

Section 3. Comprehensive Summary

The College of Pharmacy recently developed new mission, vision, and core values statements which complement the university's goals and priorities for the campus. In addition, the college developed a new 2005-2010 Strategic Plan to replace the previous 1998-2004 Strategic Plan. Alignment of mission and planning at the university, college, and department levels reflects a consistency among all levels at NDSU. The College of Pharmacy has developed an assessment plan to monitor programmatic outcomes as well as student learning outcomes. The College of Pharmacy assessment program has been a role model for the NDSU campus and has been commended on numerous occasions by the University Assessment Committee.

The college's administrative structure is efficient and responsive to faculty and students. As of January 1, 2006, the College was reorganized to add Allied Health Sciences and will change its name to the "College of Pharmacy, Nursing, and Allied Health" pending approval by University Senate and state Board of Higher Education. College faculty members actively participate in all university-wide committees and have good relationships with the other units of the university. College bylaws allow for revision as determined by the faculty, with significant changes having been made in December 2004. The current committee structure is serving the college well, as demonstrated by wide faculty participation and by the productive activity of the committees. There has been better integration of the Department of Nursing into the college structure, including plans to change the name of the college to recognize nursing and allied health programs. There is a recognized need for better communication between departments, and to clarify the lines of authority for academic affairs. Addition of another assistant or associate dean is desired.

Planning for a major curriculum revision began shortly after the last self-study report in response to the need for increased integration of basic and clinical sciences in order to improve student learning, and the need for additional early practice experiences to satisfy ACPE Standards 2000. The revised curriculum was initiated with the class admitted in the fall of 2003 and is being fully implemented in 2005-06. The newly revised curriculum incorporates more flexibility in allowing students to take a variety of professional electives that were offered for the first time during the 2005-06 year. A new service learning requirement has also been instituted for students during their first three years of the professional program. Based on pass rates on the NAPLEX exams, the ability of graduates to obtain residency positions, and the active recruitment and satisfaction of employers with our graduates, it is evident that the previous curriculum has successfully prepared graduates for entry into practice. It is anticipated that the revised curriculum will build upon this success and, in addition, address potential deficiencies identified within that curriculum.

Since 1999, the College of Pharmacy has slowly increased its enrollment to its current rate of 85 students per year. The college has no plans for any further increases in student enrollment at this time. The college draws from a large, well-qualified, and reasonably diverse applicant pool, and nearly all admitted students graduate from the Pharm.D. program. Admissions to the Pharm.D. program have become increasingly competitive in recent years. As such, the criteria utilized in the admissions process require constant evaluation and adjustment. To keep standards current and within the ACPE guidelines, two additions will be made to the admissions process beginning in 2007: an interview of candidates will be conducted, and an ethics test will be utilized. Both of these changes will allow the College of Pharmacy to be in compliance with the new ACPE guidelines for admissions. The addition of interviewing poses

several challenges to the admissions committee, including personnel, time, and resources needed to conduct interviews. Currently, a dearth of information exists concerning the relationship between admissions criteria and performance within the professional program and practice. Thus, more research needs to be conducted in this area.

In response to the progressive growth experienced by the College of Pharmacy over the past six years, the college has strengthened its human resources to help effectively manage this growth and ensure the quality of its existing programs. The number of faculty in the pharmacy program has increased by a total of 5.75 full-time equivalents (FTE) from 2000 to present, to a current total of 31.75 FTE (37 people, including vacancies and new hires) consisting of 11 FTE (12 people) in pharmaceutical sciences and 20.75 FTE (25 people) in pharmacy practice. The faculty and staff are doing well with limited resources. Future goals are to add five full-time faculty members (two in pharmacy practice, two in pharmaceutical sciences, and one associate dean) to reduce heavy current workloads. Additional full-time faculty members would further increase scholarly activity and allow more time for curricular assessment, improved teaching, faculty development through sabbaticals, and faculty engagement in the community. Additional faculty positions in the areas of pharmacogenomics and pharmaceutical biotechnology are desired. Allocation of resources into higher salaries is also a priority. Accomplishment of these goals may depend on allocation of more resources from the university.

In general, the Health Sciences Library has excellent information technology and facilities, and adequate resources. Students, faculty, and staff find that the personalized service and convenience of having a branch library in their building are advantages for the program. Most find easy access to information and materials through the combination of owned titles, electronic book and journal access, document delivery, and interlibrary loan capabilities. However, P4 students and preceptors need to be made more aware of our off-campus resources.

