

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



THE UNIVERSITY OF NORTH CAROLINA

AT CHAPEL HILL

SCHOOL OF PHARMACY

CHAPEL HILL, NC

THE EVALUATION TEAM REPORT

OF THE

PROFESSIONAL PROGRAM LEADING TO THE

DOCTOR OF PHARMACY DEGREE

March 7-9, 2006

THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL
SCHOOL OF PHARMACY

DOCTOR OF PHARMACY PROGRAM

EVALUATION TEAM REPORT

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DOCTOR OF PHARMACY PROGRAM

THE EVALUATION TEAM REPORT

I. INTRODUCTION

A. Purpose The on-site evaluation is a component of the accreditation review that results in the Evaluation Team Report to be used for purposes of considering the continued accreditation of the Doctor of Pharmacy program. The evaluation process gave particular attention to the progress made and the changes that have occurred since the last on-site evaluation, which occurred November 2-4, 1999, as well as to plans for continuing development.

B. Evaluation Team The evaluation team consisted of: Dr. Barbara F. Brandt, Assistant Vice President for Education, University of Minnesota, Academic Health Center, Minneapolis, MN, and a member of the Accreditation Council for Pharmacy Education (ACPE) Board of Directors; Dr. Mark L. Britton, Associate Dean and Associate Professor, University of Oklahoma, College of Pharmacy, Oklahoma City, OK; Dr. Arthur A. Nelson, Jr., Dean, Texas Tech University, Health Sciences Center, School of Pharmacy, Amarillo, TX; Mr. Matthew Osterhaus, community pharmacy practitioner, Osterhaus Pharmacy, Maquoketa, IA; and, Dr. Jeffrey W. Wadelin, Associate Executive Director and Director, Professional Degree Program Accreditation, ACPE, Chicago, IL. Working with the team was Mr. J. Parker Chesson, Durham, NC, representing the North Carolina State Board of Pharmacy, and Dr. Mary Gersema and Dr. Bill James, Washington, DC, representing the United States Department of Education, Office of Postsecondary Education, Accreditation and State Liaison Division.

C. Evaluation Procedure The accreditation review was based upon the Accreditation Standards and Guidelines for the Professional Program in Pharmacy

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Leading to the Doctor of Pharmacy Degree, Adopted June 14, 1997, and implemented as of July 1, 2000 (“Standards 2000”). As a part of the accreditation review, the School of Pharmacy provided a self-study describing and assessing the School and the Doctor of Pharmacy program, as well as other materials, including application materials and references to online information such as the School and University bulletin and catalog. The on-site evaluation included interviews with the dean, associate deans, department chairs, faculty, staff, preceptors, and students of the School. A review was conducted of the physical facilities occupied and utilized by the School in both Chapel Hill and at the new satellite location at Elizabeth City State University in Elizabeth City, NC. Other resources made available to the School, including library and information resources, and computer facilities, were also reviewed. On-site reviews were conducted at a sampling of pharmacy practice facilities utilized by the School, and a focus group session was conducted with preceptors who provide guidance, instruction, and mentoring to students in the professional experience area of the curriculum. The on-site evaluation supported independent assessment of the School’s self-study and enabled review of the School’s published materials (both hard copy and electronic) in accord with the expectations of the U.S. Secretary of Education (cf. **APPENDIX IV: Review of Published Documents for Adequacy and Accuracy of Information**). A review was also conducted of the School’s complaint policies and procedures, which included an inspection of the School’s complaint file. This review indicated that the complaint policies and procedures were satisfactory, and that the complaint file was empty (cf. **APPENDIX V: Review of Student Complaints Policy and File**). A summary of the evaluation team’s findings and recommendations was presented at the conclusion of the on-site evaluation to the Executive Associate Provost of the University, and to the Dean of the School of Pharmacy. The Evaluation Team Report, the School’s self-study, and any additional communications and/or information received from the University and/or the School will be considered by the ACPE Board of Directors at its June 21-25, 2006 meeting. The Accreditation Action and Recommendations of the Board will be transmitted to the institution as soon as feasible following this meeting.

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II. FINDINGS AND RECOMMENDATIONS

A. Changes Since the Last On-Site Evaluation The last comprehensive on-site evaluation occurred November 2-4, 1999, and the report of the evaluation team was reviewed during the January 14-16, 2000 meeting of the ACPE Board of Directors for purposes of considering the continued accreditation of the Doctor of Pharmacy program. Among the highlighted areas for focus at that time were the following recommendations:

- the need to clarify the School's mission statement, and to develop specific action plans to address the School's strategic goals and objectives;
- the need for continued development of the School's assessment plan, and the application of data obtained for purposes of programmatic improvement;
- the need for continued development of the School's organizational structure, to ensure clarity of roles, responsibilities, and authorities, as well as good communications;
- the need for curricular review and refinement, with particular attention to the professional experience area of the curriculum;
- the need for review and revision of recruitment procedures to ensure maintenance of a large pool of highly qualified applicants;
- the need to fill faculty vacancies and identify future faculty needs;
- the need for continued support for faculty development, and for clarity in the School's faculty promotion, reappointment and/or tenure processes;
- the need for enhanced information technology support;
- the need for renovation of the existing physical facilities (Beard Hall) following the completion of the new construction (Kerr Hall) to provide additional space for the School;
- the need for the continued and in-depth development of the School's array of pharmacy practice affiliates; and

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- the need for continued assurances that adequate financial resources will be provided to the School.

