

**ACCREDITATION COUNCIL FOR PHARMACY EDUCATION**



**Accreditation Action and Recommendations**

**JANUARY 16-20, 2013**

**Professional Program Leading to the  
Doctor of Pharmacy**

**UNIVERSITY OF CONNECTICUT**

**SCHOOL OF PHARMACY**

**STORRS, CONNECTICUT**

UNIVERSITY OF CONNECTICUT  
SCHOOL OF PHARMACY

Doctor of Pharmacy Program

January 16-20, 2013

I. Introduction

The Accreditation Council for Pharmacy Education (ACPE) Board of Directors reviewed the Doctor of Pharmacy program of the University of Connecticut School of Pharmacy for purposes of continued accreditation at its January 16-20, 2013, meeting. This review was based upon due consideration of the Evaluation Team Report from the on-site evaluation dated October 9-11, 2012, the School's self-study, and other communications received from the institution.

II. Accreditation Action

Following discussion of the program, it was the decision of the Board that **accreditation of the Doctor of Pharmacy program be continued**. The professional program of the School and its accreditation status will be designated on ACPE's web site, [www.acpe-accredit.org](http://www.acpe-accredit.org). Notice of the accreditation status of the program will also appear in the ACPE Report of the Proceedings, to be distributed during February 2013.

III. Accreditation Terms and Conditions

A. Accreditation Term The accreditation term granted for the Doctor of Pharmacy program extends until **June 30, 2021**, which represents the customary eight-year cycle between self-studies. The academic year for the next currently scheduled review of the Doctor of Pharmacy program for purposes of continued accreditation is **2020-2021**, likely fall 2020. This schedule is contingent upon

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maintenance of the presently observed quality during the stated accreditation term. *The ACPE Board of Directors reserves the right to revise its accreditation action or to alter these dates based upon monitoring, such as written reports and/or focused on-site reviews as may be scheduled during the accreditation term stated above.*

**B. Monitoring During the Accreditation Term** A **written interim report** should be submitted to the ACPE office no later than **October 15, 2013**, that addresses the issues identified in the Evaluation Team Report of October 9-11, 2012, and detailed below.

**C. Comments and Recommendations** This accreditation action was taken in recognition of the progress made since the last accreditation review and with confidence that existing School and programmatic needs will continue to be addressed in a timely manner and to the satisfaction of the ACPE Board of Directors. The Evaluation Team Report of October 9-11, 2012, presents important needs and developmental issues in keeping with Standards 2007. It should be noted that this Accreditation Action and Recommendations document and the Evaluation Team Report are companion pieces and should be used together to guide the School's continuing developmental efforts.

The Board references specific issues below that should be included in the requested report and appends the *ACPE Guidelines for Interim Reports during the Accreditation Term* for guidance in preparing the submission.

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**Summary of the Evaluation of All ACPE Standards**

The evaluation of the program on each of the ACPE accreditation standards (Standards 2007) is noted below.

| Standards   | Compliant                           | Partially Compliant                 | Non-Compliant            |
|---|-------------------------------------|-------------------------------------|--------------------------|
| <b>MISSION, PLANNING, AND EVALUATION</b>  |                                     |                                     |                          |
| 1. College or School Mission and Goals  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. Strategic Plan   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Evaluation of Achievement of Mission and Goals                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>ORGANIZATION AND ADMINISTRATION</b>  |                                     |                                     |                          |
| 4. Institutional Accreditation  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. College or School and University Relationship                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. College or School and other Administrative Relationships                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. College or School Organization and Governance                                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Qualifications and Responsibilities of the Dean                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>CURRICULUM</b>   |                                     |                                     |                          |
| 9. The Goal of the Curriculum   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 10. Curricular Development, Delivery, and Improvement                                 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11. Teaching and Learning Methods   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 12. Professional Competencies and Outcome Expectations                                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13. Curricular Core—Knowledge, Skills, Attitudes, and Values                          | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14. Curricular Core—Pharmacy Practice Experiences                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 15. Assessment and Evaluation of Student Learning and Curricular Effectiveness        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>STUDENTS</b>   |                                     |                                     |                          |
| 16. Organization of Student Services  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17. Admission Criteria, Policies, and Procedures                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 19. Progression of Students   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 20. Student Complaints Policy   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 21. Program Information   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 22. Student Representation and Perspectives   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 23. Professional Behavior and Harmonious Relationships                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>FACULTY AND STAFF</b>  |                                     |                                     |                          |
| 24. Faculty and Staff—Quantitative Factors  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 25. Faculty and Staff—Qualitative Factors   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 26. Faculty and Staff Continuing Professional Development and Performance Review      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>FACILITIES AND RESOURCES</b>   |                                     |                                     |                          |
| 27. Physical Facilities   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 28. Practice Facilities   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 29. Library and Educational Resources   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 30. Financial Resources   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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**Monitoring requested by the ACPE Board for the Interim Report, by Standard:**

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

- A **brief description** of progress in evaluation of programmatic and institutional effectiveness, as proposed in the School's Evaluation and Assessment Plan 2012-2015.

