program entry questions.

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

The assessment measures and methods used to evaluate student learning and achievement at defined levels of the professional program include: compulsory comprehensive examination that third year pharmacy students must successful complete in order to progress to the 4th professional year. This exam is aimed to encapsulate the competencies and education outcomes that students are expected to have acquired at a minimum by the end of their 3rd professional year. The exam has both a written and oral component. The written component assesses students on subjects matters related to biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and clinical sciences. The oral component is facilitated by faculty members who assess students' comprehension, communication skills, and knowledge.

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

All fourth year students must successfully complete the pre-NAPLEX examination as a graduation requirement. Since the institution of the pre-NAPLEX exam passage requirement in Spring 2011, it has been noted that the aggregate students' performance on the pre-NAPLEX correlates with the NAPLEX examination results. Thus, the pre-NAPLEX exam now serves as both an individual and aggregate assessment measures of students' achievement of professional competencies and education outcomes. In addition, students must submit a portfolio of all their experiences during their introductory and advanced professional practice to ascertain the students' fulfillment of the professional competencies. This is a graduation requirement for all 4th year professional students.   The IPPE course requires students' to complete a total of 25 assignments that encompasses the P1 through P3 years, thereby, allowing for assessment of student progression. The portfolio entails 32 assignments for the APPE course, including the minimum eight required assignments, namely: pharmaceutical care plans (2); adverse drug reaction or drug-drug interaction; public health assignment (2); journal critique; health systems management; and case report.

A major approach to student assessment and assurance of achievement of required competencies centers on the utilization of Exam Master® during the 4th year colloquium sessions. Exam Master® provides a database of NAPLEX review questions to assesses students and identify areas of weakness at the individual and aggregate level. Students are required to complete Exam Master® assigned weekly questions longitudinally in the 4th professional year. This allows students to self-identify areas of improvement and guides the educational programming at the colloquium sessions. For example, it was through the analysis of student performance that we noted that nonprescription medicines were an area that needed more coverage. As a result, for immediate correction in the curriculum, nonprescription medications are incorporated into the weekly colloquium sessions and taught by various pharmacy faculty.

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

NAPLEX	2009	2010	2011
Mean	97.17	91.77	103
Maximum	136	124	130
Minimum	32	32	64
% of students who passed on first attempt	92.40%	76.5%	96%
National Passing Percentage	95.03%	92.39%	95%

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The NAPLEX first time pass rate was below the national average in recent years, specifically 2009 and 2010. However, in 2011 the program's NAPLEX passing rate was higher than the national average. Several factors contribute to this trend, such as increased entrance PCAT of students and improved on-time graduation rate. More importantly, the requirement for all fourth year students to pass the pre-NAPLEX exam yielded an immediate improved performance in 2011. Preliminary analysis has also supported the statistical correlation between pre-NAPLEX and NAPLEX exam. It is believed that this requirement is focusing student preparation earlier than in previous years.

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

Feedback from various student assessments including pre-NAPLEX performance, student academic records, exit interviews, course evaluations, curriculum, student and faculty surveys, Exam Master® have contributed to the modifications made to curriculum. Specifically, the following changes were made:

- Enhanced academic tutorials, including one-on-one as well as group tutorials,
- Adoption of Exam Soft for administration of all examinations,
- Pre-NAPLEX graduation Requirement,
- Restructuring of IT course series,
- Addition a 'stand-alone nonprescription course',
- Colloquium restructuring (weak areas identified via Exam Master are reviewed)

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 mechanisms in place to identify effective learning experiences include the analysis of: course evaluations completed by students for each program course via IDEA surveys; IPPE and APPE rotation site evaluations; AACP faculty, staff, student surveys, and graduating students exit interviews; faculty mentorship system. A remediation policy has been adopted by the program within the entire curriculum to enhance student learning experiences. In addition, students that are struggling in their academic work are referred to the academic tutorial program sponsored by the program's Center of Excellence. The proposed process of evaluating the impact of perceived stress in faculty, staff, and students is via questionnaire completion and assessment for programmatic and morale improvements. Additionally, the Dean meets routinely with junior faculty to provide mentoring, and also assess concerns or determinants of stress in the academic environment.

All students are required to complete a portfolio to document and demonstrate their achievement of minimum pharmacy education competencies in varied health care settings. The portfolio requirement was initially applied for fourth year students only. However, all students now participate in portfolio assignments beginning in the P-1 year.

Students are expected to self-assess their development of professional competencies via the completion of rotation summaries after each professional practice experiential experience. Faculty and preceptor assessment of students' development and demonstration of professional behaviors are conducted throughout the curriculum in both didactic and experiential courses.

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

Howard University / College of Pharmacy

The curriculum has also adapted in response to the changes of pharmacy practice on the role of medication therapy management services (MTMS). Efforts are made to incorporate MTMS in the curriculum as early as in the first professional year. Students are exposed to the introductory elements of MTMS in the first year and required to complete MTMS activities in the second year. More advanced MTMS-related exercises are completed by the third year pharmacy students in the Integrated Therapeutics Laboratory. The practical application experiences of MTMS implementation is acquired by the fourth year students during the course of their advanced professional practice experiences.

The use of objective structured clinical examination (OSCE) process of developing students' clinical skills is to enable students to have effective and efficient learning experiences. The OSCE exercise are conducted in the fall and Spring semester of the third professional year to foster student confidence in clinical skills and facilitate student self-assessment.

The program has recently transitioned from using paper to electronic format for examinations. This new electronic format is through Examsoft® technology. It aids to ensure examination credibility and limit academic misconduct via its various features.

The portfolio has been required for the fourth year students, but was recently piloted for the first through third professional year in the Spring of 2011.   It was officially adopted as a requirement for all P1-P3 students in fall of 2011. All P1-P4 students must document their professional practice experiences and selected activities that are standardized to facilitate progressive achievement of competencies throughout the curriculum. Currently, the self- assessment component is only available for the fourth year students. Faculty and preceptors are responsible for assessing student portfolios for achievement of competencies and completeness. The final evaluations of the P1-P3 portfolios are conducted by the introductory professional practice experiential coordinator. The final evaluations of the P4 student portfolios are completed by selected faculty members. P4 students also complete a self-assessment of their portfolio performance.

Any other notable achievements, innovations or quality improvements

A major achievement in the program is the improvement in the NAPLEX passing rate of the students from below 80% in 2010 to 96% in 2011 among first time exam takers.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall and in correlation with the national averages. Survey focus areas were as follows:

- Faculty, Question 46: Over sixty percent of the college faculty strongly agreed and agreed during the past four years (2007-2011) on the program's use of programmatic assessment data to improve the curriculum with an average response rate of 73%. The numbers of faculty that disagreed on the program's use of programmatic assessment data to improve the curriculum was over 30% in 2007; decreased to 5.9% in 2008; 5.0% in 2010; and increased to 17.6% in 2011. In comparison with National data, the college faculty responded similarly with the National data. However, there was a noted contrast with more college faculty disagreeing (17.6%) vs (8.6%) in the National data in 2011.
- Graduating Student, Question 28: About 90-100% of the graduating students strongly agreed and agreed during the past four years (2007-2011) on the program preparing them to reflect critically on personal skills and actions and make plans to improve when necessary with an average response rate of 59%. In

comparison with the National data, the program's graduating students responded similarly with the National data in 2011.

- Alumni, Question 17: The percentage of alumni that strongly agreed and agreed that the program has solicited their input/feedback for programmatic improvement has improved over the past four years. In 2008, 54.5% responded favorably; however, this decreased to 42.1% in 2009. Nevertheless, the responses have since been on the upward incline of 52.8% and 64.4% in 2010 and 2011, respectively. In the same rate, the number of alumni that responded unfavorably (disagree and strongly disagreed) declined from 38.2% in 2008 to 20% in 2011 with an average response rate of 29.45%.
- Preceptor, Question 22: The percentage of program preceptors that strongly agreed and agreed of being aware of the mechanism to provide feedback to the college regarding the Pharm.D. curriculum improved from 56.2% in 2008 to 77% in 2011. However, the response rate was higher at a 40% in 2008 vs 7.1% in 2011. Likewise, the percentage of preceptors that responded unfavorably to the question declined from 34.4% to 15.4%. In comparison with the National data, the program's preceptors responded similarly with the National data in 2011.
- Preceptor, Question 24: Over eighty percent of the surveyed preceptors strongly agreed and agreed that the assessment tools provided to me for their site were suitable for measuring student performance. None of the surveyed preceptors in 2011 responded unfavorably to this question. The college data was slightly more favorable than the National data, however, only 7.1% of the preceptors responded to the survey.

The Assessment Committee, and its use of an annual comprehensive Assessment Plan and with enhanced communication of all programmatic assessment efforts via the AAMS and COP Assessment Management System, will help to ensure that all faculty are adequately informed and actively engaged in key assessment efforts.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)
The College will continue to revise a systematic process to evaluate its curriculum structure, content, organization, pedagogy, and outcomes on a regular basis. This process will continue to be led by the Curriculum committee and will involve the periodic review of courses at the end of each semester.

The College will also continue to assess perceived stress and potential for negative impact on programmatic outcomes and morale in faculty, staff, and students via survey instrument at the end of each school year. A mechanism will be devised to proactively address any potential for negative impact on the college program based on the survey response.

Howard University / College of Pharmacy

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

The college or school has an organizational element(s) devoted to student services.	Satisfactory
The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.	Satisfactory
The budget assigned to student services is sufficient to provide needed services.	Satisfactory
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).	Satisfactory
Student services personnel are knowledgeable regarding FERPA law and its requirements.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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).	Satisfactory

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

☑ 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

☑ 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 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, and counseling)

The Assistant Dean serves as the chief administrative officer for the Office of Student Affairs. The Recruitment and Records Officer and secretaries staff the office. Activities of this office include: recruitment; review of application files; conduct of applicant interviews; admissions; registration of students for classes; academic advisement and career counseling; processing of emergency loans; awarding of scholarships; coordination of the annual orientation program for first-year students; coordination of graduation activities; maintenance of student academic files; and, supervision of student government activities. The Center of Excellence (COE) provides additional support to the Office of Student Affairs. The COE Program is sponsored by the US DHHS and HRSA, and it implements and administers tutorial programs to the Professional level and Pre-Pharmacy students. Additionally, the COE offers Summer Enrichment Programs and PCAT Preparatory Programs to students from feeder institutions, including Howard University's College of Arts and Sciences. The White Coat Ceremony and Professionalism Workshop are also functions of the COE Program, as well as the summer Mini-Preview program.

