

**ACCREDITATION COUNCIL FOR PHARMACY EDUCATION**



**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY  
ELK GROVE, CALIFORNIA**

**FOCUSED ON-SITE EVALUATION TEAM REPORT**

**OF THE**

**PROFESSIONAL PROGRAM LEADING TO THE  
DOCTOR OF PHARMACY DEGREE**

**November 3-4, 2020**

**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

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**DOCTOR OF PHARMACY PROGRAM**

**FOCUSED ON-SITE EVALUATION TEAM REPORT**

**I. INTRODUCTION**

**A. Purpose** The focused on-site evaluation is a component of the accreditation review that results in the Focused On-Site Evaluation Team Report to be used for purposes of considering the continued accreditation of the Doctor of Pharmacy program by the Accreditation Council for Pharmacy Education (ACPE). The evaluation process on this focused on-site evaluation gave particular attention to the progress made and the changes that have occurred since the last comprehensive on-site evaluation in March 19-21, 2019 (see Accreditation History below). The evaluation team also reviewed the College's update report submitted prior to the November 3-4, 2020, focused on-site evaluation.

Because of the COVID-19 pandemic, this evaluation was conducted virtually on November 3-4, 2020, with mutual agreement between the College and ACPE using Zoom technology.

**B. Accreditation History**

- Date of Last Comprehensive Review: March 19-21, 2019
- Focused Visits since Last Review: None
- Interim Reports since Last Review: None
- Special Conditions/Status: Shortened 2-year term of Accredited Status
- Standards Requiring Monitoring (as of last Board action):
  - Standard No. 3: Approach to Practice and Care
  - Standard No. 4: Personal and Professional Development
  - Standard No. 9: Organizational Culture

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- Standard No. 12: Pre-Advanced Pharmacy Practice Experiences (Pre-APPE) Curriculum
- Standard No. 13: Advanced Pharmacy Practice Experiences (APPE) Curriculum
- Standard No. 14: Student Services
- Standard No. 15: Academic Environment
- Standard No. 16: Admissions
- Standard No. 17: Progression
- Standard No. 18: Faculty and Staff – Quantitative Factors
- Standard No. 19: Faculty and Staff – Qualitative Factors
- Standard No. 20: Preceptors
- Standard No. 22: Practice Facilities
- Standard No. 24: Assessment Elements for Section I: Educational Outcomes
- Standard No. 25: Assessment Elements for Section II: Structure and Process

**C. Evaluation Team** The evaluation team members were:

- David Gregory, PharmD, Dean and Professor, Belmont University College of Pharmacy, Nashville, Tennessee;
- Julie M. Sease, PharmD, BCPS, CDE, BCACP, Senior Associate Dean and Professor, University of South Carolina College of Pharmacy, Columbia, South Carolina; and
- J. Gregory Boyer, PhD, Assistant Executive Director and Director, Professional Degree Program Accreditation, ACPE, Chicago, Illinois.

**D. Evaluation Procedure** The focused on-site evaluation was based upon the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, approved January 25, 2015, and implemented July 1, 2016 ("Standards 2016"). As a component of this evaluation, the College of Pharmacy provided an update report of the College and the Doctor of Pharmacy program, as well as other materials that describe the pharmacy program and how to access public information about the program available on the Internet.

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During the November 3-4, 2020, focused on-site evaluation, faculty, staff, and students were interviewed. Discussions were held with the College's Executive Committee, admissions and student services personnel, the experiential coordinators, and the department chairs. The schedule of the focused on-site evaluation is enclosed (Appendix I). A summary of the evaluation team's findings and recommendations was presented at the conclusion of the on-site evaluation to the College Dean and then to the University President.

The written Focused Evaluation Team Report (ETR) presenting the findings of the evaluation team is sent to the chief executive officer and the dean of the program following the conclusion of the on-site evaluation. The ETR is not an accreditation action but is an evaluative step in the accreditation process. The dean of the program is given the opportunity (through an email to the dean) to correct factual errors and to comment on the draft ETR prior to finalization and distribution of the ETR to the Board. The chief executive officer of the institution and the dean of the program may also provide supplemental materials for any *partially compliant* or *non-compliant* standard documented in the ETR. Any such materials must be received by ACPE no later than 21 business days prior to the start of the Board meeting at which action on the ETR will be taken. The Focused Evaluation Team Report, the College's written report, and any additional communications and/or information received from the College will be considered by the ACPE Board of Directors at its January 20-23, 2021, meeting. The Accreditation Action and Recommendations of the Board will be transmitted to the institution as soon as is feasible following this meeting.

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**II. FINDINGS AND RECOMMENDATIONS**

**A. Overall Assessment** The focused on-site evaluation team found that the College has given attention to the items identified in the June 19-22, 2019, Accreditation Actions and Recommendations as critical needs or developmental issues. Specific points regarding each of these items are detailed in the remainder of this report.

The diligence of the College leadership, faculty, and staff in addressing the concerns identified in the Evaluation Team Report of March 19-21, 2019, and the ACPE Board's Accreditation Actions and Recommendations of June 19-22, 2019, is acknowledged. To address the concerns identified in the above referenced documents, the College's update report detailed that its strategic planning team and its ACPE self-study process team were merged and activities aligned. For example, the faculty and staff concerns raised by ACPE (Standards No. 18 and 19) were aligned with the College's Strategic Focus Area 6: Faculty & Staff Development. Efficiencies were achieved via this dual purpose group and its "divide and conquer" approach. A thorough exploration of the accreditation issues by faculty and staff resulted.

**B. Summary of the Evaluation of Pertinent the ACPE Standards**

Standards	Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
<b>SECTION I: EDUCATIONAL OUTCOMES</b>				
3. Approach to Practice and Care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Personal and Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES</b>				
9. Organizational Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Pre-Advanced Pharmacy Practice Experiences (Pre-APPE) Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Advanced Pharmacy Practice Experiences (APPE) Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Student Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Academic Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Admissions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Progression	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Faculty and Staff – Quantitative Factors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Faculty and Staff – Qualitative Factors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Preceptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Practice Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECTION III: ASSESSMENT OF STANDARDS AND KEY ELEMENTS</b>				
25. Assessment Elements for Section II: Structure and Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**C. Specific Issues** The items for specific follow-up identified by the ACPE Board of Directors in its Accreditation Action and Recommendations of June 19-22, 2019, are listed below in ***bold italics***, and each is followed by the observations and recommendations of the focused on-site evaluation team.

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**SECTION ONE:  
EDUCATIONAL OUTCOMES**

**Standard No. 3: Approach to Practice and Care:** The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A detailed description of the evaluation of the adequacy of the co-curriculum design and assessment to allow for capture the successful accomplishments of associated outcomes and provide a copy of any changes made.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>3.1. Problem solving</b> – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.2. Education</b> – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3. Patient advocacy</b> – The graduate is able to represent the patient's best interests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.4. Interprofessional collaboration</b> – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.5. Cultural sensitivity</b> – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6. Communication</b> – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The College has made considerable changes in its co-curriculum program, giving particular attention to ensuring it has horizontal and vertical alignment with the didactic content of the PharmD curriculum. COCULO (for co-curriculum learning opportunities) is now well integrated in the program's lexicon. All aspects of the co-curriculum were enhanced, including increasing the number of activities required of each student, increasing the number of reflections per student, and strengthening assessment and feedback loops. Additionally, the consequences for those failing to meet the COCULO was strengthened.



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- There are six categories of COCULOs: social awareness and cultural sensitivity; professionalism and advocacy; self-awareness and learning; innovation and entrepreneurship; public health and education; service and leadership.
- The College's update report states that the reworking of its co-curriculum plan results in "...a layering of the COCULO program complexity into a progressive continuum, where students advanced from participation in "knowledge-based" events to "experience-based" COCULO events." Knowledge-based events augment classroom instruction and experience-based events emphasize hands-on advanced learning that allows students to apply skills learned in the classroom in community and public health settings.
- Clear expectations for the COCULO program are provided to students: eight COCULO activities and reflective essays, with a minimum of four events being categorized as experience-based events. The Office of Student Affairs and Admissions (OSAA) determines the classification of each approved COCULO event.
- A scoring rubric was created to assist in the evaluation and feedback given to students. A training program was developed to assist faculty members in their role of evaluating and offering feedback to students on their COCULO reflections and to ensure student learning occurs.
- Statistics across the six categories of COCULOs are recorded. For example, the College reported for COCULO 3: Self-Awareness and Learning there were 115 graded reflections; 88% of the Class of 2021 at the end of their P3 year had completed COCULO 3; and the average score out of 3 was 2.85.
- The evaluation team commends the College for its redesigned co-curriculum program. It is noted that students appear to have embraced the program and are aware of the learning and networking opportunities it provides.

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Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> <li>• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or</li> <li>• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.</li> </ul>	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> <li>• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or</li> <li>• Adequate information was not provided to assess compliance</li> </ul>
<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

**Standard No. 4: Personal and Professional Development:** The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A detailed description of the evaluation of the adequacy of the co-curriculum design and assessment to allow for capture the successful accomplishments of associated outcomes and provide a copy of any changes made. The response can be coupled with the response for Standard No. 3 above.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>4.1. Self-awareness</b> – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.2. Leadership</b> – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.3. Innovation and entrepreneurship</b> – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.4. Professionalism</b> – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Comments on the Standard:**

- See Comments under Standard No. 3.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

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**SECTION TWO:  
STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF  
EDUCATIONAL OUTCOMES**

**Standard No. 9: Organizational Culture:** The college or school provides an environment and culture that promotes self-directed lifelong learning, professional behavior, leadership, collegial relationships, and collaboration within and across academic units, disciplines, and professions.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of steps the College has taken to address low student morale. Updated survey data, such as the AACP graduating student survey data, should be provided with this response.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>9.1. Leadership and professionalism</b> – The college or school demonstrates a commitment to developing professionalism and to fostering leadership in administrators, faculty, preceptors, staff, and students. Faculty and preceptors serve as mentors and positive role models for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9.2. Behaviors</b> – The college or school has policies that define expected behaviors for administrators, faculty, preceptors, staff, and students, along with consequences for deviation from those behaviors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9.3. Culture of collaboration</b> – The college or school develops and fosters a culture of collaboration within subunits of the college or school, as well as within and outside the university, to advance its vision, mission, and goals, and to support the profession.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The culture of the College has been transformed since the arrival of the new CEO Dean in August 2019, first as Interim Dean and then named CEO Dean in September 2019. The new Dean served as a founding faculty member in both the institution’s College of Pharmacy and later its College of Medicine. His stated philosophy of “Communication, Ownership, Pride” appears to be well integrated across the College and was repeated to the evaluation team numerous times during the focused evaluation.
- Communications have been enhanced by increasing the frequency of Student Town Halls, using student focus groups to explore specific issues, engaging the Student Leadership Council, and adding additional student surveys.

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- Student representation on committees was increased from eight students to thirteen. Specifically, four students were added to the Admissions Committee and one student was added to the Curriculum Committee. These additions increase student engagement and reduce the stress on student committee members by dividing the committee's work among them.
- A major contributor to the findings of poor student morale reported by the previous evaluation team was the absence of Federal Title IV loans. In March 2018, the College provided only one lender. The College held Student Town Halls to explain the University's position. Questions were further answered by the University's General Counsel, Vice President of Operations, and Director of Financial Services. Moreover, the College now provides multiple endorsed lending options for students to explore. These options have various fixed and variable terms. Students meeting with the evaluation team spoke positively of the impact of their ability to competitively shop for the best financing.
- Student morale was also positively impacted following changes made to the College's experiential education program. IPPE and APPE preparedness sessions were added. Expectations were more explicitly detailed in both the Experiential Education Handbook and the course syllabi. The COCULOs were better aligned with the experiential activities to enhance student learning.
- The College developed its own internal survey to capture more timely insights of student satisfaction and dissatisfaction. This survey was administered to P1-P3 students to assess domains similar to those of the AACCP Graduating Students Survey. The findings of the new surveys are used to address students' concerns before they graduate. The enhanced timeliness in responding to student concerns was noted numerous times by both faculty and students during the focused evaluation.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- Monitoring of this standard is recommended to ensure the improvements observed in student morale are sustained. Results of the College's most recent student surveys for P1-P3 classes, and the most recently completed AACCP Graduating Student Survey should be included in the monitoring response.

**Standard No. 12: Pre-Advanced Pharmacy Practice Experience (Pre-APPE) Curriculum:** The Pre-APPE curriculum provides a rigorous foundation in the biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences, incorporates Introductory Pharmacy Practice Experience (IPPE), and inculcates habits of self-directed lifelong learning to prepare students for Advanced Pharmacy Practice Experience (APPE).

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of steps the College has taken to investigate students' concerns of the variability in rigor across the IPPEs, and a summary of any changes made triggered by the findings of this inquiry.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

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	S	N.I.	U
<b>12.1. Didactic curriculum</b> – The didactic portion of the Pre-APPE curriculum includes rigorous instruction in all sciences that define the profession (see Appendix 1). Appropriate breadth and depth of instruction in these sciences is documented regardless of curricular model employed (e.g., blocked, integrated, traditional 'stand-alone' course structure, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.2. Development and maturation</b> – The Pre-APPE curriculum allows for the development and maturation of the knowledge, skills, abilities, attitudes, and behaviors that underpin the Educational Outcomes articulated in Standards 1–4 and within Appendices 1 and 2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.3. Affective domain elements</b> – Curricular and, if needed, co-curricular activities and experiences are purposely developed and implemented to ensure an array of opportunities for students to document competency in the affective domain-related expectations of Standards 3 and 4. Co-curricular activities complement and advance the learning that occurs within the formal didactic and experiential curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.4. Care across the lifespan</b> – The Pre-APPE curriculum provides foundational knowledge and skills that allow for care across the patient's lifespan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.5. IPPE expectations</b> – IPPEs expose students to common contemporary U.S. practice models, including interprofessional practice involving shared patient care decision-making, professional ethics and expected behaviors, and direct patient care activities. IPPEs are structured and sequenced to intentionally develop in students a clear understanding of what constitutes exemplary pharmacy practice in the U.S. prior to beginning APPE.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.6. IPPE duration</b> – IPPE totals no less than 300 clock hours of experience and is purposely integrated into the didactic curriculum. A minimum of 150 hours of IPPE are balanced between community and institutional health-system settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.7. Simulation for IPPE</b> – Simulated practice experiences (a maximum of 60 clock hours of the total 300 hours) may be used to mimic actual or realistic pharmacist-delivered patient care situations. However, simulation hours do not substitute for the 150 clock hours of required IPPE time in community and institutional health-system settings. Didactic instruction associated with the implementation of simulated practice experiences is not counted toward any portion of the 300 clock hour IPPE requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- A Student Town Hall was held to better understand student perceptions of variability across the Introductory Pharmacy Practice Experiences (IPPEs) and identified the following opportunities for change: clarity regarding student expectations and learning outcomes; better preparation of students for the IPPEs; and increased oversight of preceptors, including their training and contact with experiential personnel. To operationalize these findings, the College increased site visitations, both live and virtual; revised the Experiential Education Handbook to provide clear requirements and expectations for both students and preceptors; updated the syllabi and mapped all IPPE syllabi to the Entrustable Professional Activities (EPAs) and the Course Learning Objectives (CLOs); enhanced the role of students in communicating with their preceptors regarding expectations at the beginning of the rotation; and began formally assessing the achievement of those expectations at the midpoint and conclusion of each IPPE.

