



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

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Associate Executive Director and
Director, Professional Degree Program Accreditation

February 2, 2007

Phillip Austin, PhD
President
Office of the President
University of Connecticut
Gulley Hall, Unit 2048
Storrs, CT 06269-2084

Dear President Austin:

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 10-13, 2007 meeting. Enclosed is a copy of the Accreditation Action and Recommendations.

This review was based upon due consideration of the Evaluation Team Report dated October 4-5, 2006, a copy of which is also enclosed, the School's self-study, and other communications received from the institution.

Copies of this letter of transmittal and attachments are being sent to Dean McCarthy. If I can provide additional information or be of further assistance, please let me know.

Sincerely,

cc: Robert McCarthy, PhD, Dean, School of Pharmacy

Enclosures: Accreditation Action and Recommendations
Evaluation Team Report

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



Accreditation Action and Recommendations

January 10-13, 2007

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 10-13, 2007

I. Introduction

At its January 10-13, 2007 meeting, 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 considering continued accreditation status. This review was based upon due consideration of the Evaluation Team Report, dated October 4-5, 2006, 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 ACPE Board of Directors that the **accreditation status 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. Notice of the accreditation status of the program will also appear in the ACPE Report of the Proceedings, to be distributed during February 2007.

III. Accreditation Terms and Conditions

A. Accreditation Term The accreditation term granted for the Doctor of Pharmacy program extends until **June 30, 2013**, which represents the customary six-year cycle. The academic year for the next currently scheduled evaluation of the Doctor of Pharmacy program for purposes of continued accreditation is **2012-2013**. This schedule is contingent upon maintenance of the presently observed quality during the stated

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accreditation term. *The ACPE Board of Directors reserves the right to revise its accreditation action or to alter the date of an awarded term 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 report** addressing the items noted below in Section C is requested by **November 1, 2008** for review by the ACPE Board of Directors at its January 2009 meeting.

Note: *The ACPE Board has found the program to be partially-compliant with **Standard No. 3: Systematic Assessment of Achievement**. ACPE fully expects that the School will bring these standards into compliance; however, it must inform the School that *any Standard found to be partially compliant or non-compliant must be brought into compliance **within two years** as required by the United States Department of Education Regulation 602.20. Failure to bring any Standard found to be partially complaint or non-compliant into compliance in a timely manner (generally, within one year of this correspondence) will result in Probationary status and may result in an adverse accreditation action. Probationary status, as well as an adverse accreditation action, requires written notification of the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, appropriate regional and/or other accrediting agencies, and the public.**

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 4-5, 2006, presents important needs and developmental issues that should be addressed in the School's on-going efforts for advancing its Doctor of Pharmacy program. The ACPE Board of Directors' determination of compliance with each accreditation standard in Standards 2000 is summarized in the following table:

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Standards	COMPLIANT			Partially Compliant	Non-Compliant
	Compliant with Commendation	Compliant	Compliant with Monitoring		
STANDARDS FOR MISSION, PLANNING, & ASSESSMENT					
1. College or School Mission & Goals	○	○	○	○	○
2. Systematic Planning	○	○	○	○	○
3. Systematic Assessment of Achievement	○	○	○	○	○
STANDARDS FOR ORGANIZATION AND ADMINISTRATION					
4. College or School & University Relationships	○	○	○	○	○
5. Organization & Administrative Relationships in University & Affiliated Health Care Facilities	○	○	○	○	○
6. College or School Organization & Administration	○	○	○	○	○
7. Responsibilities of the Dean	○	○	○	○	○
STANDARDS FOR CURRICULUM					
8. The Curriculum in Pharmacy	○	○	○	○	○
9. Curriculum in Pharmacy	○	○	○	○	○
10. Professional Competencies & Outcome Expectations	○	○	○	○	○
11. Areas & Content of Curricular Core	○	○	○	○	○
12. Teaching & Learning Processes	○	○	○	○	○
13. Evaluation of Student Achievement	○	○	○	○	○
14. Curriculum Evaluation	○	○	○	○	○
STANDARDS FOR STUDENTS					
15. Organization of Student Affairs	○	○	○	○	○
16. Admission Criteria, Policies & Procedures	○	○	○	○	○
17. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing (UConn does not accept transfer students/No policy)					
18. Progression of Students	○	○	○	○	○
19. Disclosure of Program Information	○	○	○	○	○
20. Student Representation	○	○	○	○	○
21. Student Perspectives in Program Evaluation & Development	○	○	○	○	○
22. Student/Faculty Relationships	○	○	○	○	○
STANDARDS FOR FACULTY					
23. Faculty & Staff, Quantitative Factors	○	○	○	○	○
24. Faculty & Staff, Qualitative Factors	○	○	○	○	○
25. Faculty Evaluation	○	○	○	○	○
26. Faculty Self-Assessment	○	○	○	○	○

