

Students

For Standards 16-23:

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

- Synopsis of the Curriculum Vitae of the student affairs administrative officer. (16)
- An organizational chart depicting student services and the corresponding responsible person(s). (16)
- Description of the nature of student services offered. (16)
- Examples of documents used for student orientation. (16)
- Student Handbook **(to be made available on site)**. (16, 21)
- Description of sections of the student handbook that deal with specific requirements of the standard and guidelines. (16)
- Professional Technical Standards⁵ for the school or college and/or university. (16)
- Admissions and enrollment information, highlighting how specific requirements of the standards and guidelines are met. (17)
- Evidence that enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources. (17)
- Description of the college or school's recruitment methods. (17)
- Recruitment and admissions data. (17)
- Examples of recruitment methods: college or school's catalog, recruitment brochures, college or school Internet site. (17)
- Aggregate data on student employment after graduation. (17)
- Curricular outcomes data correlated with admissions data (Standard 3). (17)
- Description of methods used to assess verbal and written communication skills. (17)
- If applicable, example of an Early Assurance Program agreement between the college or school and the associated institution(s) or student. (17)
- Student transfer credit and course waiver policies. (18)
- Number of transfer students and correlation of transfer policy and success in the program. (18)
- Student progression policy consistent with the college or school's mission. (19)
- Data on student matriculation, progression and graduation rates correlated to admission and transfer policies. (19)
- Section of the student handbook that covers the student progression policy. (19)
- Copy of policy and procedures for handling complaints related to ACPE Standards. (20)
- Description of how the complaint policy is communicated to students. (20)
- Discussion of number of complaints since last accreditation visit and the nature of their resolution. (20)
- College or school's catalog, recruitment brochures **(to be made available on site)**. (21)
- URL to program information on the college or school's Internet site. (21)
- List of committees involving students and the names and professional years of students involved on committees. (22)
- Description of other methods (e.g., focus groups, meetings with the Dean or other administrators, involvement in self study activities, review of student complaints) used to gather student perspectives. (22)
- Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives. (22)
- The college or school's codes of conduct addressing professional behavior and harmonious relationships. (23)
- Description of strategies that the college or school has used to promote professional behavior; and the outcomes. (23)
- Description of strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes. (23)
- Description of strategies that the college or school has used to promote student mentoring and leadership development; and the outcomes. (23)
- 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.

⁵ Professional technical standards are established by the university, college, or school based on the physical and mental attributes required of students to be able to function competently as a pharmacist upon graduation.

Standard 16: Organization of Student Services:

The college or school must have an organizational element(s) devoted to student services. The administrative officer responsible for this organizational element must oversee and coordinate the student services of the college or school.

1) Description of Compliance:

The COP Office of Student and Professional Affairs (OSPA) has primary responsibility for student services and reports to the Associate Dean for Academic Affairs ([Appendix I-4](#)). The office is comprised of four staff: [Director](#), Assistant Director, and two Administrative Assistants. The staff is adequate to provide an appropriate level of service. With the implementation of PharmCAS, existing responsibilities may be reorganized.

The OSPA is linked to University student services such as the Registrar's Office, Office of Student Billing, Controller's Office, Financial Aid Office, Office of Student Affairs, Counseling Center, Student Health Services, Office of Admissions, and academic department offices. The OSPA works with the University Office of Admissions in their recruitment efforts, participating in recruitment activities where all academic programs are represented. Pre-pharmacy students are advised by the University Student Success Center where a COP-funded advisor is available. The Pre-Pharmacy Organization on campus gives pre-pharmacy students the opportunity to learn more about the profession of pharmacy, meet other pre-pharmacy students and receive admissions information. The OSPA does not oversee or advise this organization but provides content and information when requested. The OSPA holds an annual meeting to train pre-pharmacy advisors from across the state. Pre-pharmacy advisors from every community college and university in the state are invited.

The College of Pharmacy has published [admission and progression criteria](#) and decisions regarding these areas are made in accordance with all University and COP criteria. A set of technical standards has been implemented by the COP ([Appendix 16-3](#)). All applicants must read these standards and sign a document verifying that they can comply with the standards. Admissions decisions are based on academic performance, PCAT scores, and personal interviews. The policies and procedures are overseen by a committee of faculty and students with admission recommendations provided to the Dean for final admissions decisions.

