



Guidelines and Suggested Questions for ACPE On-Site Evaluations

Accreditation Council for Pharmacy Education
Chicago, IL
(312) 664-3575
www.acpe-accredit.org

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Table of Contents

Topic	Page
Background Information	
Definition.....	2
Value of Accreditation.....	2
The Process.....	3
The Self-Study Report.....	3
Evaluations Teams.....	3
The On-Site Evaluation and the Evaluation Team Report.....	4
Policy on Confidentiality.....	4
Guidelines for On-Site Evaluation Activities.....	5
Introductory Session with the Dean.....	6
Survey of Physical Facilities.....	7
Session with the Self-Study Committee.....	8
Session with the Executive Committee.....	9
Session with the Curriculum Committee.....	10
Session with the Assessment Committee.....	11
Session with Students.....	14
Individual Faculty Interviews.....	16
Session with Student Affairs Staff.....	17
Survey of Preceptors.....	19
Survey of Experiential Education.....	21
Exit Reports.....	23

DEFINITION

Accreditation status from the Accreditation Council for Pharmacy Education (ACPE) is the public recognition that a professional program in pharmacy meets established qualifications and educational standards through initial and periodic evaluations. The essential purpose of the accreditation process is to provide a professional judgment of the quality of a program and to promote institutional improvement. Accreditation concerns itself with (a) quality assurance and (b) quality improvement. Accreditation applies to institutions or programs in contrast to certification or licensure, which applies to individuals. Accreditation in pharmacy applies to the professional degree program (PharmD) in Colleges and Schools of Pharmacy.

VALUE OF ACCREDITATION

The ACPE accreditation process benefits all constituents:

To the **Boards of Pharmacy**, accreditation provides a reliable basis for decision-making with regard to licensure either by examination or reciprocity.

To the **public**, the values of accreditation include:

- an assurance of external evaluation of the program and a finding that there is conformity to general expectations of the profession;
- identification of programs that have undertaken explicit activities directed at improving the quality of the institution and its professional programs and that are carrying them out successfully; and
- an improvement in the professional services available to the public as accredited programs modify their requirements to reflect changes in knowledge, skills attitudes, abilities and practice.

To **students and prospective students**, accreditation provides:

- an assurance that the educational activities of an accredited program have been found to be satisfactory and, therefore, meet the needs of the students;
- assistance in the transfer of credits; and
- eligibility for entering the profession by satisfying educational requirements for licensure.

Institutions benefit from accreditation through:

- the stimulus provided for self-evaluation and self-directed program improvement;
- the strengthening of program self-evaluation through the knowledge of a subsequent review or audit and counsel by the evaluation team;
- the enhancement of the reputation of the program because of public regard for accreditation; and
- the use of accreditation in decision-making for the investment of public and private funds.

And finally, accreditation serves the **profession of pharmacy** by:

- providing a means for practitioners to participate in setting entry requirements for the profession; and
- giving assurances that those practitioners who follow them will be adequately prepared.

THE PROCESS

While the definition of accreditation may be stated simply, the activity is more complex and involves defining requirements necessary for a quality educational experience. These are the Accreditation Standards and Guidelines that have been set by ACPE, as a result of contribution and discussions from the community of interests affected by the accreditation process. The Standards and Guidelines serve as the basis for each program evaluation. A program's self-study is followed by an on-site visit by an evaluation team and a subsequent accreditation decision by the ACPE Board of Directors.

THE SELF-STUDY REPORT

The program self-study report includes qualitative and quantitative information on both faculty and student achievements and on educational outcomes, which demonstrate the program's success in attaining its objectives. The self-study process should begin at least one year prior to the on-site evaluation and should provide program description and analysis, present findings and conclusions, appraise strengths and weaknesses, and, where deficiencies exist, outline steps necessary for improvement. The self-study report should, in effect, be able to serve as a planning document for the College/School of Pharmacy.

EVALUATION TEAMS

Evaluation teams are typically composed of an ACPE staff member, a pharmacy practitioner, an administrator, and faculty members from accredited Colleges/Schools of Pharmacy. The ACPE staff member serves to coordinate the evaluation, and each evaluation team member participates in the evaluation process. Evaluation team members take turns chairing sessions outlined in the evaluation schedule and participate in the presentation of findings.

A member of the Board of Pharmacy of the state in which the institution is located is invited to observe the on-site evaluation. The presence of the Board of Pharmacy representative gives opportunity for better understanding of the ACPE accreditation process, not only as it applies to the professional program of the specific College/School being evaluated, but to all others as well. The major responsibilities of the Board of Pharmacy member are to observe the evaluation process and to provide special insights and resources to the evaluation team. The institution may also invite a member of the regional accrediting agency to participate in the work of the team. This option is exercised in about ten percent of evaluation visits. This individual serves as a generalist. The Board of Pharmacy representative and the generalist member, when assigned, observe the evaluation team during all aspects of the on-site evaluation including social and executive sessions.

