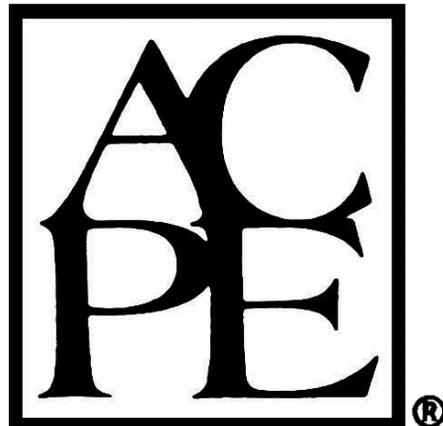


Accreditation Council for Pharmacy Education



Standards 2007 Self-Study Guide

Version 1.1

February 15, 2007

A Self-Study Guide for Accreditation Standards and Guidelines for the Professional Program in Pharmacy leading to the Doctor of Pharmacy Degree

Standards 2007 were adopted January 15, 2006 and are effective July 1, 2007

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**A Self-Study Guide for the Accreditation Standards and Guidelines for the
Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree
adopted January 15, 2006 and Effective July 1, 2007**

Introduction

As part of ACPE’s review of a professional degree program in pharmacy for the purposes of initial or continued accreditation, an in-depth Self-Study by the college or school of pharmacy is required. The Self-Study has two general aims: (i) to verify that the professional degree program (hereinafter referred to as the “program”) meets prescribed standards and (ii) to promote programmatic self-evaluation and continuous quality improvement. Through the Self-Study, the college or school should identify programmatic strengths, weaknesses, and areas in which improvement is needed or desired. The final outcome of the Self-Study is the Self-Study Report, which includes documentation, data, and descriptive text that collectively provide evidence of compliance with Standards and support the college or school’s self-evaluation of the degree to which the program meets, exceeds, or fails to meet (as appropriate) the requirements of each Standard. The Self-Study Report should also describe strategies undertaken or planned to ensure that compliance and programmatic strengths are maintained and areas in which improvement is needed or desired are addressed in a timely and efficient manner. A summary of the Self-Study Report outlining the suggested structure, font size, line spacing and length is provided in Figure 1. More detail regarding these aspects of the Self-Study Report is provided later in the Guide.

With effect from academic year 2006-07, ACPE has introduced a rubric-based^a evaluation form which serves as the framework for review of the program by the members of the on-site evaluation team and, thereafter, as the basis for final determination by the ACPE Board of Directors (the “Board”) of compliance (or otherwise) with Standards. The version of the evaluation form that is applicable to Standards 2007 is the “*Accreditation Council for Pharmacy Education Pharmacy Degree Program Evaluation Form for Standards 2007*” hereinafter referred to as the “*Evaluation Form*.” The primary objective of the development and adoption of the Evaluation Form is to facilitate consistency of evaluation within and between teams of evaluators as well as consistency of the accreditation actions and recommendations of the Board. By providing the framework and criteria for determination of compliance to colleges and schools in advance of the evaluation of their program, ACPE is being more transparent. The Evaluation Form – exactly as used by the evaluation team and Board – is available as a companion piece to this Guide. As described below, **ACPE strongly recommends and requests that colleges and schools use it as the basis for their Self-Study.** In this way, the format and criteria of the college or school’s self-evaluation will mirror the format and criteria used by members of ACPE evaluation teams and the Board. ACPE believes that this approach is more efficient and effective. It should benefit the college or school whose program is being evaluated by providing

^a A rubric is a scoring guide used for quantifying subjective assessments by defining expected levels of performance on a rating scale.

Format of the Self-Study Report

The Self-Study report should be based on the *ACPE Self-Study Template for Standards 2007* and should include the information specified in the five sections below. The total narrative of the report (excluding checklists, rubrics and appendices) should not exceed 120 single-sided pages of 12-point text with at least 1.5 line spacing.