Academic advising and career-pathway counseling are provided by the OSPA. At the end of each semester, grades are evaluated by OSPA personnel and the Associate Dean of Academic Affairs. Academic progression is monitored by OSPA, the Academic Standards Committee and the Associate Deans of Academic Affairs and Assessment. The COP follows the University's non-discrimination

policy concerning admissions and progression. A written statement proclaiming awareness and respect for diversity as a health care professional appears in the Student Handbook ([Appendix 16-4](#)).

Prior to the start of the P1 year, newly admitted pharmacy students are required to attend a two to three-day orientation organized by OSPA. The orientation covers topics important to successful transition into the professional program ([Appendix 16-5](#)). Incoming students are enrolled in an Introduction to Pharmacy course where policy and procedures are further discussed along with educational philosophy and mission. Students receive information concerning pharmacy practice opportunities, professionalism, and other issues facing pharmacists today. Students are made aware of where COP and University documents and information are available. During orientation, students receive the Code of Ethical and Professional Conduct and sign a document verifying that they understand the code. Beginning fall 2007, a new COP Student Handbook ([Appendix 16-4](#)) was published for student use.

The OSPA participates in activities that support the development of students as professionals by strongly encouraging participation in student organizations and advising some of these organizations, assisting with student travel arrangements to attend professional meetings, assisting the Pharmacy Student Senate, counseling on proper professional behavior, and similar activities. The OSPA also organizes mandatory convocations and professional development programs. The office also offers a yearly organizational workshop for presidents and vice-presidents of pharmacy student organizations.

For student records, OSPA uses a paper-based system supported by an electronic database. All records are maintained in compliance with the Family Educational Rights and Privacy Act (FERPA) and OSPA personnel are knowledgeable regarding FERPA law and its practices. Hard copies of student records are kept in locked rooms or filing cabinets. Students have access to their academic records online through ARROW, the University's secure digital database. The admissions analyst verifies completion of degree requirements and completes a graduation checkout for every student.

The OSPA arranges meetings for students with the University Financial Aid Office. Beginning with the Fall 2008 semester, all professional students will be classified as graduate students for financial aid purposes. The OSPA provides cost of attendance information to the Financial Aid Office. Additionally, the Director of OSPA chairs the COP Awards/Scholarship committee, serves on the University Scholarship Committee, and coordinates scholarships and awards.

The Assistant Director of OSPA is a licensed counselor and provides personal counseling to pharmacy students. Counseling is coordinated with the University Counseling Center to meet student

needs. Guidance is provided to faculty for students with special needs. University Student Health Services manages an immunization clinic that ensures students' compliance with COP immunization policy and reports this information to the OSPA. The OSPA is the contact for all issues relating to health and counseling matters for all students, both on and off campus. Students are required to maintain health insurance while enrolled in the professional program.

2) Checklist:

	Ok	N.I.
The college or school has an organizational element(s) devoted to student services.	<input checked="" type="radio"/>	<input type="radio"/>
The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.	<input checked="" type="radio"/>	<input type="radio"/>
The college or school has an ordered, accurate, and secure system of student records which are confidential and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA).	<input checked="" type="radio"/>	<input type="radio"/>
Student services personnel are knowledgeable regarding FERPA law and its requirements.	<input checked="" type="radio"/>	<input type="radio"/>
The college or school provides students with financial aid information and guidance.	<input checked="" type="radio"/>	<input type="radio"/>
The college or school offers access to adequate health and counseling services for students. Appropriate immunization standards exist, along with the means to ensure that such standards are satisfied.	<input checked="" type="radio"/>	<input type="radio"/>
The college or school has policies in place so that students who have off-campus classes or pharmacy practice experiences fully understand their insurance coverage and where and how to access health and counseling services.	<input type="radio"/>	<input checked="" type="radio"/>
The college or school has a policy on student services, including admissions and progression, that ensures nondiscrimination as defined by state and federal laws and regulations, such as on the basis of race, religion, gender, lifestyle, sexual orientation, national origin, or disability.	<input checked="" type="radio"/>	<input type="radio"/>
The college or school has addressed the guidelines for this standard.	<input checked="" type="radio"/>	<input type="radio"/>

3) Comments:

Successful conduct of the responsibilities of OSPA is evidenced by the approval rates on the following questions surveyed of the 2007 graduating professional students: financial aid advisement – 76%, student health and wellness services – 70%, provision of orientation – 98%, support of professional development activities – 78% (meetings, etc.) and 94% (student professional organizations).