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- A minimum curriculum was identified for each IPPE and supported by the Curriculum Committee. This minimum curriculum still allows the preceptor latitude to take advantage of the unique features of his/her practice site, while still ensuring students across the same IPPE have a set of comparable experiences.
- Student survey data suggests the changes made by the College in its IPPE program are having a positive impact. In 2017, 80.0% of students responding to the AACP Graduating Student Survey reported the IPPEs prepared them for the APPEs. The percentages for the 2018 and 2020 were 83.3% and 88.3% respectively.

<b>Compliant</b>	<b>Compliant with Monitoring</b>	<b>Partially Compliant</b>	<b>Non Compliant</b>
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> <li>• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance <b>/or</b></li> <li>• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.</li> </ul>	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> <li>• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated <b>/or</b></li> <li>• Adequate information was not provided to assess compliance</li> </ul>
<input checked="" type="checkbox"/> <b>Compliant</b>	<input type="checkbox"/> <b>Compliant with Monitoring</b>	<input type="checkbox"/> <b>Partially Compliant</b>	<input type="checkbox"/> <b>Non Compliant</b>

**Recommended Monitoring:**

- No additional monitoring of this standards is required.



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**Standard No. 13: Advanced Pharmacy Practice Experience (APPE) Curriculum:** A continuum of required and elective APPEs is of the scope, intensity, and duration required to support the achievement of the Educational Outcomes articulated in Standards 1–4 and within Appendix 2 to prepare practice-ready graduates. APPEs integrate, apply, reinforce, and advance the knowledge, skills, attitudes, abilities, and behaviors developed in the Pre-APPE curriculum and in co-curricular activities.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of steps the College has taken to understand why approximately 25% of its graduates do not feel academically prepared for their APPEs, and a summary of any changes made to the curriculum or students assessments triggered by the findings of this inquiry.***
- ***A brief summary on the outcomes of the P4 capstone examination for the Class of 2019 and its impact on on-time graduation.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	<b>S</b>	<b>N.I.</b>	<b>U</b>
<b>13.1. Patient care emphasis</b> – Collectively, APPEs emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient-care services in outpatient (community/ambulatory care) and inpatient (hospital/health system) settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.2. Diverse populations</b> – In the aggregate, APPEs expose students to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors (e.g., rural/urban, poverty/affluence), and disease states)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.3. Interprofessional experiences</b> – In the aggregate, students gain in-depth experience in delivering direct patient care as part of an interprofessional team.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.4. APPE duration</b> – The curriculum includes no less than 36 weeks (1440 hours) of APPE. All students are exposed to a minimum of 160 hours in each required APPE area. The majority of APPE is focused on direct patient care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.5. Timing</b> – APPEs follow successful completion of all IPPE and required didactic curricular content. Required capstone courses or activities that provide opportunity for additional professional growth and insight are allowed during or after completion of APPEs. These activities do not compromise the quality of the APPEs, nor count toward the required 1440 hours of APPE.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.6. Required APPE</b> – Required APPEs occur in four practice settings: (1) community pharmacy; (2) ambulatory patient care; (3) hospital/health system pharmacy; and (4) inpatient general medicine patient care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.7. Elective APPE</b> – Elective APPEs are structured to give students the opportunity to: (1) mature professionally, (2) secure the breadth and depth of experiences needed to achieve the Educational Outcomes articulated in Standards 1–4, and (3) explore various sectors of practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.8. Geographic restrictions</b> – Required APPEs are completed in the United States or its territories or possessions. All quality assurance expectations for U.S.-based experiential education courses apply to elective APPEs offered outside of the U.S.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The College explored why students felt unprepared for their Advanced Pharmacy Practice Experiences (APPEs). Enhanced student survey questions and student focus groups were used. APPE Preparedness Sessions were created to assist in students' understanding of the expectation and learning

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objectives of the APPEs. The Professional Career Development Course Series was better aligned to complement APPE preparedness by having students prepare their career portfolios to inform their APPE selections.

- Specific curricular enhancements were made to address areas students identified as needing more in-depth coverage to prepare them for APPEs. More extensive and advanced SOAP-noting was added, as were topics in acute care. Interprofessional Education (IPE) was expanded to add collaborations with the Colleges of Medicine and Psychology, specifically the creation of an “IPE Ground Rounds” activity on transitions of care and the clinical management of stroke.
- A simulation program was added to the P2 year that better prepares students for hospital experiences.
- An OSCE was added to the P3 year, although its implementation was delayed in 2020 because of the COVID pandemic.
- Also added to the P3 year were PASSNAPLEXNOW virtual review sessions, and a calculations-based self-directed learning module.
- The College monitored the impact of the P4 Capstone on on-time graduation for the Classes of 2019 and 2020. No negative impact was found.
- With the goal of enhancing the P4 Capstone performance, two longitudinal courses during the P4 year covering various therapeutics topics in a case-based learning format were added for the Class of 2021.
- Student responses to a survey question addressing their academic preparation for the APPEs increased almost 30 percentage points, from 58% in 2019 to 87.4% in 2020.

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Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

**Standard No. 14: Student Services:** The college or school has an appropriately staffed and resourced organizational element dedicated to providing a comprehensive range of services that promote student success and well-being.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A detailed description of steps the College has taken to address concerns raised in the graduating student survey relating to academic advising, career counseling, financial aid, and access to health and wellness services.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>14.1. FERPA</b> – The college or school has an ordered, accurate, and secure system of student records in compliance with the Family Educational Rights and Privacy Act (FERPA). Student services personnel and faculty are knowledgeable regarding FERPA law and its practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14.2. Financial aid</b> – The college or school provides students with financial aid information and guidance by appropriately trained personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14.3. Healthcare</b> – The college or school offers students access to adequate health and counseling services. Appropriate immunization standards are established, along with the means to ensure that such standards are satisfied.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14.4. Advising</b> – The college or school provides academic advising, curricular and career-pathway counseling, and information on post-graduate education and training opportunities adequate to meet the needs of its students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>14.5. Nondiscrimination</b> – The college or school establishes and implements student service policies that ensure nondiscrimination as defined by state and federal laws and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14.6. Disability accommodation</b> – The college or school provides accommodations to students with documented disabilities that are determined by the university Disability Office (or equivalent) to be reasonable, and provides support to faculty in accommodating disabled students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14.7. Student services access*</b> – The college or school offering multiple professional degree programs (e.g., PharmD/MPH) or pathways (campus and distance pathways) ensures that all students have equitable access to a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- To address concerns about career services and counselling identified by the previous evaluation team, the College created the Professional Career Development Program (PCDP). The PCDP includes a series of lectures related to professional development spanning a variety of topics. Topics included in this series are writing resumes, cover letters, and thank you notes; residency readiness; interviewing tips; and networking skills. The PCDP also includes student-centered career events such as the Career Fair and Graduate Interview Day. An E-portfolio was added to assist students in developing self-awareness of their strengths and areas for improvement. These portfolios serve as a repository for assignments of the PCDP, COCULOs, and experiential education. The portfolio was identified by students meeting with the evaluation team as being an important tool for documenting accomplishments.
- The concerns regarding academic advising were addressed by adding an “advising week” each semester in which each student must meet with the student’s assigned faculty advisor. Advisors received training in how to approach these advising sessions in a holistic way with focus on the student’s academic performance, the student’s COCULOS and e-portfolios, and exploring the student's career plans.
- A Health and Wellness Committee with membership from students, faculty, and staff was created to address the concerns raised by the previous evaluation team. After exploring the concerns more fully, workshops and classes to support mental health and wellness were added. Safe spaces were also

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identified where students could express their passions and emotions in a safe environment.

- Counselling services were expanded by the University counseling office and utilize in-house, video, and telephone approaches to provide care. Also, a third-party counseling contract known as the Talk One2One Student Assistance Program focuses on many aspects of student stress. The College’s update reports notes that the Talk One2One program “is particularly relevant to help our student body during the ongoing pandemic.”

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

**Standard No. 15: Academic Environment:** The college or school develops, implements, and assesses its policies and procedures that promote student success and well-being.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of steps the College has taken to address low student morale. This response can be coupled with the response for Standard No. 9.***
- ***A brief description of steps taken to ensure students serving on College committees communicate appropriate activities and information to their classmates.***

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**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	<b>S</b>	<b>N.I.</b>	<b>U</b>
<b>15.1. Student information</b> – The college or school produces and makes available to enrolled and prospective students updated information of importance, such as governance documents, policies and procedures, handbooks, academic calendars, and catalogs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15.2. Complaints policy</b> – The college or school develops, implements, and makes available to students a complaints policy that includes procedures for how students may file complaints within the college or school and also directly to ACPE regarding their college or school's adherence to ACPE standards. The college or school maintains a chronological record of such student complaints, including how each complaint was resolved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15.3. Student misconduct</b> – The college or school develops and implements policies regarding academic and non-academic misconduct of students that clearly outline the rights and responsibilities of, and ensures due process for, all parties involved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15.4. Student representation</b> – The college or school considers student perspectives and includes student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15.5. Distance learning policies*</b> – For colleges and schools offering distance learning opportunities, admissions information clearly explains the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The College has been aggressive in addressing concerns about student morale. A number of the responses have previously been addressed in this report. Other steps taken include:
  - A pre-matriculation onboarding program called Pharmacy Primer designed to prepare students for the rigors of the pharmacy curriculum. Topics covered in this primer include anatomy and physiology, biochemistry, microbiology, pharmacology, calculations, professionalism, career planning and stress management;
  - Distance Learning Guidelines, necessitated by the COVID pandemic;
  - Summer Research Fellowship program enhanced to allow more students to participate;
  - Class Advisor Program that formally assigns advisors to classes with the responsibility of ensuring class meetings and communications take place; and

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- Re-Orientation sessions added at the beginning of each semester to ensure enhanced communications, review policies as needed, and set/manage expectations.
- As noted previously, additional students were added for College committees to expand opportunity, share workload, and enhance student input.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

**Standard No. 16: Admissions:** The college or school develops, implements, and assesses its admission criteria, policies, and procedures to ensure the selection of a qualified and diverse student body into the professional degree program.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of steps the College has taken to communicate to students and prospective students the full costs of attendance, including estimated costs of housing for the P4 APPE year.***
- ***A brief description of the P1 classes (class entering fall 2019 and class entering fall 2020) that includes class size, average overall GPA (maximum and minimum), average overall Science GPA (maximum and minimum), and average overall Math GPA (maximum and minimum).***

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**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>16.1. Enrollment management</b> – Student enrollment is managed by college or school administration. Enrollments are in alignment with available physical, educational, financial, faculty, staff, practice site, preceptor, and administrative resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16.2. Admission procedures</b> – A duly constituted committee of the college or school has the responsibility and authority for the selection of students to be offered admission. Admission criteria, policies, and procedures are not compromised regardless of the size or quality of the applicant pool.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16.3. Program description and quality indicators</b> – The college or school produces and makes available to the public, including prospective students: (1) a complete and accurate description of the professional degree program; (2) the program’s current accreditation status; and (3) ACPE-required program performance information including on-time graduation rates and most recent NAPLEX first-attempt pass rates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16.4. Admission criteria</b> – The college or school sets performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession. Applicant performance on admission criteria is documented; and the related records are maintained by the college or school as per program/university requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16.5. Admission materials</b> – The college or school produces and makes available to prospective students the criteria, policies, and procedures for admission to the professional degree program. Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional and technical standards for graduation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16.6. Written and oral communication assessment</b> – Written and oral communication skills are assessed in a standardized manner as part of the admission process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16.7. Candidate interviews</b> – Standardized interviews (in-person, telephonic, and/or computer-facilitated) of applicants are conducted as a part of the admission process to assess affective domain characteristics (i.e., the Personal and Professional Development domain articulated in Standard 4).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16.8. Transfer and waiver policies</b> – A college or school offering multiple professional degree programs, or accepting transfer students from other schools or colleges of pharmacy, establishes and implements policies and procedures for students who request to transfer credits between programs. Such policies and procedures are based on defensible assessments of course equivalency. A college or school offering multiple pathways to a single degree has policies and procedures for students who wish to change from one pathway to another.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The College has been diligent in making the cost of attendance available. This information is provided on the College website and includes the costs of tuition, fees, and financial aid opportunities. This information is also included in the General Catalog and the Experiential Education Handbook. Reminders about the cost-of-attendance regarding the experiential program are included in the APPE preparedness session.



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- The College provided admissions data as requested and is summarized in the table that follows for the currently enrolled cohorts:

	2017-2018	2018-2019	2019-2020	2020-2021
Admitted Class Size	135	144	92	79
Mean GPA	3.04 (3.97-2.39)	2.96 (3.95-2.37)	3.03 (3.95-2.60)	3.00 (3.87-2.61)
Mean Sci GPA	2.84 (4.00-2.16)	2.70 (4.00-1.76)	2.73 (3.90-1.84)	2.63 (3.83-1.63)
Mean Math GAP	2.95 (4.00-1.40)	2.90 (4.00-1.50)	2.91 (4.00-1.72)	2.79 (4.00-1.23)

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

**Standard No. 17: Progression:** The college or school develops, implements, and assesses its policies and procedures related to student progression through the PharmD program.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- A copy of the College's revised student progression plan.***
- A brief description of how the College communicated the changes in the progression plan to current students.***

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**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	<b>S</b>	<b>N.I.</b>	<b>U</b>
<b>17.1. Progression policies</b> – The college or school creates, makes available to students and prospective students, and abides by criteria, policies, and procedures related to:			
• Academic progression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Remediation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Missed course work or credit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Academic probation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Academic dismissal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Dismissal for reasons of misconduct	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Readmission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Leaves of absence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Rights to due process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appeal mechanisms (including grade appeals)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>17.2. Early intervention</b> – The college or school's system of monitoring student performance provides for early detection of academic and behavioral issues. The college or school develops and implements appropriate interventions that have the potential for successful resolution of the identified issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The College revised its progression policy to address the concerns raised by the previous evaluation team regarding the gap involving the combination of D and F grades. This was addressed by creating a point system in which a D grade is one point and an F grade is two points. A policy was adopted that any student holding four points will be dismissed from the University, thus closing the gap previously identified.
- Additional changes include:
  - allowing students with a D course grade to retake a final examination retest, and if scoring 70% or more that brings the course grade above 70%, the D grade is replaced with a C grade.
  - if failing the retest, a one-month remediation period is allowed, followed by a retest. If the retest is passed and the course grade is now above 70%, the D grade is replaced with a C grade. If not, the student must repeat the course and the D grade remains on the student's record.

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- No changes were made to the consequences of an F grade. A student earning an F grade in a course must retake the course.
- A copy of the revised progression policy, approved in April 2020, was provided as requested.
- Recognizing that a number of students were admitted with GPAs well below the mean for overall, science, and math, the College has enhanced the number of academic-support programs in place to assist those students. These include:
  - Pharmacy Primer Program to acquaint students with the rigors of the PharmD curriculum;
  - Peer-led student tutoring and supplemental instruction;
  - Faculty-led review sessions in pharmacokinetics, biostatistics, and pharmacy calculations;
  - Deliberate review of math concepts across many courses; and
  - Pharmaceutical calculations has been enhanced in the P1 Milestone examination, and also in the patient case scenarios of the P2 Milestone.
- The College reports admitting 39 students across the P2 and P3 years from the PharmD program offered by California Health Sciences University (CHSU). The efforts to assess those students' knowledge and absorb them into the appropriate College cohort is noted. One-on-one meetings and group meetings by cohort have taken place. Supplemental instruction has been provided. To assist former CHSU students in taking examinations during the time of distance learning required by the COVID pandemic, the College rented space from Fresno State University so former CHSU students would not have to drive to the California Northstate campus to take their exams.