1. Planning and Organization of the Self-Study and Review and Adoption of the Self-Study Report

- Summarize the Self-Study process using no more than 2 pages of narrative.
- Evaluate the completed Self-Study Report using the rubric: “Overall Organization and Clarity of the Self-Study Report”

2. Summary of Evaluation of All Standards

- Complete the “Summary of the Evaluation of All Standards”

3. Progress or Changes since the Last Accreditation Visit

- Summarize the progress and key changes since the last accreditation visit using no more than six pages of narrative. The summary should be organized by the six sections of the Standards.

4. Detailed Evaluation of Each Standard

For each Section of the Standards:

- Complete the checklist to indicate which required documentation, data, and descriptive texts have been provided in the appendices.

For each Standard within the Section:

- Describe how the program is meeting the Standard and Guidelines. Use no more than 4 pages of narrative (on average) per standard.
- Use the checklist to rate the program against the Standard and Guidelines.
- Describe noteworthy areas or concerns.
- Describe plans or strategies for quality improvement.
- Use the rubric to evaluate how well the program meets the Standard.

5. Appendices

- Attach required documentation, data, descriptive texts and supplemental information that address how the program is meeting the Standards.

Figure 1.

an easy-to-follow format and criteria for the development of the Self-Study Report, as well as benefiting ACPE through the close alignment of the college or school's Self-Study Report with the main tool used by evaluation teams and the Board.

ACPE recognizes and accepts, however, that colleges or schools may prefer to use an alternate self-study format, for example, one suggested by the university or one designed by the faculty. Another possible reason for the use of a different format is that adaptations or modifications may be needed to address programmatic uniqueness or to coordinate self-study efforts with those of another accrediting agency. The college or school, however, should address its self-evaluation in accord with the general constructs of ACPE's Self-Study Guide and the Evaluation Form and should ensure that the appropriate introspective and evaluative elements are included in some form.

Transition from “Standards 2000” to “Standards 2007”

The revised ACPE Standards (“Standards 2007”) have an effective date of July 1, 2007. Apart from the special provision below, any college or school evaluated after the effective date will be required to fully comply with the new Standards; classes admitted prior to the effective date do not continue to fall under “Standards 2000” until graduation. Colleges and schools addressing issues in the Self-Study that relate to an earlier version of the Standards, e.g., items contained in previous ACPE *Evaluation Team Reports* (ETRs) or *Actions and Recommendations* (A&Rs), should ensure that the requirements of the new Standard(s) are met. If necessary to avoid any confusion, when referring to a specific Standard(s), both the old number (“Standards 2000”) and the current number (“Standards 2007”) should be stated. A “cross-walk” between “Standards 2000” and “Standards 2007” is provided as Appendix A for your guidance in this regard. Note, however, that due to the reorganization of the standards and guidelines during revision, new and old standards and guidelines are not always directly equivalent.

Special provision for transition to “Standards 2007”: Standard 14 (specifically Guideline 14.5) states that the required advanced pharmacy practice experiences (APPEs) in all program pathways must be conducted in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands). As a result of discussion at the January 2007 Board meeting, the ACPE Board of Directors decided that this expectation will be implemented for all **new students** entering the PharmD program on or after July 1, 2007; the Board also decided that students presently enrolled (i.e., those who started prior to July 1, 2007) will be allowed to complete their studies under the expectations and assumptions in place at the time of their enrollment. If you have any questions in this regard, you are advised to contact ACPE.

Components of the Self-Study Report and Evaluation Form

To align with the objectives and key elements of the Self-Study, ACPE's Evaluation Form has four components: (i) an evaluation of the overall organization of the Self-Study and clarity of the Self-Study Report, (ii) a summarized evaluation of all Standards, (iii) a summary of progress and key changes since the last accreditation visit, and (iv) the detailed evaluation for each Standard (the main body of the Evaluation Form).

Evaluation of the Self-Study

The college or school should provide a summarized description of the processes used to plan and organize the Self-Study and to review and adopt the Self-Study Report. **This summary should be approximately two pages long (12-point font, with line spacing not less than 1.5).** After this description, the college or school is encouraged to evaluate their Self-Study (the process and the report) against the criteria listed by ACPE in the Evaluation Form. While the Self-Study *per se* does not directly contribute to the determination of compliance with Standards, missing or inadequate documentation or data does negatively affect ACPE’s ability to evaluate aspects of the program and to determine compliance (or otherwise) with Standards. Accordingly, insufficient or inadequate information in the Self-Study Report may (indirectly) result in a determination of “Does Not Meet the Standard.” Essentially, however, ACPE’s evaluation of the Self-Study is intended primarily to provide feedback to the college or school to help to improve the quality of future self-studies.