An issue identified from a 30% disapproval rate on the student survey was the availability of career counseling.

4) Quality Improvements:

Student satisfaction with academic advising (64%), career planning (43%), and tutoring and academic reinforcement (32%) were less than expected ([Appendix 6-2](#)). A review of these activities and quality enhancements are necessary. In particular, informing students of these services needs to be enhanced as only 57% of students were aware of career planning and guidance and 59% were aware of academic reinforcement services. The addition of a Program Assessment Analyst to the Office of Assessment and Outcomes Research assures that the flow of admissions and student information is coordinated with other assessment initiatives of the College.

The COP provides malpractice insurance for students in service learning and introductory and advanced practice experiences, requires each student to maintain personal health insurance and maintains a counselor in the Office of Student and Professional Affairs. However, policies do not exist to help students who have off-campus pharmacy practice experiences fully understand their insurance coverage and where and how to access health and counseling services. The Office of Student and Professional Affairs is in the process of developing those policies.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>An administrative officer oversees student services. Students indicate that student services are meeting their needs. The organizational element devoted to student services has adequate financial and personnel resources to support the needs of students. Student services for pharmacy students are coordinated with university support services. Personnel are knowledgeable and aware of what they need to support students.</p> <p><input checked="" type="checkbox"/> Meets the Standard</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>Complaints reported about student services appear to be valid. Students appear to be confused about procedures in the school that should have been covered in student orientation. Students have not received an orientation. Student services do not know how to address pharmacy students' needs. The student services office is poorly coordinated or communicates poorly to students. Health and counseling services are either absent or not adequate for students. Financial aid or guidance is either absent or not adequate for students. Student records and confidential documents are poorly maintained and not secure.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 17: Admission Criteria, Policies, and Procedures:

The college or school must produce and make available to students and prospective students criteria, policies, and procedures for admission to the professional degree program. Admission materials must clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation. As a component of its evaluation plan, the college or school must regularly assess the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.

Student enrollment must be managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources. The dean and a duly constituted committee of the college or school must share the final responsibility for enrollment and selection of students.

1) Description of Compliance:

The COP makes available to students, through the Office of Student and Professional Affairs (OSPA) and the COP website, admission criteria, policies and procedures. Course listings for the current and future pre-pharmacy curricula are available to prospective students through the [ULM Undergraduate Catalog](#) and on the COP website. Information can also be accessed via [PharmCAS](#). The COP does not offer an early assurance program. Minimum performance criteria include cumulative 3.0 GPA for the pre-pharmacy curriculum with no grade lower than a “C”, a PCAT score in the 50th percentile or more, and minimum PCAT writing evaluation score of 3.

The College initiated the use of PharmCAS beginning with the 2008 admission cycle. The application process includes mechanisms to evaluate personal attributes related to the student's potential to become a self-directed life-long learner and an effective professional. Applicant files forwarded from PharmCAS are processed by OSPA to provide dossiers with demographic information and academic performance to the admissions committee. Applicants are ranked in descending order by average of cumulative pre-pharmacy GPA and percentile rank on the PCAT composite score. In addition, applicants are assessed through evaluation of two 300-word essays, one on the value of a project in the student's life that benefited others and a second on the personal value of membership in a club or organization. Using a [supplemental application form](#), participation in service and organizational leadership roles is also evaluated. A list of technical standards dealing with attributes of the professional pharmacy student is included with the supplemental application form, and the applicant's signature serves as acceptance of these technical standards and attestation that all application information is correct

Qualified candidates (approximately two for each available slot) are selected by the Admissions Committee for on-campus interviews based upon projected class size, which is determined by COP resource availability and budget. Preference is extended to qualified Louisiana residents.