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

The *Student Handbook* provides guiding policies and procedures for students. As such, it contains the following: a statement of the mission, goals and objectives of the professional program in pharmacy; information on the curriculum plan, courses, and credit hours; academic policies, a listing of resources available to effect the curriculum; information on admissions and progression criteria and policies; a listing of graduation requirements along with information on graduation and placement rates; withdrawal and readmission; a listing of tuition and fees, including refund policies; information on the current accreditation status of the program; and, information on the expectations, attitudes, values, traits and ethics of the pharmacy profession. It also contains information on the student academic grievance procedure and on examination policies for courses taken in the Colleges of Pharmacy and Medicine.

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

Written information to assist students in obtaining financial aid is provided in the application materials, through emails, college website as well as the Student Handbook. In addition, a representative from the Financial Aid office is shared with the College of Dentistry, Office of Financial Aid, Scholarships and Student Employment (OFASSE). This individual provides a presentation on financial aid options during the Orientation program followed by a question and answers session and is available to students three days a week.

Applicants are informed of federal aid as well as aid provided through the COP in the application materials. Students deemed eligible are informed to apply directly to the COP's Financial Aid and Awards Committee. Additionally, information regarding the Center of Excellence/NIH Endowment Scholarship is mailed to eligible 1st Professional Year students, with an emphasis on students from under-represented and socially disadvantaged populations.

Before the beginning of the Fall semester, all incoming students are required to attend the COP's orientation program. During the program, students are introduced to the administrators, faculty, and pertinent program directors of the College and the University. The Office of Student Financial Services provides federal financial aid information available to pharmacy students. Students also learn highlights of the Student Handbook, which provides information on types of aid and application procedures amongst other things.   Eligible pharmacy students may also apply for emergency loans of up to $3,000 during any academic semester following successful completion of the first semester.

Two divisions of the university are charged with ensuring that students with financial need have access to financial aid: (1) the OFASSE, a unit within the office of Enrollment Management; and (2) the Office of Student Financial Services (OSFS).

The Assistant Dean, in consultation with the appropriate chairperson, appoints a full-time faculty member to serve as 'Class Advisor' for each entering class. This advisor works with the class until the end of its graduation year. Each student is also assigned a "Faculty Mentor" whom they meet with a minimum of twice a semester. Students are encouraged to discuss matters of concern with their respective Class Advisor/Faculty Mentor. If necessary, the Class Advisor directs student(s) to another authority for expeditious handling of issues that cannot be resolved internally. Additionally, the Dean and Assistant Dean of the College as well as the COE Coordinator regularly make themselves available to advise and assist students. All faculty members are required to maintain regular, scheduled office hours for students who require assistance outside of class. The Howard University Student Resource Center is also available to students seeking professional and/or academic counseling.

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

With the goal of continuously improving the progression of the students, *an early intervention academic support program* has been instituted. It identifies students in academic difficulty as early as the first examination in the semester. The identified students are counseled and offered review/tutorial sessions weekly for 2-3 hours (tutorial sessions) supported by the College's Center of Excellence. In addition to providing these students with immediate support, they are also referred to appropriate source(s) for additional assistance.

Additionally, the COP has instituted the Faculty-Student Mentoring Program. The purpose is to provide pharmacy students with a mentored, academic experience at the COP. The pharmacy student and an assigned Faculty Mentor meet regularly and develop a professional relationship meant to promote good

academic progress, and to foster student acculturation into the profession of pharmacy. Meetings are required at least twice per semester.

The Student Health Center at Howard University is a health facility that (1) provides students with services in health education, preventative medicine, and treatment for injury and illness; and that (2) offers students health care experiences that prepare them to plan, recognize and select their best possible health care services in the future.

The College of Pharmacy Student Council (CPSC) acts as a liaison between students, organizations, staff and administration. The student/faculty-friendly environment ensures that student's voices are heard and students are allowed to share ideas and outreach to the surrounding community as well as develop life-long leadership skills.

Any other notable achievements, innovations or quality improvements

The College of Pharmacy now has an enhanced website with readily accessible financial aid information.   In response to student requests, building hours were extended until midnight nightly, and until 2:00am during finals weeks. There has also been a 46% increase in scholarships awarded since the previous fiscal year.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall and in correlation with the national averages. Survey focus areas were as follows:

- There were notable differences for the categories below obtained from the Graduating Student Survey - 2011.

Q 53. Academic advising met my needs: There is a decrease in positive responses from 63 % in 2007 to 47.7 % in 2011. The utilization of an electronic faculty advisement reporting system with set advisement deadlines may result in improvements in this area.

Q 54. Career planning and guidance met my needs: A significant increase in positive responses from 29 % in 2008 to 40 % in 2011. This is likely due to the annual exposure to post graduate opportunities that students receive at the two College career events.

Q 55. Tutoring services met my needs: An increase in positive responses from 57 % in 2007 to 65.9% in 2011 likely due to tutorial enhancements provided by the College's Center of Excellence.

Q 56. Financial advising met my needs: Improved positive responses from 26 % in 2007 to 54.6% in 2011 likely due to increased communication with a designated Financial Aid Officer for the COP.

Q 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy: There has been a slight decrease in positive responses from 57.9 % in 2007 to 56.8% in 2011. Greater efforts are being made by the Dean's Office to continually update students on College matters via Town Hall Meetings, email announcements, and postings on the College web page and Face book.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students.	Satisfactory
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional technical standards for graduation.	Satisfactory
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.	Satisfactory
Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	Satisfactory
The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.	Satisfactory
Written and verbal communication skills are assessed for student admissions in a standardized manner.	Satisfactory
Interviews are structured to consistently address key admission criteria for each applicant.	Satisfactory
Interviewers have appropriate credentials and are trained in successful interview strategies and techniques.	Satisfactory
Evaluation of professional attitudes and behaviors is a component of the student selection process.	Satisfactory
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.	Satisfactory
The admission evaluation of students is documented and records are maintained by the college or school.	Satisfactory

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.	Satisfactory
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs.	
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.	

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 College of Pharmacy participates in the PHARMCAS application service and has done so since its inception. There is an early decision process in place for admission into the Doctor of Pharmacy program for students who are highly qualified.

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

Admissions evaluations, both electronic and paper format, are stored in the Office of Student Affairs, and are maintained for a minimum of 5 years in secured file cabinets or password protected computer files. These records are available to the Dean and Assistant Dean.

A description of the college or school's recruitment methods

The Recruitment and Records Officers recruit locally and nationally by attending career fairs, graduate fairs, and other recruitment activities. In keeping with the mission of Howard University, recruitment activities are focused primarily on underrepresented minority candidates from high schools, and colleges and universities. During recruitment visits, presentations on the admissions requirements for the Doctor of Pharmacy degree program are provided, and career opportunities in the pharmacy profession are discussed. New recruitment materials are also provided to students, as well as encouragement to visit the College's website. Recruitment presentations are also made at the annual conference of the National Pharmaceutical Association (NPhA), the annual meeting of the American Pharmaceutical Association (APhA), the annual symposium of the 16-institution Health Science Consortium and the annual Health Sciences Symposium sponsored by the Minority Health Professions Foundation. Additionally, the Dean, Assistant Dean and other faculty have provided recruitment sessions on campus, and at local invited presentations.

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

An essay (minimum 250 words) expressing the applicant's interest in pharmacy and reasons for pursuing the Doctor of Pharmacy degree as well as a biographical sketch and two letters of recommendation are also required to be provided to PharmCAS. Applicants having met these initial admissions criteria are invited for a personal interview with a team of faculty, students and alumni at the College of Pharmacy. An in-house mathematics test is administered to determine the applicant's quantitative skills. The purpose of the interview is to determine the applicant's communication skills, attitude, motivation and potential for success in the Doctor of Pharmacy program.

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

The number of students enrolled is based on the classroom sizes as well as on faculty strength. This in turn is applied to the incoming class. Currently there are four classrooms available for use for teaching purposes, and they are able to accommodate classes up to 85 students. The College of Pharmacy building has a dispensing lab, sterile products lab and pharmaceutical preparation lab. There are also problem based learning rooms that students utilize in the COP and in the Health Sciences Library for small group sessions.

The work of the Experiential Program Directors aids students in efficient assignment of rotation sites in a consistent manner during the Summer, Fall and Spring semesters. The summer rotations are widely distributed both locally, and throughout the nation to accommodate our students. The number of available preceptor sites is also monitored to assure adequate availability for enrollment. Additional sites have been secured to assure appropriate enrollment management.

How curricular outcomes data are correlated with admissions data

Analysis of student performance indicates that several factors have been predictive of performance in our academic program. Entering GPA, Science GPA, PCAT Chem, PCAT Quant, and age have each

been found to be significant predictors of performance in multivariate models. These factors are closely reviewed during the admissions process, and have led to adjustments including establishment of a minimum PCAT performance of 50th percentile to qualify for initial round of interviews. However, it has also been noted that non-academic factors including student persistence, social support, study skills, and financial factors also impact student academic performance. Therefore, our admissions process utilizes a holistic review of student applicants.

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

Regular and Early Decision applicants to the Traditional 4-Year Entry Level Doctor of Pharmacy program must complete a minimum of two years (69 semester hours) of pre-pharmacy education. The applicant must have earned a cumulative GPA of 2.5 or better in science, mathematics and English courses to be considered for admission. Each applicant must take the Pharmacy College Admissions Test (PCAT) and have his or her scores sent directly to the College of Pharmacy or through PharmCAS (the centralized application service used for students applying to the program). An essay (minimum 250 words) expressing the applicant's interest in pharmacy and reasons for pursuing the Doctor of Pharmacy degree as well as a biographical sketch and two letters of recommendation are also required to be provided to PharmCAS. As noted above, applicants having met these initial admissions criteria are invited for a personal interview at the College of Pharmacy. An in-house mathematics test is administered to determine the applicant's quantitative skills. The purpose of the interview is to determine the applicant's communication skills, attitude, motivation and potential for success in the Doctor of Pharmacy program.

Any other notable achievements, innovations or quality improvements

An Ad-hoc committee was convened in September 2010 to provide recommendations regarding improving recruitment of high-performing African American students. A final report was submitted to the Dean with the following recommendations: Promote the availability of student scholarships; adopt practices which improve the visibility and image of the College of Pharmacy; identify new and utilize already available multimedia technology options capable of offering means of rapid dissemination of information and serving as conduits for communications about students' day-to-day activities, organizational membership activities and general successes; Involve pharmacy students in recruitment, interview and retention processes and procedures; engage, encourage and increase alumni participation in the recruitment, interview and retention processes; remodel and improve appearance of physical facilities; and enhance staff interactions with students and student applicants. To date, a number of the above recommendations have been implemented namely, hiring of two additional admissions/recruitment officers, development of marketing materials, improvements to our website, changes to the admissions/interview process, improving the scholarship amounts and information availability to students through College's website.