Summary of Evaluation of All Standards

The summarized evaluation of all Standards lists the 30 Standards and presents four possible options for each:

- **Meets**
 - **Meets with Monitoring**
- **Partially Meets**
- **Does Not Meet**

These terms are explained in the Evaluation Form (see “*Directions for Completing the Program Evaluation Form*”). As explained later in this document, **the college or school should check one of the three primary options.** The remaining (secondary) option of “Meets with Monitoring” is intended for use only by the members of the evaluation team and the Board. Additional commentary on the completed table should not be necessary and is not expected.

Progress or Changes since the Last Accreditation Visit

For each of the six sections of the Standards, this narrative text should summarize at a high level, progress and changes since the last on-site evaluation of the program. The summary should address (but not be limited to) the issues of concern identified by ACPE as a result of the last comprehensive evaluation as well as any applicable interim monitoring (e.g., focused visits or interim reports). In this regard, the college or school should refer to the respective ETRs and A&Rs. The summary should serve as an introduction to the Self-Study Report and provide much of the context for what follows. **It should not exceed six pages of text in 12-point font, with line-spacing at not less than 1.5.**

The Evaluation Form

This section leads off with “*Directions for Completing the Program Evaluation Form.*” While these directions, as worded, are primarily intended for members of the evaluation team, they should also be helpful to guide colleges and schools in the preparation of the Self-Study Report and in their self-evaluation of the program’s compliance with each Standard.

Following the “Directions” is the main body of the Evaluation Form. This portion of the form is arranged in accordance with the six sections of the Standards: (i) Mission, Planning, and Evaluation; (ii) Organization and Administration; (iii) Curriculum; (iv) Students; (v) Faculty and Staff; and (vi) Facilities and Resources. The Self-Study Report should be presented in the same format. The Evaluation Form is completed at two levels – a sectional level and an individual standard level. For each section, the form includes a checklist of required documentation, data, and descriptive text. Thereafter, for each individual standard, the form includes check-boxes to rate adherence to standards and guidelines, provision for comments related to meeting standards and continuous quality improvement, and a final summary evaluation in the form of a rubric.

Evaluating the degree to which the program meets each standard is a change from the previous format of ACPE’s Self-Study Guide, where overall compliance with a grouping of standards was evaluated. This new format reflects U.S. Department of Education requirements of ACPE, whereby compliance with each standard must be specifically evaluated, determined, and stated.

The extensive list of documentation and other data or evidence that should be provided by the college or school to demonstrate how the program meets the requirements of the Standards and to support their self-evaluation of compliance reflects an increased focus on programmatic outcomes - notably, but not exclusively, in the area of student learning outcomes. The requirement for systematic and valid measurement and evaluation of such outcomes was a feature of ACPE’s standards revision and reflects general trends in accreditation. For some of the items, the data or documentation may be self-explanatory and, therefore, no additional description will be required; in other cases, the college or school may need to provide brief supporting or explanatory comments. For remaining items, the college or school will need to provide more detailed descriptive text. For this, the wording of the applicable standards and guidelines should provide adequate guidance in terms of what should be included. The ACPE Standards and Guidelines (“Standards 2007”) can be accessed on the ACPE website: www.acpe-accredit.org. The Standards document should serve as a constant resource and reference for colleges and schools during their Self-Study as the document also includes important text that describes the context and philosophy of ACPE Standards, highlights major changes and areas of focus during the revision, and provides additional detailed guidance in appendices.

The Guidelines associated with each Standard are not cited in the Evaluation Form and the college or school is not expected to address each and every Guideline individually in the Self-Study Report. Key aspects of the Guidelines (for example, all “must” statements) are incorporated in the questions, statements, and requests for evidence. It is anticipated, however, that the college or school will refer to specific Guidelines as needed and appropriate to support their discussion of compliance with each Standard.