Before the interview process begins, the Admissions Committee recommends interview criteria, specific interview questions and the relative weight of academic vs. interview performance in the final admissions (score) decision. During each admission cycle, the Admissions Committee evaluates the results of the previous year's interview process and recommends changes with approval of the Dean. Since its initial use in 1998, the interview process has evolved to 10 dimensions ([Appendix 17-4](#)), with a formula weight of 30% in the final decision process. These dimensions are evaluated in a structured panel interview format involving the applicant, two faculty members or local area practitioners, and a senior level pharmacy student. Scoring of the applicant for admission is derived from the two faculty scores. Although the student is allowed to participate in the interview process and apply a score to the applicant, this score is not included in the admissions formula; however, student comments are evaluated in the admissions process.

Academic performance is assessed through the applicant's cumulative grade point average in all prerequisite courses (pre-pharmacy GPA), which is verified by evaluation of official university transcripts. In addition to pre-pharmacy GPA, the Admissions Committee is presented with each applicant's cumulative GPA for all college-credit coursework and math-science GPA. This information, along with each complete application, is provided to the Admissions Committee for final ranking of candidates, which is then forwarded to the Dean. Finally, students are invited to enroll based on ranking and number of seats available.

Performance on the interview and weighting of this component are continually being revised as outcomes of previous years are assessed. Research data are evaluated to determine predictors for success in the student population ([Appendix 17-5](#)). Interviewer normalization is an area of on-going improvement as annual training addresses areas of refinement. The admissions policies are reviewed annually by the Admissions Committee, which is chaired by a faculty member appointed by the Dean. Changes in admissions policies are recommended to the Dean by the Admissions Committee, which are then successively presented to the COP faculty, ULM Provost/Vice-President for Academic Affairs, ULM President, and if appropriate, the University of Louisiana System Board of Supervisors and/or the Board of Regents for approval.

Once enrolled, all students are subject to random drug screening conducted by independent laboratories, with results reported directly to the COP and to the Louisiana State Board of Pharmacy. In addition, students enrolling in the professional program undergo criminal background checks. Any previous activity that would hinder admission or preclude the issuance or continuance of Louisiana State Board of Pharmacy intern license may result in suspension or dismissal from the program. The above policies and procedures are disclosed in the [ULM College of Pharmacy Student Handbook](#) and the [University Catalog](#). Both policies are explicitly stated on the supplemental application form, acknowledgement of which is indicated by applicant signature.

[Course equivalency evaluations](#) are maintained to facilitate advisement of pre-pharmacy curricula at other universities. OSPA maintains contact with academic advisors at other state and private universities involved with pre-pharmacy students regarding changes in ULM's program. In addition, the OSPA hosts an annual, one-day conference at ULM for academic advisors from all Louisiana and surrounding area universities to communicate pre-requisite information and changes in admissions policy and procedures. OSPA attempts to keep in contact with all known pre-pharmacy majors who have expressed an interest in matriculating at ULM and advise by mail, phone or campus visits. When invited, OSPA visits "feeder" schools to advise pre-pharmacy majors. In addition, transfer students are primarily evaluated and counseled by OSPA.

2) Checklist:

	Ok	N.I.
The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students.	●	○
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation.	●	○
As a component of its evaluation plan, the college or school regularly assesses the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.	●	○
Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	●	○
The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.	●	○
Written and verbal communication skills are assessed for student admissions in a standardized manner.	●	○
The college or school develops and employs admission criteria that set 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.	●	○
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool.	●	○
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs. N/A (no new pathways or programs) <input checked="" type="checkbox"/>	○	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

The Admissions Committee, with data provided by OSPA, continuously refines criteria for admissions. Examples include 1) introduction of PCAT scores for more objective assessment of writing skills and 2) modifications of the interview process. For non-ULM pre-pharmacy advisors, attendance has progressively increased at the annual information meeting, facilitating preparation of the applicant pool for admission.

4) Quality Improvements:

Faculty training in the interview process will be enhanced before the 2008 admissions cycle. Other actions have been taken to improve applicant documentation.

1. An antiquated, non-University supported software system has been used to maintain student academic records. This database was converted to a modern information system that allows multiple users to query and monitor academic progression data quickly and efficiently. This database enhances access to vital student academic

information improving the academic advisement process and the reporting of program information.

2. The COP has adopted PharmCAS, an admissions information processing service. PharmCAS processes, verifies, and inputs all admissions related information. The externally collected information is digitally transferred to ULM for importation into the PharmADMIT database software. This software not only allows instant access to any and all applicant information, but also documents each time a mail or email communication is made through the system to an applicant.
3. OSPA staff members will begin manual documentation of all incoming and outgoing communications of the OSPA. The need for software assistance in this process will be evaluated after a three-month trial of manual documentation. E-mail communications will be printed and placed in student files.

