

# Mission, Planning, and Evaluation

## For Standards 1-3:

Use a check  to indicate the information evaluated to assess the standards in this section:

- The current mission statement, goals, objectives, and core values for the college or school of pharmacy. (1)<sup>1</sup>
- The Institutional Mission Statement and Goals. (1)
- Descriptions of how the college or school's mission is aligned with the mission of the institution. (1)
- Description of how the mission and associated goals in education, research/scholarship, service and practice are developed and approved by all stakeholders. (e.g., Committee meeting minutes, Faculty meeting minutes). (1)
- Description of how the mission is being assessed and followed. (1)
- Description of how and where the mission statement is published. (1)
- The college or school's strategic for achieving its mission and goals. Plan should include: (2)
  - timelines for action scheduled at appropriate intervals (e. g., quarterly, semi-annually, etc.); (2)
  - person(s) identified as accountable for management and/or action for the stated events; (2)
  - identification of resources (not limited to time and finances) for the relevant items; (2) and
  - yearly review of the entire plan with continuation or proper re-direction dependent on new information and results. (2)
- The Institutional strategic plan to achieve its mission and goals. (2)
- Description of how the strategic plan was developed (including evidence of stakeholder input). (2)
- Evidence of support and cooperation of University administration for the college or school plan (e.g., letters of support from the university administration, administrative actions taken in support of the plan, etc.). (2)
- Evidence documenting that the strategic plan is driving decision-making in the college or school. (2)
- Copy of the evaluation plan. (3)
- Examples of instruments used in assessment and evaluation. (3)
- Evidence of assessment in all components of the program's mission. (3)
- Evidence that assessments resulted in improvements. (3)
- Examples of analyses/evaluation findings/reports generated as a result of assessment and evaluation activities. (3)
- Description of the members of the Assessment Committee (or equivalent) and charges in the last academic year. (3)
- Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- Other documentation or data that provides evidence of meeting the standard.

---

<sup>1</sup> Standards are noted in parentheses.

## **Standard 1: College Mission and Goals:**

The college or school of pharmacy (*hereinafter "college or school"*) must have a published statement of its mission, its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice, and its values. The statement must be compatible with the mission of the university in which the college or school operates.<sup>1</sup> These goals must include fundamental commitments of the college or school to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.

### **1) Description of Compliance:**

The mission of the College of Pharmacy (COP) was previously updated in January, 2000. The Dean tasked a self-study committee with developing a rough draft of a revised mission statement for presentation to the faculty during the August 2006 retreat. The committee solicited input from faculty by requesting that each member provide a list including their top three College values and goals. The committee then selected those values and goals that were most frequently cited. During the retreat, faculty spent several hours reviewing, revising, and editing the values, mission, and goals. Approximately one month later, a finalized version was circulated among faculty for review. This version of the [mission statement](#) is now posted on the COP website, with plans to display the vision statement in the COP lobby.

The COP and [University mission statements](#) share many areas of commonality and themes. The University of Louisiana at Monroe (ULM) has expressed a commitment to students and community, recognizing the need to serve as community leaders and striving to improve the quality of life of those served. The COP has articulated an obligation to foster programs that contribute to the health and environment of Louisiana and others in the nation. ULM and the COP recognize the importance of social responsibility and individual accountability. Furthermore, the core values identified by ULM include the areas of excellence, scholarship, and responsibility. Through an independent process, COP faculty identified quality, innovation, responsibility, and professionalism as four of our five core values.

---

<sup>1</sup> The term "university" includes independent colleges and schools.

## 2) Checklist:

	Ok	N.I.
The college or school has a published statement of its mission; its goals in the areas of education, research and other scholarly activities, service, and pharmacy practice; and its values.	●	○
The mission statement is compatible with the mission of the university in which the college or school operates.	●	○
The college or school's goals include fundamental commitments of the program to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.	●	○
For new college or school initiatives and alternate pathways to degree completion, the college or school ensures that: <ul style="list-style-type: none"> <li>the initiatives are consistent with the university's and the college or school's missions and goals</li> <li>the same commitment is demonstrated to all students, irrespective of program pathway or geographic location</li> <li>resources are allocated in an equitable manner</li> </ul> <p style="text-align: right;">N/A (no alternate pathways, etc.) <input checked="" type="checkbox"/></p>	○	○
The college or school has addressed the guidelines for this standard.	●	○

