



Accreditation Council for Pharmacy Education

STRATEGIC PLAN

Accepted, January 2005

ACPE Strategic Plan

PREAMBLE

Strategic Planning Process

In developing this plan, the following were undertaken, and ACPE incorporated to a great extent the valuable feedback provided by many stakeholders:

- In fall 2003, a web-based assessment survey was conducted, with anonymous results, that asked those organizations that ACPE accredits and those who participate in the accreditation process about aspects of our activities and procedures; the survey included open-ended questions to allow constructive criticism;
- The Board met with representatives of our sponsor organizations (American Association of Colleges of Pharmacy, American Pharmacists Association and National Association of Boards of Pharmacy) to discuss their feedback on strategic issues;
- Announcements were made at the Joint Commission of Pharmacy Practitioners that ACPE was undergoing a strategic planning process and comments were invited for consideration. A number of organizations provided feedback;
- In summer 2004, a survey of ACPE Board and Staff members was conducted, with anonymous results, on strategic issues including an environmental scan and an analysis of ACPE strengths, weaknesses, opportunities and threats (SWOT);
- A two-day strategic planning meeting was held, which was facilitated by external consultants and involved present and immediate past board members and staff members;
- An iteration of drafts of the strategic plan was developed, incorporating board and staff comments and the constructive comments of our sponsor organizations;
- Final approval for external dissemination and implementation occurred at the January 2005 meeting of the ACPE Board of Directors.

Summary of ACPE's 2003 Report Card Survey

ACPE's on-line Report Card Survey received usable data from 375 anonymous respondents (54% response rate) following a targeted emailing to 694 individuals including Deans, College or School Self-Study Chairs, Continuing

Education Administrators, Professional Program Accreditation Site Team Members, CE Provider Field Reviewers, Public Interest Panel and various advisory-committee members, ACPE Board Members and Staff. 129 of the respondents also submitted open-ended comments.

A through F letter grades were converted to a 5-point scale and inspected using measures of central tendency (Mean, Median, and Mode). ACPE’s Mean or “GPA” scores indicated good to high satisfaction with ACPE performance, with all groups typically responding in the 5 to 4 (A - B) range. The complete survey results are included as Appendix I.

“Grade Point Averages” assigned by ACPE’s key constituents and volunteers

Respondent	<i>n</i>	GPA (Mean)	Standard Deviation
All Respondents	375	4.2	0.8
Continuing Education affiliated	218	4.2	0.8
CE Field Reviewers	42	4.4	0.7
Colleges and Schools affiliated	148	4.2	0.9
Site Team Members	34	4.4	0.7

Feedback from the Survey and Stakeholders

There were 129 respondents to the open-ended questions from this survey. These comments and the feedback received from our sponsor organizations and other stakeholders in many cases complimented ACPE on how it pursues quality in pharmacy education. In addition, the feedback encouraged ACPE’s continued and enhanced diligence in assuring and advancing quality in pharmacy education by focusing even more attention to assuring:

- Standardization and consistency in accreditation activities (for both professional degree programs and continuing education providers).
- Processes used in accreditation fairly and adequately identify strengths and weaknesses of professional degree programs and continuing education providers.
- Those being evaluated do not breach the integrity of the accreditation review process.
- Adequate faculty, facility, financial and experiential site resources are supporting expanding class sizes at existing pharmacy schools and colleges, and classes at new schools and colleges.

- Experiential education allows students to have adequate exposure and interaction with appropriate patient and inter-professional groups.
- Promotion of scholarship and professionalism.
- The quality of continuing education offerings and the appropriateness of credit attributed to various CE offerings.
- The governance and operating procedures of ACPE remain appropriate for the contemporary environment.
- ACPE assists, within its resources, international pharmacy colleagues in developing systems to quality assure their education activities.
- Participation in ongoing discussions regarding pharmacy technician education accreditation and pharmacists' continuing professional development in the United States.

Introduction

The Board and Staff, after due consideration of all the feedback and their environmental and SWOT analysis, have developed the enclosed strategic plan to advance ACPE activities and allow it to better fulfill its mission. To the degree possible, the feedback provided from all the stakeholders has been incorporated in setting the goals and objectives for ACPE's new strategic plan. It is estimated that the plan set ACPE's strategic direction for the next three to five years.

ACPE STRATEGIC PLAN
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CORE PURPOSE

Assuring and advancing quality in pharmacy education.