At that time, the accreditation of the program was continued for the customary term of six years through academic year 2005-2006. These areas of focus were monitored by ACPE through a series of written interim reports. A focused on-site evaluation was conducted in spring 2005, following notification of substantive change to the ACPE Board of Directors, to review the School's plans to increase enrollment and establish a satellite delivery site for the Doctor of Pharmacy program on the campus of Elizabeth City State University (ECSU) in Elizabeth City, NC.

The evaluation team observes a number of changes and the continued development that has occurred since the last on-site evaluation in November 1999. These changes are chronicled in the School's self-study, which was prepared in advance of the on-site evaluation. These changes center around the continued implementation of the plans previously set forth for the continued development of the School and the Doctor of Pharmacy program, and in response to the issues identified by the ACPE Board at the time of the last comprehensive review.

A more detailed description of the changes that have occurred since the last on-site evaluation follows:

- A new dean of the School of Pharmacy was appointed in 2003.
- A Strategic Planning Steering Committee was appointed in June 2005. Facilitated by this committee, the faculty revised the School's vision and mission, and have articulated strategic initiatives that are being implemented.
- The School is organized into four divisions (Pharmacotherapy and Experimental Therapeutics, Medicinal Chemistry and Natural Products, Pharmaceutical Outcomes and Policy and Molecular Pharmaceutics) and the Office of Professional Education. Three new division chairs and one interim division chair

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are now in place. Three divisions have been renamed to better reflect their respective mission and vision.

- A standing Assessment Committee has been established to provide enhanced infrastructure and support for the School's assessment efforts. A position of Director of Assessment has been created, for which recruitment is presently underway.
- Additional information technology support staff have been added in support of the School's enhanced utilization of technology in the delivery of the professional program.
- The Doctor of Pharmacy curriculum has undergone review and refinement since the last evaluation. This included changes to curricular content and structure, and significant changes to curricular delivery through the utilization of enhanced educational technologies. In addition, in fall 2005, the program was expanded with the initiation of the partnership with ECSU. This involves synchronous delivery of the Doctor of Pharmacy program via distance education technology to a group of students on the ECSU campus. The first class on the ECSU campus numbers 14; present plans are to maintain this enrollment level at least through the full implementation of the partnership program.
- Given the challenges and new opportunities presented in conjunction with the ECSU partnership, the School has embarked upon a curricular or educational "renaissance" under the strategic plan. This effort will encompass systematic and comprehensive review and revision of curricular structure, content, and process. It will also provide a platform for review of the desired professional competencies and adopted learning outcomes.
- The Admissions Committee has been renamed the Recruitment and Admissions Committee to reflect an increased emphasis on recruitment. The North Carolina Department of Health and Human Services awarded a grant to the School to support enhanced recruitment of students from minority and underserved groups.
- Enrollment in the Doctor of Pharmacy program has been increased by approximately 20 percent, resulting in enrollment targets for the first professional

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year class of 140 students in Chapel Hill and 15 students in Elizabeth City. The Chapel Hill enrollment of 140 students per class is not foreseen to expand further due to space constraints in classroom facilities as well as other resource limitations, particularly in terms of pharmacy practice facilities to support the professional experiences. As noted earlier, the Elizabeth City enrollment will be maintained at 15 students per class at least until the program is fully implemented. At that time, any upward revision of this number will be dependent upon physical facility capacity at ECSU and pharmacy practice resources for the professional experiences in that region as well as other areas throughout the state.

- The School's academic progression criteria have been reviewed and revised. Student advising has been enhanced, and plans are underway for further revisions that have been guided by student input. A Pharmacy Student Judicial System has been developed to reflect the unique aspects of pharmacy and health professional education.
- The number of faculty has increased since the time of the last comprehensive evaluation with the addition of co-funded faculty positions, which were created to provide professional experiences for students and to promote the development of pharmacy practice in a variety of practice settings. The number of full-time, campus-based faculty has not increased to date, however a plan is in place for adding up to 25 new faculty to support the School's new mission and vision for teaching, scholarship, and service.
- Faculty development activities have been enhanced. This includes plans to strengthen mentoring by appointing a mentoring team for each junior faculty member. In addition, a faculty mentoring website will be established to facilitate exchange of ideas, review progress, and communicate about research and scholarly activities. Faculty development has also addressed the needs associated with the School's enhanced utilization of educational technology, including distance delivery of the program to Elizabeth City.
- The Banks D. Kerr Hall addition to the School of Pharmacy was fully funded and completed in fall 2002. This addition provides two state-of-the-art classrooms,

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three multi-purpose meeting rooms, 50 faculty, staff, and administrative offices, and 11 research laboratories. Renovation of Beard Hall is scheduled to be completed by summer 2006. In addition, the School in partnership with the School of Medicine has begun construction of a 330,000 gross square foot Genetic Medicine facility, in which the School will occupy approximately one-fourth of the usable space (the first two floors).

- The North Carolina Area Health Education Center (AHEC) network continues to provide significant support to the School and the professional experience area of the curriculum. The Dean is currently working with the AHEC Program Director to consider additional ways to augment and solidify this critical resource.
- The erosion of state financial support over a several year period has presented challenges for the School. The loss of state support, however, has been balanced by tuition resources that, together with other resources, have resulted in an overall increase in funding for the School. This includes success in the form of extramural grants and contracts, and the contributions of alumni and friends of the School. This also includes support from the Pharmacy Foundation of North Carolina.

The evaluation team wishes to acknowledge and commend the efforts of the Dean, faculty, staff, and students of the School for their attentiveness to the various challenges associated with the continued development of the School and Doctor of Pharmacy program. The attention devoted to addressing the issues and concerns of the ACPE Board is duly noted. The evaluation team would also like to acknowledge and commend the University administration for providing the fiscal resources, support, and encouragement that has made the aforementioned progress possible.