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<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- Monitoring is recommended for this standard to ensure the student progression remains above ACPE’s monitoring thresholds given the downward trend in admitted students’ overall, science, and math GPAs.

**Standard No. 18: Faculty and Staff—Quantitative Factors:** The college or school has a cohort of faculty and staff with the qualifications and experience needed to effectively deliver and evaluate the professional degree program.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of steps taken to fill faculty vacancies and a summary of all positions filled since the comprehensive on-site evaluation (March 2019) and any vacant faculty positions at time of reporting, including the status of recruiting to fill any faculty vacancies.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>18.1. Sufficient faculty</b> – The college or school has a sufficient number of faculty members to effectively address the following programmatic needs:			
• Teaching (didactic, simulation, and experiential)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Research and other scholarly activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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• Assessment activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• College/school and/or university service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Intraprofessional and interprofessional collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student advising and career counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Faculty mentoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Community service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pharmacy practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Responsibilities in other academic programs (if applicable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Support of distance students and campus(es) (if applicable)*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>18.2. Sufficient staff</b> – The college or school has a sufficient number of staff to effectively address the following programmatic needs:			
• Student and academic affairs-related services, including recruitment and admission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Experiential education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assessment activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Research administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Laboratory maintenance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information technology infrastructure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pedagogical and educational technology support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Teaching assistance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• General faculty and administration clerical support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Support of distance students and campus(es) (if applicable)*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The update report notes that since the last ACPE on-site evaluation, the College has received three new positions in the Department of Pharmaceutical and Biomedical Sciences, and four new positions in the Department of Clinical and Administrative Sciences/Experiential Education. Additionally the update report details nine new hires, six of which were to fill vacancies from resignations or non-renewal of contract for existing positions. The Faculty Resource Report reveals that at the time of reporting there were 4.75 FTE positions vacant. When open positions are filled, the student:faculty ratio, with the inclusion of the CHSU students, will be 11.9:1.

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Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> <li>• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance <b>/or</b></li> <li>• Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.</li> </ul>	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> <li>• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated <b>/or</b></li> <li>• Adequate information was not provided to assess compliance</li> </ul>
<input type="checkbox"/> Compliant	<input checked="" type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- Monitoring of this standard is recommended to ensure the remaining faculty vacancies are filled.

**Standard No. 19: Faculty and Staff—Qualitative Factors:** Faculty and staff have academic and professional credentials and expertise commensurate with their responsibilities to the professional program and their academic rank.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of efforts to provide an orientation to the college, faculty mentoring, and faculty development to the significant number of new hires in the past 1 - 2 years.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>19.1. Educational effectiveness</b> – Faculty members have the capability and demonstrate a continuous commitment to be effective educators and are able to effectively use contemporary educational techniques to promote student learning in all offered pathways.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.2. Scholarly productivity</b> – The college or school creates an environment that both requires and promotes scholarship and also develops mechanisms to assess both the quantity and quality of faculty scholarly productivity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.3. Service commitment</b> – In the aggregate, faculty engage in professional, institutional, and community service that advances the program and the profession of pharmacy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>19.4. Practice understanding</b> – Faculty members, regardless of their discipline, have a conceptual understanding of and commitment to advancing current and proposed future pharmacy practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.5. Faculty/staff development</b> – The college or school provides opportunities for career and professional development of its faculty and staff, individually and collectively, to enhance their role-related skills, scholarly productivity, and leadership.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.6. Policy application</b> – The college or school ensures that policies and procedures for faculty and staff recruitment, performance review, promotion, tenure (if applicable), and retention are applied in a consistent manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The College’s new faculty orientation program has recently been expanded for all new faculty, regardless of prior academic experience, to include:
  - Two-day-long mandatory annual new faculty orientation;
  - Formal onboarding, using a checklist, with the Department Chair;
  - IT and technology workshops; and
  - Faculty mentoring programs.
- Faculty development, for both new and existing faculty, are provided via the following:
  - Faculty development seminars and workshops offered by various units within the College and the University;
  - An allocation of \$3,000 annually per full-time faculty member to fund developmental opportunities external to the College or University;
  - Intramural seed grant funding;
  - Interdisciplinary collaborative opportunities across the University; and
  - Faculty learning communities within the University.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

**Standard No. 20: Preceptors:** The college or school has a sufficient number of preceptors (practice faculty or external practitioners) to effectively deliver and evaluate students in the experiential component of the curriculum. Preceptors have professional credentials and expertise commensurate with their responsibilities to the professional program.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- A ***brief description of steps the College has taken to ensure all preceptors providing core APPE experiences are trained to ensure consistency across the various types of APPEs (community, institutional/health-system, ambulatory care, general medicine).***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>20.1. Preceptor criteria</b> – The college or school makes available and applies quality criteria for preceptor recruitment, orientation, performance, and evaluation. The majority of preceptors for any given student are U.S. licensed pharmacists.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.2. Student-to-preceptor ratio</b> – Student to precepting pharmacist ratios allow for the individualized mentoring and targeted professional development of learners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.3. Preceptor education and development</b> – Preceptors are oriented to the program's mission, the specific learning expectations for the experience outlined in the syllabus, and effective performance evaluation techniques before accepting students. The college or school fosters the professional development of its preceptors commensurate with their educational responsibilities to the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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<b>20.4. Preceptor engagement</b> – The college or school solicits the active involvement of preceptors in the continuous quality improvement of the educational program, especially the experiential component.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.5. Experiential education administration</b> – The experiential education component of the curriculum is led by a pharmacy professional with knowledge and experience in experiential learning. The experiential education program is supported by an appropriate number of qualified faculty and staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- As noted previous, the syllabi for the various IPPEs and APPEs were enhanced to be more consistent and provide more clarity to both students and preceptors. All APPE syllabi were mapped to the EPAs and CLOs, and specific core topics were outlined in each syllabi. Input was also provided from the College’s Preceptor Advisory Council.
- The oversight of preceptors has strengthened through enhanced site visits with preceptors. Re-orientation was provided when site visits or student evaluations identified the need.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

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**Standard No. 22: Practice Facilities:** The college or school has the appropriate number and mix of facilities in which required and elective practice experiences are conducted to accommodate all students. Practice sites are appropriately licensed and selected based on quality criteria to ensure the effective and timely delivery of the experiential component of the curriculum.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- A ***brief description*** of steps the College has taken to ensure consistency in enrolling and advancing a culture of continuous quality improvement in its experiential sites.

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>22.1. Quality criteria</b> – The college or school employs quality criteria for practice facility recruitment and selection, as well as setting forth expectations and evaluation based on student opportunity to achieve the required Educational Outcomes as articulated in Standards 1–4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>22.2. Affiliation agreements</b> – The college or school secures and maintains signed affiliation agreements with the practice facilities it utilizes for the experiential component of the curriculum. At a minimum, each affiliation agreement ensures that all experiences are conducted in accordance with state and federal laws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>22.3. Evaluation</b> – Practice sites are regularly evaluated. Quality enhancement initiatives and processes are established, as needed, to improve student learning outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The Colleges’ experiential office was expanded to add a Vice-Chair with the responsibility of ensuring “site development, quality control, and site and preceptor assessment and development.” Students were advised of the process for enrolling an experiential site and preceptor, including the 7-step process for onboarding a site or a preceptor.
- The College also enhanced its efforts to communicate with students the goal of placing students within a region with sites within a 60 mile radius and how an out-of-state site could be enrolled.
- The number of site visits more than doubled in 2019, from 29 such visits in 2018 to 95 visits in 2019. Each visit offered the opportunity to engage the preceptor in discussion of ways to enhance his/her precepting skills and better understand of the College’s expectations. A total of 19 new sites were added in 2019.

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- The 2020 Graduating Student Survey Data revealed much improvement in students' satisfaction with their IPPEs and APPEs when compared to prior classes. Most remarkable in this regard was the question regarding students' academic preparedness for APPEs. In 2019, only 58% of respondents answered in the affirmative, in 2020, that percentage was 87%. The question regarding APPEs of high quality, netted a 79% affirmative response in 2019, and an 89% affirmative response in 2020. It is noteworthy that the 2020 survey had a remarkable response rate of 95.7%, compared to 35% in 2019.

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<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

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**SECTION THREE:  
ASSESSMENT OF STANDARDS AND KEY ELEMENTS**

**Standard No. 25: Assessment Elements for Section II: Structure and Process:** The college or school develops, resources, and implements a plan to assess attainment of the Key Elements within Standards 5–23.

**Monitoring Required by ACPE Board Previous Action and Recommendations Report:**

- ***A brief description of how the College has used assessment findings to improve student morale. This response can be coupled with the response to Standards No. 9 and 15.***

**Documentation and Data:**

- All data and documentation required to assess compliance with this standard was provided by the college or school and reviewed by the evaluation team.

	S	N.I.	U
<b>25.1. Assessment of organizational effectiveness</b> – The college or school's assessment plan is designed to provide insight into the effectiveness of the organizational structure in engaging and uniting constituents and positioning the college or school for success through purposeful planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.2. Program evaluation by stakeholders</b> – The assessment plan includes the use of data from AACP standardized surveys of graduating students, faculty, preceptors, and alumni.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.3. Curriculum assessment and improvement</b> – The college or school systematically assesses its curricular structure, content, organization, and outcomes. The college or school documents the use of assessment data for continuous improvement of the curriculum and its delivery.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.4. Faculty productivity assessment</b> – The college or school systematically assesses the productivity of its faculty in scholarship, teaching effectiveness, and professional and community service.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.5. Pathway comparability*</b> – The assessment plan includes a variety of assessments that will allow comparison and establishment of educational parity of alternative program pathways to degree completion, including geographically dispersed campuses and online or distance learning-based programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.6. Interprofessional preparedness</b> – The college or school assesses the preparedness of all students to function effectively and professionally on an interprofessional healthcare team.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.7. Clinical reasoning skills</b> – Evidence-based clinical reasoning skills, the ability to apply these skills across the patient's lifespan, and the retention of knowledge that underpins these skills, are regularly assessed throughout the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.8. APPE preparedness</b> – The Pre-APPE curriculum leads to a defined level of competence in professional knowledge, knowledge application, patient and population-based care, medication therapy management skills, and the attitudes important to success in the advanced experiential program. Competence in these areas is assessed prior to the first APPE.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.9. Admission criteria</b> – The college or school regularly assesses the criteria, policies, and procedures to ensure the selection of a qualified and diverse student body, members of which have the potential for academic success and the ability to practice in team-centered and culturally diverse environments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on the Standard:**

- The College has a solid assessment program and has developed a culture of assessment. The Assessment Committee is diligent in its use of the various AACP surveys, and has developed in-house surveys for P1-P3 students to

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supplement, in a more timely fashion, the data available from the P4 Graduating Student Survey. These added surveys have given the College the data to make changes more quickly. A number of these changes have been outlined through this report. Both students and faculty spoke positively of the changes made triggered by survey findings.

- The College's NAPLEX first-time passing rates for the available past three years follows:

NAPLEX First-Time Test Takers	2017 N=103		2018 N=113		2019 N=60	
	School	National	School	National	School	National
	84.47%	87.95%	85.84%	89.46%	81.67%	88.34%

- The School's PCOA scores for the past three years follows:

Parameter	2018 N=68		2019 N=116		2020 N=132	
	School	National	School	National	School	National
Total	339	349	334	344	339	343
Area 1: Basic Biomedical Sciences	345	349	348	348	362	347
Area 2: Pharmaceutical Sciences	343	349	343	344	339	341
Area 3: Social/ Behavioral/ Administrative Sciences	322	350	342	342	338	346
Area 4: Clinical Sciences	344	350	346	346	336	346

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<input checked="" type="checkbox"/> <b>Compliant</b>	<input type="checkbox"/> <b>Compliant with Monitoring</b>	<input type="checkbox"/> <b>Partially Compliant</b>	<input type="checkbox"/> <b>Non Compliant</b>

**Recommended Monitoring:**

- No additional monitoring of this standards is required.

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APPENDIX I: EVALUATION TEAM VISIT SCHEDULE



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION  
ON-SITE (VIRTUAL) CONTINUATION OF STATUS/FOCUSED EVALUATION

NOVEMBER 3-4, 2020

List of team members

David Gregory, PharmD  
Dean and Professor  
Belmont University College of Pharmacy  
1900 Belmont Blvd.  
Nashville, TN 37212  
Phone: 615-460-6746; Cell Phone: 615-339-9990; E-mail: [david.gregory@belmont.edu](mailto:david.gregory@belmont.edu)

Julie M. Sease, PharmD, BCPS, CDE, BCACP  
Senior Associate Dean and Professor  
University of South Carolina College of Pharmacy  
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J. Gregory Boyer, PhD  
Assistant Executive Director and Director, Professional Degree Program Accreditation  
Accreditation Council for Pharmacy Education  
190 S. LaSalle Street, Ste. 2850  
Chicago, IL 60603  
Phone: 312-664-3575; Cell Phone: 312-550-0282; Fax: 312-664-4652; E-mail: [gboyer@acpe-accredit.org](mailto:gboyer@acpe-accredit.org)

In case of travel disruptions:  
For the California Northstate University College of Pharmacy (CNUCOP)  
Please contact:

Ashim Malhotra, Pharm.BS, MS, PhD, FAPE  
Assistant Dean of Curriculum and Program Development  
Chair, ACPE Focused Self Study  
Cell phone: (646) 769-0194  
Email: [ashim.malhotra@cnsu.edu](mailto:ashim.malhotra@cnsu.edu)

College/School Telephone #: 916-686-7800  
Dean's Cell Phone #: 916-934-6658  
ACPE Staff Member's Cell Phone #:

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**ZOOM LINK FOR BOTH DAYS OF THE VISIT (11/3 AND 11/4)**

Join Zoom Meeting

<https://zoom.us/j/95971365328?pwd=Z0prVHhLcjRZMXBEQ2VPYTBFNjIVZz09>

Meeting ID: 959 7136 5328

Passcode: 000867

One tap mobile

+13126266799,,95971365328#,,,,,0#,,000867# US (Chicago)

+13462487799,,95971365328#,,,,,0#,,000867# US (Houston)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 346 248 7799 US (Houston)

+1 646 558 8656 US (New York)

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 301 715 8592 US (Germantown)

Meeting ID: 959 7136 5328

Passcode: 000867

Find your local number: <https://zoom.us/u/acokmxZIEP>

**Day 1 Tuesday – November 3<sup>rd</sup>, 2020**

8:30 am – 9:30 am PT

**Site Team Orientation & Document Review (Virtual)**

9:30 am – 10:30 am MT

(Site Team only)

10:30 am – 11:30 am CT

11:30 am – 12:30 pm ET

*Purpose: Review of curricular map, assessment plan, course syllabi, faculty CV, etc.*

9:30 am – 11:00 am PT

**Meeting with Xiaodong Feng, Pharm.D., Ph.D., Dean (Virtual)**

10:30 am – 12:00 pm MT

(Entire Site Team; Chair – ACPE staff member)

11:30 am – 1:00 pm CT

*Purpose: To orient the team to the Doctor of Pharmacy program and to provide The Dean's view on the program's strengths and challenges. Dean only attends this meeting.*

12:30 pm – 2:00 pm ET

Dean Feng's email: [Xfeng@cnsu.edu](mailto:Xfeng@cnsu.edu)

11:00 am – 11:45 am

**PT Meeting with the Executive Committee (Virtual)**

12:00 pm – 12:45 pm MT

(Entire Site Team; Chair – Dean member of team)