5) Final evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college or school provides students with comprehensive information regarding its admissions criteria and policies and procedures.</p> <p>The college or school has low attrition combined with high NAPLEX pass rates. Pre-admitted students perform on a level that's comparable to students who were not pre-admitted.</p> <p>The diversity of student body reflects the college or school's area of service.</p> <p>The college or school regularly assesses its criteria, policies and procedures for admission into the program.</p> <p>Student enrollment is well managed and the dean and faculty share the final responsibility for selection and enrollment of students.</p> <p><input checked="" type="checkbox"/> Meets the Standard</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>Individuals outside the college or school are making decisions about enrollment. Students consistently fail or have to remediate courses because of weak foundational knowledge from pre-pharmacy or poor instruction in the professional program.</p> <p>The college or school does not assess its criteria, policies and procedures for admission into the program.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 18: Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing:

The college or school must produce and make available to students and prospective students transfer credit and course-waiver policies, based on rational procedures and defensible assessments.

1) Description of Compliance:

The College has formulated policies for transfer of students in good standing from other ACPE-accredited colleges/schools of pharmacy who require at least one academic year of additional study. Transfer of credit requires equivalency of pre-pharmacy preparation, professional coursework and progression, and existence of a vacancy in the receiving class. Transfer policy is published in ULM catalogs and the COP Student Handbook ([Appendix 16-4](#)). Cross-listings of equivalent pre-pharmacy courses of all colleges in Louisiana are maintained in the Office of Student and Professional Affairs (OSPA) and disseminated at annual workshops with undergraduate advisors of all Louisiana undergraduate institutions. Pre-pharmacy requirements for out-of-state students are evaluated on an individual basis. No formal cross listing of professional coursework across institutions has been implemented. Each transfer student is evaluated for equivalency of professional coursework on an individual basis.

2) Checklist:

	Ok	N.I.
The college or school produces transfer credit and course-waiver policies, based on rational procedures and defensible assessments and makes that information available to students and prospective students.	●	○
The college or school implements policies and procedures for the evaluation of the equivalency of educational courses (preprofessional or professional) prior to admission or transfer to the professional degree program.	●	○
Requisites are only waived based upon an educationally sound assessment of the professional competencies (as set forth in Standard 12) that have been achieved through continuing pharmacy education, other postgraduate education and training, and previous pharmacy practice experience.	●	○
The college or school has established and implemented policies and procedures for students who request to transfer credits or who wish to change from one program pathway to another.	●	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

Satisfactory procedures have been implemented to insure equivalency of all pre-professional curricula of Louisiana’s post-secondary institutes for the purpose of admission and transfer to the professional program.

4) Quality Improvements:

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college or school has and makes available, transfer of credit and course-waiver policies that are based on rational procedures and defensible assessments.</p> <p>Policies are correlated with student results.</p> <p><input checked="" type="checkbox"/> Meets the Standard</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>A high number of individuals complain that transfer credits or course waivers are not being accepted or granted.</p> <p>The college or school has no policies or applies them arbitrarily.</p> <p>The college or school does not assess its policies relative to outcomes.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 19: Progression of Students:

The college or school must produce, and make available to students and prospective students, criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.

1) Description of Compliance:

Academic progression in the professional program is governed by both University and COP guidelines. The University maintains [probation, suspension, and readmission guidelines](#) which apply to pre-pharmacy and pharmacy students. In addition to University guidelines, the COP applies [more stringent requirements](#) for professional pharmacy students.

In addition to published standards, processes are in place through the Office of Student and Professional Affairs (OSPA) that target at-risk students. Faculty report students with poor academic performance to OSPA. The OSPA Director or Assistant Director meets with individual students to identify reasons for under-performance. Coordinated communication between the OSPA, Associate Dean for Academic Affairs, student, and faculty assures that issues are addressed. The Associate Dean of Academic Affairs monitors Individual student progression. Students whose progression is delayed are monitored more closely and are required to meet with the OSPA Director or Assistant Director for academic advisement prior to course scheduling.