B. Self-Study Assessment As a component of the on-site evaluation, the evaluation team spent considerable time reviewing and evaluating the self-study prepared by the School for purposes of validation. In the view of the evaluation team, the self-study prepared by the School in preparation for the on-site evaluation presents a comprehensive

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description and a candid assessment of the School and its various programs. A detailed chronicle of progress since the last comprehensive review is included. The inclusion of an assessment of faculty opinion with respect to compliance with each of the accreditation standards was very helpful. A unique strength of the self-study is the inclusion of a Student Report to ACPE that was undertaken by a student self-study task force. The student task force surveyed all students (with a 93 percent response rate) and compiled a listing of strengths and areas for improvement. It is also notable that the self-study was tied directly into the School's strategic planning activities. Some of the self-study findings have already been addressed, and plans have been developed to address many remaining issues. The evaluation team concurs with the self-study findings, as being accurate and complete, and commends those who led the self-study process and those who were involved for their efforts and the quality of their work.

C. Overall Assessment Based on the changes and progress described earlier, and the School and programmatic strengths noted above, the evaluation team characterizes the School as an entity that truly demonstrates a commitment to excellence. In this regard, the School is recognized for its achievements in professional, graduate, and post-doctoral education, in the discovery and dissemination of new knowledge through sponsored research and scholarship, and in the development and implementation of innovations in pharmacy practice that have had significant impact on the quality of patient care. The array of resources available in the School and elsewhere in the University create the potential for further achievement and development. The success of the School's Doctor of Pharmacy graduates on the standardized licensing examination (NAPLEX) and their accomplishments as alumni attest to the quality of the professional program. It is particularly notable that the School has been able to progress and maintain quality in all areas despite the resource challenges it has faced in multiple areas. This has come in significant measure through the School's ability to finance and support its own successes.

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The School and the professional degree program have made important progress since the last accreditation visit and have systematically addressed prior accreditation concerns. A number of key strengths of the program that contribute to the high quality of the program at this time were identified by the evaluation team and are delineated below. Continuous quality improvement needs have been identified in the School's self-study process in a number of areas. The evaluation team has affirmed these needs and has provided additional items for consideration in program enhancement. Addressing the noted improvement needs in a timely manner will ensure further growth and development of the both the professional degree program and expanding research enterprise, while avoiding potential problems. Key challenges are posed by:

- the continued development and implementation of the School's plans for systematic assessment of the achievement of its mission, goals, and objectives; this applies not only to assessing student learning in the professional program but also to the School's research/scholarship and service activities;
- the need to redefine and institutionalize relationships with key pharmacy practice affiliates, including, in particular, the University of North Carolina (UNC) Hospital and the state AHEC Program; these relationships need to assure the consistency of educational program philosophy and quality to support doctoral student preparation;
- the need to ensure that the School's organizational structure supports the alignment of faculty responsibilities and authorities in the four Divisions, the Office of Professional Education (OPE), and the various faculty title series; this has implications with respect to flexibility in faculty job responsibilities, and the subsequent evaluation of faculty performance toward promotion and reappointment/tenure decisions; the structure also needs to support ownership of the Doctor of Pharmacy program as the professional program of the School as a whole, as opposed to being housed in the OPE;
- the School's goals for curricular renaissance and reform; success with respect to this challenge will require the engagement of the faculty as a whole in curriculum

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analysis, revision, and assessment; a fundamental issue here is consistent faculty vision of contemporary pharmacy practice to guide the development of a set of outcome expectations for the professional competencies, to provide a basis for the assessment of student learning as well as curricular evaluation, and to set forth clear definition of a commonly held vision of the product of the professional program; this should be based upon national vision for practice; this includes the need to ensure comparability of outcomes at the Chapel Hill and ECSU campuses; this also includes the challenges associated with the vision set forth for curricular delivery so as to support improved transfer of content knowledge and the development of higher order critical thinking and problem solving abilities in students; increased consistency and evenness across the array of advanced pharmacy practice experiences and a diverse array of pharmacy practice affiliates also needs to be insured;

- the importance of continued success in faculty recruitment and retention, particularly given the School's plans to enhance faculty resources;
- the importance of faculty development, particularly as it pertains to the vision for the curriculum that has been set forth;
- the need for the continued and in-depth development of the School's pharmacy practice resources and affiliates, particularly to support the increased enrollment in the Doctor of Pharmacy program and increased evenness of the desired practice model; continued and in-depth development needs to be supported by an enhanced and data driven quality control system for both preceptors and sites;
- the need to focus on the challenges associated with the continued development and implementation of the ECSU satellite campus, primary among which is the potential for diversion of attention and resources needed to address Chapel Hill and School-wide issues; and
- the need to continue to ensure that an adequate and stable base of financial resources is provided to support the Doctor of Pharmacy program, and to support the ambitious growth and development plans for other School activities.

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Additional detail regarding these challenges, as well as other issues, will be provided in a subsequent section of this report.