1:00 pm – 1:45 pm CT

\*\*\*Please list all participants\*\*\*

2:00 pm – 2:45 pm ET

*Purpose: To discuss the challenges facing the college/school, to gain insight into the Dean's leadership, to understand the committee's role and function. **The Dean does not attend this meeting.***



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**Dean's Executive Council (DEC)**

Name	Title	Email
Linda Buckley, PhD	Associate Dean of Academic Affairs	<a href="mailto:linda.buckley@cnsu.edu">linda.buckley@cnsu.edu</a>
Tiffany Jade-Kreys, PharmD*	Assistant Dean of Student Affairs and Admissions	<a href="mailto:TKreys@cnsu.edu">TKreys@cnsu.edu</a>
Ruth Vinall, PhD	Assistant Dean of Research	<a href="mailto:RVinall@cnsu.edu">RVinall@cnsu.edu</a>
Ashim Malhotra, PhD	Assistant Dean of Curriculum and Program Development	<a href="mailto:ashim.malhotra@cnsu.edu">ashim.malhotra@cnsu.edu</a>
Jeffrey Nehira, PharmD	Chair of Clinical and Administrative Sciences and Experiential Education departments	<a href="mailto:Jeffrey.Nehira@cnsu.edu">Jeffrey.Nehira@cnsu.edu</a>
Uyen Le, PhD	Chair of Pharmaceutical and Biomedical Sciences Department	<a href="mailto:Uyen.le@cnsu.edu">Uyen.le@cnsu.edu</a>
Justin Lenhard, PharmD <i>(in place of Dr. E.Kreys)</i>  Eugene Kreys, PharmD, PhD*	Chair of Assessment Committee; <i>in for Director of Assessment, Eugene Kreys, PharmD, PhD*, who is on medical leave</i>	<a href="mailto:Justin.lenhard@cnsu.edu">Justin.lenhard@cnsu.edu</a>
Islam Mohamed, PhD	Faculty representative, and University faculty senate member	<a href="mailto:islam.mohamed@cnsu.edu">islam.mohamed@cnsu.edu</a>
<i>*On medical leave</i>		

11:45 am – 12:30 pm PT  
12:45 pm – 1:30 pm MT  
1:45 pm – 2:30 pm CT  
2:45 pm – 3:30 pm ET

**Lunch Break**

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12:30 pm – 1:30 pm PT  
1:30 pm – 2:30 pm MT  
2:30 pm – 3:30 pm CT  
3:30 pm – 4:30 pm ET

**Student Affairs and Admissions (Virtual)**

(Entire Site Team; Chair – XXXX)

\*\*\*Please list all participants\*\*\*

*Purpose: To review recruitment, admissions, progression, enrollment, student services, complaints procedures and complaints, etc.*

<b>Name</b>	<b>Title</b>	<b>Email</b>
Linda Buckley, PhD	Associate Dean of Academic Affairs; Associate Professor, CAS	<a href="mailto:linda.buckley@cnsu.edu">linda.buckley@cnsu.edu</a>
Jonathan Ballard, MS	Student Affairs, Career Services, and Admissions Coordinator	<a href="mailto:jonathan.ballard@cnsu.edu">jonathan.ballard@cnsu.edu</a>
Suzanne Clark, PhD	Chair of Admissions Committee; Associate Professor, PBS	<a href="mailto:Suzanne.Clark@cnsu.edu">Suzanne.Clark@cnsu.edu</a>
Tiffany Jade- Kreys, PharmD*	Assistant Dean of Student Affairs and Admissions; Assistant Professor, CAS	<a href="mailto:TKreys@cnsu.edu">TKreys@cnsu.edu</a>
Ashim Malhotra, PhD	Assistant Dean of Curriculum and Program Development; Associate Professor, PBS	<a href="mailto:ashim.malhotra@cnsu.edu">ashim.malhotra@cnsu.edu</a>
Jason McDowell, BS	Outreach and Admissions Advisor	<a href="mailto:JMcDowell@cnsu.edu">JMcDowell@cnsu.edu</a>
Peter Tenerelli, PharmBS	Director, Center for the Advancement of Pharmacy Practice; Assistant Professor, CAS	<a href="mailto:Peter.tenerelli@cnsu.edu">Peter.tenerelli@cnsu.edu</a>
Shoua Xiong, PhD	CFO, CNU, and VP of University Finance	<a href="mailto:SXiong@cnsu.edu">SXiong@cnsu.edu</a>
<i>*On medical leave</i>		

1:30 pm – 2:15 pm PT  
2:30 pm – 3:15 pm MT  
3:30 pm – 4:15 pm CT  
4:30 pm – 5:15 pm ET

**Survey of Physical Facilities (Virtual)-**

Should include classroom, teaching & research laboratories, student study space, library, special resources, etc.

<b>Name</b>	<b>Title</b>	<b>Email</b>
Todd Gallagher	Director, University IT	<a href="mailto:Todd.Gallagher@cnsu.edu">Todd.Gallagher@cnsu.edu</a>
Jonathan Hooton	CNU International Student Specialist	<a href="mailto:jonathan.hooton@cnsu.edu">jonathan.hooton@cnsu.edu</a>

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COLLEGE OF PHARMACY**

Ashim Malhotra, PhD	Assistant Dean of Curriculum and Program Development	<a href="mailto:ashim.malhotra@cnsu.edu">ashim.malhotra@cnsu.edu</a>
Natalie Vachalek	Director of University Operations	<a href="mailto:nvachalek@cnsu.edu">nvachalek@cnsu.edu</a>
Steele Snider	Facility Manager	<a href="mailto:Steele.snider@cnsu.edu">Steele.snider@cnsu.edu</a>

Below, please find select videos showcasing physical facilities and programs at CNUCOP and CNU.

<b>California Northstate University College of Pharmacy At-A-Glance</b>	
California Northstate University – A Facilities Overview, Elk Grove Campus	<a href="https://www.youtube.com/watch?v=2YZuXi4xro8">https://www.youtube.com/watch?v=2YZuXi4xro8</a>
About the California Northstate University College of Pharmacy	<a href="https://www.youtube.com/watch?v=nHvackj7Vk4">https://www.youtube.com/watch?v=nHvackj7Vk4</a>
The CNU Institute of Teaching and Learning Excellence	<a href="https://www.youtube.com/watch?v=iTrj-knOqQ4">https://www.youtube.com/watch?v=iTrj-knOqQ4</a>
Introducing the interprofessional education (IPE) program and facilities at CNU	<a href="https://www.youtube.com/watch?v=TGhVVXnl4v4&amp;feature=youtu.be">https://www.youtube.com/watch?v=TGhVVXnl4v4&amp;feature=youtu.be</a>
The Pharmacy Primer Program, a free, two-week-long prematriculation program	<a href="https://www.youtube.com/watch?v=fsYAynjyBqs">https://www.youtube.com/watch?v=fsYAynjyBqs</a>
CNUCOP Simulation curriculum - to integrate cardiovascular foundational sciences with clinical sciences and skills	<a href="https://www.youtube.com/watch?v=ROZWMPd6LwY">https://www.youtube.com/watch?v=ROZWMPd6LwY</a>
IPE Grand Round to teach medical, pharmacy, and psychology students the clinical management of stroke and transitions of care	<a href="https://www.youtube.com/watch?v=IQObjMualVM">https://www.youtube.com/watch?v=IQObjMualVM</a>
CNU ITLE Annual Retreat  Keynote speaker: Dr. Kristin Janke, PharmD, University of Minnesota  Editor, Innovations in Pharmacy Associate Editor, Currents in Pharmacy Education	<a href="https://youtu.be/cyF8iuawHws">https://youtu.be/cyF8iuawHws</a>
CNU Research Lab Cell Culture Training Video	<a href="https://www.youtube.com/watch?v=P-eRsdTtZOI">https://www.youtube.com/watch?v=P-eRsdTtZOI</a>

**CALIFORNIA NORTHSTATE UNIVERSITY  
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2:15 pm – 3:15 pm PT  
3:15 pm – 4:15 pm MT  
4:15 pm – 5:15 pm CT  
5:15 pm – 6:15 pm ET

**Group of Students (Virtual) – Confirmed names are below**

(Entire Site Team; Chair – XXXX)

**\*\*\*Please list all participants\*\*\*\***

*Purpose: To discuss the Doctor of Pharmacy program with a wide variety of students. Student leaders as well as students who are randomly selected should be invited. Representation from all professional years of the program is needed. The student group should include a representative sample of the program's students; the student group should NOT be comprised of only student leaders and/or students handpicked by the Dean or other administrative leaders. A roster of students attending this meeting should be provided. Typically, students should not be those seen in other meetings during the visit.*

**List of CNUCOP Students**

	<b>Name</b>	<b>Class</b>	<b>Email</b>
1	Abdul Jawid	Class of 2024	<a href="mailto:Abdul.Jawid6862@cnsu.edu">Abdul.Jawid6862@cnsu.edu</a>
2	Amber Huynh	Class of 2024	<a href="mailto:Amber.Huynh7230@cnsu.edu">Amber.Huynh7230@cnsu.edu</a>
3	Jiang Yu	Class of 2024	<a href="mailto:Jiang.yu7721@cnsu.edu">Jiang.yu7721@cnsu.edu</a>
4	Randy Nguyen	Class of 2023	<a href="mailto:Randy.Nguyen6454@cnsu.edu">Randy.Nguyen6454@cnsu.edu</a>
5	Sinae Kim	Class of 2023	<a href="mailto:Sinae.kim6208@cnsu.edu">Sinae.kim6208@cnsu.edu</a>
6	Brian Wong	Class of 2023	<a href="mailto:brian.wong1213@cnsu.edu">brian.wong1213@cnsu.edu</a>
7	Hesu Kazaryan	Class of 2022	<a href="mailto:Hesu.Kazaryan3289@cnsu.edu">Hesu.Kazaryan3289@cnsu.edu</a>
8	Trenton Keeler	Class of 2022	<a href="mailto:Trenton.Keeler9488@cnsu.edu">Trenton.Keeler9488@cnsu.edu</a>
9	Onel Isha	Class of 2022	<a href="mailto:Onel.Isha4892@cnsu.edu">Onel.Isha4892@cnsu.edu</a>
10	Janie Yu	Class of 2021	<a href="mailto:janie.yu1236@cnsu.edu">janie.yu1236@cnsu.edu</a>
11	Martin Galindo	Class of 2021	<a href="mailto:Martin.galindo1743@cnsu.edu">Martin.galindo1743@cnsu.edu</a>
12	Luis Tolento Cortes	Class of 2021	<a href="mailto:luis.tolentocortes4323@cnsu.edu">luis.tolentocortes4323@cnsu.edu</a>
<i>Students recommended by the CNUCOP Student Body Council, faculty, staff, and by student self-nomination</i>			

**CALIFORNIA NORTHSTATE UNIVERSITY  
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**DAY 2 – Wednesday November 4<sup>th</sup>, 2020**

7:00 am - 8:00 am PT  
8:00 am - 9:00 am MT  
9:00 am - 10:00 am CT  
10:00 am - 11:00 am ET

**Preceptor Meeting (Virtual) –**

	<b>Name</b>	<b>Title</b>	<b>Type of Experience Supervised</b>	<b>Email</b>
1	Dr. Jim Walsh	Director of Pharmacy Dignity Health, Mercy San Juan Medical Center, Carmichael, CA	IPPE and APPE	<a href="mailto:Jim.Walsh@DignityHealth.org">Jim.Walsh@DignityHealth.org</a>
2	Dr. Tom Bui	Healthcare Supervisor Pharmacy and Retail Operations, District Manager, Walgreens	IPPE and APPE	<a href="mailto:tom.bui@walgreens.com">tom.bui@walgreens.com</a>
3	Dr. Chi Lai	Toxicology Management Specialist, University of California Davis Medical Center, Davis, CA	IPPE	<a href="mailto:clai@calpoison.org">clai@calpoison.org</a>
4	Dr. Minh Thu Nguyen	Director of Pharmacy Dignity Health, St. Mary's Medical Center, San Francisco, CA	IPPE and APPE	<a href="mailto:minhthu.nguyen@dignityhealth.org">minhthu.nguyen@dignityhealth.org</a>
5	Dr. Amy Richardson	Clinical Pharmacist Dignity Health, St. Mary's Medical Center, San Francisco, CA	IPPE and APPE	<a href="mailto:Amy.Richardson2@DignityHealth.org">Amy.Richardson2@DignityHealth.org</a>
6	Dr. Shelby Rodef	Lead Pharmacist Dignity Health, St. Mary's Medical Center, San Francisco, CA	IPPE and APPE	<a href="mailto:Shelby.Rodef@DignityHealth.org">Shelby.Rodef@DignityHealth.org</a>
7	Dr. David Yu	Inpatient Pharmacy Director Kaiser Permanente, Sacramento, CA	IPPE and APPE	<a href="mailto:David.X.Yu@kp.org">David.X.Yu@kp.org</a>
8	Dr. John Chui	Pharmacist in Charge Chappa-De Indian Health Program Pharmacy, Auburn, CA	IPPE and APPE	<a href="mailto:jchuiy03@yahoo.com">jchuiy03@yahoo.com</a>
9	Dr. Philip Nguyen	Clinical Pharmacist Chapa-De Indian Health Program Pharmacy, Auburn, CA	IPPE and APPE	<a href="mailto:pnguyen@chapa-de.org">pnguyen@chapa-de.org</a>
10	Dr. Kunal Kanani	Director of Global Regulatory Affairs, Zogenix, Emeryville, CA	APPE	<a href="mailto:kkanani@zogenix.com">kkanani@zogenix.com</a>
11	Dr. Michael Campbell	Director of Pharmacy Pomona Valley Hospital Medical Center	APPE	<a href="mailto:Michael.campbell@pvhmc.org">Michael.campbell@pvhmc.org</a>
12	Dr. Simon Han	Pharmacy Operations Manager Pomona Valley Hospital Medical Center	IPPE	<a href="mailto:Simon.han@pvhmc.org">Simon.han@pvhmc.org</a>

(Entire Site Team; Chair – XXXX)

\*\*\*Please list all participants\*\*\*

Breakfast arranged by college/school in a venue and format of their choice

**CALIFORNIA NORTHSTATE UNIVERSITY  
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*Purpose: To review the program's experiential education (Introductory (IPPE) and Advanced (APPE), to learn how preceptors are trained and engaged with the program, to discuss any issues relating to the experiential education curriculum and its delivery, etc. A roster of preceptors attending this meeting should be provided.*

8:00 am – 9:00 am PT  
9:00 am – 10:00 am MT  
10:00 am – 11:00 am CT  
11:00 am – 12:00 pm ET

**Curriculum Committee (Virtual)**

(Entire Site Team; Chair – XXXX)

\*\*\*Please list all participants\*\*\*\*

*Purpose: To review workings of the Curriculum Committee, to discuss recent curricular changes, to highlight curricular strengths/ challenges, etc. Both the pre-professional requirements and the professional curriculum will be considered. Student members should attend if at all possible.*