## 3) Comments:

A formal method for assessing the mission statement has been instituted with a complete review of the mission statement every three years as part of an on-going quality improvement cycle. Furthermore, the mission statement and goals drive the development of the strategic plan, which facilitates identifying key elements to incorporate into the assessment plan. An annual analysis of the results of the assessment plan determines adherence to COP mission and goals. Each department within the COP undergoes a similar process to update its mission statements. Departmental revisions are reviewed by the Mission, Planning and Assessment Committee to verify congruence with COP and University mission statements. The current strategic alignments of departmental plans with the COP 2004 plan are available online. ([Appendix 1-3](#))

## 4) Quality Improvements:

Future evaluations and revisions of the mission statement, strategic plan, and assessment plan will be presented as one unit, rather than three distinct entities, ensuring appropriate attention to the relationships among the three documents. A recommendation to assign periodic review of the mission statement and strategic plan to the Assessment Committee was submitted to the Dean. As a result, the Dean formally changed the name of the Assessment Committee to Mission, Planning, and

Assessment Committee and included this new responsibility as a part of their charge. The change was communicated to faculty at the summer 2007 retreat.

### 5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college has a dynamic, long-term mission with broad coverage that was created through group processes that include faculty endorsement.</p> <p>The college or school's mission is aligned with the university's mission.</p> <p>The college or school's goals include fundamental commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college has a short-term mission with limited coverage that was created with little input or faculty endorsement.</p> <p>The college or school's mission is not aligned with the university's mission.</p> <p>The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.</p> <p><input type="checkbox"/> Partially Meets the Standard</p>	<p>The college has no mission or no goals.</p> <p>The college or school's goals do not include commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

## **Standard 2: Strategic Plan:**

The college or school must develop, implement, and regularly revise a strategic plan to facilitate the advancement of its mission and goals. The strategic plan must be developed through an inclusive process that solicits input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, have the support of the university administration, and be disseminated in summary form to key stakeholders.

### **1) Description of Compliance:**

The COP has a history of a three to four year strategic planning cycle. The latest plan was developed in 2004 with the appointment of Dean Lamar Pritchard. Implementation of this strategic plan accomplished many objectives. Regular revision of this strategic plan is necessary to continuously achieve the College's mission. In the summer of 2007, the Dean charged the Mission, Planning and Assessment and the Budget Steering Committees with evaluation and revision of the strategic plan. These committees consist of faculty, students and stakeholders. The committees conducted an environmental scan and SWOT analysis, followed by development of strategic objectives for the College. These objectives were presented for discussion to the entire faculty during the August 2007 retreat. The revised strategic objectives were ratified at the fall retreat. The Dean then charged various committees and/or offices to develop strategies for successful implementation of this strategic plan. The plan was also presented to the Dean's Advisory Council and University administration. Strategic alignment of the COP's plan with the University's plan can be viewed in [Appendix 1-3](#). Public access to the COP Strategic Plan is available at [www.ulm.edu/pharmacy/mpa.html](http://www.ulm.edu/pharmacy/mpa.html).

### **2) Checklist:**

	<b>Ok</b>	<b>N.I.</b>
The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and goals.	●	○
The strategic planning process is inclusive, soliciting input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, has the support of the university administration, and is disseminated in summary form to key stakeholders.	●	○
Substantive changes are addressed through its strategic planning process, taking into consideration all resources (including financial, human, and physical) required to implement the change and the impact of the change on the existing program.	●	○
The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	●	○
The program notifies ACPE in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring. (no changes) <input checked="" type="checkbox"/>	●	○
The college or school has addressed the guidelines for this standard.	●	○

**3) Comments:**

Issues relating to the strategic plan include a need to continue with a three to four year planning cycle that involves faculty, students, and other stakeholders. The 2004 strategic plan was developed by Dean Pritchard immediately to address critical issues upon his arrival and was meant to be a short-term plan that would restore our program’s standing with ACPE.

**4) Quality Improvements:**

Assessment of this process led to the development of an inclusive process for the 2007 plan. Measurable outcomes for each objective have been incorporated into the assessment process to ensure at least annual review.

