

ACPE Self Study Narrative Report – Executive Summary

Full Report Submitted September 5, 2017

Comprehensive Visit – October 3-5, 2017

Overview of the College of Pharmacy at Chicago State University

The Chicago State University College of Pharmacy (CSU-COP) is pleased to submit this self-study report in support of continuation of Full Accreditation which was last affirmed in June 2012. Significant progress and changes and developments related to the professional program and College since the last comprehensive on-site visit in April 2012 is as follows.

Section I: Educational Outcomes

- The CSU-COP has implemented an additional live NAPLEX® review in April, procured additional online support through RxAcademy®, implemented End of Module Individualized Study Plans, purchased Exam Master readiness tools, and set cut scores for each End of Module quiz and Pre-NAPLEX® exit examination.
- The College set mandatory pass rates for all Key Assessments (Drug Cards, Calculations, Medical Terminology, and Comprehensive Examinations) in all cohort years – P1 to P4 and set feedback loops to ensure that students can be assisted in overcoming their challenges to meet proficiency in each of these key assessments.
- The College has implemented P1-P4 curricular and co-curricular learning experiences to increase the self-awareness of student knowledge, skills and affective domain dispositions. This includes the creation of a Student Pharmacist Affective Domain Self-Inventory tool that is used by students to gain insight into their own thinking and practices. These efforts culminate into a collective whole through the development of professional portfolios. In addition, the College compiled these ‘Lessons Learned’ and presented a school poster on ‘Best Practices’ at the 2017 AACP Annual Conference.

Section II: Structure and Process to Promote Achievement of Educational Outcomes

- In Fall 2014, the College transitioned from paper to digital course examinations via ExamSoft in order to increase the likelihood that performance on high stakes examinations (such as the NAPLEX) reflect knowledge retained rather than ease of use of technology platforms.
- The College updated its competencies and outcomes to the 2013 CAPE outcomes to include: providing patient care, using health care resources, promoting health wellness, effective communication, and improving professional knowledge and skills. In addition, the College systematically identified areas in which curriculum could be strengthened at the course objective / activity level.
- The College has initiated integration of interprofessional education/practice (IPE/P) activities to the Doctor of Pharmacy in August 2016 in partnership with Loyola University Chicago and Rush University Medical Center for the P4s. The College of

Health Sciences at Chicago State University (CSU) is working cooperatively with the – CSUCOP to fully implement IPE activities for P1-P3 levels..

- An Early Alert System (EAS) has been implemented by the College to facilitate student progression and includes feedback loops such as Individualized Learning Plans and targeted tutoring efforts.
- The College established a Co-Curricular Task Force in Summer 2017 to explore ways in which efforts can be coordinated and streamlined as a common system that are mapped to the 2016 ACPE Standards. The result is that the College launched COP Moodle Courses for each cohort and is systematically building co-curricular modules that incorporate activities and expectations under the purview of the Assistant Dean of Assessment, Student Affairs, Academic Affairs, Experiential, and the Departments.
- The College continues to support students to engage in collaborative leadership and innovative / entrepreneurship activities including opportunities to participate in Student Organizations, the annual Compounding Competition, independent community pharmacy exploration, research projects, presentations at national conferences, participation in global APPE rotation settings, etc.
- There was a delay of over two years by the Illinois Legislature to approve full funding for any Illinois university in fiscal year 2015-2017 but in July 2017 the Legislature approved funding for fiscal year 2018. Although the University was put on notice for Higher Learning Commission (HLC) Criterion 5 related to funding, the University continues to be fully accredited and remains on the Standard Pathway for accreditation with HLC. In January, 2017, the CSU Board of Trustees voted to end financial exigency. Because the College of Pharmacy is primarily tuition-funded, the state budget funding delay did not adversely impact the daily operations of the College.
- In Fall 2016, the Assistant Dean of Assessment was moved from the Office of Academic Affairs to the Office of the Dean in recognition of the role that assessment and evaluation play for the entire College academic and operational functions.
- In an effort to prioritize strategic planning activities, the faculty voted to extend the current COP Strategic Plan until the end of Academic Year 2018, added priority tasks to each of the College Committees, and enacted two new Ad hoc Committees—NAPLEX and Retention. These two faculty-driven Ad hoc Committees were charged with exploring the issues in their respective (yet inter-related) focus and returning with recommendations to be implemented in late Fall 2016 and Spring 2017.
- Faculty/staff hiring updates: The Pharmaceutical Sciences Department is currently fully staffed; there are four vacant positions within the Pharmacy Practice Department in which active recruitment is underway; and there is one vacant administrative support position within the Office of Student Affairs in which an active search is ongoing. It is anticipated that Interim administrative positions (Dean, Associate Dean of Pharmacy Academic Affairs, Capstone Director) will be finalized soon, in concert with various University appointments.