The evaluation team members are invited guests of the University or College/School of Pharmacy. A **professional demeanor** and **professional dress** are needed in all sessions, and a confrontational style should be avoided. Whenever the team is approached in a confrontational manner, the team members should do whatever possible to resolve issues in a constructive and collegial manner.

THE ON-SITE EVALUATION AND THE EVALUATION TEAM REPORT

The on-site evaluation is one component of the accreditation process and results in an Evaluation Team Report (ETR) that is used by the ACPE Board of Directors to make an accreditation decision. The on-site evaluation follows a pre-determined and highly structured schedule that includes interviews with the dean, faculty, students, and university administrators. A survey is made of physical and practice facilities as well as other educational resources. At the conclusion of the visit, the evaluation team orally presents its findings to the University officers and to the Dean of the College/School of Pharmacy. These findings serve as a framework for the written report that is subsequently furnished to the institution. On-site evaluations are customarily made on an eight-year cycle; however, programs may be reviewed for purposes of accreditation within a shorter time period at the discretion of the Board of Directors.

The evaluation team has a responsibility to report areas of strength and areas, if any, which may be in noncompliance with standards (as the evaluation team understands and interprets them for the specific program(s) being assessed), and to provide recommendations for continuing improvement. The report generated by the team evaluators is not an “accreditation” report, but an interim, albeit important, evaluative step in the accreditation process. The evaluation team, in a sense, “audits” the program self-study report by providing an external peer-review. The institution is given opportunity to respond to the report of the evaluation team prior to any decision rendered by the Board. During a subsequent meeting of the Board, decisions concerning compliance and noncompliance with standards and the overall “accredit-ability” of the program are made on the basis of all of the available information (i.e., the self-study report, the Evaluation Team Report, and any communications from the institution).

The Evaluation Team Report is constructed for several audiences (e.g., the Board members, the College/School, and University administrators). In accord with its quality enhancement objectives, evaluators have latitude in formulating recommendations and suggestions for improvement. The subsequent accreditation actions of the Board, however, are more narrowly constructed along the lines of accreditation standards and guidelines in accord with quality assurance objectives. The Board may also present recommendations for improvement in accord with objectives for quality enhancement.

POLICY ON CONFIDENTIALITY

ACPE maintains confidentiality with regard to its Evaluation Team Reports and the subsequent Accreditation Action and Recommendations. The Evaluation Team Reports are considered to be property of the University or College/School, and no information is released to third parties without the approval of the University president or his or her designate. *Information with respect to clarifications or interpretations of the Evaluation Team Report should be referred to ACPE for appropriate responses.*

GUIDELINES FOR ON-SITE EVALUATION ACTIVITIES

As noted above, the on-site evaluation is used to investigate various aspects of the professional program(s), to provide the opportunity to meet with administrators, faculty, staff, and students, both individually and in various groups, and to conduct surveys of resources used to support the program(s). To facilitate the flow of the sessions involving multiple team members, the members take turns “chairing” or leading the sessions. Chairs are designated on the visit schedule or during the team’s orientation meeting. The chair for a particular session should strive to facilitate and lead discussion rather than control the session. It is important that other team members also participate in order for all necessary information to be reviewed. General duties of a session chair include:

- 1) Coordinating the logistics for the assigned session. This includes:
 - a) Room set-up – The room should be set-up so as to facilitate discussion; the team should be seated together in a fashion that permits discussion and interaction while alleviating the need to search for team members in a mixed audience.
 - b) Introductions – While introductions may have occurred as individuals assemble for the session, it is helpful to go around the room and have all participants introduce themselves and provide a brief statement of background and/or how each individual is involved in this particular group. It is helpful at this time to provide a brief statement describing the team and its purpose both in a general sense and relating to the specific session at hand.
 - c) Ground Rules – It is important to describe the ground rules for each session prior to the beginning; this consists of describing the available time frame, as well as the approach to be used. The chair should serve as timekeeper, to assure adherence to the schedule.

- 2) Serving as discussion leader/facilitator for the assigned session. Generally, the chair initiates discussion and questioning for the session, with other team members joining as they have comments and/or questions. Specific sessions vary, and additional guidelines for the various types of sessions that comprise an on-site evaluation, are provided below.

As it is the task of the evaluation team to audit and validate the self-study, which the College/School has prepared, *it is important and appropriate to ask the same question(s) in multiple sessions or of different individuals*. Team members are encouraged to ask questions; all questions and resulting information are significant to the team’s work. Questions should not be presented to infer judgment. Rather, questions should seek information and evaluation from the host institution.

Team member should not offer examples from their home institution unless specifically asked to do so by the program; the team is visiting a unique institution, and such comparisons, while offered in a positive sense, may be misconstrued.