**5) Final Evaluation:**

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The strategic plan was developed and endorsed by the faculty as a whole and is reviewed at least annually.                      The strategic plan lists all responsible participants and timelines.                      Strategic planning includes preceptors and alumni.                      The strategic plan identifies planned substantive changes (e.g. enrollment growth, expanded programs, satellite campuses).                      The faculty are keenly aware of the strategic plan in areas that are assigned to them.                      Goals in the strategic plan are being accomplished.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The strategic plan was developed with little input or faculty endorsement and has no timeframe for review and revision.                      Strategic planning excludes key constituents such as preceptors and alumni.                      The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.</p> <p><input type="checkbox"/> Partially Meets the Standard</p>	<p>The college or school is not following its strategic plan or has none.                      The strategic plan does not address substantive changes (e.g., enrollment growth, expanded programs, satellite campuses) that have taken place or are planned.                      The faculty are unaware of the strategic plan in areas that are assigned to them.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

### **Standard 3: Evaluation of Achievement of Mission and Goals**

The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The program must use the analysis of process and outcome measures for continuous development and improvement of the professional degree program.

#### **1) Description of Compliance:**

After attending an AACP Institute on Assessment in 2000, the COP developed a comprehensive [assessment plan](#). Due, at least in part, to faculty turnover and workload, the plan was not fully implemented on a consistent basis. In the summer of 2007, an Associate Dean of Assessment and Outcomes Research was appointed and a program assessment analyst was hired. The committee structure was updated. Several key members of this committee and the newly appointed Associate Dean attended the 2007 AACP Institute on Assessment and brought back a renewed enthusiasm. This committee is reviewing previously collected data and is forwarding recommendations to appropriate COP committees for quality enhancement. The assessment plan was updated at the 2007 committee retreat, and an assessment map was developed. The assessment plan consists of measurable outcomes derived from desired programmatic endpoints identified in the mission and strategic plan. For each outcome, evaluation instrument/data source, formative and/or summative assessment, party responsible for data collection, frequency of data collection, benchmarks, data recipients, data dissemination, use of results, resources required and relevant stakeholders are defined. The assessment plan, map and data are available from the COP website. All activities are being coordinated with the University Assessment & Evaluation Office.

#### **2) Checklist:**

	Ok	N.I.
The evaluation plan describes a continuous and systematic process of evaluation covering all aspects of the college or school and the accreditation standards. The plan is evidence-based and embraces the principles and methodologies of continuous quality improvement.	●	○
The evaluation plan includes assessments to compare and establish comparability of alternative program pathways to degree completion, including geographically dispersed campuses and distance-learning activities.	●	○
The program assesses achievement of the mission and goals.	●	○
The analysis of process and outcome measures are used for continuous development and improvement of the professional degree program.	●	○

The program measures the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved.	●	○
The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.	●	○
The college or school has addressed the guidelines for this standard.	●	○

### 3) Comments:

The College has recognized the necessity for better implementation of assessment activities. A new Associate Dean of Assessment and Outcomes Research has been appointed to oversee this effort, and a new committee structure has been put in place. The committee has a timeline in place that allows developing measurable outcomes within the strategic plan, collecting data and working with all committee chairs to evaluate data and provide quality enhancements by the spring of 2008. This new model will enable the COP to accomplish its stated goals according to the established timeline.

### 4) Quality Improvements:

### 5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college or school has identified outcomes for all its goals.  The evaluation plan outlines a systematic process to measure achievement of the outcomes.  The college or school's assessment activities involve other areas than just curriculum, such as outcomes of faculty research.  Individuals have been assigned specific responsibilities in the evaluation plan.  The evidence of achievement shows that the college or school is educating students to become generalist practitioners as well as meeting the specific mission of the program.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college or school's assessment activities are limited to just curriculum.  The evidence of achievement shows that the college or school is not educating students to become generalist practitioners or to meet the specific mission of the program.  The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.</p> <p style="text-align: center;"><input type="checkbox"/> Partially Meets the Standard</p>	<p>The college or school has not identified outcomes or it has no systematic process to measure achievement of the outcomes.  No one has been assigned the responsibility for evaluating the plan.</p> <p style="text-align: center;"><input type="checkbox"/> Does Not Meet the Standard</p>