D. Programmatic Strengths Review of the School's self-study and the evaluation team's observations during the on-site evaluation have allowed the team to identify a number of School and programmatic strengths. These strengths, which deserve commendation by the team, are summarized, as follows:

- the new mission and vision for the School that have been set forth, and faculty buy-in as attested to in the new strategic plan;
- the Dean, whose leadership and vision have positioned the School well for achieving success; particular note is made of the Dean's leading edge vision for the Doctor of Pharmacy curriculum and its delivery;
- the commitment of the School to developing innovative teaching and learning practices, and various unique elements of the program including the Pharmaceutical Care Lab (PCL) sequence, the Professional Experience Program (PEP), and the Clinical Scholars Program (CSP);
- the resources available to the School, such as the Institute for Science Learning (ISL), and the potential they create for further achievement;
- the students, including their involvement in professional organizations and activities, and, in particular, their involvement in the self-study process;
- the faculty, including their achievements in education, research and service, and their commitment, availability, and accessibility to students;
- the Health Science Library;
- the new and renovated physical facilities to support the vision and mission of the School;
- the AHEC Program, and the strong support the School receives from the UNC Hospital and other pharmacy practice affiliates; and
- the agreement of University administration to support the School's plans to bolster fiscal resources to support the Doctor of pharmacy program, and a variety

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of efforts of the School to generate additional financial support for the professional program and other School activities.

E. Comments and Recommendations The evaluation team also offers the following Comments and Recommendations, organized in accord with Standards 2000, as means of facilitating the continuing development of the School and the Doctor of Pharmacy program:

STANDARDS FOR MISSION, PLANNING, AND ASSESSMENT

- The evaluation team notes the School's recognition of the need for and value of strategic planning, and the positive initiatives that have been undertaken in this regard, to date. The School should use the self-study and the Evaluation Team Report as aids to ongoing planning activities and its continuous quality improvement (CQI) initiatives. The School should continue broad-based involvement and team building as key elements of achieving buy-in to the strategic plan. As noted in the self-study, the development of business/action plans for the strategic plan should be a priority. Assignment of responsibilities with appropriate authority to ensure execution of action plans should continue to accompany the strategic planning process.
- Focused and detailed attention will need to be provided with regard to the continued implementation of plans for the ECSU satellite program. Resource flows to permit infrastructure enhancements at ECSU (e.g., faculty, facilities) should continue to occur in a timely manner to support appropriate implementation of the plans set forth.
- The evaluation team reiterates and concurs with the stated importance of a comprehensive plan for outcomes assessment, both in terms of student achievement (i.e., professional competencies and outcome expectations) and in terms of the School's goals for graduate education, research, and service. Accordingly, the need for continued and adequate support to ensure the

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effectiveness of the School's assessment program is underscored. The sustainability of the assessment plan should be of key consideration as the School's continuing developmental efforts move forward. Also, while the identification of a Director of Assessment is an important priority, this individual will need the broad engagement and support of the faculty as a whole to achieve success in the implementation of the assessment plan.

STANDARDS FOR ORGANIZATION AND ADMINISTRATION

- The evaluation team again acknowledges the strong support that the Dean and the School have received from University administration, particularly to solidify support for the Doctor of Pharmacy program. The team notes the need for the continuation of this support to enable achievement of the vision set forth for the professional program, as well as the realization of the ambitious plans for the growth and development of other areas and activities of the School.
- Some confusion and difference of opinion among faculty exists regarding the School's organizational and administrative structure and its suitability relative to the School's various and wide-ranging needs. This structure should be monitored, evaluated, and refined, as necessary, to ensure adequate and ongoing support. As noted earlier, ownership of the Doctor of Pharmacy program as a School-wide professional program, rather than perceived as the exclusive responsibility of the OPE, is needed.
- The evaluation team emphasizes the need for continued effective and consistent communications between and among administration, faculty, students, other constituents of the School. This will be particularly important as the School's enrollment and resources expand, particularly at ECSU and other geographically dispersed sites.
- Continued attention needs to be devoted to the establishment and recognition of the program, faculty, and students on the ECSU campus. This includes the need to hire the Director/Associate Dean for the ECSU campus, and to further define

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elements of the partnership agreement as the initiative becomes fully implemented (e.g., where faculty are academically housed, how the joint appointments will be reviewed and evaluated, etc.).

- The evaluation team strongly endorses the Dean's realization of the need to institutionalize relationships with the UNC Hospital and pharmacy services in view of the critical nature of this resource in support of the Doctor of Pharmacy program. Similar support is offered with regard to the need to redefine the School's relationship with the AHEC Program to ensure the stability and appropriate management of key programmatic resources, and the consistency of practice models.

STANDARDS FOR CURRICULUM

- The evaluation team commends the School for its efforts to review and refine the curriculum, and for the establishment of plans for and a commitment to curricular renaissance and reform. The Dean, in particular, is commended for his vision for the curriculum, which sets forth a leading edge model for pharmacy education.
- A fundamental challenge exists in terms of the development and acceptance of a set of contemporary outcome expectations for the professional competencies to guide curricular renaissance and reform. The development of more comprehensive faculty buy-in to the vision for the professional program and the resulting product of the program is viewed to be essential as a first step in this important process and to guide future planning.
- The development of generalist practitioners able to provide patient care in a variety of practice settings should be fundamental to the vision of the product of the Doctor of Pharmacy program. Given the timing of the School's curricular reform goals, consideration should be given to the new accreditation standards ("Standards 2007") and their implementation as of July 1, 2007.
- The new curricular model with emphasis on advanced visualization and technology is viewed to be very innovative, both in terms of how content is

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organized as well as how the program is delivered. Accordingly, support needs to be provided to both faculty and students to ensure that both understand what it will take to be successful in this new approach to professional education.