Additionally, the interview process was completely restructured to conduct all interviews on Saturdays, in order to facilitate student and faculty schedules. All interview teams now include student and alumni representatives. Guest speakers are provided to discuss pharmacy as a profession, and to provide insight into HU COP experience. Tours of academic areas, as well as meals are also provided to make the experience more welcoming. Furthermore, an Open House for interested applicants was successfully re-introduced with very good attendance with plans for two Open House events per year underway.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is overall positive and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

The following data was obtained from the 2011 Graduate Survey. The Cohort consists of the following schools: Creighton University, Duquesne University, Mercer University, Shenandoah University, and University of Maryland.

- **Q63. The college/school of pharmacy is welcoming to students with diverse backgrounds.** Agree: 95.4% for School, 94.7% for National, and 94.4% for Cohort.
- **Q 64. The admissions process of the college/school of pharmacy was well organized.** Agree: 77.3% for School, 91% for National, and 90.6% for Cohort.

The feedback highlights the continued core value of diversity as being a program strength. It also confirms that the College must continue to improve its admissions process. Efforts over the past six years to improve the admissions process include the hiring of two additional admissions officers, partnering with a Financial Aid Officer partially dedicated to assisting the pharmacy students, development of enhanced recruitment materials in the form of give-away bags and brochures, implementation of additional interview days and moving all interviews to Saturday student convenient. In addition, the College's Office of Student Affairs is in the process of developing a more user-friendly web-based admissions navigation system to assist in this effort.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

The College's policy regarding transfer into the PharmD program from another ACPE-accredited profseeionsl degree program is available online. Transfer requests are considered by the PharmD Admissions Committee. Admission is also contingent upon available class-space, and the process is competitive. Over the past 5 years, there have been no transfer students who have enrolled in the COP. Neither have there been any students admitted with advanced standing, though this option is still available to interested applicants. It appears that variations in the curricula from school to school has limited the number of students interested in applying for program transfer.

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 noted above, graduates of an ACPE-accredited pharmacy baccalaureate program are granted advanced standing for admissions consideration on a case-by-case basis for the Non-Traditional Doctor of Pharmacy Program (NTDP). Also, the College of Pharmacy does not directly evaluate foreign transcripts. Foreign credits MUST appear on a U.S. regionally accredited college or university transcript prior to consideration. Foreign pharmacy graduates who have passed both the Foreign Pharmacy Graduate Equivalency Examination and a state pharmacy board licensure examination may also be considered for admission into the NTDP.

Any other notable achievements, innovations or quality improvements

None

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

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.	Satisfactory
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.	Satisfactory
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.	Satisfactory
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.	Satisfactory

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

The College's faculty, staff and administration take a comprehensive view of our students, their development and their performance. Our goal is to admit, educate and graduate a talented and diverse student body, thus contributing to the College's mission to train the next generation of Pharmacy leaders. The College's admissions policies, as described under Standard 17, involve holistic assessment of an applicant's likelihood for success in the PharmD program and require that the applicant excel in criteria

that include academic achievement, communication skills, leadership, and service.   Paralleling this, policies governing progression in the COP require that a student demonstrate strengths in academic performance and professional conduct.

The was a significant drop in the NAPLEX First-Time Pass Rate with the 2010 graduates (76.5 %) compared to graduates from the 2009 graduates (92%). Improvement strategies that were introduced in the Fall 0f 2010 including the requirements for the 2011 graduates to successfully pass the Pre-Naplex exam during the Spring semester of their graduation year. These efforts have been attributed to the rebound in performance with the 2011 graduates having a NAPLEX First-Time Pass Rate over 96%. Such efforts are hoped to continue to result in excellent exam performance for future graduating classes, and are being monitored closely. The NAPLEX Pass Rate for the 2012 graduates is expected to be released by late October or early November of 2012.

Table 1. Academic Performance Trending for the Classes graduating in 2009, 2010, 2011

	Avg PCAT	On-Time Grad Rate	NAPLEX Pass
2011	73	78 %	96.1
2010	55	66 %	76.5
2009	71.68	67 %	92.4

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

Continuous monitoring of student academic performance takes place throughout the entire program. Course Coordinators closely monitor student progress in all courses. Faculty have also adopted a mandatory remediation policy, and it is required to be displayed in each course syllabi. Students experiencing academic difficulty in any course are thus detected early and provided with individual assistance by their instructors or through the College's tutorial program, which is directed by the COE.
  All students are encouraged to participate in tutorials in any course and also to discuss matters of concern regarding their courses, instructors or academic performance with their respective class and faculty advisors/mentors, Department Chairs, or with the Assistant Dean or the Dean as appropriate.

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 has established and published academic policies that determine the academic progression of its students. These academic policies are clearly defined in the Student Handbook provided to each new student during the orientation program. Continuing students are also reminded yearly and each semester of academic policies through a special communication from the Office of the Assistant Dean. The policies clearly identify the requirements for maintaining satisfactory progress and stipulations for probationary status as well as academic suspension and academic dismissal.

The grading policy for each course offered by the College of Pharmacy is published in the individual course syllabus provided to students at the beginning of each semester. An additional measure for students experiencing difficulty in courses is requiring students to undergo Remediation activities when grades fall below a certain threshold during the semester on exams or quizzes. These activities are designed to highlight areas of weaknesses that students have in a course and to encourage additional

focus on these areas so that students are able to progress better and with better aptitude in the relevant course.

 Any other notable achievements, innovations or quality improvements

Strategies Adopted to Improve Academic Progression

Beginning in the Fall 2010 semester, and with our current findings, the following changes were instituted within the pharmacy program.

(Immediate Actions)

- **More rigorous admissions requirements**. Students with PCAT percentile scores below 50 are not considered during the first and second round of admissions selections. Applicants taking the PCAT on multiple attempts are reviewed with greater scrutiny.
- **Greater scrutiny of undergraduate academic performance.** Applicants are more closely evaluated on their performance in core courses such as biochemistry, anatomy, physiology and microbiology as these are the most challenging subjects in the pharmacy program.   We will further consider modifications in the course admission requirements this academic year.
- **Adoption of a remediation policy.** The faculty adopted a remediation policy in the Spring of 2011 mandating that each course on the pharmacy program offer some form of remediation. This will assist students in gaining a better understanding of the subject matter based on re-exposure.
- **Enhanced academic tutorials.** The tutorial program coordinated by the College of Pharmacy's Center of Excellence was re-structured. Honor students are selected by the COE Director based on the recommendation of the course coordinator to conduct the tutorial sessions. Additionally, individualized tutorial sessions were initiated to complement group tutorials.
- **Adoption of ExamSoft.** The use of Examsoft® for examinations was piloted in the Spring of 2011, and fully implemented in the fall of 2011. All required courses offered in the pharmacy program now administer high stakes exams via the Examsoft® software platform. This will provide students with additional exposure to NAPLEX-style exams, and allow faculty to match their examination questions with program outcome areas to better determine areas of difficulty. Those challenging content areas will be reinforced during the semester and focused on additionally during tutorial sessions. Additionally, students receive exam results much faster.
- **Requirement to pass the Pre-NAPLEX.** All seniors are required to pass the Pre-NAPLEX or a remedial Pre-NAPLEX style exam prior to graduating. This was mandated in the Spring of 2011, and required of the graduating class of 2011. A preliminary analysis shows a correlation between student performance on the Pre-NAPLEX exam with their NAPLEX score. (See Interim Report)
- **Conduct of examination item development workshops and curriculum revision by faculty**. During the 2010-2011 academic year, a number of examination development workshops were conducted for faculty. Additionally, revisions in the curriculum were adopted to place additional emphasis on content where students did not perform well (based on ExamMaster® performance, or indicated the need for additional instruction (based upon exit interviews).

(Planned Actions)

BMS I and BMS II

Plans for restructuring the two courses with consistent failures (BMS I and BMSII) began in July 2011. Since the course content had already been scheduled for the Fall 2011 offering at the time of the initial discussions, the Assistant Dean and four College of Medicine course coordinators agreed to initiate a

structured course evaluation and revision process starting in the Fall of 2012 with implementation of the newly revised courses planned for Fall 2013. The revision process will involve all instructors from the Departments of Biochemistry, Microbiology, Anatomy and Physiology, and Curriculum Committee members from both the College of Medicine and the College of Pharmacy. Benchmarking with peer institutions has already begun with curriculum reviews of inclusion of the basic science components from four neighboring programs being evaluated. The group has already proposed offering Biochemistry and Microbiology as separate courses to ensure more ideal student learning. Feedback from students is strongly in favor of such modifications.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- There were notable differences for the categories below obtained from the graduating Student survey 2011.

Q 61. The college/school effectively manages poor academic performance of students. (Agree 82 % for COP versus 77 % as the National Average),

Q 70. I was aware of expected behaviors with respect to professional and academic conduct. Improved positive response rate from 73.9 % in 2007 to 82.4% in 2011.

- Improvement in COP On-Time Graduation Rate from 71.7 % in 2008 to over 74 % in 2011.
- A decrease in the COP Attrition Rate from 28.3 % in 2008 to 6 % in 2011, which is below the National Average of 10.7 %,
- A notable increase in the COP Dismissal Rate from 3 % in 200 to 6 % in 2011 is noted, which is twice the National Average of 3 %. A more consistent enforcement of academic policies and am increased expectation of excellence and accountability may have attributed to more dismissals.

These areas will continue to be monitored as a part of the programmatic assessment efforts.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

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.	Satisfactory
Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.	Satisfactory
The college or school includes information about the complaint policy during student orientation.	Satisfactory
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.	Satisfactory
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.	Satisfactory

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 College provides information regarding the complaint policy during student orientation and reinforces its availability through the Student Handbook. On average, the Student Advocacy Chair turned in complaints at least once a month for the College of Pharmacy. At times that average was as high as three per month depending on the nature of the complaint. The complaints were then resolved through the Student Grievance Committee.

The number of complaints since the last accreditation visit and the nature of their resolution

A complaint file is kept by the Assistant Dean and is available for inspection. The College has not received any student complaints related to ACPE standards since the last accreditation visit.

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 Complaints Policy is included in the School's online *Student Handbook*. This is regularly updated and readily available all students.