The remainder of this document contains some specific guidelines regarding the various sessions that will be conducted over the course of the visit. At the beginning of the visit, the evaluation team will meet in an orientation session to review the schedule and make the necessary assignments.

Introductory Session with the Dean

Generally, the on-site evaluation begins with an introductory session with the Dean. The goal of the visit is to validate and clarify the self-study.

The following approach is suggested for the chair:

- 1) Start the session with introductions, a description of the time frame for the meeting, and the approach to be used for running it.
- 2) Follow up with any housekeeping details, such as times and locations for any sessions, and a review of the schedule, including the team assignments which have been made.
- 3) Begin the discussion by asking the Dean general questions:
 - What progress has the College/School made since the last on-site evaluation?
 - What strengths and weaknesses were identified as a result of the self-study process?
 - Describe the College/School's mission statement. How does the College/School assess its outcomes? Are the stated objectives consistent with the mission and appropriate in light of the professional program offered?
 - How has information obtained from programmatic assessments been used to enhance the program?
 - What plans does the College/School have for its professional programs? Summarize the College/School's strategic plan or goals and objectives for future development.
 - What resources (financial, personnel, professional practice sites, etc.) will be needed to address the weaknesses that have been identified and to support the plans set-forth by the institution? What is the College/School's plan for obtaining these resources?
 - What is the Dean's general vision for the future of the College/School and its professional program?
 - What are the biggest challenges facing the College/School and you? What has been the response to the challenges?
 - What would you like the ACPE team to remember from this meeting?
 - What questions do you have for the evaluation team?

This introductory session with the Dean is also a good time to obtain clarification regarding information that may be unclear in the self-study and other materials provided. Frequently, this involves clarifying budgetary information, faculty numbers, and unique aspects of the curricula and/or professional program. The Dean should provide the requested information during the visit.

Survey of Physical Facilities

At some point during the on-site evaluation, team members will tour and review the various physical facilities available in support of the College/School and its professional program. Team members consider the following questions during these reviews:

- 1) Pharmacy Building or Main College/School Location
 - Does the quantity of space available appear appropriate for the professional program?
 - Does the quality of space available appear appropriate for the professional program?
 - Is the space appropriately maintained and safe?
 - Does the space enable the program to fulfill the standards?
 - Can the space be used efficiently and effectively?
 - Is the allocation and configuration of space (offices, teaching/classroom space, research/laboratory space, student space, etc.) conducive to teaching and learning?
 - Does the overall space support of the professional program?
 - Is there adequate space for small group discussion sessions?
 - Is there adequate space for interprofessional interaction?

- 2) Library Facilities
 - Is the quantity of the collection appropriate for the professional program?
 - Is the quality of the collection appropriate for the professional program?
 - Are the materials current?
 - Are the support resources (personnel, computers, reference materials, on-line databases, etc.) adequate for the program?
 - Is the mechanism for obtaining input from the College/School regarding library resources (library committee, etc.) appropriate?
 - What is the extent of the full text journal availability by students in professional practice experiences?
 - Overall, do the library resources suggest that the requirements of the professional program will be fulfilled?

- 3) Educational and/or Learning Support Resources
 - Are students required to own a computer? What type of software and technical support is provided?
 - Are there adequate resources, which may include computer facilities, audiovisual resources, etc., available for student and/or faculty use?
 - Overall, do the educational support resources available appear adequate for the professional degree program provided?

- 4) General
 - How is the adequacy of physical facilities assessed?
 - How is information obtained from programmatic assessments used to enhance physical facilities?

Session with the Self-Study Committee

This session should focus on how the self-study process was conducted and how the resulting report was prepared. The following approach is suggested for the chair:

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used. It is helpful if students indicate their class level in the professional program, and provide an indication of their interests and goals (i.e., practice intentions, post-graduate education, etc.) as a component of their introduction.
- 2) Begin discussion and questioning. General questions, that the committee should address include:
 - Describe the Self-Study Committee in terms of composition and representation. How was the committee established and formed?
 - Describe the College/School's mission from the committee's perspective.
 - What process was used to conduct the self-study and create the report?
 - How did ACPE's self-study process facilitate your work?
 - To what extent did the self-study process bring faculty together?
 - What are the major findings of the self-study?
 - What (if any) surprises or revelations came about as a result of doing the self-study?
 - Was the self-study report validated by a (anonymous) vote of the faculty? Did students and/or alumni participate?
 - Does the majority of faculty concur with the findings of the self-study report? Summarize any minority viewpoints.
 - How did the Self-Study Committee handle conflict resolution when determining strategic priority areas within the College/School?
 - Did faculty members receive a complete, final version of the self-study report for their review?
 - What programmatic assessments were performed? How did the Self-Study Committee use the resulting information?
 - Describe and assess how the institution systematically assures achievement of its stated goals.
 - How will the self-study report be used now and into the future to support plans and progress by the institution?
 - What would you change about the self-study process? (information of the committee, length of service, etc.)
 - What are the biggest challenges facing the College/School and committee? What has been the response to the challenges?
 - What would you like the ACPE team to remember from this meeting?
 - What questions do you have for the evaluation team?