As described in more detail later, in most cases supporting documentation and data should be provided as appendices, with the appropriate reference(s) in the descriptive text of the Self-Study Report. This makes for easier reading and location of pertinent documentation or data by members of the evaluation team and Board.

Detailed Guidance for Planning the Self-Study and Preparing the Report

Organization of the Self-Study Process

ACPE recommends that the self-study process be initiated approximately 18 to 24 months ahead of the date scheduled for the on-site evaluation. The Self-Study Report must be completed in sufficient time so that it can be provided to ACPE and the evaluation team members at least one month prior to the scheduled on-site evaluation. Further “key milestones” are outlined in Appendix B to guide you in this regard.

A special committee (hereinafter referred to as the “Self-Study Committee”) should be convened to initiate, organize and manage the self-study process. Membership of the committee should be broadly based, with representation from the collegiate community - including administrative leaders (Dean, Associate/Assistant Deans, and Chairs), faculty, professional staff, students, alumni, preceptors - and other appropriate members of the profession. The Chair should be a member of the faculty other than the Dean. Collegiate retreats may be a constructive means by which the self-study process is both initiated and concluded. The self-study process may be facilitated by utilizing subcommittees, each organized with a Chair, to focus upon the following major areas of the Standards: (i) Mission, Planning, and Evaluation; (ii) Organization and Administration; (iii) Curriculum; (iv) Students; (v) Faculty and Staff; and (vi) Facilities and Resources. The Self-Study Committee Chair or Co-Chair and the chairs of the subcommittees should meet regularly during the self-study process. Objective information and data should be sought and used by the subcommittees in evaluation of the program’s compliance with the Standards. The Self-Study Report should be developed and reviewed with broad-based input from students, faculty, preceptors, staff and administrators, and these stakeholders should all be aware of the Report and its contents. Wherever possible, a staff member of the college or school should be assigned to process factual and statistical information required by the committee as a whole or by the subcommittees. The subcommittees should provide a self-evaluation of the program’s compliance with the Standards and not merely a description of what currently takes place.

The responsibilities of the Self-Study Committee and its Chair or Co-Chairs include:

- coordinating and providing leadership for the self-evaluation
- selecting, orienting and overseeing self-study subcommittees
- establishing and maintaining communications with participants in the process, including liaison with university officers
- developing a master timetable for the self-study effort, including individualized schedules for each subcommittee
- management of the process, including adherence to the established timetables
- reviewing and coordinating subcommittee reports for unnecessary overlap, inconsistencies, contradictions, and statistical inaccuracies
- assuring that objective information and self-evaluation have been incorporated by the subcommittees
- unifying, synthesizing, and preparing a comprehensive yet succinct Self-Study Report

Those responsible for the final editing process should be mindful of the need to change neither the thrust nor the context of the various responses and findings. The master timetable should provide adequate opportunity for distribution and discussion of the Report by the broad range of stakeholders prior to its forwarding to ACPE and the evaluation team members.

Once completed, one copy of the Self-Study Report should be forwarded to ACPE for its files and one copy should be distributed directly to each evaluation team member, including each ACPE staff member assigned to the team. Nearer the time of the on-site visit, ACPE will supply the college or school with the names of the members of the evaluation team and their contact details. Additional guidance regarding the recommended format and length of the Self Study is provided later in the Guide.

ACPE Professional Staff Assistance

On a regular basis (for example, at annual meetings of the American Association of Colleges of Pharmacy), ACPE professional staff conduct or participate in seminars for representatives of colleges and schools that are scheduled for an accreditation review within the next two year period. The purpose of the seminars is to orient and assist the colleges or schools in the process of the Self-Study as well as other aspects of the evaluation procedure. A college or school may also request assistance from ACPE by scheduling a meeting at ACPE, or a member of the ACPE professional staff may meet with the Self-Study Committee at the college or school. The former entails no cost for the college or school; for the latter, ACPE's applicable consultation fee applies. The professional staff consultation provides opportunity to assist with the Self-Study and to offer clarifying and other information needed by the college or school. Outside consultants, if used, should not be given responsibility for the leadership of the self-study process, nor for the preparation of the Self-Study Report. While ACPE recognizes the value of consultative guidance that may be provided by representatives of other institutions, self-evaluation and introspection/reflection are the substance of the process.