Student grievances, which are consigned to the Student Grievance Committee, must be specified in writing and given to the (COP) Assistant Dean for Student Affairs. A student's written statement, along with supportive evidence, constitutes a case document, which will be submitted to each member of the committee. The second party to the dispute is also requested to provide the office of the Assistant Dean for Student Affairs with his or her account of the matter in dispute, which becomes a part of the case document that is forwarded to the committee. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case(s) as expeditiously as possible. After the date has been set, each party to the dispute is sent a certified letter which informs him or her of the charges and date of the meeting as well as a statement requesting his or her presence. During the hearing, the student presents his/her case; after, the accused party is allowed to present the other side. Each side is permitted to have witnesses. Following the hearing, members of the committee after deliberation on their assessment of the case reach a decision as to how the case should be resolved. The committee's decision is sent to the Dean of the College in the form of a recommendation. The Dean then informs the student in writing of the decision, which may be based upon the committee's recommendation or upon a modification of it.

Any other notable achievements, innovations or quality improvements

Students have commented both during exit interviews and other forum that there is increased communication between students and the COP administration. Additionally, students and faculty have commented regarding improved student-faculty professional relationships and communication, as well as more transparency in the COP decision making process. The Dean has also established a Professionalism Taskforce composed of students, faculty, and staff who are charged with development of a Code of Professional Conduct for students, faculty and staff alike. A report is due from the Taskforce by Fall, 2012 semester.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- There was a notable difference in the survey response for the question below obtained from the graduating Student survey 2011;

Q 61. I was aware of the process for raising issues with the college/school administration. Improved positive response rates from 68.5 % in 2007 to 70.5% in 2011.

The feedback confirms the perception by the students of a more receptive and supportive academic environment within the College.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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.	Satisfactory

3. College or School's Comments on the Standard

Focused Questions
☑ 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 is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

The College of Pharmacy has applied the guidelines of this standard by updating and posting the Student Handbook on the College of Pharmacy Website. This *Handbook* contains the following: a statement of the mission, goals and objectives of the professional program in pharmacy; information on the curriculum plan, courses, and credit hours; academic policies, a listing of resources available to effect the curriculum; information on admissions and progression criteria and policies; information on off-campus curricular requirements; a listing of graduation requirements along with information on graduation and placement rates; withdrawal and readmission; a listing of tuition and fees, including refund policies; information on the current accreditation status of the program; and, information on the expectations, attitudes, values, traits and ethics of the pharmacy profession. It also contains information on the student academic grievance procedure and on examination policies for courses taken in the Colleges of Pharmacy and Medicine. Students are also given a brief tour of the campus and the pharmacy building, as well as are expected to participate in a mandatory Professionalism Workshop and White Ceremony during these orientation events.

Information is also shared with students during town hall and individual class meetings to address program concerns. Before the beginning of each fall semester, all incoming new students are required

to attend the COP orientation program. During this multi-day program, they are introduced to the administrators, faculty, and pertinent program directors of the College and the University.

Students are made aware of the accreditation status of the College through posting of the status on various documents, and prominently display on the College's website.

 Any other notable achievements, innovations or quality improvements

The distribution of newly developed College brochure and Annual Report are notable achievements. These documents can be viewed at http://www.pharmacy.howard.edu.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 58. The college/school of pharmacy provided timely information about news, events and important matters within the college/school of pharmacy. (Agree: 57 % for COP in 2011 versus 91 % as the National Average)
- Q 70. I was aware of expected behaviors with respect to professional and academic conduct. (Agree: 95 % for COP in 2011 versus 99 % as the National Average)

As noted in the AACP Curriculum Quality Survey Questions under Standard 21, greater efforts are needed to provide students with College-related news in a timely manner. Utilization of social media such as Face Book and You Tube, regular Town Hall and Class meetings, and an updated and more informative College web page will assist in enhancing communication from the program and is expected to lead to improved positive feedback.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

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

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 standing committees of the College of Pharmacy that have student members include: Admission, Recruitment and Retention Committee, Continuing Professional Education Committee, Curriculum and Instructional Resources Committee, Financial Aid and Awards Committee, Assessment Committee, and the Accreditation Self Study Committees.

The organization, empowerment, and implementation of a student government association or council

Howard University / College of Pharmacy

The Graduate and Professional Student Council of the College of Pharmacy represents the students in the College of Pharmacy. Officers of the Student Council represent COP students in the University's Graduate Student Assembly and serve as intermediaries between the administration and the student body in non-academic matters.   The student leaders meet with the Dean and Assistant Dean once a month.

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

Town hall meetings which target and discuss various aspects of the program are conducted on a routine basis with special emphasis on student opinions and impact. Issues arising from the meetings are raised at faculty meetings with a view to modification or reinforcement where possible. Organization presidents meet with the Dean once a month. Additionally, the Dean and Assistant Dean review student complaints regularly and implement suggestions as needed. The College of Pharmacy uses its course and faculty evaluations and exit interviews to gather information on students' perceptions of its programs, curriculum and faculty. The results of these evaluations are provided to Department Chairs and to individual faculty members. During exit interviews, graduating seniors are asked to offer suggestions for improving the curriculum and to share insights on their experiences in the College of Pharmacy.

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

As a result of student requests, the College of Pharmacy has installed new video monitors with internet access in all of the Problem-Based Learning Rooms (PBL), provided access to the computer room after 5:00pm, provided access to the College of Pharmacy building for extended hours, provided new laptop options for the first year students, purchased and implemented the Examsoft software, provided an advanced program exam schedule based on designated exam block times, and provided a variety of electronic educational resources including popular text books for students to use.

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 has instituted class officers who represent each class in academic matters, coordinate class activities and ensure class responsibilities are carried out. Class Advisors are appointed from the faculty for each entering class and will remain in that capacity until the class graduates.

Any other notable achievements, innovations or quality improvements

The College has embraced the President's 'Student First' campaign providing open door access to students and prioritization of concerns.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas include:

- Q 60. The college/school's administration responded to problems and issues of concern to the student body. Agree: 64 % for COP in 2011 versus 81 % as the National Average.
- Q 62. I was aware that student representatives served on college/school committees with responsibility for curriculum and other matters. Agree 82 % for COP in 2011 versus 91 % as the National Average.
- Q 65. The college/school of pharmacy had a student government that effectively communicated student opinions and perspectives to the faculty or administration. Agree: 82 % for COP in 2011 versus 84 % as the National Average.

The College has implemented several initiatives including increased Town Hall and Class meetings as well as two publications. The administration also has scheduled meetings will the student leaders of the College in an effort to increase communication and awareness of program activities. Of note is that despite such increased communication efforts, the survey positive feedback has a downward trend.

Standing Committees and the student leaders have all been reminded of the importance of the input from student representatives and are expected to increase their involvement.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.	Satisfactory
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.	Satisfactory
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.	Satisfactory
The activities undertaken by the college or school to promote professional behavior are effective.	Satisfactory
The activities undertaken by the college or school to promote harmonious relationships are effective.	Satisfactory
The activities undertaken by the college or school to promote student mentoring and leadership development are effective.	Satisfactory
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.	Satisfactory
The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.	Satisfactory

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

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

(School comments begin here)
Strategies that the college or school has used to promote professional behavior, and the outcomes

The White Coat Ceremony and Professionalism Workshop are functions of the College's Office of Students Affairs, coordinated through the Center of Excellence. With the goal to develop and foster professionalization of students in the College of Pharmacy, the Office of Student Affairs encourages and engages the students in a number of activities throughout the year. Examples of activities that are used to foster student acculturation into the profession of pharmacy and nurture personal values and development of character are:

- Orientation Program
- White Coat Ceremony
- Professionalism Workshop
- Seminars
- Student government
- Student organizations
- Participation in local, regional, and national meetings
- Career Day, and
- Research Day

Such experiences, in addition to faculty mentoring and other activities embedded within the curriculum, will increase the likelihood of positive professional attributes being demonstrated continuously among students.

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

Student-sponsored events are well attended and supported by most faculty members and staff.
  However, students have requested that an increased faculty presence in student events would further engender professional attitudes and socialization. At the beginning of the fall semester each year, a student/faculty/staff barbeque is held. This presents an opportunity for incoming students to begin associating with faculty and other students. Another barbeque is held by the faculty/staff for the senior students and their families at the end of the Spring Semester. During the Spring semester, the graduating seniors vote for the Professor of the Year and present him or her with an award at the senior banquet. The College of Pharmacy has also established a Legacy Seminar Series. This seminar series features prominent alums of the College of Pharmacy and the University who have contributed to healthcare and/or pharmacy practice, and will share their ideas and experiences with our students.

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

Each professional organization at the University involves faculty members who serve as role models and advisors and who encourage student participation in national, state and local meetings. Each class is assigned a Class Advisor who interacts individually and collectively with the members of that class and on their behalf throughout their pharmacy education. The Class Advisor provides guidance and

support to students in academic, social, financial and other matters. The College of Pharmacy has an established faculty mentor program for all enrolled students. This program requires all students to meet with their assigned mentor twice a semester. After each faculty-student interaction, students and faculty must complete a sign-off form documenting any current concerns or referrals. A completed sign-off form is submitted to the Academic Records Office and becomes a part of the student's permanent record. The College of Pharmacy utilization of the residents and fellows during pharmacy sounds and journal club is maximizing interactions with students and is an example of informal mentoring.

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 Dean and Assistant Dean meet monthly with student leaders at a meeting, chaired by the President of the College of Pharmacy Student Council, to listen to issues and concerns. Responses are provided and action is taken on these concerns as applicable. Furthermore, the Dean and Assistant Dean conduct a Town Hall meeting with the students once every semester. Students from all classes attend this meeting and raise issues of concerns, which are addressed at the meeting or later as applicable. These meetings provide the additional opportunities for students discuss issues/topics related to their academic and social lives. The meetings have helped establish harmonious relationships between the School's administration and students. The experiential director(s) holds a forum for the preceptors via webinars for additional training and expectations.

Any other notable achievements, innovations or quality improvements

The College of Pharmacy has encouraged participation of students in various policy and community activities including RxIMPACT Day on Capitol Hill, Congressional Hearings, the DEA National Drug Take Back Initiative and Script Your Future Medication Adherence Challenge by NACDS. Students also have had the opportunity to conduct presentations at Senior Wellness Centers, the NBC Health Expo, and Assisted Living Facilities. Beginning in 2011-12, the Office of the Dean instituted a new process to financially support student organizations. Use of student professional fees was changed from a reimbursement process for attendance at professional meetings to a proactive process whereby funds were provided directly to the student organizations based upon membership and previous projects (after payment of fee-based services such as Examsoft®, Exam Master, etc.). Organizations were then free to utilize the funds in a responsible manner supported by a budget. A report detailing the utilization of the funds is also required.