Session with the Executive Committee

Many Colleges/Schools of Pharmacy use an Executive Committee or equivalent group in collegiate governance as a means of communication and/or to provide advice and support to the Dean. These committees are often composed of the Dean, Associate and/or Assistant Dean(s), Department/Division Chairs, program director(s), or faculty representatives.

In general, this session should focus on the structure and function (including effectiveness) of this committee. The Dean serving on the evaluation team generally leads the meeting. Guidelines for the Chair include the following:

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used.
- 2) Begin discussion and questioning. General questions to be addressed by the committee include:
 - Describe the Executive Committee, including its composition/representation and how it was formed.
 - How often does the committee meet?
 - Describe the role and function of the Executive Committee. What is the role in terms of reviewing the program, strategic plan or master academic plan?
 - How effective is the committee relative to its stated role/functions?
 - What is the purpose of meetings with the Dean (e.g., information sharing, decision making, and strategic planning)?
 - Does the committee have autonomy?
 - Does the organizational chart make sense on a day-to-day basis? Do you know who to report to and how to get things done?
 - Describe how decisions are made and how information flows in the College/School. How effective is the communication between the committee and the faculty?
 - What are the areas of major emphasis of the Executive Committee?
 - How is information from programmatic assessments used by the committee to improve the program?
 - How does the committee assess the College/School's mission and goals?
 - What is the College/School's mission from the committee's perspective?
 - Describe and assess how the institution systematically assures that the stated goals are achieved.
 - What are the biggest challenges facing the School? What has been the response to the challenges?
 - What are the biggest challenges facing the College/School and committee? What has been the response to the challenges?
 - What would you like the ACPE team to remember from this meeting?
 - What questions do you have for the evaluation team?

Session with Curriculum Committee

This session should provide an opportunity for detailed review of the curriculum for the professional program. The following approach is suggested for the chair:

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used.
- 2) Specific questions could include:

Background Information

- Describe the composition and function of the Curriculum Committee. Is there student representation on the committee? What steps are taken to assure that students can attend? Is there representation from all campuses (including students), if applicable?
- Describe the College/School's curricular model and the philosophy. Describe specific curricular areas and/or approaches in detail.

Pre-requisites

- Are the required pre-requisites adequately preparing students for the professional curriculum? What changes have been made to the pre-requisites and why?

Curricular Changes

- What is the College/School's approach to curricular changes (e.g., evolution (small changes overtime) versus revolution (hard stop and launch a new curriculum))? How are curricular changes initiated (e.g., driven by executive team, curriculum and/or assessment committees, or faculty)?
- What process is used to inform curricular changes? What process is used to approve new courses/programs?
- What are the top 2-3 curricular changes that have been made since the last evaluation? What were the rationales behind the changes? Are there any changes currently being contemplated? If so, briefly describe.
- How do the Curriculum and Assessment Committees work together to enhance the program? If these committees are combined into one, what processes are in place for checks and balances between deploying the curriculum and assessing student achievement of curricular goals?

Curriculum Design

- What specific activities does the College/School do to prepare students to become practitioners?
- How is the Pharmacist's Patient Care Process integrated within the curriculum?
- How is interprofessional education integrated into the curriculum? How does the IPE skill set and types of learners build over the curriculum?
- How are students achieving Personal and Professional Development?
- How are co-curricular activities determined and incorporated into the program? How are activities equitable across campuses?
- If applicable, how does the committee ensure the curriculum is delivered equitable across all campuses? What portions of the curriculum come from each campus? Does this impact student performance?

Closing Questions

- What are the biggest challenges facing the College/School and committee? What has been the response to the challenges?
- What would you like the ACPE team to remember from this meeting?
- What questions do you have for the evaluation team?

Session with Assessment Committee

This session should provide an opportunity for detailed review of programmatic and curricular assessment for the professional program. The following approach is suggested for the chair:

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used.
- 2) Begin discussion and questioning. General questions to be addressed by the committee include:

Organization & Culture

- Describe the composition and function of the Committee or Committees that are responsible for program and curricular assessment.
 - What experience in assessment and/or evaluation do members on the committee possess?
 - Do committee members receive training/onboarding/orientation for committee service?
 - What is the process to appoint members to the committee?
 - Should additional members be included?
 - Is there student representation on the committee?
 - What steps such as scheduling are taken to assure that students can attend?
- What is the role of members on the committee – what are the committee’s expectations of members (e.g. subcommittees, leads for various areas, etc.)?
- What is the course faculty role in curricular assessment?
- Describe the culture of assessment at your institution. What underlying values drive the College/School’s assessment efforts?
- What are the biggest challenges facing the College/School and committee regarding the following types of assessment: (a) institutional/programmatic assessment; (b) curricular assessment; and (c) student learning outcomes assessment? What has been the response to the challenges?