- The School will need to carefully assess the comparability of outcomes among students completing the program in the satellite location. Comparability of outcomes of graduates of the non-traditional pathway also needs to be assured through the phase out of this element of the program.
- Educational assessments should continue to measure cognitive learning, mastery of essential practice skills, and the abilities to communicate effectively and to use data in the critical thinking and problem solving processes. Continued refinement of the assessments that have been developed, and application of data obtained as a result of the assessments, should be supported.
- The evaluation team encourages continued utilization of pedagogical techniques that support active learning within the context of the comprehensive curriculum and assessment plan. This should continue to be supported by appropriate faculty development activities.
- The evaluation team supports movement of a number of service courses back to the School, along with the accompanying flow of resources, as a means of improving quality and enhancing their appropriateness for pharmacy students.
- Improvement in consistency is needed across the advanced pharmacy practice experiences across a diverse array of pharmacy practice affiliates. This is particularly important in the required/core experiences. This improvement should include clarification of the outcome expectations for the rotations, and should be documented via enhanced student assessments.

STANDARDS FOR STUDENTS

- Continued support for student involvement in professional associations and community outreach is strongly encouraged as a means of supporting enhanced

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student professional development and socialization. The support provided, to date, has generated significant and positive results.

- The steps taken, to date, to strengthen recruitment efforts and progression policies are supported. Recruitment and admissions should pay particular attention to the School's vision and goals for the ECSU satellite program (note first class does not appear to align with this).
- Enrollment management should be a top priority as the ECSU program becomes fully implemented. Further expansion of class size at ECSU should be carefully considered, only after the program is fully implemented. It is emphasized that an appropriate balance between enrollment and resources is essential to supporting and ensuring the quality of the Doctor of Pharmacy program.

STANDARDS FOR FACULTY

- The evaluation team notes the dedication of the current cadre of faculty. Adequate support should continue to be provided to ensure that this dedication is maintained.
- It will be important to fill existing vacancies as quickly as possible with the right individuals to address the School's needs in terms of appropriate credentials and expertise. Also, the School's plans to expand faculty resources to support its broad and far reaching growth and development plans are supported.
- Effective faculty recruitment and retention need to be supported by compensation that is sensitive to an increasingly competitive market for pharmaceutical educators, practitioners, and scientists.
- Continued and enhanced support for faculty development is urged and should continue to include support for development related to teaching and learning methods as well as scholarship.
- The evaluation team supports the development of new promotion, tenure and/or reappointment criteria that is proceeding. This should improve career

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development for faculty in the four Divisions and the Office of Professional Education.

STANDARDS FOR LIBRARY AND LEARNING RESOURCES

- The Health Science Library, particularly the contemporary design for learning spaces with outstanding technology for knowledge management, provides an exemplary array of holdings and access to electronic resources for both students and faculty. Access to library and information resources, particularly by students and faculty at ECSU and other geographically dispersed locations, needs to be supported.

STANDARDS FOR PHYSICAL AND PHARMACY PRACTICE FACILITIES

- The evaluation team again acknowledges the new and renovated physical facilities for the School that have been or are nearing completion. These facilities provide a state of the art environment for professional pharmacy education, as well as an enhanced environment for research.
- The temporary physical facilities that have been provided in Elizabeth City are viewed to be adequate for the initiation of the program. The evaluation team urges that planning for the permanent facility proceed in a timely manner so as to ensure its readiness as the temporary facilities are outgrown (i.e., upon full implementation of the program).
- The School benefits from strong support from a broad array of pharmacy practice facilities throughout the state. This resource base should continue to be expanded and supported to accommodate the experiential support needs inherent in the curriculum. As noted earlier, the need for institutionalization of relationships with UNC Hospitals, and for redefining of the School's relationship with the AHEC program, are emphasized.

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- Emphasis should be placed upon the in-depth development of the expanding array of pharmacy practice facilities. A key challenge here is improving the consistency of the practice model across the diverse array of sites. The abilities of volunteer preceptors to be effective practitioner/educators should also be supported, and two-way communication between preceptors and faculty enhanced.
- The School may need to begin contingency planning in the event that payment to pharmacy practice sites is needed to adequately support its experiential education needs. This, as with other issues, takes on greater implications as the enrollment increase and satellite campus plans become fully implemented.

STANDARD FOR FINANCIAL RESOURCES

- The evaluation team notes the progress in terms of budgetary support for the professional program that has been realized since the last on-site evaluation, particularly in the form of support from University administration for School plans and proposals. Assurances are needed that an adequate base of financial resources will continue to be provided to ensure adequate support for the Doctor of Pharmacy program at agreed upon enrollment levels. The provision of these resources is viewed to be a good investment that will yield positive results.
- The School is viewed to be a very good steward of the funds it is provided. The evaluation team also notes the School's substantial and growing success in financing its own enhancements through grants and other fundraising activities.
- The evaluation team underscores the need for enrollment management that ensures an adequate and appropriate balance between enrollment and resources. The need for the satellite program to be self-sustaining so as not to negatively impact other aspects of the program as a whole, is noted.

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APPENDIX I

STUDENT ENROLLMENT

2005-2006 Academic Year

Professional Program

1 st Professional Year *	151
2 nd Professional Year	123
3 rd Professional Year	123
4 th Professional Year	<u>117</u>
TOTAL	514

*14 of the 1st Professional Year students represent the inaugural class at the School's satellite campus at ECSU

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APPENDIX II

FACULTY ADDENDUM

KEY UNIVERSITY ADMINISTRATION

President	Erskine B. Bowles – BA,MBA
Chancellor	James Moeser, BA, MA, PhD
Provost	Robert N. Shelton, BA, PhD

KEY SCHOOL OFFICERS

Dean	Robert A. Blouin, PharmD
Executive Associate Dean	Gary M. Pollack, PhD
Associate Deans	Kevin L. Almond, BS Associate Dean, Advancement Pamela U. Joyner, EdD, MS Pharm Associate Dean, Office of Professional Education James C. McAllister, III, MS Associate Dean, Clinical Affairs Dhiren R. Thakker, PhD Associate Dean, Research and Graduate Education

FACULTY

Pharmacotherapy and Experimental Therapeutics

Chair

Kim L.R. Brouwer, Professor & Chair; PhD, University of Kentucky (1983); RPh, KY.