The Student Council has also organized an annual 'Faculty and Staff Appreciation Day', whereby faculty and staff are presented certificates of appreciation, lunch, and comments of praise by the students. This event not only fosters a more congenial environment, but also demonstrates student's appreciation of the faculty and staff, and recognition of their efforts in the education of the student body.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 67. Faculty, administrators and staff were committed to serving as positive role models for students. Agree: 78 % for COP in 2011 versus 93 % as the National Average,

- 71. The college/school of pharmacy effectively managed academic misconduct by students. Agree: 82 % for COP in 2011 versus 71 % as the National Average.

As noted in the AACP Curriculum Quality Survey results, the College continues to excel in providing students with educational opportunities and making them aware of professional conduct expectations. More efforts are needed to better manage academic and professional misconduct.   . The activity of the Professionalism Task Force will assist with ensuring that faculty, staff and administrators constantly model professional behavior to the student body. Of promise in the continued positive ratings showing that COP preceptors perceived as ideal models of professional behavior by students.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

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:	Satisfactory
effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, service learning, and oversight and provision of experiential education	Satisfactory
faculty mentoring	Satisfactory
student advising and mentoring	Satisfactory
research and other scholarly activities	Satisfactory
faculty development as educators and scholars	Satisfactory
professional/community service and pharmacy practice (where indicated by their position)	Satisfactory
participation in college or school and university committees	Satisfactory
assessment and evaluation activities	Satisfactory
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.	Satisfactory
Faculty receive adequate support staff resources.	Satisfactory
The college or school periodically conducts faculty workload and needs assessments, at appropriate intervals.	Satisfactory

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)

A description of the process and interval for conducting faculty workload and needs assessments

Faculty workload is reviewed annually at both the College and University level. The Department chairs of Clinical and Administrative Pharmacy Sciences, and Pharmaceutical Sciences consider overall workload when making assignments. This includes accounting for classroom and clinical teaching as well as responsibilities in research, clinical services, other service and student and organizational advising. Each faculty member establishes duties annually during a goal setting meeting with the department chair. An attempt is made to balance workload throughout a department and across the departments by the department chairs.

An analysis of teaching load of faculty members, including commitments outside the professional degree program

New faculty hires in pharmaceutical sciences over the past three years have positively impacted instruction in both the graduate and professional degree programs. Overall, student/faculty ratios have remained favorable since the enrollment modification plan was implemented in 2006 (currently 8.85:1 for full time faculty). While some practice faculty have teaching commitments elsewhere in the Health Sciences Center (e. g., in allied health sciences, nursing and medicine), none have compromised our ability to provide effective instruction in the pharmacy program.

The rational for hiring any part-time faculty, and the anticipated duration of their contract

A limited part-time hiring strategy has been in effect in the COP. Currently, there are only two faculty members in the part-time category. One teaches pharmacy law and related elective coursework and the other is a pharmaceutical scientist who is tenured in the Department of Chemistry in the College of Arts and Sciences. The College has long sought to use full time faculty for the continuity and stability it brings to the program.

Evidence of faculty and staff capacity planning and succession planning

The university has recently offered a phased-retirement program (PRP) for select faculty as part of a strategy to ensure appropriate succession planning and program stability given the high percentage of University tenured faculty at or nearing retirement age. Two COP faculty have enrolled in the program, and will phase out of faculty roles over the next 3-5 years. Replacement faculty will be engaged as a part of this process, prior to the retirement date of the PRP-enrolled faculty.

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

As of January 2012, the COP professional student enrollment was 239 and the ratio of students to faculty was 8.85:1 (based on 27 full-time teaching faculty). Student enrollment is closely monitored to optimize the student to faculty ratio. Our current student to faculty ratio supports adequate program delivery but as we move to more enhanced student centered and active learning methodologies faculty numbers may need to be increased to accommodate new pedagogies and be aligned to college's goals.

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

University policies and procedures governing College of Pharmacy (COP) faculty are found in the faculty handbook, COP bylaws and governance document and COP APT document. All documents are approved by the faculty and the revised bylaws and APT documents are under review and consideration of the Board of Trustees. The COP Has 27 full time faculty, 2 part time faculty, 6 post doctoral fellows (teaching assistants) and additional adjunct faculty positions. The mix and balance of academic titles and experience within each discipline is adequate to successfully deliver the curriculum in accordance with mission, goals and Strategic Plan. The COP has 8 full time and 1 part-time support staff consisting of classified and unclassified personnel. Additionally, another 12 staff are in grant-supported positions. Further, a number of faculty and student programs are supported by the Center of Excellence grant (HRSA).

Any other notable achievements, innovations or quality improvements

Since January 2010, the COP has hired 6 new faculty (4 in pharmaceutical sciences and 2 in CAPS) and the COP is currently in negotiations with several partnering institutions to appoint joint faculty to further strengthen the practice department. One new position has also been added to support the experiential program. In recent years, two faculty members have retired, 1 has moved to an administrative position in another school of pharmacy and one faculty member was terminated.

The student to preceptor ratio for practice experiences is in accordance with the Pharmacy Board of the District of Columbia and ACPE standards and guidelines. In general, student to preceptor ratios are 1:1 for introductory pharmacy practice experiences (IPPE) and 1:1 or 1:2 for advanced pharmacy practice experiences (APPE). Most CAPS faculty are given appropriate time (usually one semester) to develop experiential practice sites before precepting students. Faculty preceptors practice and teach in a variety of ambulatory, institutional and acute care settings. The college has approximately 260 volunteer (or paid) preceptors who actively participate in delivering the experiential program.

The Dean has recently submitted a salary enhancement proposal to university for approval that includes measures to bring the faculty and staff salaries to 60% percentile range based on recent AACP survey. These measures have gone a long way toward boosting faculty moral and perceptions regarding lack of staff support.

Plans are also underway to progressively increase the number of postdoctoral fellows and joint faculty appointments to further strengthen the curriculum delivery.

A majority of newly hired faculty have externally funded grants and the COP has been successful in securing approximately 11.9 million dollars (full grant period) in extramurally funded grants this year. Moreover, faculty have 3 patent applications under review for approval in the areas of nanoparticles and ocular delivery.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 20. I receive adequate support staff resources. Agree: 35 % for COP in 2011 versus 73 % as the National Average,
- Q 27. The college/school has a sufficient number of qualified faculty. Agree: 24 % for COP in 2011 versus 71 % as the National Average,
- Q 28. The program's resources can accommodate present student enrollment. Agree: 57 % for COP in 2011 versus 73 % as the National Average.

Although the data supports that the COP has an adequate number of qualified faculty to successfully deliver the curriculum and maintain an adequate faculty student ratio, faculty survey results related to staff support, faculty number and faculty qualifications have scored below our peer and national group. These responses need clarification and it is suggested that the assessment committee undertake additional surveys to clarify these responses. Steps are being taken to further strengthen the COP enterprise by improving faculty salary, staff support and faculty numbers through joint appointments.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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

The college or school has qualified <u>faculty</u> who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	Satisfactory
The college or school has qualified <u>staff</u> who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	Satisfactory
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.	Satisfactory
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.	Satisfactory
Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.	Satisfactory
Pharmacy practice faculty possess additional professional training (residency, fellowship, or equivalent experience)	Satisfactory
Pharmacy practice faculty either have or are working toward additional credentials (for example, specialty certification) relevant to their practice and teaching responsibilities.	Satisfactory
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.	Satisfactory
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.	Satisfactory
Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.	Satisfactory
Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective	Satisfactory

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

Prospective staff credentials are vetted by the University's Department of Human Resources prior to an offer of employment. Minimum degree and experience requirements are established and approved

by the University. A search committee solicits applicants, and prospective faculty appointees must participate in an interview that includes a formal scientific presentation. Each candidate is interviewed by the entire faculty, students and staff. References are then solicited and verified. Candidates are rated by faculty and the search committee uses this assessment to rank candidates for presentation to the department chair and dean.

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

Faculty composition is regularly reviewed by the department chairs in consultation with the Dean. Faculty composition reviews are usually the result of faculty resignation or retirement, but may be a part of Strategic Planning discussions. When faculty members leave the University, replacement positions must be reapproved by the Provost. Faculty members are provided development funds by the College to attend annual professional meetings such as AACP, ASHP and AAPS to stay current with their disciplines and to remain aware of future trends in their specific areas of practice. Guest speakers are regularly invited to the College to address both faculty and students on various aspects of pharmacy and pharmaceutical sciences, as occurs with the Pharmacy Legacy Seminar Series. Pharmacy Practice faculty are required to complete continuing education requirement for maintenance of licensure in either DC, Maryland or Virginia. Many faculty development opportunities are provided each semester through the COE and the CMHSR within the College as well as by the University's Center for Excellence in Teaching, Learning and Assessment.

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

The College has used past year-end retreats as an opportunity to provide exposure of all faculty to contemporary pharmacy trends through invited external and internal experts and through the use of new media. Faculty are provided and encouraged to avail themselves of opportunities to participate in appropriate local, national and international professional and scientific meetings offering discussion and skill sessions aimed at enhancing understanding of the scientific and professional aspects of pharmacy and the pharmaceutical 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 variety of speakers come to the College who provide an opportunity for faculty to expand their knowledge of contemporary practice. Faculty are encouraged and are provided support to attend meetings to update skills and knowledge pertaining to new pharmacy trends and developments.

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

Faculty Profile composite data shows that our scholarly productivity was solid over the past three years. The COE has new opportunities for faculty members to engage in the scholarship of teaching. Over the past three years, two junior faculty members have been awarded small grants to carry out course-related projects. Unsuccessful faculty applicants (2) were provided support to attend a faculty development meeting of their choice to acquire new knowledge and/or skill needed to carry out a project in the future. Two senior faculty were selected as Teaching and Learning Senior Scholars, expected to provide leadership and mentoring to other faculty, postgraduates and graduate students in instructional matters.
  It is also noted that the funding for new grants has exceeded $11 million this year (up to 5 year funding period)

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

All newly hired faculty have a clearly defined research expectation based on the University's Appointment, Promotion and Tenure Guidelines (Appendix 3.18.3).