Process

- Describe the College/School’s mission.
- Provide an overview of the process and integration of the mission, strategic plan, and assessment of program goals and outcomes.
- What are the standing charges/responsibilities of the committee or committees that are responsible for program and curricular assessment?
- Describe the specific aspects of the assessment plan in detail regarding the following types of assessment: (a) institutional/programmatic assessment; (b) curricular assessment; and (c) student learning outcomes assessment.
 - What is the frequency of data collection;
 - Who is responsible for data collection and documentation;
 - Who analyzes the data;
 - How are results used and shared;
 - What software and data analysis tools are used;
 - How are student educational achievements documented?
- How are changes made to the College/School’s assessment plan?
- Related to the assessment of student learning outcomes:
 - What are your student learning goals?
 - Explain how you are using assessments to improve student learning. Are these assessments at individual student levels, aggregate levels, or both?

- How are data used from these assessments? Who uses the assessment findings?
- How are curriculum and/or teaching strategies modified based on these data? How do faculty intentionally build upon the courses and educational experiences to achieve learning priorities?
- Describe the process used to assess:
 - Professional practice
 - Personal and professional development
 - Interprofessional education
 - the Pharmacist's Patient Care Process (PPCP)
 - Co-curriculum
 - Entrustable Professional Activities (if applicable)
 - Integrated didactic curriculum (if applicable)

Communication

- How are assessment results and recommendations communicated:
 - to Committee(s) responsible for strategic planning
 - to Committee(s) responsible for student admissions
 - to Committee(s) responsible for curricular changes
 - to Committee(s) responsible for experiential learning
 - to the full faculty
 - to other stakeholders (e.g., preceptors, students, alumni, community partners, and advisory boards)

Continuous Quality Improvements

- What changes to assessments (tools, process, plan, etc.) have been made since the last accreditation evaluation? What changes are currently being contemplated?
- Describe how the program has used data to advance the quality of the program.
- Describe the continuous quality improvement process used.
 - How do you ensure that data are used to inform change, changes are instituted, assessments are completed to evaluate the change(s) made, and results are communicated?
- Based on assessment data, what changes have been proposed for the institution/college/school, program, and curriculum?

In addition to the questions above, questions to address multiple pathways and distance campuses:

- Describe any comparison of multiple/distance pathways. Were any significant differences found and if so, what are they, what is the cause, and what is being done to address them?

In addition to the questions above, questions to address nontraditional pathways:

- Describe any comparison of nontraditional and traditional pathways. Were any significant differences found and if so, what are they, what is the cause, and what is being done to address them?
 - How do outcomes differ between the traditional and nontraditional program pathways?
 - Is assessment of students in traditional and nontraditional program pathways combined or separate and describe any differences in assessment processes?

- Describe the process for assessment of professional practice, personal and professional development, interprofessional education, the Pharmacist's Patient Care Process, and co-curriculum in students in the nontraditional pathway.
- Describe the process for assessment of clinical skills and EPAs in students in the nontraditional pathway.
- Describe how students in a nontraditional pathway are assessed for what coursework must be completed to attain the Doctor of Pharmacy. How does the program determine what portions of the curriculum, including experiential and co-curriculum, are required for students in the nontraditional pathway?
- Describe the continuous quality improvement process used to evaluate this program and provide an example of a change that has been made using this process since the last accreditation evaluation.

Closing Questions

- What would you like the ACPE team to remember from this meeting?
- What questions do you have for the evaluation team?

Session with Students

Sessions with students provide an opportunity for students to present their perspectives and concerns regarding the College/School and its professional program. Since selection should be voluntary, the institution is instructed that students are to be self-selected for participation in these sessions; it is important to verify exactly how this selection was made. A variety of students should be included throughout the visit. Specific guidelines for the chair include:

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used. It is helpful if students indicate their class level in the professional program, and provide an indication of their interests and goals (i.e., practice intentions, post-graduate education, etc.) as a component of their introduction.
- 2) Begin discussion and questioning. General questions to be addressed by the student(s) include:
 - In your opinion, what are the strengths and weakness of the College/School?
 - What activities and organizations are available to students? What is the system of student governance used by the College/School?
 - How do students receive advice regarding the professional program, registration, etc.? How are students mentored?
 - What forms of counseling are available, and are they accessible?
 - What forms of financial aid are available, and is the financial aid office helpful?
 - What forms of career counseling and placement are available?
 - What are your perceptions regarding the curriculum? How is life-long learning instilled in the students?
 - How is active learning incorporated into the curriculum?
 - What are your perceptions regarding the faculty and staff? How accessible are the faculty? Do you feel that the faculty fosters professionalism and professional ethics? Does the faculty serve as role models? What is the level of faculty-student interactions?
 - What advice are students given prior to going on practice experiences to help you deal with potential personality conflicts with preceptors?
 - What types of program recruitment materials did you receive? Were these materials accurate and not misleading regarding resources available, academic policies, progression policies, etc.?
 - Have you incurred any charges associated with verifying your identity? If yes, were you informed of these charges at the time of registration or enrollment?
 - What kind of information have you received and what kind of learning activities have you done about varieties of practice to help you make a career choice?
 - How informed were you about the reality of attending this program? What surprises did you discover once you began the program?
 - How involved are students in the affairs of the College/School? Have you noticed any results from the input that was provided? How supportive are faculty and administration regarding feedback provided?
 - What is one strength of your College/School's curriculum? What is one area for improvement of your College/School's curriculum?
 - **For APPE students:** How has the curriculum adequately prepares you for pharmacy practice?
 - Describe any changes you would suggest for the institution and/or its professional program.
 - Are you aware of the College/School's policies and procedures regarding complaints related to the ACPE standards?

- What advice would you give to someone who is taking the program? If you were able to live your life over, would you enroll in this program again? Would you recommend this program to your brother, sister, or a friend?
- What are the biggest challenges facing the College/School? What has been the response to the challenges?
- What would you like the ACPE team to remember from this meeting?
- What questions do you have for the evaluation team?

Questions to address multiple pathways and distance campuses:

- What is your relationship like with your peers at the distance/main campus?
- Describe any coursework that you do with peers at the distance/main campus.
- What is your impression of your peers at the distance/main campus? Do you feel connected to the other campus?

Individual Faculty Interviews

During the course of an on-site visit, team members will have multiple opportunities to visit with individual faculty at the host institution. The primary purpose of these individual interviews is to provide the opportunity for faculty to have individual and confidential input into the evaluation process. Guidelines for team members to follow include:

- 1) Begin by introducing yourself. Describe who you are and why you are there: describe the purpose of the interview; and assure confidentiality. The individual faculty member should also provide an introduction and brief overview of their background and current interests and activities. Information to supplement the team member's knowledge of faculty backgrounds may be found in the self-study materials. Curriculum vitas should be provided by the program.
- 2) Team members are advised to be prepared for a wide variety of reactions from individual faculty. These include everything from very quiet or withdrawn behavior, requiring more probing on the part of the team member, to very assertive, aggressive behavior, requiring restraint or redirection by the team member. Some faculty may come to the interview with supplemental documentation or a prepared presentation. In this case, the team member should receive the information for transmittal to the rest of the team. In some cases, information is presented, that is not necessarily relevant to the work of the team. In these cases the team member is encouraged to move on to more germane issues as quickly and smoothly as possible. The objectives of the team include the verification of statements and impressions presented in written materials (self-study report, supplemental information) or in general group sessions during the on-site visit.
- 3) Specific questions for team members to ask individual faculty, include:
 - Do you agree with the self-study report? Were there any errors of commission or omission?
 - What are your individual goals and objectives? What do you require to address your individual needs, departmental goals, and collegiate goals? Do you feel supported in your efforts regarding teaching, scholarship/research, and service?
 - Describe your perceptions regarding the leadership and direction of the Dean, associate and assistant Dean(s), and your department/division Chair.
 - Do you feel there is an adequate flow of information and communication within the College/School? Do you feel involved in the College/School's affairs?
 - Describe your perceptions of the students and their professional development.
 - Describe your perceptions regarding the professional development process and your personal developmental opportunities.
 - What is one strength of your College/School's curriculum? What is one area for improvement of your College/School's curriculum?
 - How are faculty outside of the curriculum committee informed about curricular changes? How are faculty able to provide input on curricular changes?
 - How are faculty mentored?
 - What are the biggest challenges facing you and the College/School? What has been the response to the challenges?
 - What would you like the ACPE team to remember from this meeting?
 - What questions do you have?

Session with Student Affairs/Services Staff

The evaluation team's visit includes a session with the individual(s) involved with the management of student affairs for the College/School of Pharmacy. This session should focus on all support services provided to students to assist them through the professional program.