<b>Name</b>	<b>Title</b>	<b>Email</b>
Islam Mohamed, PhD	Chair of CC; Assistant Professor, PBS	<a href="mailto:islam.mohamed@cnsu.edu">islam.mohamed@cnsu.edu</a>
Erika Titus-Lay, PharmD	Vice Chair of CC; Assistant Professor and Vice Chair, CAS	<a href="mailto:Erika.titus-lay@cnsu.edu">Erika.titus-lay@cnsu.edu</a>
Linh Ho, PhD	Assistant Professor, PBS	<a href="mailto:linh.ho@cnsu.edu">linh.ho@cnsu.edu</a>
Hongbin Wang, PhD	Assistant Professor, PBS	<a href="mailto:hongbin.wang@cnsu.edu">hongbin.wang@cnsu.edu</a>
Olivia Phung, PharmD	Associate Professor, CAS	<a href="mailto:olivia.phung@cnsu.edu">olivia.phung@cnsu.edu</a>
Jason Bandy, PharmD	Vice Chair, EED; Associate Professor, EED	<a href="mailto:Jason.Bandy@cnsu.edu">Jason.Bandy@cnsu.edu</a>
Bin Deng, PharmD	Assistant Professor, CAS	<a href="mailto:Bin.Deng@cnsu.edu">Bin.Deng@cnsu.edu</a>
Vincent Tran, PharmD	Preceptor, VA Medical Center, CA	<a href="mailto:Vincent.Tran@cdcr.ca.gov">Vincent.Tran@cdcr.ca.gov</a>
Mohammad Razza Khan	P2 student	<a href="mailto:Mohammad.Khan6221@cnsu.edu">Mohammad.Khan6221@cnsu.edu</a>
Jasdeep Singh	P3 student	<a href="mailto:Jasdeep.Singh8941@cnsu.edu">Jasdeep.Singh8941@cnsu.edu</a>
Elizabeth Browning	P4 student	<a href="mailto:elizabeth.browning3699@cnsu.edu">elizabeth.browning3699@cnsu.edu</a>
Linda Buckley, PhD ( <i>Ex officio</i> )	Associate Dean of Academic Affairs; Associate Professor, CAS	<a href="mailto:linda.buckley@cnsu.edu">linda.buckley@cnsu.edu</a>
Eugene Kreys, PharmD, PhD* ( <i>Ex officio</i> )	Director of Assessment;	<a href="mailto:EKreys@cnsu.edu">EKreys@cnsu.edu</a>

**CALIFORNIA NORTHSTATE UNIVERSITY  
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	Assistant Professor, CAS	
Jeffrey Nehira, PharmD ( <i>Ex officio</i> )	Chair, CAS and EED; Assistant Professor, CAS and EED	<a href="mailto:Jeffrey.Nehira@cnsu.edu">Jeffrey.Nehira@cnsu.edu</a>
Uyen Le, PhD ( <i>Ex officio</i> )	Chair, PBS; Associate Professor, PBS	<a href="mailto:Uyen.le@cnsu.edu">Uyen.le@cnsu.edu</a>
Ashim Malhotra, PhD ( <i>Ex officio</i> )	Assistant Dean of Curriculum and Program Development; Associate Professor, PBS	<a href="mailto:ashim.malhotra@cnsu.edu">ashim.malhotra@cnsu.edu</a>
<i>*On medical leave</i>		

9:00 am – 10:00 am PT  
10:00 am – 11:00 am MT  
11:00 am – 12:00 pm CT  
12:00 pm – 1:00 pm ET

**Experiential Education Director** or equivalent and appropriate staff (Virtual)

(Entire Site Team; Chair – XXXX)

\*\*\*Please list all participants\*\*\*

*Purpose: To review experiential education site selection, to discuss preceptor training, to highlight strengths/challenges facing the program's experiential education, etc.*

<b>Name</b>	<b>Title</b>	<b>Email</b>
Jason Bandy, PharmD	Vice Chair and Associate Professor, EED	<a href="mailto:Jason.Bandy@cnsu.edu">Jason.Bandy@cnsu.edu</a>
Jennifer Courtney, PharmD	IPPE Director and Assistant Professor, EED	<a href="mailto:jennifer.courtney@cnsu.edu">jennifer.courtney@cnsu.edu</a>
Tony Eid, PharmD	APPE Director and Assistant Professor, EED	<a href="mailto:tony.eid@cnsu.edu">tony.eid@cnsu.edu</a>
Thanh Huynh, BS	APPE Experiential Education Coordinator	<a href="mailto:thanh.huynh@cnsu.edu">thanh.huynh@cnsu.edu</a>
Jeffrey Nehira, PharmD	Chair, CAS and EED; Assistant Professor, CAS and EED	<a href="mailto:Jeffrey.Nehira@cnsu.edu">Jeffrey.Nehira@cnsu.edu</a>

**CALIFORNIA NORTHSTATE UNIVERSITY  
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10:00 am – 11:00 am PT  
11:00 am – 12:00 pm MT  
12:00 pm – 1:00 pm CT  
1:00 pm – 2:00 pm ET

**Assessment Committee (Virtual)**

(Entire Site Team; Chair – XXXX)

\*\*\*Please list all participants\*\*\*

*Purpose: To review the program's evaluation plan, to discuss recent assessment findings, to highlight assessment opportunities and challenges, and to discuss quality improvements that resulted from assessment efforts. Student members should attend if at all possible.*

<b>Name</b>	<b>Title</b>	<b>Email</b>
Justin Lenhard, PharmD	Chair of AC; Assistant Professor, CAS	<a href="mailto:Justin.lenhard@cnsu.edu">Justin.lenhard@cnsu.edu</a>
Tuan Tran, PhD	Vice Chair of AC; Assistant Professor, CAS	<a href="mailto:tuan.tran@cnsu.edu">tuan.tran@cnsu.edu</a>
Islam Mohamed, PhD	<i>Liaison between CC and AC</i> ; Chair of CC; Assistant Professor, PBS	<a href="mailto:islam.mohamed@cnsu.edu">islam.mohamed@cnsu.edu</a>
Welly Mente, PharmD	Vice Chair, CAS; Assistant Professor, CAS	<a href="mailto:WMente@cnsu.edu">WMente@cnsu.edu</a>
Linh Ho, PhD	Assistant Professor, PBS	<a href="mailto:linh.ho@cnsu.edu">linh.ho@cnsu.edu</a>
Sonya Frausto, PharmD	Preceptor, Community Pharmacy	<a href="mailto:Sfrausto1975@gmail.com">Sfrausto1975@gmail.com</a>
Raymond Huang	P2 student	<a href="mailto:Raymond.Huang6610@cnsu.edu">Raymond.Huang6610@cnsu.edu</a>
Chukwuemeka Elendu	P3 student	<a href="mailto:Chukwuemeka.Elendu1546@cnsu.edu">Chukwuemeka.Elendu1546@cnsu.edu</a>
Linda Buckley, PhD ( <i>Ex officio</i> )	Associate Dean of Academic Affairs; Associate Professor, CAS	<a href="mailto:linda.buckley@cnsu.edu">linda.buckley@cnsu.edu</a>
Ashim Malhotra, PhD ( <i>Ex officio</i> )	Assistant Dean of Curriculum and Program Development; Associate Professor, PBS	<a href="mailto:ashim.malhotra@cnsu.edu">ashim.malhotra@cnsu.edu</a>
Eugene Kreys, PharmD, PhD* ( <i>Ex officio</i> )	Director of Assessment; Assistant Professor, CAS	<a href="mailto:EKreys@cnsu.edu">EKreys@cnsu.edu</a>
Jeffrey Nehira, PharmD ( <i>Ex officio</i> )	Chair, CAS and EED; Assistant Professor, CAS and EED	<a href="mailto:Jeffrey.Nehira@cnsu.edu">Jeffrey.Nehira@cnsu.edu</a>
Uyen Le, PhD	Chair, PBS; Associate	<a href="mailto:Uyen.le@cnsu.edu">Uyen.le@cnsu.edu</a>



**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

(Ex officio)	Professor, PBS	
*On medical leave		

11:00 am – 12:00 pm PT  
12:00 pm – 1:00 pm MT  
1:00 pm – 2:00 pm CT  
2:00 pm – 3:00 pm ET

**Individual Faculty Interviews**

*Purpose: To allow any faculty member time to discuss any strengths/issues one-on-one with a site team member. Faculty members should be involved in the delivery of the Doctor of Pharmacy curriculum, and should volunteer to be interviewed or be selected by a random process. The interviewees should represent senior and junior faculty from all departments/division. Twenty-minute one-on-one sessions with an Evaluation Team member. CVs for each faculty member should be readily available for review by Evaluation Team members at the start of the visit.*

	<b>Team Member A XXXX</b>	<b>Team Member B XXXX</b>
11:00 am – 11:20 am PT 12:00 pm – 12:20 pm MT 1:00 pm – 1:20 pm CT 2:00 pm – 2:20 pm ET	Tibebe Woldemariam, PhD Professor, PBS <a href="mailto:twoldemariam@cnsu.edu">twoldemariam@cnsu.edu</a>	Justin Lenhard, PharmD Assistant Professor, CAS <a href="mailto:Justin.lenhard@cnsu.edu">Justin.lenhard@cnsu.edu</a>
11:20 am – 11:40 am PT 12:20 pm – 12:40 pm MT 1:20 pm – 1:40 pm CT 2:20 pm – 2:40 pm ET	Tony Eid, PharmD Assistant Professor, EED <a href="mailto:tony.eid@cnsu.edu">tony.eid@cnsu.edu</a>	Song Oh, PharmD Assistant Professor, CAS <a href="mailto:song.oh@cnsu.edu">song.oh@cnsu.edu</a>
11:40 am – 12:00 pm PT 12:40 pm – 1:00 pm MT 1:40 pm – 2:00 pm CT 2:40 pm – 3:00 pm ET	Victor Phan, PharmD Assistant Professor, CAS <a href="mailto:Victor.phan@cnsu.edu">Victor.phan@cnsu.edu</a>	Ruth Vinall, PhD Associate Professor, PBS <a href="mailto:rvinall@cnsu.edu">rvinall@cnsu.edu</a>

*PBS=Pharmaceutical & Biomedical Sciences; EED=Experiential Education Department; CAS=Clinical & Administrative Sciences*

12:00 pm – 1:00 pm PT  
1:00 pm – 2:00 pm MT  
2:00 pm – 3:00 pm CT  
3:00 pm – 4:00 pm ET

**Team Time (Virtual)**  
(Site Team members only)  
Purpose: Exit report finalization.

1:00 pm – 2:00 pm PT  
2:00 pm – 3:00 pm MT  
3:00 pm – 4:00 pm CT  
4:00 pm – 5:00 pm ET

**Exit Report to the Dean (Virtual)**  
(This discussion is designed for the Dean only)

2:00 pm – 2:15 pm PT  
3:00 pm – 3:15 pm MT  
4:00 pm – 4:15 pm CT

**Exit Report to Institution Official(s) (Virtual)**  
President or designate, Provost, Vice President, etc. The Pharmacy Dean does not attend this discussion.:00 pm – 5:15 pm ET

**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

**APPENDIX II: FACULTY ADDENDUM**



**ACPE CNUCOP FACULTY ADDENDUM REPORT**

**KEY UNIVERSITY ADMINISTRATION**

President/Chancellor: ALVIN CHEUNG, PHARM.D, MHSA, PRESIDENT  
Provost/Academic Affairs Officer: CATHERINE YANG, PH.D, VICE PRESIDENT OF  
ACADEMIC AFFAIRS

**KEY COLLEGE/SCHOOL OFFICERS**

**[College of Pharmacy]**

Dean: XIAODONG FENG, PH.D, PHARM.D

Associate Dean(s): LINDA BUCKLEY, PH.D, ASSOCIATE DEAN, ACADEMIC  
AFFAIRS

Assistant Dean(s): TIFFANY JADE-KREYS, PHARM.D, BCPP, ASSISTANT  
DEAN OF STUDENT AFFAIRS AND ADMISSIONS

ASHIM MALHOTRA, PHARM.BS, MS, PH.D, FAPE  
ASSISTANT DEAN OF CURRICULUM AND PROGRAM  
DEVELOPMENT

RUTH VINALL, PH.D, ASSISTANT DEAN FOR  
RESEARCH

**FACULTY**

Department of Clinical and Administrative Sciences

Chair: JEFFREY NEHIRA, BS, PHARM.D, FCSHP

**COLLEGE OF PHARMACY**

**Full-Time:**

**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

XIAODONG FENG, DEAN AND PROFESSOR, PHARMD, ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES, NEW YORK, PH.D., CHINESE ACADEMY OF MEDICAL SCIENCES, BEIJING, CHINA, POSTDOCTORAL FELLOWSHIP, DEPARTMENT OF DERMATOLOGY, SCHOOL OF MEDICINE, STATE UNIVERSITY OF NEW YORK, NEW YORK PHARMACIST LICENSE NUMBER: 051737; CALIFORNIA PHARMACIST LICENSE NUMBER: 60040, NATIONAL PROVIDER IDENTIFIER: 1659609477, DEA REGISTRATION FOR HEALTH CARE PROVIDER: MF2090277

LINDA BUCKLEY, ASSOCIATE DEAN OF ACADEMIC AFFAIRS, ASSOCIATE PROFESSOR, B.A., UNIVERSITY OF GEORGIA, ATHENS, M.A., LINGUISTICS, UNIVERSITY OF CALIFORNIA, DAVIS, ANTHROPOLOGY, PH.D., UNIVERSITY OF CALIFORNIA, DAVIS

JARED CAVANAUGH, ASSISTANT PROFESSOR, TOXICOLOGY, PHARMD, WASHINGTON STATE UNIVERSITY, 2018, PGY-1 PHARMACY RESIDENCY 2019, CLINICAL TOXICOLOGY FELLOWSHIP, 2020, GEORGIA PHARMACIST LICENSE NUMBER: RPH030816, IMMUNIZATION CERTIFICATION, CLINICAL COMMUNITY PHARMACIST CERTIFICATE, ADULT ACLS, ADULT AND PEDIATRIC BLS, TOBACCO CESSATION CERTIFICATE

BIN DENG, ASSISTANT PROFESSOR, AMBULATORY CARE, BACHELOR OF SCIENCE, PHARMACOLOGY, UNIVERSITY OF CALIFORNIA- SANTA BARBARA, 2009, PHARMD, CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY, 2014, CDCES, BC-ADM, PGY-1 COMMUNITY PHARMACY PRACTICE RESIDENCY UNIVERSITY OF COLORADO SKAGGS SCHOOL OF PHARMACY, DENVER, CO 2016), PGY-2 AMBULATORY CARE AND ACADEMIC FELLOWSHIP PURDUE UNIVERSITY COLLEGE OF PHARMACY, WEST LAFAYETTE, IN 2017, CALIFORNIA REGISTERED PHARMACIST 71460 BOARD CERTIFIED ADVANCED DIABETES MANAGEMENT 200914002 (EXPIRES 12/19/23) 2019, CERTIFIED DIABETES EDUCATOR 21800412 (EXPIRES: 12/31/23) 2018, AMERICAN PHARMACISTS ASSOCIATION CERTIFIED IMMUNIZATION TRAINER 2018, AMERICAN HEART ASSOCIATION BASIC LIFE SUPPORT 2017, INDIANA PHARMACY RESIDENCY TEACHING CERTIFICATE 2017 COLORADO PHARMACY RESIDENCY TEACHING CERTIFICATE 2016, NATIONAL PROVIDER IDENTIFIER 1851777882 2015, AMERICAN PHARMACISTS ASSOCIATION CERTIFIED IMMUNIZATION PHARMACIST 2015 AMERICAN PHARMACISTS ASSOCIATION PATIENT CENTERED DIABETES CARE CERTIFICATION 2015, AMERICAN PHARMACISTS ASSOCIATION PHARMACY-BASED TRAVEL HEALTH SERVICES CERTIFICATION 2014, COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE BASIC COURSE IN THE PROTECTION OF HUMAN RESEARCH 2014 SUBJECTS (EXPIRES: 07/01/2020), COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE COURSE IN GOOD CLINICAL PRACTICE 2013