Since the last accreditation visit, the College of Pharmacy has made significant enhancements to its building (Sudro Hall) in an effort to improve the infrastructure of the facility. These \$3.5 million building improvements included the complete renovation of all three floors of the existing facility and a new 14,000 sq. ft. building addition, which was built with funds raised from private sources. Physical facilities and space in the college are now adequate to support the professional program at the present time, but space is very tight. Laboratory facilities are excellent for current academic experiences and the number of classrooms is sufficient. Sudro Hall is now handicapped accessible. There is sufficient space for faculty offices and laboratories at the present time, but not for future growth. All clinical faculty have office space in the building, even if they have offices at their practice sites. A few faculty share offices.

The Concept Pharmacy instructional laboratory is considered a benchmark learning environment for early practice experiences. Because it is difficult to obtain enough pharmacy practice facilities in the immediate Fargo-Moorhead area with the ability to provide strong early experience, the Concept Pharmacy provides a controlled setting for students to gain exposure to the practice of pharmacy. Service learning provides additional exposure to different types of people (elderly, children, disabled) and situations that may be encountered in pharmacy practice, and the experiences also foster personal growth and development. The number of hospital pharmacy practice and adult medicine practice sites is marginal given the current enrollment. The college has addressed this issue by developing new affiliation agreements with Innovis Hospital in Fargo and Southeast Medical Center in Oakes, ND. Any further increase in the number of students would require the recruitment of additional clinical faculty and practice sites

for adult medicine, hospital advanced practice, and clinically-oriented elective rotations. Although limited numbers of clinical elective sites are available, they offer a variety of choices, and all rotations are satisfactorily rated by the students.

The College of Pharmacy has an appropriate formal process in place for budget preparation and management that follows the procedures established by the state legislature and governor’s office for all state agencies. The college has recently been successful in procuring additional outside funding to support its professional and graduate programs. Grants and contracts, indirect cost recovery, and development funds have all been progressively increasing for the college and currently account for approximately 50% of the college’s total budget. An increase in student programmatic fee since last accreditation has also had a very significant impact on the college in providing greatly needed resources for supporting personnel, operating, and equipment expenses to sustain a high quality professional program. The state-appropriated budget for the college is very low compared to other schools of pharmacy within the nation and region. In order for it to sustain the future quality and competitiveness of its professional program, the college feels that additional state support will be needed to bring NDSU’s state support closer in line with other publicly funded pharmacy programs in the region and nation. Additional resources will certainly be needed for the college to support any further increases in student enrollment.

Overall, we feel the College of Pharmacy is doing well with its limited resources. Our greatest concerns center on finances. Even though faculty and physical space have been added since last accreditation, the requirements of the new curriculum and increased productivity in research have continued to stretch our resources. Additional money is needed for 5 faculty positions, operating budget and improved salaries. The additional resources would relieve some of the heavy workload that faculty experience, and allow the College faculty to do more scholarship, and a more thorough job of assessment, planning and continuous quality improvement. In the future, a new building may need to be considered to accommodate plans for future expansion of pharmacy, nursing, and allied health programs.

Summary of Standards for Mission, Planning and Assessment

Standard	Commend	Meets Standard	Needs Improvement
Standard 1		X	
Guideline 1.1		X	
Guideline 1.2		X	
Guideline 1.3		X	
Guideline 1.4		X	
Standard 2		X	
Guideline 2.1	X		
Guideline 2.2		X	
Standard 3		X	
Guideline 3.1		X	

Action Plan for Improvement

1. Better publicize the College Mission Statement to students and alumni.

Summary of Standards for Organization and Administration

Standard	Commend	Meets Standard	Needs Improvement
Standard 4			X
Standard 5		X	
Standard 6.0			X
Guideline 6.1		X	
Guideline 6.2		X	
Guideline 6.3		X	
Guideline 6.4		X	
Standard 7.0		X	
Guideline 7.1		X	
Guideline 7.2		N/A	
Guideline 7.3		X	

Action Plans for Improvement

1. Request additional financial resources from university administration to hire an assistant or associate dean.
2. Clarify lines of authority for academic affairs.
3. Improve lines of communication between departments and the dean through a curriculum mapping process and frank faculty discussions.
4. Publicize the ND Institute for Pharmaceutical Care.