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used. It is helpful if students indicate their class level in the professional program, and provide an indication of their interests and goals (i.e., practice intentions, post-graduate education, etc.) as a component of their introduction.
- 2) Begin discussion and questioning. Particular questions to be discussed and documents to be reviewed during this session include:
 - Do you feel that self-study adequately assessed and described issues pertaining to student affairs?
 - Describe the College/School's policies and procedures for the following activities:
 - Application and admission, both at the pre-professional and professional levels. Describe any considerations relevant to the admission of non-traditional students.
 - Early intervention for struggling students
 - Progression of students through the program
 - Advising and counseling
 - Career development and placement
 - Alumni affairs
 - Student complaints
 - Describe the administrative and/or professional support staff available for the management and provision of student affairs.
 - Describe the information provided to prospective and existing students. What information is disclosed to prospective students?
 - Describe the efforts that have been undertaken to professionalize students. How are students mentored? What is the extent of student-faculty interactions?
 - What is a typical advising load? (Note: 8 to 10 students are common.)
 - Describe the College/School's efforts to evaluate the outcomes of the professional program. How has the College/School assessed student achievement, in both a short-term and long-term sense?
 - How has the program assessed the admissions process?
 - How is the information obtained from programmatic assessments applied to enhance the student affairs?
 - Describe the College/School's policies and procedures for handling student complaints related to ACPE standards.
 - Describe the policies and procedures for handling student professionalism and academic misconduct issues.
 - Describe the qualitative and quantitative aspects of complaints related to ACPE standards received in the previous years.
 - How are the policies and procedures for handling complaints related to ACPE standards communicated to students?
 - What are the biggest challenges for student services?
 - What would you like the ACPE team to remember?

- What questions do you have for the team?

Documents to be reviewed during the session:

- Review the policies and procedures for handling student complaints related to ACPE standards.
- Review the College/School's file of student complaints related to ACPE standards and note findings in Evaluation Team Report.

Survey of Preceptors

Team members will have opportunities to meet with experiential program coordinators and/or preceptors used by the College/School in support of the professional program. Team members may meet individually with a preceptor or a group of preceptors. This session should evaluate the experiential component of the professional program.

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used. If meeting with a group of preceptors or volunteer faculty, begin with brief introductions and an explanation of the accreditation process.
- 2) Specific questions could include:
 - How were you selected for this meeting? Did you volunteer or were you asked by the College or School to participate?
 - Were you involved in the self-study process? If so, how?
 - Why do you precept students? What types of students do you precept (e.g., IPPE, APPE)?
 - Describe the length and format of the pharmacy practice experiences for which you are a preceptor.
 - What methods do you use for teaching students?
 - How are you involved in the assessment of students? Do you assign grades? If so, what criteria do you use?
 - How much time do you spend with the students? What activities do you do with the students?
 - What administrative and educational support does the Experiential Office provide to preceptors? What benefits do you receive for being a preceptor?
 - What type of access do you have to the College/School's library resources for pharmacy?
 - What types of professional development does the program offer preceptors?
 - Are there additional benefits that you would like for the College/School to offer?
 - How are goals and objectives for a rotation disseminated and what help do preceptors received to interpret them? To what extent are preceptors involved in developing the goals and objectives for their rotations?
 - Are you involved in collegiate affairs (i.e., can preceptors provide curricular suggestions, do the preceptors have a role in program evaluation, do preceptors participate in college committee work)?
 - How do preceptors communicate with College/School if there are issues that need to be addressed? (e.g., misconduct issues)
 - What is your approach for handling difficult students or negative issues? What does the College do to help you? What has been your experience with the level of professionalism among the students you precept?
 - How do preceptors communicate concerns about students' knowledge, skills or values? (i.e., if students have problems with communication skills, what is the process to improve those skills in the curriculum)?
 - Describe the type of feedback that the College/School gives preceptors about their rotations. How do preceptors receive feedback from student evaluations?
 - How are entrustable professional activities integrated into the curriculum and experiential education?

- How does the College/School assure standardization of experiences and subsequent evaluations for both student and site/preceptor performance?
- What is the student/preceptor ratio at the site? Do students receive adequate attention from the preceptors?
- What opportunities exist for students to participate as a member of interprofessional/interdisciplinary teams?
- How does the Experiential Office assure quality at the site? What factors do you feel negatively affect the quality of the site? What factors do you feel positively affect the quality of the site? What factors are used to determine site quality? What complaints do you have about the site?
- Do you feel the Experiential Office and College or School prepares students to deal with potential personality conflicts with preceptors?
- Do you have any suggestions for improving the experiential program?
- What are the biggest challenges facing preceptors? What has been the response to the challenges?
- What would you like the ACPE team to remember from this meeting?
- What questions do you have for the evaluation team?

Session with Experiential Education

The evaluation team's visit includes a session with the individual(s) involved with the experiential education program for the College/School of Pharmacy. The general guidelines presented below for surveying practice facilities are also applicable to individual and group meetings, because the goal is to evaluate the experiential component of the professional program.