ULTIMATE GOAL

To be recognized as the model of excellence in education accreditation within the health professions.

CORE VALUES

Collaborative Leadership – ACPE sets its direction after collegial and meaningful dialogue with those it accredits, professional organizations and other stakeholders.

Commitment – ACPE shows dedication to its core purpose by working with its stakeholders in the establishment and application of standards and measurable criteria for quality pharmacy education.

Continuous Quality Improvement – ACPE continually strives to improve by considering feedback from its stakeholders and learning from other accrediting organizations.

Innovation – ACPE encourages and embraces constructive change to better meet the needs of the public and other stakeholders.

Integrity – ACPE strives for fairness and consistency, and to work with stakeholders in a professional manner.

Service – ACPE is supportive of and responsive to the needs of its stakeholders.

ACPE assures and advances quality in pharmacy education by:

- Establishing standards and criteria for the accreditation of professional degree programs in pharmacy and continuing pharmacy education providers
- Accrediting professional degree programs in pharmacy and providers of continuing pharmacy education
- Promoting continuous quality improvement within its accredited groups and itself
- Reporting publicly on its accreditation activities and actions
- Encouraging innovation in pharmacy education, service and research
- Emphasizing learning outcomes in pharmacy education
- Consulting and assisting in the development and advancement of quality pharmacy education
- Conducting and reporting accreditation research
- Gathering and analyzing information and ideas from multiple sources and viewpoints as the basis for continuing policy development and decision-making
- Optimizing the effectiveness of its human and financial resources

ACPE furthers excellence in education and protection of public health by working with its stakeholders:

- The general public
- Pharmacy organizations and professionals
- Students and prospective students of pharmacy
- Licensing boards of pharmacy
- Colleges and Schools of Pharmacy and their parent institutions
- Pharmacy educators
- Providers of continuing pharmacy education
- Other health organizations and professionals

Strategic Goals and Objectives

GOAL 1: To improve the standardization and consistency of ACPE's accreditation procedures (for both the professional degree and continuing education provider accreditation programs) through the increased use of standards-related process and outcome measures.

OBJECTIVES:

- 1.1 To study the use of standards-related process and outcome measures by other accreditation agencies.
- 1.2 To receive feedback from ACPE's stakeholders on the value of possible process and outcomes measures.
- 1.3 To identify rigorous and valid process and outcome measures to improve the ACPE accreditation procedures for both the professional degree and continuing education provider accreditation programs.
- 1.4 To pilot the use of relevant process and outcome measures with a sample of colleges/schools and continuing education providers.
- 1.5 To implement valid process and outcome measures in the ACPE accreditation procedures.
- 1.6 To collaborate with various stakeholders (e.g., American Association of Colleges of Pharmacy, National Association of Boards of Pharmacy, and others) to receive process and outcome data.
- 1.7 To foster the use of process and outcome data for scholarship and research.
- 1.8 To explore opportunities for modification of review cycles and other self-study parameters for those accredited, based on process and outcome measures performance.

GOAL 2: To improve ACPE's efficiency and effectiveness in support of its mission and strategic plan.

OBJECTIVES:

- 2.1 To explore different governance and organizational structures for ACPE and modify, if needed.
- 2.2 To review and update existing policies, procedures, and activities for both the professional degree and continuing education provider accreditation, to address feedback from stakeholders, taking into account changes that have been successfully implemented by other accrediting bodies in the health care professions.
- 2.3 To evaluate communication strategies to better inform stakeholders of ACPE accreditation actions.
- 2.4 To analyze and predict environmental factors (e.g., international educational trends, government regulatory changes involving higher education, profession-wide discussion of technician education and training, etc.) to enable ACPE to continue to support its core purpose.
- 2.5 To review and modify, as needed, ACPE's financial base to address changes called for in the strategic plan.

GOAL 3: To continue to work with its stakeholders to explore enhancements to the present continuing education system on a profession-wide and individual pharmacist level.

OBJECTIVES:

Profession-wide:

- 3.1 To participate in discussions with providers and pharmacists regarding the current continuing education system.
- 3.2 To identify what is effective and what is ineffective in the current continuing education system.
- 3.3 To reevaluate the current use of the continuing education unit (CEU) in the contemporary vision for lifelong learning for pharmacists.
- 3.4 To investigate other educational models and unit designations (e.g., International Learn Unit, ILU) evolving in the health professions.
- 3.5 To implement strategies to enhance the quality of continuing education providers and offerings.