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Standards	COMPLIANT			Partially Compliant	Non-Compliant
	Compliant with Commendation	Compliant	Compliant with Monitoring		
STANDARDS FOR LIBRARY & LEARNING REOURCES					
27. Library and Learning Resources	○	○	○	○	○
STANDARDS FOR PHYSICAL & PRACTICE FACILITIES					
28. Physical Facilities	○	○	○	○	○
29. Practice Facilities	○	○	○	○	○
STANDARD FOR FINANCIAL RESOURCES					
30. Financial Resources	○	○	○	○	○

The following comments reference specific issues, in abbreviated form, that should be given particular attention in the requested written report to ACPE:

A brief description of:

- The implementation of the new curriculum, noting in particular changes made to the Introductory Pharmacy Practice Experiences (Standards No. 9 and 11);
- The close out of the existing curriculum (Standards No. 9 and 11);
- Each class size, noting for each class (Standard No. 18)
 - The number of students progressing with their class of origin,
 - The number of students falling behind their class of origin, and
 - The number of students leaving the program (include reasons);
- Faculty strength (Standard No. 23), including
 - The number of faculty resignations (and reasons) since the October 2006 comprehensive evaluation,
 - The number of new faculty hires since the October 2006 comprehensive evaluation, and
 - The number of vacancies and recruitment activities to fill each vacancy at the time of reporting;

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- Changes in admissions procedures to include interviewing applicants as required by Standards 2007, effective at the time of reporting (Standard No.16);
- Efforts undertaken to recruit and train additional community-based preceptors to meet the needs of the experiential curriculum, both introductory and advanced components (Standard No 23);
- Efforts undertaken to ensure all volunteer preceptors have access and are trained to access appropriate library materials needed while precepting pharmacy students (Standard No. 24); and
- The status of the School's financial health to meet the plans to advance the School's research enterprise and to implement the new curriculum (Standard No. 30).

A detailed description of:

- Efforts to bring the School's assessment activities into full compliance with Standard No. 3, including
 - The composition of the Assessment Committee, including student members,
 - An assessment of the functionality of the Assessment Committee and its efforts to establish a culture of assessment at the School,
 - Evidence that findings of assessments are being used in programmatic improvement, and
 - Efforts undertaken to expand the activities of the Assessment Committee beyond its current focus on curricular assessment.

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 submitted in the form of the requested written report or on-site evaluation, review by the ACPE Board of Directors could result in the following outcomes:

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1. affirmation of the accreditation action, terms, and conditions with no additional reporting required;
2. additional reporting could be requested to address issues that were not able to be addressed within the stated reporting timeframe, or to monitor issues requiring further attention; or
3. on-site review could be scheduled 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 diminished accreditation status, or take an adverse accreditation action (cf. ACPE Accreditation Manual, Edition 9.2, October 2005).

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.

Please note that effective July 1, 2007, ACPE will adopt new accreditation standards (see <http://www.acpe-accredit.org/standards/default.asp>). These new standards, "Standards 2007," should guide Colleges and Schools in preparing written reports submitted after July 1, 2007.