Full Time

Amanda H. Corbett, Clinical Assistant Professor; PharmD, Campbell University (1999); RPh, NC.

Robert E. Dupuis, Clinical Associate Professor; PharmD, SUNY at Buffalo (1982); RPh, NC.

John J. Early, Clinical Associate Professor; MA in Public Administration, Central Michigan University (1979); RPh, NC, MI, MO, TX.

Elizabeth A. Farrington, Clinical Assistant Professor; PharmD, University of Kentucky (1985); RPh, NC, KY, IA, TX, IN.

Stefanie Ferreri, Clinical Assistant Professor; PharmD, Campbell University (2000); RPh, NC, CN, NJ.

Roy L. Hawke, Assistant Professor; PharmD, University of North Carolina at Chapel Hill (2000); RPh, NC.

Timothy J. Ives, Associate Professor; PharmD, University of North Carolina - Chapel Hill (1991); RPh, NC.

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Angela D. Kashuba, Associate Professor; PharmD, State University of New York at Buffalo (1995); RPh, Ontario, Canada.

Celeste M Lindley, Associate Professor; PharmD, University of North Carolina - Chapel Hill (1984); RPh, NC.

Mary F. Paine, Research Assistant Professor; PhD in Pharmaceutics; University of Washington at Seattle (1997).

J. Herbert Patterson, Associate Professor; PharmD, University of Tennessee Center for Health Sciences (1979); RPh, NC, TN.

Adam M. Persky, Clinical Assistant Professor; PhD in Pharmaceutics, University of Florida (2002).

A. Wayne Pittman, Associate Professor of Pharmacy & Clinical Associate Professor of Medicine; MS, University of North Carolina - Chapel Hill (1978); RPh, NC.

Gary M. Pollack, Professor; PhD, State University of New York at Buffalo (1984).

Ralph H. Raasch, Associate Professor; PharmD, University of California at San Francisco (1975); RPh, NC, CA.

Jo Ellen Rodgers, Clinical Assistant Professor; PharmD, University of North Carolina at Chapel Hill (1996); RPh, NC, VA.

Xianbin Tian, Research Assistant Professor; PhD in Molecular Biology, University of Southern Mississippi (2001).

Dennis M. Williams, Associate Professor; PharmD, University of Kentucky (1982); RPh, NC, KY.

Other

James C. McAllister, Clinical Professor, M.S., University of North Carolina – Chapel Hill, (1976), RPh, NC

Paul Watkins, Professor, MD, Cornell University (1979)

AHEC

Bruce R. Canaday, Clinical Professor of Pharmacotherapy; PharmD, University of Tennessee (1973); RPh, NC, TN.

Doyle M. Cummings, Clinical Professor; PharmD, Philadelphia College of Pharmacy & Science (1981); RPh, WV, NC.

Rebecca F. Edwards, Associate Director & Clinical Assistant Professor; PharmD, Medical University of South Carolina (1999); RPh

Debra P. Futrell, Clinical Assistant Professor; PharmD, Campbell University (1991); RPh, NC, VA.

Michael J. Gabriel, Clinical Assistant Professor & Co-Director; PharmD, Ohio State University (1997); RPh, NC, OH.

Peter Gal, Clinical Professor; PharmD, State University of New York at Buffalo (1977); RPh, NC, NY.

Sandra Hardee, Clinical Associate Professor; PharmD, University of North Carolina Chapel Hill (1984); RPh, NC.

William Hitch, Clinical Assistant Professor, Pharm.D. University of North Carolina – Chapel Hill (2004), RPh, NC

Dionne M. Lowder, Director & Clinical Assistant Professor; PharmD, University of North Carolina – Chapel Hill (1997); R. Ph., NC, SC.

Jamie D. Messenger, Associate Director & Clinical Associate Professor; PharmD, University of Arkansas for Medical Sciences (2002), RPh, NC, AR.

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Susan Miller, Director & Clinical Assistant Professor; PharmD, Campbell University (1998); RPh, NC

Karen S. Oles, Clinical Associate Professor; PharmD, State University of New York at Buffalo (1978); RPh, NC, MA.

Dawn M. Pettus, Clinical Assistant Professor; PharmD, University of North Carolina – Chapel Hill (1997); RPh, GA, NC.

Philip T. Rodgers, Clinical Assistant Professor; PharmD, University of North Carolina - Chapel Hill (1995); RPh, NC, VA.

Mollie A. Scott, Director of Pharmacotherapy & Clinical Associate Professor; PharmD, University of North Carolina – Chapel Hill (1997); RPh, NC.

Joan Settlemyer, Clinical Assistant Professor; PharmD, University of North Carolina - Chapel Hill (1993); RPh, NC.

Kimberly A. Thrasher, Clinical Associate Professor; PharmD, Medical University of South Carolina (1986); RPh, NC.

Toyin S. Tofade; Clinical Assistant Professor; PharmD, University of North Carolina – Chapel Hill (1998); RPh, NC.

Co-Funded (formerly referred to as Community-Based Practice Faculty)

Suzanne Cala, Clinical Assistant Professor, PharmD, University of Texas (2002), RPh, NC

Kristen B. Campbell, Clinical Assistant Professor; PharmD, University of North Carolina – Chapel Hill (2002); RPh, NC.