Recommended Format, Style and Length of the Self-Study Report

Recognizing the major role that the Self-Study plays in ACPE's final determination of compliance, the Self-Study Report should provide a comprehensive, criteria-based, honest, accurate, and objective self-evaluation of the program. At the same time, the Self-Study Report should be presented in an organized and logical sequence; the text should be clear and concise; redundancy and the inclusion of irrelevant or uninformative documentation should be avoided; and supporting data and documentation should be quick and easy to locate.

To take advantage of technological advances, ACPE encourages colleges and schools to produce their Self-Study Report in electronic (e.g., on CD, DVD or flash-drive) and hard-copy formats. An electronic format facilitates the copying and pasting of text as and if necessary by ACPE and increases the "portability" of the Self-Study Report for members of the ACPE Board and Staff and evaluators. Text and tables should be Microsoft WORD or EXCEL files and documents and graphics that need to be scanned or otherwise digitized should be submitted as Adobe Acrobat PDF files or in another commonly used digital format, such as JPEG. The use of hyperlinks in the electronic version should be optimized; in the hard-copy version cross-references to other documents (or sections thereof) should be very specific. ACPE acknowledges that certain

documentation intended for submission (e.g., the student handbook) may not be readily available electronically and, therefore, it may not be feasible or practical for the college or school to provide it in this format. Such exhibits may be provided in hard-copy only. ACPE has also identified several documents that do not need to be submitted with the Self-Study Report, but which should be made available on-site only for review by the members of the evaluation team. These documents are clearly identified as such in the list of required information at the beginning of each section of the Evaluation Form.

A Microsoft WORD template for the Self-Study Report, *ACPE Self-Study Template for Standards 2007*, is available for download from the ACPE website:

<http://www.acpe-accredit.org/deans/resources.asp>

Additional guidance for electronic submissions is provided in Appendix C.

Some data that has traditionally been a component of the [printed] Self-Study Report now only needs to be submitted in electronic format. This is an effort to reduce the printing and submission of lengthy information or data that may not need to be reviewed by all members of the evaluation team. ACPE will make the information or data available to evaluation team members as required. Information and data to which this applies is listed below. The list is subject to change.

Information or data that should be submitted ONLY in electronic format:

- Faculty CVs

Overall, the descriptive elements (i.e., free text developed specifically for the Self-Study Report and not including pre-existing documents and data provided as supporting evidence) should not exceed 100-120 pages of text in 12-point font with line-spacing not less than 1.5. This is approximately three to four pages per standard or fifteen to twenty pages per section; recognizing, however, that not all standards will require the same length of descriptive text.

Completion of the Evaluation Form

This takes place in two stages - firstly at the sectional level and secondly at the individual standard level.

Sectional Level: The Evaluation Form contains a check-list of documents, data, and descriptive text that should be provided as evidence to demonstrate the program's compliance with Standards and to support the college or school's self-evaluation of compliance. The boxes should be checked if the required element has been submitted and, as appropriate, a reference to the appendices and/or a hyperlink provided. The items listed as "a description of" should be provided collectively as contiguous text below the check-list. The descriptive text does not need to be presented in the same order as that used in the check-list but, in aggregate, the descriptive text and other supporting documentation and data should address all the items. Detailed cross-references or hyperlinks to the appropriate appendices (or specific sections thereof) should be

provided in the body of the text rather than duplicating lengthy text or data that has been provided elsewhere.