Individual:

- 3.6 To foster, through its accreditation activities, a philosophy of and commitment to life-long learning in pharmacy students and pharmacists.
- 3.7 To study other countries and health professions that have adopted new lifelong approaches for individual practitioners to evaluate relevance for implementation in pharmacy in the United States.
- 3.8 To participate in profession-wide discussions on the applicability of the continuing professional development (CPD) model to U.S. pharmacy.

Appendix I

SURVEY RESULTS

When was the last time your organization was reviewed for accreditation by ACPE?

	<u>Response Total</u>
Before 2001	104
2001 and later	217
Total Respondents	321
(Skipped this question)	70

Please grade each item using the common “A to F” report card grades to evaluate ACPE’s current performance in the range of issues noted. A - Excellent [occurs 91–100% of time] B - Good [occurs 81-90% of time] C - Average [occurs 71-80% of time] D - Below Average [occurs 61-70% of time] F - Fail [occurs less than 60% of time] N/A - Not able to evaluate.

Items\ Grades	A	%	B	%	C	%	D	%	F	%	N/ A	%	N
1) ACPE staff return messages within an acceptable timeframe.	223	60	105	28	24	6	3	1	0	0	15	4	370
2) ACPE's accreditation documents are clear and concise.	91	25	196	53	73	20	6	2	2	1	2	1	370

Items\ Grades	A	%	B	%	C	%	D	%	F	%	N/ A	%	N
3) The ACPE accreditation process helps those being evaluated to become more aware of their strengths and opportunities for improvement.	165	45	151	41	42	11	4	1	3	1	5	1	370
4) The ACPE accreditation process enhances the patient care competencies of pharmacists.	68	19	147	40	88	24	21	6	7	2	35	10	366
5) ACPE is open to feedback for improving its services and processes.	158	43	128	35	37	10	9	2	5	1	32	9	369
6) ACPE's accreditation process helps colleges/schools and providers achieve their mission goals and objectives.	128	35	148	40	50	14	4	1	6	2	31	8	367
7) The ACPE accreditation process helps to assure quality in pharmaceutical education.	158	43	145	39	46	13	9	2	6	2	4	1	368
8) ACPE's services support continuous quality improvement.	158	44	142	39	47	13	4	1	5	1	7	2	363
9) ACPE provides helpful support direction and consultation to those being evaluated.	173	48	130	36	42	12	3	1	4	1	12	3	364
10) ACPE assists in the advancement of pharmaceutical education.	190	52	137	37	30	8	2	1	5	1	4	1	368
11) ACPE has a positive image in the profession of pharmacy.	178	49	122	33	42	11	9	2	4	1	11	3	366

Items\ Grades	A	%	B	%	C	%	D	%	F	%	N/A	%	N
12) It is clear whom to contact at ACPE when seeking direction or support.	138	38	139	38	64	17	10	3	4	1	13	4	368
13) Educational sessions provided by ACPE (e.g. CE provider workshops CE field reviewer training sessions at AACCP meetings for upcoming accreditation visits and site team training etc.) provide valuable information.	149	41	138	38	33	9	3	1	1	0	39	11	363
14) ACPE changes and adapts to improve its services and processes.	126	34	158	43	58	16	6	2	1	0	18	5	367
15) The ACPE evaluations are accurate and complete.	107	29	181	50	44	12	12	3	2	1	19	5	365
16) ACPE builds and maintains excellent working relationships with its constituents.	139	38	164	45	46	13	4	1	4	1	10	3	367
17) ACPE effectively establishes standards for pharmaceutical education.	162	44	159	43	34	9	5	1	6	2	2	1	368
18) ACPE's accreditation reports are prepared and distributed in a timely manner.	175	48	145	40	25	7	4	1	3	1	12	3	364
19) The ACPE web site (www.acpe-accredit.org) provides valuable information about ACPE's services and activities.	124	34	143	39	59	16	9	2	3	1	25	7	363
20) ACPE staff communicate in a friendly and respectful manner.	262	71	88	24	8	2	3	1	1	0	6	2	368

Items\ Grades	A	%	B	%	C	%	D	%	F	%	N/ A	%	N
21) The skills and insights of the ACPE site team members/field reviewers are adequate to render a fair evaluation.	131	37	138	39	27	8	6	2	2	1	53	15	357
22) ACPE assures that standards for pharmaceutical education are met.	154	42	155	42	35	10	5	1	7	2	9	2	365
Total Respondents													370