Summary of Standards for Curriculum

Standard	Commend	Meets Standard	Needs Improvement
Standard 8	X		
Standard 9		X	
Standard 10		X	
Standard 11		X	
Guideline 11.1		X	
Guideline 11.2		X	
Guideline 11.3		X	
Guideline 11.4		X	
Guideline 11.5		X	
Guideline 11.6	X		
Guideline 11.7	X		
Guideline 11.8	X		
Guideline 11.9		X	
Standard 12		X	
Guideline 12.1		X	

Guideline 12.2		X	
Guideline 12.3		X	
Guideline 12.4		X	
Standard 13		X	
Guideline 13.1			X
Standard 14		X	
Guideline 14.1	X		
Guideline 14.2		X	

Action Plans for Improvement

1. Increase the amount of student evaluation at high level of thinking.
2. Increase coverage of medicinal chemistry in pharmacodynamics.
3. Increase coverage of pharmacogenomics and pharmaceutical biotechnology.

Summary of Standards for Students

Standard	Commend	Meets Standard	Needs Improvement
Standard 15		X	
Guideline 15.1		X	
Guideline 15.2		X	
Guideline 15.3		X	
Guideline 15.4		X	
Guideline 15.5		X	
Standard 16		X	
Guideline 16.1		X	
Guideline 16.2		N/A	
Guideline 16.3			X
Guideline 16.4		X	
Guideline 16.5			X
Guideline 16.6		N/A	
Standard 17		X	
Guideline 17.1		X	
Standard 18		X	
Guideline 18.1		X	
Standard 19	X		
Guideline 19.1	X		
Standard 20	X		
Guideline 20.1	X		
Standard 21	X		
Guideline 21.1	X		
Standard 22		X	

Guideline 22.1		X	
Guideline 22.2		X	

Action Plans for Improvement

1. Revise admissions criteria in 2007 to include an interview.
2. Increase efforts to increase diversity in the admission pool.
3. Increase research into the relationship between admission criteria and student achievement in the professional program.
4. Consider improved communication with student body by using a Blackboard web site.
5. Use communication tools to keep students informed of student representation on college committees.

Summary of Standards for Faculty

Standard	Commend	Meets Standard	Needs Improvement
Standard 23			X
Guideline 23.1	X		
Guideline 23.2			X
Guideline 23.3		X	
Standard 24		X	
Guideline 24.1	X		
Guideline 24.2		X	
Guideline 24.3		X	
Standard 25		X	
Guideline 25.1		X	
Guideline 25.2		X	
Guideline 25.3		X	
Guideline 25.4		X	
Standard 26		X	

Action Plan for Improvement

1. Add additional faculty positions and resources as described in the College Strategic Planning Budget submitted to NDSU administration September 2005 (**Appendix 31**).

Summary of Standards for Library and Learning Resources

Standard	Commend	Meets Standard	Needs Improvement
Standard 27		X	
Guideline 27.1		X	

Action Plans for Improvement

1. Include a page about library resources in the Advanced Experiential Manual.
2. Librarian will orient new faculty to library resources and do periodic refreshers at faculty meetings.

Summary of Standards for Physical Resources

Standard	Commend	Meets Standard	Needs Improvement
Standard 28		X	
Guideline 28.1			X
Guideline 28.2	X		
Guideline 28.3		X	
Guideline 28.4		X	
Guideline 28.5	X		

Action Plan for Improvement

1. Find additional space for offices as the number of faculty members increases.

Summary of Standards for Practice Facilities

Standard	Commend	Meets Standard	Needs Improvement
Standard 29			X
Guideline 29.1		X	
Guideline 29.2			X
Guideline 29.3		X	
Guideline 29.4			X
Guideline 29.5		X	

Action Plans for Improvement

1. Increase recognition of preceptors and publicize fringe benefits to preceptors.
2. Re-open discussion with the Wellness Center on expanding the teaching mission of the Wellness Center pharmacy.
3. Improve quality control of experiential sites with more frequent visits and more orientation and training of preceptors.

Summary of Standards for Financial Resources

Standard	Commend	Meets Standard	Needs Improvement
Standard 30			X
Guideline 30.1			X
Guideline 30.2	X		

Action Plan for Improvement

1. Increase appropriated budget for faculty positions, salary, and operating budget (See **Appendix 31: Strategic Budget Plan submitted to NDSU Administration September 2005**)
2. Work with administration to obtain accurate financial reports from the PeopleSoft system.