Individual Standard Level: There are five elements at this level:

1. A **description** of the degree to which the program is meeting the Standard and Guidelines using no more than four pages of narrative per standard.
2. A **checklist**: This is provided to rate the program on the requirements of the standard and accompanying guidelines. Some statements may not apply to all programs; these are noted as “Not Applicable.” No additional commentary is required.
3. **Comments**: This element should be used, for example, to describe areas of the program that are noteworthy or commendable or, where issues or concerns have been identified, to describe remedial strategies and timeframes.
4. **Quality Improvement**: This element may be used to describe plans and strategies to further advance the quality of the program and/or areas where monitoring of continued compliance is required.
5. **Final Evaluation**: Presented as a rubric, four possible options are offered for the final evaluation - (i) Meets the Standard, (ii) Meets the Standard plus Monitoring, (iii) Partially Meets the Standard, or (iv) Does Not Meet the Standard. Note: Colleges and schools should select one of the three primary options; option (ii) above is intended for completion by evaluation team members and the ACPE Board only. No additional commentary is required.

Survey Data

Within each of the six standards-based sections of the Evaluation Form, ACPE is requesting data (raw data and the analysis thereof) from surveys of students, faculty, preceptors, and alumni carried out by the college or school. For many of the criteria within the Standards, objective outcomes measures may not be readily available, hence the value of such survey data. ACPE has supported the development by the American Association of Colleges of Pharmacy (AACP) of survey instruments for these stakeholder groups. ACPE will require all colleges and schools whose programs are being evaluated during the academic year 2008-2009 and beyond to submit data obtained through the administration of the these AACP surveys. In the transition (i.e., for programs evaluated during the academic year 2007-2008 and for those colleges and schools electing to be evaluated under Standards 2007 during the academic year 2006-2007), ACPE will accept data from the AACP surveys or comparable data obtained through similar surveys administered by the college or school.

Within the AACP survey instruments, certain survey questions are unique to specific groups of respondents (e.g., students only); other questions are posed to multiple respondent groups. Where applicable, the college or school’s commentary on survey data should identify significant differences between the aggregate responses of respondent groups, outline possible reasons for the differences, and describe initiatives that have been undertaken (or planned) to explore the differences and address concerns, if applicable.

For the purposes of a Self-Study, data for graduating students should relate to students from the most recent graduating class prior to the on-site evaluation visit for which data can be reasonably obtained.

The survey instruments can be downloaded from the AACP website www.aacp.org and a copy of each survey instrument is included in this Guide as Appendix D. A cross-walk between the survey questions and the respective ACPE Standards is included as Appendix E.

ACPE Report Templates

In order to provide guidance to colleges and schools of pharmacy when providing certain data to ACPE and to facilitate the analysis of such data in a standardized and consistent manner, ACPE has developed a number of report templates. ACPE strongly encourages colleges and schools to use such templates when submitting data on the programmatic areas covered by the templates.

Currently three report templates exist, as listed below:

- Faculty Addendum
- Faculty Resource Report
- ACPE Advanced Pharmacy Practice Experience (APPE) Capacity Chart

The templates can be downloaded from ACPE's website <http://www.acpe-accredit.org/deans/resources.asp> as Adobe Acrobat (PDF), Microsoft WORD (DOC), or EXCEL (XLS) files, as applicable.

Additional Evidence that may be used by ACPE in its Evaluation and Determination of Compliance

While the college or school's Self-Study Report, the on-site evaluation visit, and (if applicable) attendance of representatives of the college or school and university at a meeting of ACPE's Board of Directors provide ACPE with the major components of the data and evidence used to evaluate a program's compliance with Standards, as an integral component of its accreditation review, ACPE conducts its own analyses and evaluations of appropriate information from other sources (e.g., third party comments, scores and passing rates on national licensure examinations, and enrollment trends) to determine whether the program complies with Standards and that a systematic process for improvement is evident.

Conclusion and Request for Feedback

ACPE hopes that colleges and schools will find this Guide helpful in understanding the framework that will be used for evaluation, in planning for their Self-Study, and in the preparation of their Self-Study Report. If you have any comments or suggestions for improvement of the Guide, ACPE would be pleased to receive them.

**The ACPE Board of Directors and Staff
February 2007**

Mapping of ACPE Standards: Standards 2000 vs. Standards 2007

The following "cross-walk" is intended as a summarized guide only, as "corresponding standards" are not, in all cases, directly equivalent. During the revision of Standards 2000, some standards were combined, some standards were split, new standards were introduced, and in a few cases, elements of a standard were incorporated in more than one of the revised standards. Furthermore, in several cases, some of the text in standards was incorporated in the revised guidelines and *vice versa*.