- The College engaged in efforts to streamline the messaging of the College of Pharmacy to reach new targeted populations to sustain our highly diverse applicant pool to support the College University Mission priorities.
- The College Dean's Advisory Council was re-established and met to discern College priorities in the areas of Practice Trends and Technology, Fundraising and Development Strategies, Student Recruitment Strategies, Novel Experiential Models, Degree Program Expansion, Interprofessional Education Opportunities, Pharmacists Role as Provider, and Continuing Professional Education and the College's Role in Educating Practitioners.
- In Academic Year 2017, the College engaged in a roll-out plan to familiarize the College and vested partners in the Pharmacists Patient Care Process elements through a series of presentations and class lectures.
- In Academic year 2017, the College Curriculum Committee led the effort to articulate Entrustable Pharmacy Activities (EPA) in our curriculum in preparation for future Pharmacy professional initiatives.

Section III: Assessment of Standards and Key Elements

- In Fall 2014, the College implemented ExamSoft to build question banks and administer examinations in a web-enhanced platform. Over a three-year rollout period, faculty have learned to build questions; categorize them by standards, competencies, Bloom's taxonomy, and other useful classifications; administer quizzes and examinations; and run a variety of test reports including the student-focused Strengths and Opportunities Reports. Questions were aligned to the new CAPE 2013 outcomes, the ACPE 2016 Standards (including Appendix 1 and 2), the new COP Competencies, Bloom's Taxonomy levels, instructional approach, and other useful categories.
- In Fall 2015, the College implemented the Top 200 Drug Card Examinations as a co-curricular College Key Assessment for the P1 to P3 cohorts.
- In April 2016, the PCOA replaced the College's Milemarker exam at the P3 level.
- In Spring 2016, the College piloted Exam Master readiness tools / questions banks for the NAPLEX® examination. In Fall 2016, test banks for PCOA readiness were validated as part of the P3 self-directed study program. In Spring 2017, all didactic levels became available to support Individualized Learning Plans.
- At the recommendation of the Ad Hoc NAPLEX and Retention Committees and the Assessment and Curriculum Committees, the College Key Assessments were aligned into a single system in which students are expected to meet specifically set cut scores on each component (Drug Cards, Medical Terminology, Calculations, and Comprehensive Examinations/Milemarkers) and complete Individualized Learning Plans to remain in 'good academic standing.'
- In Fall 2016, the College implemented additional preparation activities to impact student readiness for national examinations, such as PCOA, NAPLEX®, and MPJE.

- Between Academic Years 2014 and 2017, the College Assessment Committee expanded the Curriculum Committee's 'Artifacts List' to include new items that align to the new 2016 ACPE Standards. The Assessment Committee systematically worked to implement a staggered developmental approach to the Professional Portfolio in LiveText so that in each academic year, the Student Pharmacist could update their document and reflect on their growth in that year. In the P4 year, all standards are revisited within the context of the APPE Rotation sequence and cumulative reflections over time are completed.
- The College also updated the Unit Assessment and Evaluation Plan to reflect both the assessment of academic measures and the evaluation of program effectiveness and compliance for academic support and auxiliary function measures.