MATTHEW MICHAEL HORTON, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, BACHELOR OF SCIENCE IN CHEMISTRY WITH AN EMPHASIS IN BIOCHEMISTRY, SAN DIEGO STATE UNIVERSITY, 2013, PHARMD, SKAGGS SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES UNIVERSITY OF CALIFORNIA- SAN DIEGO, CA, 2017, PHARMACY PRACTICE RESIDENT, POST-GRADUATE YEAR 1 VA LONG BEACH HEALTHCARE SYSTEM 2018, NEPHROLOGY PHARMACY RESIDENT, POST-GRADUATE YEAR 2 VA SAN DIEGO HEALTHCARE SYSTEM 2019, CERTIFICATE OF COMPLETION FOR PGY2 NEPHROLOGY PHARMACY RESIDENCY 2019, PHARMACIST LICENSE NO. 76705, CALIFORNIA STATE BOARD OF PHARMACY 2017, BOARD CERTIFIED PHARMACOTHERAPY SPECIALIST 2018, CERTIFICATE OF COMPLETION FOR ASHP-ACCREDITED PGY1 PHARMACY, PRACTICE RESIDENCY IN

ACPE Faculty Addendum Report Template (October 2011 Version)

**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

PHARMACY PRACTICE 2018, CARDIOPULMONARY RESUSCITATION, ADVANCED  
CARDIAC LIFE SUPPORT FOR HEALTHCARE PROVIDERS 2017, PROTECTION OF HUMAN  
RESEARCH SUBJECTS CERTIFICATION 2013, RESEARCH ASPECTS OF HIPAA  
CERTIFICATION

EUGENE KREYS, ASSISTANT PROFESSOR, PHARMACY, PHARMD, UNIVERSITY OF  
MICHIGAN COLLEGE OF PHARMACY, 2007, PHARMACEUTICAL SCIENCES, PHD.,  
UNIVERSITY OF TEXAS AT AUSTIN COLLEGE OF PHARMACY/THE UNIVERSITY OF  
TEXAS HEALTH SCIENCE CENTER SAN ANTONIO, 2014, PHARMACY PRACTICE  
RESIDENCY (PGY1) HOSPITAL OF THE UNIVERSITY OF PENNSYLVANIA 2008, BOARD  
CERTIFIED PHARMACOTHERAPY SPECIALIST, PHARMACIST LICENSE-  
COMMONWEALTH OF PENNSYLVANIA LICENSE NUMBER: RP442156, PHARMACIST  
LICENSE- TEXAS LICENSE NUMBER: 50141, PHARMACIST LICENSE- SOUTH CAROLINA  
LICENSE NUMBER: 12711

TIFFANY KREYS, ASSISTANT DEAN OF STUDENT AFFAIRS AND ADMISSIONS,  
ASSISTANT PROFESSOR, PSYCHIATRY, BACHELOR OF SCIENCE, NEUROSCIENCE,  
UNIVERSITY OF PITTSBURGH, PITTSBURGH, PENNSYLVANIA, 2003, PHARMD,  
UNIVERSITY OF MICHIGAN COLLEGE OF PHARMACY, 2007, PHARMACIST LICENSE:  
CALIFORNIA LICENSE NUMBER: 71493, BOARD CERTIFICATION IN PSYCHIATRIC  
PHARMACY 2012, PHARMACIST LICENSE: COMMONWEALTH OF PENNSYLVANIA  
LICENSE NUMBER: RP442289

JUSTIN LENHARD, ASSISTANT PROFESSOR, INFECTIOUS DISEASES, BACHELOR OF  
ARTS: BIOLOGY AND HIGH HONORS BIOCHEMISTRY, OBERLIN COLLEGE OBERLIN,  
OHIO, 2010, PHARMD, UNIVERSITY AT BUFFALO SCHOOL OF PHARMACY AND  
PHARMACEUTICAL SCIENCES, 2014, POSTDOCTORAL TRAINING: NIH FUNDED  
FELLOWSHIP IN INFECTIOUS DISEASES PHARMACOLOGY 2016, SOCIETY OF  
INFECTIOUS DISEASES PHARMACISTS ANTIMICROBIAL STEWARDSHIP 2018

WELLY MENTE, VICE CHAIR OF CLINICAL AND ADMINISTRATIVE SCIENCES  
DEPARTMENT, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, ASSOCIATE  
IN ARTS DEGREE IN LIBERAL ARTS, MT. SAN ANTONIO COLLEGE ASSOCIATE IN ARTS  
DEGREE WALNUT, CA 1990, BACHELOR OF SCIENCE DEGREE IN BIOLOGICAL  
SCIENCES, UNIVERSITY OF CALIFORNIA IRVINE (UCI) 1993, PHARMD., UNIVERSITY OF  
SOUTHERN CALIFORNIA DOCTOR OF PHARMACY SCHOOL OF PHARMACY, 1997,  
GRADUATE CERTIFICATE IN GERONTOLOGY, ETHEL PERCY ANDRUS GRADUATE  
SCHOOL OF GERONTOLOGY (USC) – LOS ANGELES, CA IN GERONTOLOGY 1997,  
FCSHP, REGISTERED CALIFORNIA PHARMACIST NO. 49913, ASHP ACCREDITED PGY1  
PHARMACY PRACTICE RESIDENCY PRESBYTERIAN INTERCOMMUNITY HOSPITAL  
1997- 1998, REGISTERED NEVADA PHARMACIST, AMERICAN PHARMACISTS  
ASSOCIATION CERTIFIED IMMUNIZER APR. 2016, 2-DAY CRITICAL CARE SKILLS BOOT  
CAMP ESSENTIAL ASSESSMENT, INTERPRETATION & INTERVENTION STRATEGIES &  
ADVANCED MANAGEMENT OF COMPLEX & CRITICALLY ILL PATIENTS SEMINAR 2015,  
PATHWAY TO EXPAND EFFECTIVENESS OF TEACHING AND LEARNING 2013, DIABLO  
STAR LEADERSHIP PROGRAM – NORTHERN CALIFORNIA 2009 KAISER PERMANENTE  
LEADER CURRICULUM 2009, ASHP NATIONAL RESIDENCY PRECEPTORS  
CONFERENCE RESIDENCY LEARNING SYSTEM (RLS) WORKSHOPS 2002, USC  
GERONTOLOGY GRADUATE CERTIFICATE / PHARM.D. JOINT PROGRAM 1993- 1997,  
USC UNIVERSITY HOSPITAL INTERN PHARMACIST PROGRAM 1994- 1997

JEFFREY NEHIRA, CHAIR OF CLINICAL AND ADMINISTRATIVE SCIENCES AND

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**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

EXPERIENTIAL EDUCATION DEPARTMENTS, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, B.S., MICROBIOLOGY AND MOLECULAR GENETICS UNIVERSITY OF CALIFORNIA, LOS ANGELES, 2000, PHARM.D., UNIVERSITY OF THE PACIFIC SCHOOL OF PHARMACY, 2003, FCSHP, CITI PROGRAM TRAINING:BIOMEDICAL RESEARCH: BASIC COURSE (EXP. 9.29.22) & SOCIAL & BEHAVIORAL RESEARCH: BASIC COURSE, ASHP COVID CARE CERTIFICATION, COVID-19: WHAT PHARMACY TEAMS NEED TO KNOW NAVIGATING THE COVID-19 PANDEMIC IN PHARMACY PRACTICE AHA BLS CERTIFICATION (EXP. 8.2021)

SONG OH, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, BACHELOR OF SCIENCE IN PHARMACEUTICAL AND HEALTHCARE STUDIES PHILADELPHIA COLLEGE OF PHARMACY UNIVERSITY OF THE SCIENCES – PHILADELPHIA, PENNSYLVANIA 2015, PHARM.D., PHILADELPHIA COLLEGE OF PHARMACY AT UNIVERSITY OF THE SCIENCES, 2017, TEACHING CERTIFICATE 2017, PGY1 PHARMACY RESIDENCY 2018, PGY2 CRITICAL CARE PHARMACY RESIDENCY 2019, BOARD CERTIFIED CRITICAL CARE PHARMACIST 2019, ADVANCED CARDIOVASCULAR LIFE SUPPORT INSTRUCTOR 2018 REGISTERED PHARMACIST CALIFORNIA BOARD OF PHARMACY, REGISTERED PHARMACIST NEW JERSEY BOARD OF PHARMACY, REGISTERED PHARMACIST PENNSYLVANIA BOARD OF PHARMACY, IMMUNIZATION CERTIFICATION, ADVANCED CARDIOVASCULAR LIFE SUPPORT PROVIDER, BASIC LIFE SUPPORT INSTRUCTOR, BASIC LIFE SUPPORT PROVIDER

VICTOR PHAN, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, PHARM.D, TEMPLE UNIVERSITY SCHOOL OF PHARMACY, 2017, CDCES, BCACP, ASHP ACCREDITED PGY1 COMMUNITY-BASED PHARMACY RESIDENCY ACME SAV-ON PHARMACY/TEMPLE UNIVERSITY SCHOOL OF PHARMACY 2018, REGISTERED PHARMACIST LICENSE – RPH79110 CA STATE BOARD OF PHARMACY, BOARD CERTIFIED AMBULATORY CARE PHARMACIST, DIABETES CARE & EDUCATION SPECIALIST, REGISTERED PHARMACIST LICENSE, AUTHORIZATION TO ADMINISTER INJECTABLES LICENSE, FACULTY TRAINING PROGRAM: PHARMACY-BASED IMMUNIZATION DELIVERY, NATIONAL PROVIDER IDENTIFIER

OLIVIA PHUNG, ASSOCIATE PROFESSOR, EVIDENCE-BASED CLINICAL PRACTICE AND RESEARCH METHODOLOGY, PHARM.D., NORTHEASTERN UNIVERSITY, BOUVÉ COLLEGE OF HEALTH SCIENCES, SCHOOL OF PHARMACY, 2008, FELLOWSHIP IN AMBULATORY CARE OUTCOMES RESEARCH 2015, PGY1 PHARMACY RESIDENCY IN AMBULATORY CARE, CALIFORNIA STATE REGISTERED PHARMACIST NUMBER 64053, CONNECTICUT STATE REGISTERED PHARMACIST (PCT.0011000), BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS

PETER TENERLLI, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, PHARM.B.S., UNIVERSITY OF WASHINGTON, SCHOOL OF PHARMACY, WASHINGTON STATE BOARD OF PHARMACY LICENSE (1982-PRESENT), EMP

ERIKA TITUS-LAY, VICE CHAIR OF CLINICAL AND ADMINISTRATIVE SCIENCES DEPARTMENT, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, PHARM.D., PURDUE UNIVERSITY COLLEGE OF PHARMACY WEST LAFAYETTE, IN, 2015, BCPS, BCPP, PHARMACIST, CALIFORNIA BOARD OF PHARMACY, LICENSE NO. 78328 2018, PHARMACIST, INDIANA BOARD OF PHARMACY LICENSE NO. 26026221A 2015, ASHP ACCREDITED PGY2 PSYCHIATRIC PHARMACY RESIDENCY 2017, INDIANA PHARMACY TEACHING CERTIFICATE PROGRAM 2016, ASHP ACCREDITED PGY1 PHARMACY PRACTICE RESIDENCY 2016, AMERICAN PHARMACISTS ASSOCIATION PHARMACY-

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**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

BASED IMMUNIZATION DELIVERY 2018, BOARD CERTIFIED PSYCHIATRIC PHARMACIST BCPP, CERTIFICATION NO. 4150327 2017, OPIOID OVERDOSE AND NALOXONE ADMINISTRATION TRAINING, CA BOARD OF PHARMACY 2017, AMERICAN HEART ASSOCIATION BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS 2017, BOARD CERTIFIED PHARMACOTHERAPY SPECIALIST BCPS, CERTIFICATION NO. 3154333 2016, AMERICAN HEART ASSOCIATION ADVANCED CARDIAC LIFE SUPPORT 2015, QUESTION, PERSUADE, REFER (QPR) SUICIDE PREVENTION 2013

TUAN TRAN, ASSISTANT PROFESSOR, B.S. ELECTRONIC AND TELECOM, DEPARTMENT OF ELECTRONICS AND TELECOMMUNICATIONS, HANOI UNIVERSITY OF SCIENCE AND TECHNOLOGY (HUST), 2005, M.S. IN COMPUTER SCIENCE & ENGINEERING DEPARTMENT OF ELECTRONIC AND TELECOM, POLYTECHNIC UNIVERSITY OF TURIN (TURIN, ITALY) 2006, Ph.D., COMPUTER SCIENCE AND ENGINEERING., SCHOOL OF ELECTRONIC ENGINEERING AND COMPUTER SCIENCE, OREGON STATE UNIVERSITY, 2010

Part-Time:

IVAN PETRZELKA, ADJUNCT PROFESSOR, PHARMACY LAW AND ETHICS, BS, CHEMISTRY, INSTITUTE OF INDUSTRIAL CHEMISTRY, KRALUPY, CZECH REPUBLIC 1983, MS, PHARMD, CLINICAL PHARMACY (MAGNA CUM LAUDE), CHARLES UNIVERSITY, PRAGUE, CZECH REPUBLIC, 1988, MBA, MANAGEMENT – NEWPORT UNIVERSITY, NEWPORT BEACH, CA, 2000, JD (MAGNA CUM LAUDE) – CALIFORNIA SOUTHERN UNIVERSITY, IRVINE, CA, 2013, THE STATE BAR OF CALIFORNIA - ATTORNEY AT LAW (ADMITTED TO US DISTRICT COURT –EASTERN DISTRICT), CALIFORNIA STATE BOARD OF PHARMACY - REGISTERED PHARMACIST, AMERICAN SOCIETY FOR PHARMACY LAW – MEMBER, FAA - COMMERCIAL PILOT

**Experiential Education Department**

Chair: JEFFREY NEHIRA, BS, PHARMD, FCSHP

COLLEGE OF PHARMACY

Full-Time:

SO YOUNG AN, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, PHARMD., CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY, 2018, CALIFORNIA REGISTERED PHARMACIST RPH 80219, ADVANCED CARDIOVASCULAR LIFE SUPPORT, CALIFORNIA BASIC EDUCATIONAL SKILLS TEST, PGY-I PHARMACY PRACTICE RESIDENCY CERTIFICATE, PGY-I PHARMACY PRACTICE TEACHING AND LEARNING CERTIFICATE

JASON BANDY, VICE CHAIR OF THE EXPERIENTIAL EDUCATION DEPARTMENT, ASSOCIATE PROFESSOR, CLINICAL PHARMACY PRACTICE, A.S. CHEMISTRY, MERCED COLLEGE, MERCED, CA, PHARMD., UNIVERSITY OF THE PACIFIC SCHOOL OF PHARMACY STOCKTON, CA, 2000, FCSHP, FCPHA, PHARMACY PRACTICE RESIDENCY CERTIFICATE OF COMPLETION, ST. JOSEPH'S MEDICAL CENTER STOCKTON, CA 2001, ANTICOAGULATION CERTIFICATE PROGRAM 2015, HELPING EDUCATORS LEARN PEDAGOGY (H.E.L.P) CERTIFICATE 2013, BASIC LIFE SUPPORT CERTIFICATION 2019,

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**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