In the transition to Standards 2007, a college or school of pharmacy required to address issues relating to compliance with a specified standard (in Standards 2000) must ensure that all requirements of the revised standard(s) and guideline(s) are met. In the event of any doubt, or if you have any questions, you are advised to contact ACPE.

Standards 2000		Standards 2007	
Number	Title	Number	Title
1	College or School of Pharmacy Mission and Goals	1	College or School Mission and Goals
2	Systematic Planning	2	Strategic Plan
3	Systematic Assessment of Achievement	3	Evaluation of Achievement of Mission and Goals
		4*	Institutional Accreditation
4	College or School of Pharmacy and University Relationships	5	College or School and University Relationship
5	Organizational and Administrative Relationships in University and Affiliated Healthcare Facilities	6	College or School and other Administrative Relationships
6	College or School of Pharmacy Organization and Administration	7	College or School Organization and Governance
7	Responsibilities of the Dean of the College or School of Pharmacy	8	Qualifications and Responsibilities of the Dean
8	The Curriculum in Pharmacy	9	The Goal of the Curriculum
9	Curricular Organization and Length	10	Curricular Development, Delivery, and Improvement
10	Professional Competencies and Outcome Expectations	12	Professional Competencies and Outcome Expectations
11	Areas and Content of Curricular Core	13	Curricular Core-Knowledge, Skills, Attitudes, and Values
		14	Curricular Core-Pharmacy Practice Experiences
12	Teaching and Learning Processes	11	Teaching and Learning Methods
13	Evaluation of Student Achievement	15	Assessment and Evaluation of Student Learning and Curricular Effectiveness
14	Curriculum Evaluation		
15	Organization of Student Affairs Within a College or School of Pharmacy	16	Organization of Student Services
16	Admission Criteria, Policies, and Procedures	17	Admission Criteria, Policies, and Procedures
17	Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	18	Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing
18	Progression of Students	19	Progression of Students
		20*	Student Complaints Policy
19	Disclosure of Program Information	21	Program Information
20	Student Representation	22	Student Representation and Perspectives
21	Student Perspectives in Program Evaluation and Development		
22	Student/Faculty Relationships	23	Professional Behavior and Harmonious Relationships
23	Faculty and Staff, Quantitative Factors	24	Faculty and Staff-Quantitative Factors
24	Faculty and Staff, Qualitative Factors	25	Faculty and Staff-Qualitative Factors
25	Faculty Evaluation	26	Faculty and Staff Continuing Professional Development and Performance Review
26	Faculty Self-Assessment		
27	Library and Learning Resources	29	Library and Educational Resources
28	Physical Facilities	27	Physical Facilities
29	Practice Facilities	28	Practice Facilities
30	Financial Resources	30	Financial Resources

* Denotes new standard in Standards 2007, i.e., no corresponding standard in Standards 2000

Self-Study Timeline (“Key Milestones”)

The following is provided as a general guide only. The individual items (activities) and the order in which they are presented here are likely to vary from school to school. Apart from a couple of dates at the very beginning and end of the self-study process, no attempt has been made to suggest more specific timing, but setting such a timeline will be necessary exercise for each college or school.

Time Before Visit	Activity
18 – 24 months	Initiate self-study process
	Identify and announce Self-Study Chair
	Identify sub-committees needed
	Identify and announce sub-committee chairs
	Faculty Retreat to launch Self-Study
	Establish Self-Study timeline (including deadlines for drafts, review of drafts, etc.)
	Assign sections of Self-Study Report to sub-committees; establish other “terms of reference” and meeting schedules as appropriate to coordinate survey and other data gathering efforts
	Identify and announce membership of main and sub-committees
	Identify appropriate stakeholders for input; assign to sub-committees as/where appropriate
	Identify resource needs of self-committees (required data, survey instruments, etc.)
	Assign specific roles and responsibilities to individuals as/where appropriate
	Develop and adopt survey and other data gathering instruments
	Decide on format, style, etc. of Self-Study Report
	Invite and receive feedback on draft report from appropriate stakeholders
	Identify proof-reader
	Faculty Retreat to review and accept Self-Study Report
	Receive University’s approval for release of Self-Study Report
1 month	Submit Self-Study Report to ACPE and a copy to each member of the evaluation team, including ACPE staff members appointed to the team