**Standard No. 7: College or School Organization and Governance**

- A **brief description** of measures taken to ensure that the strategic plans of the two academic departments in the School of Pharmacy are in alignment with the School's overall strategic plan

**Standard 10: Curricular Development, Delivery and Improvement**

- A **brief description** of measures taken to ensure that the curriculum has been mapped to the outcome objectives and that appropriate actions are taken based on the results of such a mapping exercise.
- A **brief description** of measures taken to ensure improvement in the understanding among faculty members of what each other teaches, and of any actions that have been taken to eliminate gaps and reduce unnecessary redundancy in course content.

**Standard 12: Professional Competencies and Outcome Expectations**

- A **detailed description** of the School's plan for a structured interprofessional education program for its students.

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**Standard 13: Curricular Core—Knowledge, Skills, Attitudes and Values**

- A **brief description** of measures taken to improve faculty satisfaction with the overall quality of the curriculum (particularly the depth and rigor of the program).

**Standard 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness**

- A **brief description** of progress toward developing an “early warning” program for students who may be in academic difficulty. (Response may be combined with the response to Standard 19 below.)

**Standard 16: Organization of Student Services**

- A **brief description** of progress in developing a system for “early warning” for students who are at risk for academic difficulty. (Response may be combined with the response to Standard 19 below.)
- (Staffing of Student Services will be monitored under Standard 24 below.)

**Standard 19: Progression of Students**

- A **brief description** of progress in developing a program for early detection of academic difficulty. (The School’s response to the Recommended Monitoring under Standards 15 and 16, related to early detection of academic difficulty, can be provided under Standard 19.)

**Standard 24: Faculty and Staff—Quantitative Factors**

- A **detailed description** of the results of a systematic assessment of the School’s staffing needs and of any actions that are taken based on the results of such an assessment

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**Standard 26: Faculty and Staff Continuing Professional Development and Performance Review**

- A **brief description** of actions taken to improve faculty satisfaction with (1) assistance provided by the Chairs in goal-setting, (2) criteria for faculty performance and annual review, and (3) opportunities for growth and career development; and a **brief description** of any improvements that result from those actions

**Standard 30: Financial Resources**

- A **brief description** of measures taken by the University and the School to ensure that the School continues to receive the financial resources necessary to pursue its strategic plan (through a combination of University and external funds).

Additionally, ACPE may at any time during the awarded accreditation term request additional information. Once the requested issues have been addressed and the necessary information is submitted in the form of a requested interim report or on-site evaluation, review by the ACPE Board of Directors could result in the following outcomes:

- affirmation of the accreditation action, terms, and conditions with no additional reporting required;
- additional reporting could be requested to address issues that could not be addressed within the stated reporting timeframe, or to monitor issues requiring further attention; or
- additional on-site review by ACPE to permit observation of progress regarding issues requiring attention.

In accord with ACPE policy, if additional reporting and/or on-site review is not satisfactory in any area, the Board could then act to reduce a previously awarded accreditation term, award a probationary accreditation status, or take an adverse

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accreditation action (cf. **Policies and Procedures for ACPE Accreditation of Professional Degree Programs, January 2013**).

The Evaluation Team Report and the Accreditation Action and Recommendations are confidential documents and are considered to be the property of the institution. These documents will not be released to third parties without the authorization of the chief executive officer of the institution. Without such authorization, the sole information available to the public consists of that information contained in the Directory and in the Report of Proceedings from the meeting at which the accreditation action was taken. If the institution releases any portion of the Evaluation Team Report or the Accreditation Action and Recommendations, or releases any statement concerning such documents that ACPE believes requires public clarification or presents a misleading impression, ACPE may make an appropriate response or cause the release of such documents in their entirety.

Additionally, in accord with ACPE policy, the School is reminded that ACPE should be notified of any substantive change prior to its implementation to allow ACPE adequate time to consider the impact of the proposed change on programmatic quality. The ACPE substantive change policy provides details as to what constitutes such a change.

**D. Public Disclosure** It is expected that the accreditation status of the program will be fully disclosed. ACPE requires that all Colleges and Schools of Pharmacy with Full accreditation status utilize the following language when referring to the accreditation status of the program in any publication, both in print and on the program's web site:

**"University of Connecticut's Doctor of Pharmacy program** is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street,



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Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site  
[www.acpe-accredit.org](http://www.acpe-accredit.org).”