CALIFORNIA PHARMACIST LICENSE NUMBER 52511, CPR CERTIFICATION 2019, UNIVERSITY OF SOUTHERN INDIANA, COLLEGE OF NURSING AND HEALTH PROFESSIONS – HEART FAILURE CERTIFICATE 2009, APHA – LIPID MANAGEMENT CERTIFICATION 2007, UCSF LIPID MANAGEMENT CONTINUING EDUCATION AND CERTIFICATION 2007, APHA PHARMACY BASED IMMUNIZATION DELIVERY 2006, NATIONAL PRACTITIONER IDENTIFIER NUMBER 2006, UCSF RX FOR CHANGE – SMOKING CESSATION TRAINER 2004

JENNIFER RENNE COURTNEY, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, ASSOCIATE DEGREES, IN CHEMISTRY, GENERAL SCIENCE, AND LIBERAL ARTS, SOLANO COMMUNITY COLLEGE, FAIRFIELD, CA 2007, BACHELOR OF SCIENCE, MOLECULAR AND CELLULAR BIOLOGY, UNIVERSITY OF CALIFORNIA, DAVIS, CA 2010, PHARM.D., CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY, 2015, IMMUNIZATION CERTIFICATE: DRUG STORE NEWS PHARMACY PRACTICE, PHARMACY-BASED IMMUNIZATION DELIVERY FACULTY TRAINING PROGRAM 2019, APHA PAIN INSTITUTE: PHARMACISTS ON THE FRONTLINES OF THE OPIOID EPIDEMIC 2017, AMERICAN HEART ASSOCIATION BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS CPR AND AED, CALIFORNIA PHARMACISTS ASSOCIATION FURNISHING NICOTINE REPLACEMENT THERAPY: SMOKING CESSATION TRAINING PROGRAM FOR PHARMACISTS 2018, CALIFORNIA PHARMACY-BASED TRAVEL HEALTH SERVICES 2017, THE PHARMACIST & PATIENT-CENTERED DIABETES CARE 2017, THE CHANGING LANDSCAPE OF EMERGENCY CONTRACEPTION 2016, NALOXONE: FUNDAMENTAL FOR PHARMACISTS TO DISPENSING TO CAREGIVERS AND PATIENTS AT RISK FOR OPIATE AND OPIOID TOXICITY 2015, OPIOID AWARENESS SUMMIT 2018, VETERINARY PHARMACY COURSE 2014, PHARMACY TECHNICIAN CERTIFIED BOARD 2011

TONY JOSEPH EID, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, AMBULATORY CARE, BACHELORS IN SCIENCE- ENVIRONMENTAL AND OCCUPATIONAL HEALTH AND SAFETY, CALIFORNIA STATE UNIVERSITY NORTHRIDGE, CA 2001, PHARM.D., LOMA LINDA UNIVERSITY, 2006, REHS, BCACP, APH, CHC, AACC, POSTDOCTORAL FELLOWSHIP IN CARDIOVASCULAR PHARMACOTHERAPY 2008, ASSOCIATE OF THE AMERICAN COLLEGE OF CARDIOLOGY SEPTEMBER 2018, AMERICAN SOCIETY OF HYPERTENSION – CERTIFIED HYPERTENSION CLINICIAN 2017-2027, BOARD CERTIFIED AMBULATORY CARE PHARMACIST 2014 - 2021, BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS 2021, SOCIETY OF HEART ATTACK PREVENTION AND ERADICATION CERTIFIED HEART ATTACK PREVENTION SPECIALIST (SHAPE) 2011, CERTIFICATE OF RECOGNITION COMMANDERS RECOGNITION PROGRAM FOR THE PROCESS IMPROVEMENT IMPLEMENTATION OF NATIONAL PATIENT SAFETY GOAL 3E 2008, NATIONAL PROVIDER IDENTIFICATION 1841372810, ADVANCED PRACTICE PHARMACIST 2017 - 2018, CALIFORNIA BOARD OF PHARMACY NO. 10098, REGISTERED PHARMACIST 2009-PRESENT, NEVADA BOARD OF PHARMACY NO. 17715, REGISTERED PHARMACIST NO. 58759 2006-PRESENT CALIFORNIA BOARD OF PHARMACY, REGISTERED ENVIRONMENTAL HEALTH SPECIALIST NO. 72042001-PRESENT

JEFFREY NEHIRA, CHAIR OF CLINICAL AND ADMINISTRATIVE SCIENCES DEPARTMENT, CHAIR OF EXPERIENTIAL EDUCATION DEPARTMENT, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE, B.S., MICROBIOLOGY AND MOLECULAR GENETICS UNIVERSITY OF CALIFORNIA, LOS ANGELES, 2000, PHARM.D., UNIVERSITY OF THE PACIFIC SCHOOL OF PHARMACY, 2003, FCSHP, CITI PROGRAM TRAINING: BIOMEDICAL RESEARCH: BASIC COURSE (EXP. 9.29.22) & SOCIAL & BEHAVIORAL RESEARCH: BASIC COURSE, ASHP COVID CARE CERTIFICATION, COVID-19: WHAT PHARMACY TEAMS

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**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

NEED TO KNOW NAVIGATING THE COVID-19 PANDEMIC IN PHARMACY PRACTICE AHA  
BLS CERTIFICATION (EXP. 8.2021)

KRISTINE KIM THOMAS, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE,  
PHARM.D., ST. JOHN'S UNIVERSITY, NEW YORK, SOCIETY OF INFECTIOUS DISEASES  
PHARMACISTS: ANTIMICROBIAL STEWARDSHIP CERTIFICATION 2014, PHARMACIST,  
STATE OF CALIFORNIA #66913, PHARMACIST, STATE OF CONNECTICUT #PCT.0010872,  
PHARMACIST, STATE OF NEW YORK #05127.

Part-Time:

JOSEPHINE A. QUACH, ASSISTANT PROFESSOR, CLINICAL PHARMACY PRACTICE,  
PHARM.D, CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY, BS,  
UNIVERSITY OF CALIFORNIA AT DAVIS, ASHP-ACCREDITED AMBULATORY CARE  
PRACTICE PHARMACY RESIDENCY, UC DAVIS MEDICAL CENTER. REGISTERED  
PHARMACIST-CALIFORNIA STATE BOARD OF PHARMACY: LICENSE# 69029, BOARD  
CERTIFIED IN AMBULATORY CARE PHARMACIST (BCACP): CREDENTIAL# 6150753,  
ADVANCED PHARMACY PRACTICE LICENSE: LICENSE# 10610, ANTI-COAGULATION  
THERAPY MANAGEMENT CERTIFICATE: UNIVERSITY OF SOUTHERN INDIANA TEACHING  
CERTIFICATION: UNIVERSITY OF KENTUCKY BASIC LIFE SUPPORT-AMERICAN HEART  
ASSOCIATION NATIONAL PROVIDER NUMBER: NPI #1306272232

Residents:

BRITNEY A. SATOW, PGY-1 RESIDENT, CALIFORNIA NORTHSTATE UNIVERSITY,  
COLLEGE OF PHARMACY/ADVENTIST HEALTH LODI MEMORIAL, BACHELOR OF  
SCIENCE IN NEUROBIOLOGY, PHYSIOLOGY, AND BEHAVIOR, UNIVERSITY OF  
CALIFORNIA, DAVIS, 2014, PHARM.D., CALIFORNIA NORTHSTATE UNIVERSITY, COLLEGE  
OF PHARMACY, 2020, CALIFORNIA STATE BOARD OF PHARMACY INTERN LICENSE  
NUMBER 38873, ASHP COVID CARE CERTIFIED 2020, AMERICAN PHARMACISTS  
ASSOCIATION IMMUNIZATION CERTIFICATION, AMERICAN HEART ASSOCIATION BLS  
CERTIFICATION

BICHTIEN NGOC THACH, PGY-1 RESIDENT, CALIFORNIA NORTHSTATE UNIVERSITY,  
COLLEGE OF PHARMACY/ MERCY GENERAL HOSPITAL, SACRAMENTO, BIOLOGICAL  
SCIENCES, BACHELOR OF SCIENCE, CALIFORNIA STATE UNIVERSITY OF  
SACRAMENTO, CA, 2012, PHARM.D. CALIFORNIA NORTHSTATE UNIVERSITY – COLLEGE  
OF PHARMACY, ELK GROVE, CA, 2020, PHARMACY INTERN LICENSE NO. 38881,  
CALIFORNIA BOARD OF PHARMACY, CARDIOPULMONARY RESUSCITATION BASIC LIFE  
SUPPORT PROVIDER AMERICAN HEART ASSOCIATION, PHARMACY-BASED  
IMMUNIZATION DELIVERY CERTIFICATE AMERICAN PHARMACIST ASSOCIATION



**CALIFORNIA NORTHSTATE UNIVERSITY  
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2003 PHARMACEUTICAL SCIENCES; PH.D., OREGON STATE UNIVERSITY, COLLEGE OF PHARMACY, 2008, ADMINISTRATION AND MANAGEMENT TRAINING. CALIFORNIA NORTHSTATE UNIVERSITY, 2017--2019, EXECUTIVE RETREAT. CALIFORNIA NORTHSTATE UNIVERSITY, 2017--2019, IL5X: INCLUSIVE LEADERSHIP TRAINING: LEADING WITH EFFECTIVE COMMUNICATION. CATALYSTX, AN ONLINE LEARNING INITIATIVE OF CATALYST INC THROUGH EDX, 2018, IL2X: INCLUSIVE LEADERSHIP TRAINING: BECOMING A SUCCESSFUL LEADER. CATALYSTX, AN ONLINE LEARNING INITIATIVE OF CATALYST INC THROUGH EDX, 2017, INTRODUCTORY PHARMACY COMPOUNDING. PROFESSIONAL COMPOUNDING CENTERS OF AMERICA, HOUSTON, TEXAS, 2015 (16 HOURS), ADVANCED PHARMACY COMPOUNDING. PROFESSIONAL COMPOUNDING CENTERS OF AMERICA, HOUSTON, TEXAS, 2015 (16 HOURS), VETERINARY COMPOUNDING. PROFESSIONAL COMPOUNDING CENTERS OF AMERICA, HOUSTON, TEXAS, 2015 (16 HOURS), SULLIVAN UNIVERSITY RETREATS ON EDUCATION, 2009, 2010, 2011, 2013, 2014, 2015, AND 2016.

ASHIM MALHOTRA, ASSISTANT DEAN OF CURRICULUM AND PROGRAM DEVELOPMENT, ASSOCIATE PROFESSOR, BACHELOR OF PHARMACY; B.PHARM, SCHOOL OF PHARMACY, HAMDARD UNIVERSITY, NEW DELHI, INDIA, 2000, M.S. IN LIFE SCIENCES, ST. JOHN'S UNIVERSITY, QUEENS, NEW YORK, 2003, PH.D. IN LIFE SCIENCES, SPECIALIZATION IN MOLECULAR PHARMACOLOGY ST. JOHN'S UNIVERSITY, QUEENS, NEW YORK, 2006, TBL WORKSHOP, CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY, FELLOW OF ACADEMY OF PHARMACOLOGY EDUCATORS, AMERICAN SOCIETY OF PHARMACOLOGY AND EXPERIMENTAL THERAPEUTICS

ISLAM MOHAMMED, ASSISTANT PROFESSOR, BS, PHARMACY AND PHARMACEUTICAL SCIENCES, FACULTY OF PHARMACY, AIN-SHAMS UNIVERSITY, EGYPT, 2005, NEUROSCIENCE, M.S., STATE UNIVERSITY OF NEW YORK AT BUFFALO, BUFFALO, NY, 2010, CLINICAL & EXPERIMENTAL THERAPEUTICS PROGRAM, PH.D, UNIVERSITY OF GEORGIA, COLLEGE OF PHARMACY AUGUSTA, GA, 2014, POST-DOCTORAL FELLOW, DEPARTMENT OF MEDICINE, DIVISION OF CARDIOLOGY, EMORY UNIVERSITY SCHOOL OF MEDICINE, ATLANTA, GA, 2017, REGISTERED PHARMACIST (RPH) CANDIDATE; APPLYING FOR THE NATIONAL PHARMACY LICENSING EXAM (NAPLEX), USA. 2020, PHARMACIST INTERN LICENSE; GEORGIA BOARD OF PHARMACY, ATLANTA, GA 2014, FOREIGN PHARMACY GRADUATE EQUIVALENCE CERTIFICATION 2013

RUTH L. VINALL, ASSOCIATE DEAN OF RESEARCH, ASSOCIATE PROFESSOR, B.SC. (HONS), CELL AND IMMUNO-BIOLOGY; UNIVERSITY OF WALES, ABERYSTWYTH, U.K. 1993, CELL AND MOLECULAR BIOLOGY/ANATOMY, PH.D., UNIVERSITY OF WALES, CARDIFF, U.K., 1997, CLINICAL RESEARCH (NIH-FUNDED K30 PROGRAM), M.A.S., UNIVERSITY OF CALIFORNIA, DAVIS, 2009, POST-DOCTORAL FELLOW, UC DAVIS MEDICAL CENTER, DEPT OF ORTHOPEDICS, 2002, QUALITY MATTERS APPLYING THE QM RUBRIC AND QM PEER REVIEWER COURSE COMPLETION, QUALITY MATTERS TEACHING ONLINE CERTIFICATE (REQUIRED COMPLETION OF THE FOLLOWING TRAINING MODULES; GAUGING YOUR TECHNOLOGY SKILLS, EVALUATING YOUR COURSE DESIGN, EXPLORING YOUR INSTITUTION'S POLICIES, ORIENTATING YOUR ONLINE LEARNERS, CONNECTING LEARNING THEORIES TO YOUR TEACHING STRATEGIES, CREATING PRESENCE IN YOUR ONLINE COURSE. QUALITY MATTERS, ASSESSING YOUR LEARNERS), CNU INSTITUTE OF TEACHING AND LEARNING EXCELLENCE (ITLE) SUMMER WORKSHOP SERIES ENTITLED 'LEARN TO ENHANCE CLASSROOM TEACHING BY INCORPORATING TECHNOLOGY', TEAM-BASED LEARNING COLLABORATIVE (TBLC), CONSULTANT-TRAINER PROGRAM (I RECEIVED

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CERTIFICATION AS A TBLC CONSULTANT-TRAINER IN JANUARY, 2017), TEAM-BASED LEARNING 101 WORKSHOP, CNUCOP, DR. WILLIAM OFSTAD, TEAM-BASED LEARNING 101 WORKSHOP, CNUCOP, DR. LANE BRUNNER, TEAM-BASED LEARNING 101 WORKSHOP, CNUCOP, DR. DAVID HAWKINS, TEACHING WITH TECHNOLOGY WORKSHOP, CSUS NIH PRINCIPLES OF CLINICAL PHARMACOLOGY (NIH ONLINE COURSE; PASSED ONLINE EXAM/RECEIVED CERTIFICATION) ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE) SELF-STUDY WORKSHOP (GREG BOYER, CHICAGO, IL) GRAPH PAD PRISM WORKSHOP (JIMMY WALKER, CNUCOP, CA), NIH GRANT TRAINING WORKSHOP (FATAH KASHANCHI, UC BERKELEY, CA), PATHOBIOLOGY OF THE MOUSE: PART B (ROBERT CARDIFF, UC DAVIS, CA), PATHOBIOLOGY OF THE MOUSE: PART A (ROBERT CARDIFF, UC DAVIS, CA) BIOINFORMATICS INTENSIVE SHORT COURSE (DAWEI LIN, UC DAVIS, CA), PROTEOMICS: FUNDAMENTALS & TECHNOLOGY PLATFORM (BRETT PHINNEY, UC DAVIS, CA).GRANTSMANSHIP FOR SUCCESS (UC DAVIS FACULTY DEVELOPMENT WORKSHOP, CA).UC DAVIS BIOTECHNOLOGY PROGRAM INTENSIVE SHORT COURSE IN DNA MICROARRAYS; THEORIES, TECHNIQUES AND ANALYSIS (MATT ROLSTON & MICHAEL GEORGE, UC DAVIS, CA) UC DAVIS BIOTECHNOLOGY PROGRAM INTENSIVE SHORT COURSE IN ADVANCE PCR TECHNIQUES; QUANTITATIVE REAL-TIME PCR (EMIR HODZIC, UC DAVIS, CA) UC DAVIS BIOTECHNOLOGY PROGRAM INTENSIVE SHORT COURSE IN FLOW CYTOMETRY (CAROL OXFORD, UC DAVIS, CA)