- 1) Initiate session with introductions, description of the available time frame, and the approach to be used.
- 2) Specific questions could include:

EE Office Scope / Staffing

- Describe the scope of responsibilities for the experiential education office.
- Describe the composition and function of the experiential education office (division of responsibilities, FTE dedication, communication, team problem solving, etc.). Are the individuals in the experiential office faculty and/or staff members? For faculty members, what other expectations do they have such as teaching, service, advising and research? For staff members, what other expectations do they have outside of experiential education such as providing support for other areas/units?
- What standing college committees have designated members from the experiential education office?
- How does the School/College determine the adequacy of FTEs dedicated to the experience programs office? Do you agree with this analysis?

IPPE Program Structure & Assessment

- Describe the overall structure of the IPPE program. What are the preceptor to student ratios for the various IPPEs?
- What process is used to ensure the curriculum adequately prepares students for IPPEs?
- Describe how the various IPPEs prepare students for APPEs.
- What curricular changes have been made to the IPPEs since the last evaluation? Why were the changes made? What changes are currently being contemplated and why?
- How are individual IPPE student outcomes evaluated and tracked by the experiential education office? What triggers a student intervention by a member of the experiential education office? Are professionalism issues handled differently than academic issues?
- Does the program allow students to exempt out of IPPEs? If so, what is the process to assess the competency of exempted hours and what activities are used in place of these hours?
- How do community and health system IPPEs differ from the APPE counterpart?

APPE Program Structure & Assessment

- Describe the overall structure of the APPE program. What are the preceptor to student ratios for the APPEs?
- What curricular changes have been made to the APPEs since the last evaluation? Why were the changes made? What changes are currently being contemplated and why?
- Is there an assessment of APPE readiness in the curriculum? How is it structured? Is it high stakes?
- How are individual APPE student outcomes evaluated and tracked by the experiential education office? What triggers a student intervention by a member of the experiential education office? Are professionalism issues handled differently than academic issues?
- What APPE data is tracked within the experiential program to determine that students completing the curriculum are "practice ready"?

IPE in Experiential Activities (Structure and Assessment)

- How is interprofessional education integrated into the IPPE and APPE programs?
- What IPE data is tracked within the experiential program to determine that students completing the curriculum are “team ready?”

Site and Preceptor Evaluation Process

- What criteria are used to evaluate the quality of sites and preceptors?
- Describe the process used for ongoing evaluation of sites and preceptors. What triggers a preceptor/site intervention by a member of the experiential education office?
- Provide an example of a recent intervention with a site or preceptor related to concerns over quality issues.
- How are site/preceptor issues communicated among members of the experiential education office if more than one experiential course/area is provided by that site/preceptor? How do you assure consistency in site/preceptor evaluation and follow-up?

Preceptor Development

- How is the effectiveness of individual preceptors evaluated? What process is used to provide preceptors with information about their teaching performance? If preceptor interventions are needed, how is improvement tracked?
- What is the orientation process for new preceptors? What, if any, continued training is provided and/or required?
- What preceptor development resources or opportunities does the program provide preceptors?
- How does the program obtain feedback from preceptors on the experiential program and/or the college curriculum? How is this feedback provided to appropriate college committees?
- How are preceptors educated on various initiatives such as the Pharmacists Patient Care Process and Interprofessional Education?

General Questions

- What process is used to assess and revise experiential courses? Are the curriculum and assessment committees utilized in these processes?
- What is the process for determining if sufficient capacity (including an adequate buffer) is available to meet the needs of the IPPE and APPE programs? How often is the process conducted?
- Do you agree with the self-study report for areas pertinent to experiential education programs?
- What are the biggest challenges facing the experiential education office? What has been the response to the challenges?
- What would you like the ACPE team to remember from this meeting?
- What questions do you have for the evaluation team?

Exit Reports

The evaluation team's on-site visit ends with an exit report with the Dean of the College/School, followed by an exit report with University administration (typically the president and/or the vice president for academic affairs/provost). The exit reports present the opportunity for the evaluation team to relate its findings prior to departure. The ACPE staff member leads the exit reports, with the support of the remainder of the evaluation team. The details of the presentation are determined during the session that precedes the exit reports. The exit reports:

- 1) Summarize the gains made since the last on-site evaluation;
- 2) Summarize the strengths and weakness of the program as identified by the self-study report and by the evaluation team; and
- 3) Summarize the major findings of the evaluation team which includes:
 - a) A synopsis of the strengths of the program in the view of the evaluation team.
 - b) Review of the team's findings concerning needed improvements, organized in accord with the *Accreditation Standards*.

The exit report should include all the major issues noted by the evaluation team during the visit. Every issue addressed in the Evaluation Team Report should be at least mentioned by the team during the exit reports.

Following the exit reports and the team's departure, ACPE staff will prepare the complete Evaluation Team Report. This report will be transmitted to team members for comment, and then sent to the Dean for comment. Once the report is finalized, the finished version will be sent to the Dean, University administration and the board for action at the designated Board meeting.