Research productivity is evaluated annually for all faculty by the department chairs and Dean as part of annual performance reviews. New faculty, both pharmacy practice and basic science, are given a startup period (varies from one semester to one year) with reduced teaching and committee responsibilities in order to establish their practice sites and research laboratories.

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

The Director of the Non-Traditional Doctor of Pharmacy Program is responsible for related faculty activities. This includes assignments and needed training, in conjunction with available faculty development support services such as CETLA, which offers a number of applicable courses, including a certification process for distance learning, and the COE, which provides a variety of additional activities to improve instruction, including the online Education Scholar.

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

The College is a partner with the Department of Pharmacy Services at Howard University Hospital in training pharmacy residents in the accredited PGY-1 program, under the Hospital's GME structure. Through the COE, a teaching certificate program has also been established for pharmacy residents. Additionally, the College continues to offer a fellowship in oncology pharmacy along with a fellowship in ambulatory care through the COE. The COP also partners in offering a fellowship in psychiatric pharmacy.

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

Discussions take place to determine priority position hires before developing an announcement for solicitation of applicants. Applicant qualifications are thoroughly reviewed and assessed by the faculty, search committees and administrators during the hiring process. An annual faculty performance evaluation process, that includes a self-assessment, reviews a number of criteria which point to productivity and achievement. The faculty mentoring program long in place provides support to junior faculty in meeting expectations in a timely manner in relation to tenure and/or promotion reviews.

Any other notable achievements, innovations or quality improvements

The COE Teaching and Learning Scholars Programs provides instructional support where accomplished teachers serve as mentors and leaders for the monthly interdisciplinary Teaching Focus Group and through COE monetary support for research mentor pairs designed to improve research productivity for junior faculty.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 12. I have access to documents that detail policies related to my performance as a faculty member. Agree: 59 % for COP in 2011 versus 85 % as the National Average,
- Q 15. Criteria for my performance assessment are consistent with my responsibilities. Agree: 53 % for COP in 2011 versus 77 % as the National Average,
- Q 17. The criteria for evaluating my performance as a preceptor are clear. Agree: 54 % for COP in 2011 versus 79 % as the National Average.

Overall, the survey data generally shows that we are successful in meeting the expectations of our constituent groups, as we are committed to a high quality program. However, faculty survey data consistently shows dissatisfaction with the current recruitment process falling short of our internal standard (SA/A responses >70%) and significantly below all schools in the national pool. Similarly, the faculty's view of their performance assessment falls well below both our internal benchmark and the national data. These questions have been referred to the Executive Committee and the Assessment Committee for follow-up and further characterization.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard 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.	Needs Improvement
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)

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

Prospective staff credentials are vetted by the University's Department of Human Resources prior to an offer of employment. Minimum degree and experience requirements are established and approved by the University. A search committee solicits applicants, and prospective faculty appointees must participate in an interview that includes a formal scientific presentation. Each candidate is interviewed by the entire faculty, students and staff. References are then solicited and verified. Candidates are rated by faculty and the search committee uses this assessment to rank candidates for presentation to the department chair and dean.

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

Faculty composition is regularly reviewed by the department chairs in consultation with the Dean. Faculty composition reviews are usually the result of faculty resignation or retirement, but may be a part of Strategic Planning discussions. When faculty members leave the University, replacement positions must be reapproved by the Provost. Faculty members are provided development funds by the College to attend annual professional meetings such as AACP, ASHP and AAPS to stay current with their disciplines and to remain aware of future trends in their specific areas of practice. Guest speakers are regularly invited to the College to address both faculty and students on various aspects of pharmacy and pharmaceutical sciences, as occurs with the Pharmacy Legacy Seminar Series. Pharmacy Practice faculty are required to complete continuing education requirement for maintenance of licensure in either DC, Maryland or Virginia. Many faculty development opportunities are provided each semester through the COE and the CMHSR within the College as well as by the University's Center for Excellence in Teaching, Learning and Assessment.

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A variety of speakers come to the College who provide an opportunity for faculty to expand their knowledge of contemporary practice. Faculty are encouraged and are provided support to attend meetings to update skills and knowledge pertaining to new pharmacy trends and developments.

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

Faculty Profile composite data shows that our scholarly productivity was solid over the past three years. The COE has new opportunities for faculty members to engage in the scholarship of teaching. Over the past three years, two junior faculty members have been awarded small grants to carry out course-related projects. Unsuccessful faculty applicants (2) were provided support to attend a faculty development meeting of their choice to acquire new knowledge and/or skill needed to carry out a project in the future. Two senior faculty were selected as Teaching and Learning Senior Scholars, expected to provide leadership and mentoring to other faculty, postgraduates and graduate students in instructional matters.
  It is also noted that the funding for new grants has exceeded $11 million this year (up to 5 year funding period).

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

All newly hired faculty have a clearly defined research expectation based on the university's Appointment, Promotion and Tenure Guidelines (Appendix 3.18.3).

Research productivity is evaluated annually for all faculty by the department chairs and Dean as part of annual performance reviews. New faculty, both pharmacy practice and basic science, are given a startup period (varies from one semester to one year) with reduced teaching and committee responsibilities in order to establish their practice sites and research laboratories.

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

The Director of the Non-Traditional Doctor of Pharmacy Program is responsible for related faculty activities. This includes assignments and needed training, in conjunction with available faculty development support services such as CETLA, which offers a number of applicable courses, including a certification process for distance learning, and the COE, which provides a variety of additional activities to improve instruction, including the online Education Scholar.

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

The College is a partner with the Department of Pharmacy Services at Howard University Hospital in training pharmacy residents in the accredited PGY-1 program, under the hospital's GME structure. Through the COE, a teaching certificate program has also been established for pharmacy residents. Additionally, the College continues to offer a fellowship in oncology pharmacy along with a fellowship in ambulatory care through the COE. The COP also partners in offering a fellowship in psychiatric pharmacy.

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

Discussions take place to determine priority position hires before developing an announcement for solicitation of applicants. Applicant qualifications are thoroughly reviewed and assessed by the faculty, search committees and administrators during the hiring process. An annual faculty performance evaluation process, that includes a self-assessment, reviews a number of criteria which point to productivity and achievement. The faculty mentoring program long in place provides support to junior faculty in meeting expectations in a timely manner in relation to tenure and/or promotion reviews.

Any other notable achievements, innovations or quality improvements

The COE Teaching and Learning Scholars Programs provides instructional support where accomplished teachers serve as mentors and leaders for the monthly interdisciplinary Teaching Focus Group and through COE monetary support for research mentor pairs designed to improve research productivity for junior faculty.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is overall positive and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 33. I receive adequate guidance on career development. Agree: 65 % for COP in 2011 versus 69 % as the National Average,
- Q 15. Criteria for my performance assessment are consistent with my responsibilities. Agree: 53 % for COP in 2011 versus 77 % as the National Average,
- Q 39. The college/school has an effective continuing professional development program for me that is consistent with my preceptor responsibilities. Agree: 54 % for COP in 2011 versus 83% as the National Average.

Overall, the survey data generally shows that we are successful in meeting the expectations of our constituent groups, as we are committed to a high quality program.

The satisfaction of the faculty with the performance review process is an important consideration that requires further investigation. Efforts are currently underway to identify specific areas of faculty discontent and consider modifying the faculty performance review process in order to link it to feedback and corrective action rather than taking a punitive approach.

Faculty teaching load appears to need additional characterization given the disparity in local versus national data. Department chairs are being apprised of faculty survey data and should use it as active background for making teaching assignments in the immediate future.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)
The satisfaction of the faculty with the performance review process is an important consideration that requires further investigation. Efforts are currently underway to identify specific areas of faculty discontent and consider modifying the faculty performance review process in order to link it to feedback and corre

Faculty teaching load appears to need additional characterization given the disparity in local versus national data. Department chairs are being apprised of faculty survey data and should use it as active background for making teaching assignments in the immediate future.

Howard 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

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

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)

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

Refer to Appendix 27.5.1 for a detailed description of all College-related physical facilities.

Ground Floor of Chauncey Cooper Hall features the following: (a) *Parenteral Intravenous Admixture* laboratory has facilitated the training of students in intravenous additives and hyperalimentation techniques. (b) *Cell Culture Laboratory* is for research and training. (

First Floor of Chauncey Cooper Hall is the site of the administrative offices of the College of Pharmacy (*CCH Room 107: Main Office; CCH Room 106: Office of Student Affairs; CCH* Room 110: The office of the *Director of Non-Traditional Phar.D. Program*; Compounding Laboratory (*CCH* Room 124B), Multipurpose Pharmacy Practice Laboratory (*CCH* Room 121), and Staff Lounge (*CCH Room 102)*.   Attached to the ceiling on the first floor is a computer screen for viewing announcements and other pieces of information, including local, national and international news.

Second Floor of Chauncey Cooper Hall comprises a state-of-art 'smart classroom' (*CCH Room 207)*; it can accommodate 120 students. It features fixed classroom furnishing, teaching aids including a projection screen, slide/overhead projectors, television monitors, audio/video recording, and lecture

capture facilities. Dean's conference room (CCH Room 227) and student lounge (*CCH Room 206)* are located in the second floor. Computer room (*CCH Room 203)* has 24 computer workstations. A full-time computer technician is available for assistance. Student study/reading room (*CCH Room 202)* is capable of seating thirty students. Five problem-based lecture class rooms (*CCH Rooms 210, 212, 223B, 224 and 225) exist; e*ach room is capable of sitting twelve students and is equipped with a podium and a board for writing. Student leaders' office (*CCH Room 223A*) and staff lounge (CCH Room 226) are located in the second floor.

Third Floor of Chauncey Cooper Hall: On this floor are located the Department of Pharmaceutical Sciences, The General Research Laboratory which comprises the following sections: Nanotechnology/ Drug Delivery/Pharmaceutical Technology; Pharmacokinetics; Computer Modeling in Drug Discovery, Biomedicinal Chemistry; and Pharmacognosy and Natural Drug Product; Chromatography Laboratory; Hydrogenation Laboratory; Animal Procedure Laboratory; Air Lock Suite; Analytical Laboratory; Administrative and General Support Offices and Building Support Facilities.

Technology Support: The Faculty Network (FacNet) project, as part of HUNet networking program, was established. HUNet provides voice, data and video facilities in support of instruction, research and administration to faculty on all Howard University campuses. Data have been collected from the College of Pharmacy faculty with a view to providing new computers in 2012. A wireless network has been installed in the College of Pharmacy. Other Support Facilities: *Fire Safety Facility (*Eight Local Fire Alarm Systems have been installed in the College of Pharmacy). Rest *Rooms:* Seven rest rooms, renovated or built within the last three years, are in the College of Pharmacy.