Lisa E. Edgerton, Clinical Assistant Professor; PharmD.

Martha W. Jones, Clinical Assistant Professor; PharmD, University of North Carolina Chapel Hill (1992); RPh, NC.

Barbara A. Kostic, Clinical Assistant Professor; PharmD, University of Tennessee (1987); RPh, TN, NC.

Peter G. Koval, Clinical Assistant Professor; PharmD, Campbell University (1994); RPh, NC.

Elizabeth L. Michalets, Clinical Assistant Professor; PharmD, University of North Carolina Chapel Hill (1991); RPh, NC.

Stephanie D. Melnyk, Clinical Assistant Professor; PharmD, University of North Carolina – Chapel Hill (1999); RPh, NC.

Tracie Rothrock-Christian, Clinical Assistant Professor; PharmD, University of North Carolina (2001), RPh, NC.

Alissa M. Smith, Clinical Assistant Professor, PharmD, Medical University of South Carolina (1999); RPh., NC, SC.

Other

Christine Ruby, Clinical Assistant Professor, PharmD, University of Pittsburgh (1994), RPh, PA, NC

Regina Schomberg, Clinical Assistant Professor, PharmD, University of North Carolina at Chapel Hill (1998); RPh, NC

Medicinal Chemistry and Natural Products

Chair

Alexander E. Tropsha, Professor and Interim Chair; PhD, Moscow State University (1986).

Full Time

Kenneth F. Bastow, Associate Professor; PhD, Cambridge University (1980).

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Alexander Golbraikh, Research Assistant Professor; PhD in Chemistry, Latvian Academy of Sciences, Riga (1994).

Michael B. Jarstfer, Assistant Professor; PhD in Chemistry, University of Utah at Salt Lake City (1998).

Harold L. Kohn, Kenan Distinguished Professor & Chair; PhD, Penn State University (1971).

Andrew L. Lee, Assistant Professor; PhD in Chemistry, University of California at Berkeley (1996).

KH Lee, Professor; PhD, University of Minnesota (1968).

Jian Liu, Assistant Professor; PhD in Medicinal Chemistry and Natural Products, University of Iowa at Iowa City (1993).

Rihe Liu, Assistant Professor; PhD in Biochemistry, University of California at San Diego (1996).

Susan L. Morris-Natschke, Research Associate Professor; PhD in Organic Chemistry, University of North Carolina at Chapel Hill (1982).

Scott F Singleton, Associate Professor; PhD in Chemistry, California Institute of Technology (1995).

Weifan Zheng, Research Associate Professor; PhD in Medical Chemistry, University of North Carolina at Chapel Hill (1997).

Pharmaceutical Outcomes and Policy

Chair

Michael D. Murray, Professor & Chair; MPH in Epidemiology (1992), Indiana University at Bloomington; PharmD, Duquesne University (1977); RPh, IN, PA.

Full Time

Kevin L. Almond, Associate Dean for Advancement and Clinical Instructor, BS, University of North Carolina Chapel Hill (1983); RPh, NC.

Susan J Blalock, Associate Professor; PhD in Heath Behavior/Health Education, University of North Carolina at Chapel Hill (1987).

Richard A. Hansen, Assistant Professor; PhD, University of Minnesota at Minneapolis (2003).

Jena L. Ivey, Clinical Instructor, PharmD, University of North Carolina (2004), RPh, NC

Mary T. Roth, Assistant Professor; Master's in Clinical Research, Duke University (2002); PharmD,

St. Louis College of Pharmacy (1994); RPh, NC, MO.

Betsy L. Sleath, Associate Professor; PhD, University of Wisconsin (1993); RPh, CT, NC.

Part Time

Dale B. Christensen, Professor; PhD, University of Minnesota (1976); RPh, WA.

Molecular Pharmaceutics

Chair

Leaf Huang, Professor & Chair, Ph.D. in Biophysics, Michigan State University (1974)

Full Time

Robert A. Blouin, Professor & Dean, PharmD, University of Kentucky (1978); RPh, KY.

Arlene Bridges, Research Assistant Professor; PhD in Pathology, University of North Carolina at Chapel Hill (2000).

Moo J. Cho, Associate Professor; PhD, University of Kansas (1973).

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Lucila Garcia-Contreras, Research Assistant Professor; PhD in Pharmacy, University of Georgia at Athens (1999).

Boka W. Hadzija, Professor; PhD, University of Zagreb (1960); RPh, United Kingdom.

James E. Hall, Associate Professor; PhD in Biology, Texas A&M University (1979).

Anthony J. Hickey, Professor, PhD, University of Aston in Birmingham, Gosta Green, Birmingham, UK (1984).

Richard J. Kowalsky, Associate Professor; PharmD, University of Kentucky (1972); RPh, NC, CT.

Feng Liu, Research Associate Professor, Ph.D. in Gene Delivery, University of Pittsburgh (1999)

Robert P. Shrewsbury, Associate Professor; PhD, University of Kentucky (1977); RPh, KY, NC

Philip C. Smith, Associate Professor; PhD, University of California at San Francisco (1985);

RPh, IL, CA.

Dhiren R. Thakker, Associate Dean for Research & Graduate Education, Ferguson Distinguished Professor of Pharmaceutical Sciences; PhD, University of Kansas (1975).

Hongbing Wang, Research Assistant Professor, PhD in Toxicology, Shanghai Medical University, China (1996).