HONGBIN WANG, ASSISTANT PROFESSOR, PHARMACY, B. MED. (PHARM.D.), SECOND MILITARY MEDICAL UNIVERSITY, SHANGHAI, CHINA, 1988, PHARMACOLOGY, M.MED. MEDICAL UNIVERSITY, SHANGHAI, CHINA, 1991, PHARMACOLOGICAL SCIENCE, PH.D., UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA, 2010, POSTDOCTORAL FELLOWSHIP UNIVERISY OF PENNSYLVANIA, PHILADELPHIA

TIBEBE WOLDEMARIAM, VICE CHAIR OF DEPARTMENT OF PHARMACEUTICAL AND BIOMEDICAL SCIENCES, PROFESSOR, PHARMACY, B.PHARM, R.PH., ADDIS ABABA UNIVERSITY, SCHOOL OF PHARMACY, ETHIOPIA. 1987, PHARMACEUTICAL CHEMISTRY, PH.D., UNIVERSITY OF BRADFORD, SCHOOL OF PHARMACY, U.K, 1991, POSTDOCTORAL FELLOWSHIP, KING'S COLLEGE LONDON

Part-Time:

ABDELBASSET FARAHAT, ASSISTANT PROFESSOR, PHARMACEUTICAL SCIENCES, B.SC., MANSOURA UNIVERSITY, MANSOURA, EGYPT, 2002, PHARMACEUTICAL ORGANIC CHEMISTRY, M.SC., MANSOURA UNIVERSITY, MANSOURA, EGYPT, 2006, PHARMACEUTICAL ORGANIC CHEMISTRY, PH.D. IN MEDICINAL CHEMISTRY, GEORGIA STATE UNIVERSITY, ATLANTA, GA, USA

**CALIFORNIA NORTHSTATE UNIVERSITY  
COLLEGE OF PHARMACY**

Department of Pharmaceutical and Biomedical Sciences

Chair: UYEN LE, B.S., M.S., Ph.D.

COLLEGE OF PHARMACY

Full-Time:

SUZANNE CLARK, ASSOCIATE PROFESSOR, BS PHARM., UNIVERSITY OF WYOMING, LARAMIE, 1981, PHARMACOLOGY, PH.D., DUKE UNIVERSITY, DURHAM, NC, 1996, PHARMACY, COLORADO STATE BOARD OF PHARMACY LICENSE # 11431 (1981-PRESENT), NORTH CAROLINA STATE BOARD OF PHARMACY LICENSE # 09150 (1986-2018)

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ACPE Faculty Addendum Report Template (October 2011 Version)

# CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY

## APPENDIX III: FACULTY RESOURCE REPORT

This document is essential for approving the budget for faculty and other support.  
If you have questions about this form, please contact the ACPE staff.

(Revised 06/01/2014)

### ACPE Faculty (Academic Staff) Resource Report

California Northstate University, College of Pharmacy, Elk Grove Campus

#### Section A - FTE Totals

**Instructions:**

The terms "filled positions," "vacant positions," "open," "resignations," "retirements," "other losses" (pale blue cells) denote the presence/absence/terminations of actual persons, as opposed to "approved positions" and "discontinued positions" which refer to the positions which the school is authorized to fill. Include Full Time and Part Time Academic Staff (Faculty). For Part Time Academic Staff (Faculty), count only those members with a minimum 0.25 FTE employment contract with the college or school. Round the actual FTE (e.g., 1.0 FTE, 0.75 FTE, 0.5 FTE).

If the program is offered over multiple branches or campuses, one copy of this form should be completed for each branch or campus separately. Cells shaded GRAY contain a formula; other cells with a 0 require data entry as applicable. The worksheet is PROTECTED to prevent access to cells containing a formula. Data can only be added in unprotected cells (shaded in pale BLUE or YELLOW). To assist you in understanding the construction of the worksheet, comments are included (see section for Pharmaceutical Sciences).

Fill in RED text of 000000 for discontinued as applicable.

The three closing figures (June 30) of any given year must be the same as the three opening figures (July 1) of the next academic year.

If a resignation or retirement occurs at the end of an academic year (i.e., the position has been filled for all or most of the academic year), the entry can be made in the next academic year to more accurately indicate the impact of the change.

If the worksheet contains a NET FTE figure, please re-check your figures. A negative figure could exist under "vacant positions" if the school has more faculty academic staff in place than there are authorized positions.

If the departmental titles reflected below do not adequately reflect your structure, you may change the titles. If the system does not accommodate your departmental structure, please contact ACPE.

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR		
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)
<b>Clinical &amp; Administrative Support</b>									
<b>Opening figures (July 1)</b>	15	14	1	15	14	1	15	14	1
Additions (new) positions									
APPROVED during the year	0			1			0		
Positions lost (DEAC, OPT/DRETS) during the year	0			0			0		
Number of persons hired (new, re-appoint, and re-appointments)	2			1			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
<b>Closing figures (June 30)</b>	15	14	1	16	14	2	14	14	1
<b>Pharmaceutical &amp; Biomedical Sci.</b>									
<b>Opening figures (July 1)</b>	15.25	14.25	1	15.25	14.50	0.75	15.25	14	-0.75
Additions (new) positions	0			0			0		
APPROVED during the year	0			0			0		
Positions lost (DEAC, OPT/DRETS) during the year	0			0			0		
Number of persons hired (new, re-appoint, and re-appointments)	1.2			4			3		
Number of persons who resigned during the year	0			1.75			0		
Number of persons who retired during the year	0			1			0		
Number of persons who were lost for other reasons during the year	0			0			0		
<b>Closing figures (June 30)</b>	15.25	14.75	0.5	15.25	14	-0.75	15.25	14	-0.75
<b>Departmental Education</b>									
<b>Opening figures (July 1)</b>	6.5	6.5	0	6.5	6.5	0	6.5	6.5	0
Additions (new) positions									
APPROVED during the year	0			0			0		
Positions lost (DEAC, OPT/DRETS) during the year	0			0			0		
Number of persons hired (new, re-appoint, and re-appointments)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
<b>Closing figures (June 30)</b>	6.5	6.5	0	6.5	6.5	0	6.5	6.5	0
<b>Other Departmental Support (e.g., PGY)</b>									
<b>Opening figures (July 1)</b>	1	1	0	1	1	0	1	1	0
Additions (new) positions									
APPROVED during the year	0			0			0		
Positions lost (DEAC, OPT/DRETS) during the year	0			0			0		
Number of persons hired (new, re-appoint, and re-appointments)	0			0			0		
Number of persons who resigned during the year	0			0			0		
Number of persons who retired during the year	0			0			0		
Number of persons who were lost for other reasons during the year	0			0			0		
<b>Closing figures (June 30)</b>	1	1	0	1	1	0	1	1	0

# CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY

## Section A - FTE Totals (continued)

	PAST ACADEMIC YEAR			CURRENT ACADEMIC YEAR			NEXT ACADEMIC YEAR								
	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)	APPROVED positions (total FTE)	FILLED positions (total FTE)	VACANT positions (total FTE)						
<b>Administration</b>															
<b>Opening figure (July 1)</b>	1	6	1	7	7	0	7	7	0						
Additional (new) positions APPROVED during the year	0	X	X	0	X	X	0	X	X						
Positions lost (DISCONTINUED) during the year	0			0			0								
Number of persons hired (new positions and replacements)	4			0			0								
Number of persons who resigned during the year	1			0			0								
Number of persons who retired during the year	1			0			0								
Number of persons who were lost for other reasons during the year	1			0			0								
<b>Closing figure (June 30)</b>	1			7			0			7	7	0	7	7	0
<b>Summary (total of above boxes)</b>															
<b>Opening figure (July 1)</b>	44.75	41.75	3	45.75	44.25	1.5	48.75	46.5	2.25						
Additional (new) positions APPROVED during the year	1	X	X	6	X	X	0	X	X						
Positions lost (DISCONTINUED) during the year	0			6			0								
Number of persons hired (new positions and replacements)	73.3			7			0								
Number of persons who resigned during the year	1			1.75			0								
Number of persons who retired during the year	1			1			0								
Number of persons who were lost for other reasons during the year	2			2			0								
<b>Closing figure (June 30)</b>	45.75			44.25			1.5			45.75	46.5	1.25	48.75	46.5	2.25

## Section B - Students Enrolled

NOTES	PAST ACADEMIC YEAR		CURRENT ACADEMIC YEAR		NEXT ACADEMIC YEAR	
Complete data for applicable years only. First Year refers to the first year of the degree program.	First Year	58	First Year	73	First Year	100
	Second Year	144	Second Year	110	Second Year	73
	Third Year	126	Third Year	102	Third Year	110
	Fourth Year	155	Fourth Year	131	Fourth Year	102
	Fifth Year		Fifth Year		Fifth Year	
	Sixth Year		Sixth Year		Sixth Year	
	<b>Total</b>	<b>477</b>	<b>Total</b>	<b>495</b>	<b>Total</b>	<b>458</b>

CALIFORNIA NORTHSTATE UNIVERSITY  
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APPENDIX IV: PROFESSIONAL PRACTICE EXPERIENCE RESOURCES

ACPE Pharmacy Practice Experience Capacity Chart

Introductory Pharmacy Practice Experiences (IPPEs)

Academic Year	Professional Year	Actual or projected number of students	Practice Setting or Activity	Hours for Each Student in Setting or Activity	IPPEs Hours Needed:			Current IPPE Capacity:			Affiliation Agreements:		
					Total Required Hours in Setting or Activity	IPPE Capacity Successful (exceeds in terms of total student hours)	Excess (Deficit)	Total Required Hours in Setting or Activity	IPPE Capacity Successful (exceeds in terms of total student hours)	Excess (Deficit)			
CURRENT ACADEMIC YEAR	P1 Class of 2024	79	IPPE Community	150	11850	28350	16500	N/A				Percent of Required Sites Without Signed Affiliation Agreements	
			IPPE Institutional	0	0	0	0	0					
			IPPE Specialty	0	0	0	0	0					
		Total IPPE Hours for the P1 Year		180									
	P2 Class of 2023	110	IPPE Community	75	8250	14400	6150	N/A					N/A
			IPPE Institutional	0	0	0	0						
			IPPE Specialty	0	0	0	0						
		Total IPPE Hours for the P2 Year		75									
	P3 Class of 2022	162	IPPE Community	75	12150	24475	11325	N/A					N/A
			IPPE Institutional	0	0	0	0						
		IPPE Specialty	0	0	0	0							
	Total IPPE Hours for the P3 Year		300										
	Total IPPE for the Program (P1 + P2 + P3)		150										
NEXT ACADEMIC YEAR	P1 Class of 2025	100	IPPE Community	150	15000	28350	13350	N/A				N/A	
			IPPE Institutional	0	0	0	0						
			IPPE Specialty	0	0	0	0						
		Total IPPE Hours for the P1 Year		180									
	P2 Class of 2024	79	IPPE Community	75	5925	14100	8175	N/A					N/A
			IPPE Institutional	0	0	0	0						
			IPPE Specialty	0	0	0	0						
		Total IPPE Hours for the P2 Year		75									
	P3 Class of 2023	110	IPPE Community	75	8250	23475	15225	N/A					N/A
			IPPE Institutional	0	0	0	0						
		IPPE Specialty	0	0	0	0							
	Total IPPE Hours for the P3 Year		300										
	Total IPPE for the Program (P1 + P2 + P3)		300										

Notes:  
 All shaded cells contain a formula.  
 Capacity is the aggregate total for all sites of (number of students per site x experiential hours for the IPPE).  
 Leave blank if none (0%), i.e., all sites have agreements in place.

# CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY

Version Date: February 2008

## ACPE Pharmacy Practice Experience Capacity Chart Advanced Pharmacy Practice Experiences (APPEs)

Class Of Academic Year (Note 1)	Actual or projected number of final professional year (PA) students (A)	APPEs Needed:			Current APPE Capacity: (Note 3)				Affiliation Agreements: (Note 4)	
		Practice Setting (Note 2)	Number of APPEs per student for this setting (B)	Total APPEs In Setting (A x B)	Number of APPEs Precepted by Paid Full-Time Faculty	Number of APPEs Precepted by Adjunct Faculty	Total Capacity	Numerical Excess/ (Deficit)		
CURRENT ACADEMIC YEAR	134	Community Pharmacy	1	134	16	847	883	729	n/a	
		Hospital or Health-System Pharmacy	1	134		267	267	133	n/a	
		Ambulatory Care	1	134	88	302	390	256	n/a	
		Inpatient/Acute Care General Medicine	1	134	84	176	240	106	n/a	
		Other Required APPEs								
		Elective APPEs	2	268	240	530	770	502	n/a	
		<b>Total</b>	<b>6</b>							
+ 1 ACADEMIC YEAR	162	Community Pharmacy	1	162	16	847	883	701	n/a	
		Hospital or Health-System Pharmacy	1	162		267	267	105	n/a	
		Ambulatory Care	1	162	88	302	390	228	n/a	
		Inpatient/Acute Care General Medicine	1	162	84	176	240	78	n/a	
		Other Required APPEs								
		Elective APPEs	2	324	240	530	770	448	n/a	
		<b>Total</b>	<b>6</b>							
+ 2 ACADEMIC YEARS	110	Community Pharmacy	1	110	16	847	883	753	n/a	
		Hospital or Health-System Pharmacy	1	110		267	267	157	n/a	
		Ambulatory Care	1	110	88	302	390	280	n/a	
		Inpatient/Acute Care General Medicine	1	110	84	176	240	130	n/a	
		Other Required APPEs								
		Elective APPEs	2	220	240	530	770	550	n/a	
		<b>Total</b>	<b>6</b>							
+ 3 ACADEMIC YEARS	79	Community Pharmacy	1	79	16	847	883	784	n/a	
		Hospital or Health-System Pharmacy	1	79		267	267	188	n/a	
		Ambulatory Care	1	79	88	302	390	311	n/a	
		Inpatient/Acute Care General Medicine	1	79	84	176	240	161	n/a	
		Other Required APPEs								
		Elective APPEs	2	158	240	530	770	612	n/a	
		<b>Total</b>	<b>6</b>							

**Notes:**

All shaded cells contain a formula; all other cells require data entry.

- For four-calendar-year professional programs, all four sections (years) should be completed; for accelerated programs, it is anticipated that only three sections will be completed.
- The four practice settings specifically listed here reflect the terms used in "Standards 2007." You may use the terminology used in your program/curriculum for required and elective experiences.
- These figures must only include sites and preceptors already meeting quality criteria, i.e., ready to accept students. Sites and preceptors that have been identified as potential sites/preceptors, but which are not yet ready to accept students, should be excluded.
- Leave blank if none (0%), i.e., all sites have affiliation agreements in place.