COP Space Outside Chauncey Cooper Hall: *(1). Freedmen's Annex III (Fourth and College Streets, N.W):* The second major section of the University where the College of Pharmacy carries out its operation is Annex III building. Twenty five College of Pharmacy faculty, staff and administrative offices are located in this building, occupying 8,000 square feet on the first and second floors of its west wing. The administrative offices of the Department of Clinical and Administrative Pharmacy Sciences are located in Annex III. The Offices of the Directors of Experiential Program are located in the building. Specific Rooms: *Annex III Room 117* **(**a classroom, located on the first floor, can accommodate 70 students and is equipped with a VCR/TV monitor); *Annex III Room 212 (a* classroom located on the second floor, it can accommodate 40 students and is equipped with portable audiovisual equipment); *Annex III Room 214 (Conference Room)* located on the second floor and is capable of sitting twelve people);   *Center of Excellence (Annex III Room 118)* is designed to strengthen the national capacity to train under-represented minority students in various health profession fields; *The Center for Minority Health Services Research (CMHSR: Room 108)* was established to conduct health services and outcomes research, particularly as it affects minority populations..

(2). Howard University COM:

2.a *Seeley G. Mudd (Room: SGM-B5):* capacity to seat over 180 students. It is used for Biomedical Sciences I (Anatomy and Physiology), Laboratory Class on Physiology (computer simulations), Pharmaceutical Chemistry I & II and Pharmacological Therapeutics. It is well equipped with audiovisual aids.

2.b. *Numa P. G. Adams (Room 1114-Anatomy Laboratory):* Part of Biomedical Sciences I course (Human Anatomy class) is held in this room and is well equipped with cadavers and models. It can take over one hundred and twenty students at a time.

2.c. _Numa P.G. Adams (Room 2305 Microbiology Teaching Laboratory):_ The laboratory is well equipped and it can accommodate one hundred and fifty students at a time. It is used for the microbiology laboratory component of Biomedical Sciences II.

2.d. _Numa P.G. Adams (Room 3210_) This newly renovated smart classroom has the capacity to seat over 110 students; it is designated for full utilization by the College of Pharmacy.

2.e. _Seeley G. Mudd (Room: 226) (Clinical Skills Center):_ This facility is used by the Colleges of Medicine, Pharmacy, and Nursing and Allied Health Sciences. It is used in the Integrated Therapeutics Laboratory courses in the COP. The Clinical Skills Center at Howard University College of Medicine is a state of the art educational facility that provides the ideal environment to teach clinical/technical skills and procedures.

(3). Other facilities: _Howard University Hospital:_ The Auditorium (Room B-C08) is used for Biomedical Science II (Biochemistry and Microbiology). _Howard University College of Arts and Science:_ The instrumentation grants for the purchase of Bruker AVANCE 400 MHz NMR spectrophotometer and other pieces of equipment housed in Chemistry Department were written through the participation of College of Pharmacy Faculty. _The Department of Biology Auditorium_ is used once a week for Integrated Therapeutics Pre-Laboratory Lectures. Louis Stokes Health Science Library: Six problem-based learning rooms are in the library for use by the College of Pharmacy. _Information Technology Laboratory (iLab):_ The iLab, with over 300 computers, is available for use to all students in Howard University. Each hall of residency has a computer room. _Drug Information Center_ is located at Howard University Hospital. _Animal Facility_ is located at the Veterinary Services Center of the College of Medicine.

How the facilities encourage and support interprofessional interactions

The Health Sciences Learning Center (HSL) and Clinical Skills Center serve as sites that promote interprofessional interactions as pharmacy students regularly interact with other health science students as they study and perform assessments in these locations.

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

All noted facilities provide a safe and adequate learning environment for the pharmacy program. Facilities continue to be improved to address new and emerging needs.

Any other notable achievements, innovations or quality improvements

The Ground Floor of Chauncey Cooper Hall houses the Center for Drug Research and Development (CDRD) for the conduct of a high-level biomedical and pharmaceutical research as well as drug development and manufacture in a CGMP facility.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 26. The college/school has appropriate physical facilities to allow me to fulfill my responsibilities. Agree: 77 % for COP in 2011 versus 85 % as the National Average,

- Q 23. I have adequate laboratory and/or clinical space for my research and/or scholarship needs. Agree: 53 % for COP in 2011 versus 68 % as the National Average.

The feedback suggests an overall faculty perception of adequate program physical facilities necessary to conduct their job responsibilities. Similar to other pharmacy programs that may be challenged with space issues, a significant number of faculty find that their laboratory space in particular is less than ideal. The College will continue to work with other divisions around campus to possibly share laboratory space to address this need until a more permanent solution is found.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

The college or school collaboratively advances the patient-care services of its practice sites.	Satisfactory
The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.	Satisfactory
The college or school establishes and implements criteria to secure written agreements with the practice facilities.	Satisfactory
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.	Satisfactory
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.	Satisfactory
The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.	Satisfactory
The college or school has sites that provide students with positive experiences in interprofessional team-based care.	Satisfactory
The academic environment at practice sites is favorable for faculty service and teaching.	Satisfactory
There is adequate oversight of practice sites and efficient management and coordination of pharmacy practice experiences.	Satisfactory
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.	Satisfactory

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

(School comments begin here)

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

The College has successfully instituted several strategies for ongoing quantitative development of sites and preceptors which allows for an abundance of sites available for introductory and advanced pharmacy practice experiences. Increased communication with alumni and input from current students have led to increased community and institutional sites locally and out-of-state. Qualitative development strategies include an application process for both sites and preceptors, annual evaluation of preceptors and sites and lastly site visits. Formalized affiliation agreements are pursued with every site. The Experiential Program has instituted a revised stipend plan based on market pressures. Stipends are paid only to those sites which request them. Because the disbursement of these stipends require a stipulation of the stipend amount, as well as the need to execute affiliation agreements prior to students commencing rotations, rapport has been established with the Office of General Counsel. In this way, the program's ability to intervene in the time required to process new and renewed agreements is enhanced.

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

The College continues to advance patient care services in the majority of the pharmacy practice sites.   Faculty are solely responsible for clinical pharmacy services at Howard University Hospital. Pharmacy practice sites reap the clinical and financial benefits of having a pharmacy student assisting in the provision of clinical interventions that may not have otherwise been made possible without their efforts. In addition, discussions have been initiated whereby teaching certification can be granted through the College to pharmacy residents at Howard University Hospital and Children's National Medical Center in recognition of their teaching development efforts. It is believed that exposure to a rigorous didactic challenge will lead to better honed clinical and patient care skills.

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

Assessments of quality are primarily done through review of evaluations completed by students and/ or by one-on-one interactions with students and/or preceptors. The program attempts to separate behavioral chemistry from attitude and failure to perform. All efforts are made to manage interpersonal issues so that the student learns from the experience. When site visits are done and physical layout of

the pharmacy runs counter to curricular needs, this is seen as a disqualifying factor, and the site is no longer offered.   Whenever it becomes clear that the preceptor fails to meet criteria, the preceptor is taken off the roster of preceptors to be considered for rotations.

The College has screening devices in place when assessing new preceptors and sites. Sample quality criteria includes years of experience as a pharmacy practice site. However, given the detailed listing of areas to be addressed in Guideline 28.3, the Experiential program will update the questionnaire sent out to new sites. The intent of this review will be to consider expanding the questions asked of sites so that a wider range of requirements can be determined to assess preceptor and site quality.

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

When required, affiliation agreements are executed as a prerequisite to initiating rotations at new sites. In addition, periodic review of the dates of existing agreements is conducted so that renewal or extensions of expiring and expired agreements can be done. The agreements provide criteria for termination. The Affiliation document used as a template by the College was drafted by the Office of the General Counsel (OGC). Affiliation agreements which come from the preceptor site are routinely assigned to OGC for the determination of legal sufficiency or for suggested modifications.

Any other notable achievements, innovations or quality improvements

Quality improvement efforts initiated a review of pre-APPE competencies and revealed the need for more institutional sites for IPPE. More institutional IPPE sites are now being identified for student rotations.

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

The experiential program makes an effort to periodically assess the quality of sites and preceptors in light of curricular needs and identify additional sites. A review of the AACP Curriculum Quality Survey responses shows feedback that is overall positive and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 37. I receive needed support from the Office of Experiential Education. Agree: 69 % for COP in 2011 versus 85 % as the National Average.

With the exception of Q 37, all other survey responses were similar to the National Average. The feedback suggests a need for additional preceptor support from the College. Current availability of online educational resources such as Pharmacy Library.com and Access Pharmacy as well as the College's Pharmacists Letter Preceptor Training aim to provide more preceptor support.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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)

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 Louis Stokes Health Sciences Library (LSHSL) is an 80,000 square foot, world class information repository with state-of-the-art telecommunication and audiovisual capabilities. It is an information gateway, employing cutting-edge digital technology that crosses geographical, social, economic and cultural barriers. LSHSL offers collections that are more focused toward health-related issues.

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

LSHSL participates in the DOCLINE, the National Library of Medicine's automated interlibrary loan (ILL) request routing and referral system and in WorldCat Resource Sharing from OCLC, the worldwide cooperative library catalog organization. Through DOCLINE and WorldCat Resource Sharing, users gain access to 2,000 items that were not held by the Louis Stokes Health Sciences Library. At the end of 2011, Howard University Library System joined the Washington Research Library Consortium, a collaborative partnership of major universities in the Washington, D.C. area to share library collections and information technology.

The Louis Stokes Health Sciences Library (LSHSL) advisory committee has student and faculty representatives and their opinion is sought and assessed regarding library and educational resources access and adequacy. The LSHSL annually participates in the AASHL benchmarking survey which includes estimates of overall library utilization. Cynthia L. Henderson, the Executive Director of the Louis Stokes Health Sciences Library, has over twenty years of experience and served on the boards of the Medical Library Association. Toni Yancey, the Director of Operations, leads a team of reference librarians with nineteen years of experience. They both work with the College of Pharmacy in many issues related to the use of library resources. Ms. Henderson also has an appointment in the COP as Adjunct Associate Professor.

The LSHSL advisory committee meets regularly to discuss library issues including the collection, services, educational technologies, and teaching program integration. The LSHSL advisory committee membership has representatives from all of the health sciences colleges: Dentistry, Medicine, Nursing and Allied Health Sciences, and Pharmacy. Pharmacy's representative is Dr. Daphne Bernard.