Professional Education

Chair

Pamela U. Joyner, Associate Dean for Professional Education, Clinical Associate Professor; EdD, North Carolina State University (1995); RPh, NC.

Full Time

Wendy C. Cox, Clinical Assistant Professor & Director, Student Services; PharmD. University of North Carolina (1998), RPh. NC

Stephen M. Caiola, Associate Professor; MS, Ohio State University (1969); RPh, OH, NC.

Tammie T. Davis, Clinical Assistant Professor; BS, University of North Carolina at Chapel Hill (1993); RPh, NC

Kim Leadon, Clinical Assistant Professor; MEd in Adult Education, North Carolina State University at Raleigh (1997).

Jennifer D. Stegall-Zanation, Clinical Assistant Professor; PharmD, University of North Carolina at Chapel Hill (2001), RPh, NC

Carla White-Harris, Clinical Assistant Professor; BS Pharm, University of Pittsburgh (1989); RPh, PA, NC.

Elizabeth City State University Partnership

Kimberly H. Deloatch, Clinical Associate Professor; MEd, University of North Carolina - Chapel Hill (1989); RPh, NC.

Huyla G. Coker, Pharm.D., Clinical Assistant Professor and Coordinator, UNC-Elizabeth City State University Partnership, Campbell University (1996); RPh, NC.

Jennifer L. Robertson, Clinical Assistant Professor/UNC-Elizabeth City State University Partnership, PharmD, University of North Carolina –Chapel Hill (1995), RPh, NC

Part Time

Fred M. Eckel, Professor; MS, Ohio State University (1963); RPh, OH, PA, NC.

Tracy E. Thomason, Clinical Assistant Professor; PharmD, University of North Carolina at Chapel Hill (1994); RPh, NC.

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APPENDIX III

ACPE FACULTY RESOURCE REPORT

University of North Carolina at Chapel Hill

Section A – FTE Totals						
	Academic Year					
<u>Pharmacy Faculty</u>	<u>03-04</u>		<u>04-05</u>		<u>05-06</u>	
FTE (total #paid FTE)	Total # FTE Filled	Total # FTE Vacant	Total # FTE Filled	Total # FTE Vacant	Total # FTE Filled	Total # FTE Vacant
Pharm Science - Molecular Pharmacy	17	1	13	5	14	3
Pharm Practice - Pharmacotherapy & Experimental Therapeutics (Includes AHEC and Co-Funded)	33.25	3	34.25	2	35.25	2
Other department (specify) Medicinal Chemistry	13		13	1	12	2
Pharmaceutical Outcomes and Policy	9		8	2	8.75	3
Professional Education	8		9		9	
Administration (Counted in Faculty FTE)	5		5		6	
Total # FTE (filled/vacant)	80.25	4	77.25	10	79	10
Section B – FTE Changes						
<u>Pharmacy Faculty</u>	<u>03-04</u>		<u>04-05</u>		<u>05-06</u>	
Total Resignations during year	4		7		5	
Total Retirements during year	2					
Total New Hires during year	11		4		2	
Total Newly Approved Positions during year						
Section C – Students Enrolled						
	<u>03-04</u>		<u>04-05</u>		<u>05-06</u>	
Total Student FTE (professional years only)	476		510		513	

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Section D – Experiential Program			
<u>Practice Experience Instructors</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>
% of advanced pharmacy practice experiences precepted by full-time faculty	3.8%	3.6%	2.4%
% of advanced pharmacy practice experiences precepted by contract/volunteer instructors (including Co-Funded and AHEC Faculty)	96.2%	96.4%	97.6%

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APPENDIX IV

**REVIEW OF PUBLISHED DOCUMENTS
FOR ADEQUACY AND ACCURACY OF INFORMATION**

BACKGROUND

The U.S. Secretary of Education firmly believes that an accrediting agency should have a responsibility for assuring adequate and accurate public disclosure by educational institutions and programs. This expectation is reflected in Criterion 602.18 of the Secretary's Procedures and Criteria for Recognition of Accreditation Agencies, which holds accrediting agencies responsible for reviewing elements of institutional or program integrity as demonstrated by the adequacy and accuracy of disclosure of information that does not mislead the public. The types of information specified for inclusion in this review are: a) the institution's or program's resources, admission policies and standards, academic offerings, policies with respect to satisfactory academic progress, fees and other charges, refund policies, and graduation rates and requirements; b) the institution's or program's educational objectives and data regarding educational achievement; and c) employment statistics regarding recent graduates. Because such information is vital to students making educational decisions, the Secretary believes that an accrediting agency can not be considered a reliable authority as to the quality of training offered if it does not play an oversight role in this area.

PROCEDURE AND FINDINGS

The Accreditation Council for Pharmacy Education utilizes a checklist to facilitate standardized review of the published documents made available by colleges and schools of pharmacy. The checklist is completed by evaluation team members in conjunction with the on-site review. The information obtained from this checklist is used to assist the evaluation team in making its overall assessment regarding the adequacy and accuracy of information provided.

As a component of the on-site evaluation and review process, the University of North Carolina at Chapel Hill, School of Pharmacy, provided the Evaluation Team with copies of documents that described the School and its professional programs. Based on a review of these documents, the evaluation team finds that the information disclosed to the public (especially prospective students) is adequate, generally accurate, and not misleading.

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APPENDIX V

REVIEW OF STUDENT COMPLAINTS POLICY AND FILE

In accordance with the requirement of the United States Department of Education criteria for recognition of accrediting bodies, ACPE reviewed the recently developed policy on student complaints. The policy has been published has been made available to students. Inspection of the file revealed no complaints had been filed since the announcement of the policy.