ACPE Guidelines for Preparing Electronic Self-Study Documents (v1.0)

Preparing for evaluation for purposes of accreditation or preaccreditation requires the submission of an in-depth and broadly-based, self-study document. Self-Study documents have traditionally been submitted on paper; however, ACPE will also accept self-studies that are submitted electronically, provided that the content is prepared in accord with the *Standards 2007 Self-Study Guide* (V1.0) and the medium of delivery does not encumber any stage of the evaluation process. ACPE's staff has drafted the following guidelines to assist a college or school that is interested in preparing and submitting an electronic self-study.

- **Provide start-up directions on paper:** Inform the reviewer of hardware and software needed to use the self-study. Include clear directions on how to begin and provide the name, email address, and phone number of a technical contact in the event that the reviewer experiences problems.
- **Label and date all media:** Label diskettes, CDs, DVDs, etc., to make them easy to identify in the event that they are removed from their cases or packaging. Labels should minimally include the name of the college or school of pharmacy and the date that the information was prepared.
- **Make all computer-based media both Macintosh and PC compatible:** Reviewers will come from a variety of computing environments. Any documents or applications included in the self-study must run on both Macintosh and PC computers.
- **Provide required applications:** Provide installers for any applications needed for reviewing the Self-Study along with the means for uninstalling the applications. Be sure to have the proper licensing agreements when distributing any application.
- **Facilitate in-document note taking:** Use applications for presenting text-based documents that allow in-document note taking. Disable document features (e.g., Adobe Acrobat® passwords) that prevent the reviewer from taking notes.
- **Organize the materials for quick search and retrieval:** Make information quickly and easily accessible. Information that is difficult to locate, separated from the main documents because of links or embedded in several layers of menus may be overlooked by the reviewer.
- **Structure documents for on-screen reading:** Wherever possible, break information into screensized chunks that are legible at 72 DPI. Use simple navigation so that the viewer either scrolls through a document or pages through it. Avoid making the reviewer scroll and page within the same document.
- **Facilitate printing:** Ensure that documents can be printed on 8.5 x 11-inch paper while maintaining legibility and logical page breaks.
- **Print critical documents:** Documents that are critical to the evaluation and that cannot be properly printed by the reviewer (e.g., course catalogs) should be printed by the college or school and provided with the other self-study materials.
- **Limit web access or file downloads to optional materials:** The college or school should provide all information and materials that are required for the Self-Study Report. The self-study should not link to documents on the Internet unless they are only supplementary.

- **Select the most appropriate medium for the content:** If the technology gets in the way of clarity or speed, then the reviewer may overlook information or not understand the program in detail. Use the medium that presents each piece of information in the most accurate and effective way possible.
- **Use computer-based video, animations and audio sparingly:** Avoid using computer-based video, lengthy animations and audio except where they add to information about the program or present the content more effectively than other methods (e.g., a visual tour of facilities). If these media are used, give the reviewer full control over playback including the ability to fast-forward or skip presentations.

ACPE staff will be happy to receive comments or answer questions about these guidelines or other issues. Please contact our office at (312) 644-3575 or check our website at <http://www.acpe-accredit.org> for staff email addresses.

AACP Survey Instruments

At the time of printing the ACPE Self-Study Guide, the AACP survey instruments had not been finalized. ACPE will communicate directly with affected colleges and schools to advise when the survey instruments are available and how to access them.

AACP Survey Questions/ACPE Standards 2007 Cross-Walk

At the time of printing the ACPE Self-Study Guide, the AACP survey instruments had not been finalized and hence the “cross-walk” could not be completed. ACPE will make the “cross-walk” available as soon as possible and will advise colleges and schools accordingly.