A description of computer technology available to faculty and students

Since much of the library's collections are now digital, it is important to provide computer access. This includes; Seating space for 600 throughout the building in traditional and nontraditional groupings; twelve public access computers available on the first three floors; two computer classrooms for library and departmental instruction; and Wi-Fi is available throughout the library. Moreover, the College of Pharmacy Computer Lab, with 25 IBM-compatible computers, also offers students a spectrum of resources, from personal computing to Internet access. Since the computer lab is maintained by the College of Pharmacy, it offers pharmacy-specific resources including Pharmacy Library, Micromedex, and other programs. To promote the use of library resources, reference librarians teach short library instruction courses twice a week for ten weeks during the Fall and Spring Semesters. During the summer, the LSHSL reference librarians participate in an Information Literacy Summer Institute hosted by Center for Excellence in Teaching, Learning, and Assessment (CETLA).

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

Drug Informatics, a course for first professional year pharmacy students, is a mandatory course for all incoming pharmacy students. The goal of the course is to introduce students to the various drug information resources and search strategies. Other courses where the librarians are involved in teaching includes: Professional practice experience I-IV. Orientation on Library Resources and also individual tutoring upon request is available. Non-Traditional Pharm.D program students, similar to the traditional students, have equal access to all the holdings of the Library. The students are given in-depth training on the various resources available on or off campus through a half day lecture and hands-on practice. Students are also required to complete a Drug Information Rotation as a part of their training during their clinical year.

A description of library orientation and support for faculty and preceptors

The LSHSL advisory committee membership has representatives from all of the health sciences colleges: Dentistry, Medicine, Nursing and Allied Health Sciences, and Pharmacy. Any issues related to the use of the library resources or guideline will be presented and discussed at the LSHSL advisory committee meets regularly.

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

Each pharmacy student entering the College is required to have a laptop computer. The main class rooms are equipped with wireless connection where students can access any of the library databases for medical information that is pertinent to their class work without leaving their class room. While the library is open substantial hours (108 hours) weekly, we realize that not everyone can visit the library during office hours. We provide access to most library resources via a proxy services for students, faculty and staff. The proxy access is very easy to use and is used by hundreds of individuals daily.

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

 Resources available through the Health Sciences Library meet all requirements of the accreditation standards.

Any other notable achievements, innovations or quality improvements

The Library has 200,000 bound volumes and currently subscribes to 125 print journals including, The Journal of Clinical Pharmacology. LSHSL subscribes to many electronic book and journal packages from the leading publishers of science and biomedical literature, including the American Pharmacy Association, Elsevier, Springer, Wiley and Wolters Kluwer. These packages provide access to over 800 e-books and 4,000 e-journals. In addition, an vast assortment of online educational resources are now available to students, preceptors, and faculty for use both on and off campus twenty-four hours a day.

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

A review of the AACP Curriculum Quality Survey responses shows feedback that is positive overall, and in correlation with the national and peer cohort averages. Survey focus areas were as follows:

- Q 25. I have access to library and other educational resources. Agree76 % for COP in 2011 versus 96 % as the National Average (Faculty),
- Q 41. The college/school provides me with access to library and educational resources. Agree: 69 % for COP in 2011 versus 8o % as the National Average (Preceptors).

The survey responses suggest the need for better dissemination of information pertaining to the availability of online educational resources for faculty and preceptors. Preceptor training venues, Preceptor Newsletters, and information posted on the College's website are all currently used to communicate available resources to all stakeholders.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)

Howard University / College of Pharmacy

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

The college or school has the financial resources necessary to accomplish its mission and goals.	Satisfactory
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.	Satisfactory
Tuition for pharmacy students is not increased to support unrelated educational programs.	Satisfactory
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.	Satisfactory
Financial resources are deployed <u>efficiently</u> and <u>effectively</u> to:	Satisfactory
support all aspects of the mission, goals, and strategic plan	Satisfactory
ensure stability in the delivery of the program	Satisfactory
allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	Satisfactory
maintain and improve physical facilities, equipment, and other educational and research resources	Satisfactory
enable innovation in education, interprofessional activities, research and other scholarly activities, and practice	Satisfactory
measure, record, analyze, document, and distribute assessment and evaluation activities	Satisfactory
ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum	Satisfactory
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.	Satisfactory
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.	Satisfactory
The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways.	Satisfactory

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)

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

Budget - Resources: Howard University's main sources of funding are tuition and fees, federal appropriation, research grant's and contract revenues. Additionally, the University obtains significant revenues from contributions, investment income, educational department sales and services, auxiliary enterprise sales and services, and hospital services. The University has been receiving direct appropriations from the federal government every year since 1866. For instance, federal appropriations for the past three years were as follows: $231,081,000 in 2008-2009, $ 231,411,000 in 2009-2010 and $231,073,000 in 2010-20011.

The Annual Budget Process

The University's fiscal year, which coincides with the academic year, begins July 1st and ends June 30th of each year. Each year, the University undergoes a budget development process involving a Budget Task Force comprising senior administrators, faculty and student representatives representing a wide cross-section of the University's constituents. Every Dean from each of the University's Schools and Colleges is a member of this Task Force. Additionally, all Cabinet members, Associate Vice Presidents, key Directors and Student Representatives participate in Budget Task Force meetings.

College of Pharmacy Operating Budget

The operating budget allotted by the University to the College of Pharmacy is dedicated to faculty and staff salaries, supplies and expenses (e.g., clinical site support, travel, materials, supplies and services), and equipment. The budgetary responsibilities of department Chairs include the planning, development

and administration of departmental budgets in accordance with the Department, College, College and University policies and guidelines.

Appendix 30.1.1 presents financial summary data for the College of Pharmacy for the previous and current fiscal years.

Budget Changes and Changes in College Priorities:

The University's annual operating budget allocation (non-grant) to the College of Pharmacy has increased from **$5,091,522** (corrected from 2010 Interim Report, including additional tuition adjustment, and scholarships) in 2010-11 to a projected **$5,980,944** for 2012-13. This increase from 2010-11 was due to an increased allocation to support software licenses such as Examsoft, and E*Value, and also increased staff salaries for positions that have cycled off from initial grant funding. The University's budget allocation to the College of Pharmacy increased by nearly 10% in 2010-11, and a similar increase is proposed for the 2012-2013 academic year. Appendix 30.1.1 provides additional detail regarding non-grant budgetary expenditures in the COP for 2010-11, 2011-12, and projected for 2012-13.

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

The College has the potential to receive a portion of its tuition revenue and is thus mindful of maintaining adequate enrollment numbers. However, resource limitations especially in terms of classroom space continues to serve as a buffer to prevent unsustainable enrollment increases. The University's continuous support has enabled the College of Pharmacy to maintain a 120-seat 'smart classroom,' equipped with touch screen projector interface and four LCD TV`s, a 24-workstation instructional computer laboratory, a student reading room, a student lounge, a conference room, and a computerized pharmacy dispensing laboratory equipped with prescription robot.

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

The College of Pharmacy's strategic plan will be reviewed and modified to reflect an increased emphasis on a need to significantly increase research revenue.

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

Not Applicable

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

The College of Pharmacy has been a recipient of number of grants totaling over **$4.5 million in 2011-12** from external agencies, as depicted in the table in the Appendix 30.1.1. Regarding the external support efforts since the last accreditation period, the College was extremely successful in receiving several very large grants from NIH and Health Resources and Services Administration (HRSA), and USAID totaling over $30 million. It has allowed the College to support endowed scholarships, renovate all of the main research laboratories, and renovate the ground and first floor of the Chauncey Cooper Hall (CCH) building to construct a state of the art Center for Drug Research and Development

(CDRD) that is capable of producing clinical drug supplies under cGMP conditions, once it is ready for operation.

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

Private giving this past year totaled approximately $55,000. Fundraising efforts are anticipated to increase with the hiring of a development officer (Mr. Canute Knott-Malcolm). A primary focus of fundraising efforts is to build a state-of-the-future facility to house the College of Pharmacy and its programs and create an environment conducive to collaborative learning and research. The total endowment of the College of Pharmacy exceeds $5,000,000. Over $420,000 was made available through endowment income in the past year.

The budget process is well organized and fairly efficient. There is an opportunity for faculty and relevant staff to provide their input on programmatic needs of the College of Pharmacy and for funding needed to support the various aspects of the programs. As indicated previously, the College of Pharmacy's operating budget has increased from 2010-2012. This has been due in part to the steady increase in tuition revenue, though there is a decline of the Federal Appropriations provided to Howard by the U.S. Congress. The College's full-time faculty has increased to approximately 29 since FY 2008-2009, from 27 (including administrators who have teaching roles).

To further increase the resources, a number of activities will be undertaken. It is expected that the culmination of these efforts will increase the level of support to the College of Pharmacy;

1. Conduct a major review of faculty/staff; requests for supplies, travel and equipment budget requirements to support the significantly increased enrollment in the Pharmacy Program will ensue. A five year budget plan will be developed with realistic funding goals. This study will be completed by December 1, 2012.

2. Increase individual faculty generated research grants; a series of grant writing workshops have been conducted (and will continue) and the division chairs will be tasked to work with their individual faculty members to tie research grant productivity to scholarship output. The recently hired grant writer (Jeronimo Augusto) should help greatly in this effort. To assess the outcome, the number of successfully funded grants will be monitored. Additionally, the Provost has initiated a number of Goal Deployment Process (GDP) initiatives to improve submission, funding, and management of externally supported grants, improve fund-raising, and improve the quality of services provided to faculty, student, staff, and external customers of the University.

3. The College's Board of Visitors is in the process of re-establishment, and will be expected to provide significant support to our fundraising, and program review efforts. Nominees have been forwarded to the President for vetting and approval.

4.ÁThough there was a **15%** overall tuition increase over the last two years, the Dean of the College will make a further recommendation on tuition increases to the University's Tuition Review and Action Committee (TRAC) by November 1, 2012.

Any other notable achievements, innovations or quality improvements

The dispensing laboratory has been equipped with the state of art ScriptPro automated prescription robotic system, obtained through grant support from the Center of Excellence (HRSA).

Howard University / College of Pharmacy

The faculty and administration recognize that additional financial support from the University will help to further strengthen the College in the following areas; building fund and construction of a new facility for the College of Pharmacy, additional faculty support for 1-2 faculty positions, more competitive salaries for faculty and staff, support for faculty and staff travel for developmental purposes, support to purchase and maintain additional technological improvements including lecture capture , etc.

4. College or School's Final Self-Evaluation

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

5. Recommended Monitoring

(School comments begin here)