Published COP progression standards also take into account professional behavior and academic integrity which are outlined in the [Code of Ethical and Professional Conduct](#). Students with problems in these areas are counseled and monitored by the OSPA.

Attrition records for students and for individual courses are compiled by the Office of Academic Affairs and reviewed by the Assessment Committee to identify issues/trends with student progression. Problems identified through this mechanism are referred to the appropriate committee through the Associate Dean of Assessment and Outcomes Research.

2) Checklist:

	Ok	N.I.
The college or school produces and makes available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.	●	○
The college or school's system of monitoring student performance based on formative assessments of learning outcomes provides for the early detection of academic difficulty.	●	○
The college or school ensures that all students have a comparable system of access to individualized student services such as tutoring and faculty advising. N/A (single pathway) <input type="checkbox"/>	●	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

As part of the College's overall assessment plan, a student information database tailored for student monitoring and advisement was implemented in 2007.

4) Quality Improvements:

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college or school has progression policies that are known and used. The college or school makes programmatic adjustments for quality improvement based on progression data. Systems are in place for the early detection of academic difficulties and provision of appropriate remediation.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college or school is in the process of revising or developing its progression policies and there is evidence that they will be implemented.</p> <p style="text-align: center;"><input type="checkbox"/> Partially Meets the Standard</p>	<p>The college or school has high attrition (greater than 5%). Progression policies do not exist, are not known, are not used, are lenient or are applied inconsistently. Students describe or data indicate excessive problems with academic progression. Students do not know about procedures for making appeals or for due process.</p> <p style="text-align: center;"><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 20: Student Complaints Policy:

The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.

1) Description of Compliance:

The student complaint policy is outlined in the COP Student Handbook ([Appendix 16-4](#)) and is distributed to, and discussed with, students at orientation. This policy outlines procedures for resolution of conflicts between students and faculty with progression of the process through the instructor, course coordinator, department head, and Associate Dean of Academic Affairs. General concerns/complaints follow the same chain of command with additional involvement of student class representatives to the Pharmacy Student Senate and College committees with student representation. Formal written complaints are initiated through provision of a written, signed and dated statement and provision of full contact information of the complainant. If it is a student complaint related to a course or faculty action, a statement of actions taken, per collegiate policy, to informally resolve the complaint is included. Complaints are submitted to the Associate Dean for Academic Affairs or designated person(s) in the Office of Student and Professional Affairs (OSPA). Formal complaints are reviewed by the appropriate College committee or administrative office to provide information, advice and/or response. Resolution of complaints may require meetings or hearings with the involved parties. The complainant receives a status report within 60 days. Decisions by COP committees may be appealed to the Associate Dean for Academic Affairs whose decisions may be appealed to the Dean.

Any person, whether enrolled or not, may file a formal complaint to the COP regarding its Doctor of Pharmacy Program. Complaints may include, but are not limited to, admissions policies, inappropriate faculty or student conduct, inequities in grading, and/or failure to comply with collegiate policy. It is the responsibility of the Associate Dean for Academic Affairs to manage formal complaints concerning the Doctor of Pharmacy Program.

The COP has a policy for handling complaints related to ACPE standards ([Appendix 20-1](#)). A file is maintained for inspection by ACPE of all complaints and responses related to ACPE standards and the procedures involved to ensure the complainant fundamental procedural due process. At present, no complaints have lead to legal proceedings.

All complaints, concerns and suggestions made by students and the reaction to them by the College are handled in the spirit of continuous quality improvement. No retribution against any individual complainant may be taken by any faculty member, staff member, College committee or the faculty as a whole because of the complaint.

2) Checklist:

	Ok	N.I.
The college or school produces and makes available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms.	●	○
Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.	●	○
The college or school includes information about the complaint policy during student orientation.	●	○
The college or school maintains a chronological record of student complaints related to matters covered by the accreditation standards and allows inspection of the records during on-site evaluation visits by ACPE.	●	○
The college or school informs ACPE during an on-site evaluation if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.	●	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

Students have access to several levels of appeals that provide a number of opportunities to resolve problems before filing a complaint to ACPE. The complaint process incorporates objective involvement of disinterested students. However, student perceptions suggest some discontent with the process as evidenced by a 59% agreement rate to the survey statement “The College’s administration responded to problems and issues of concern to the student body” and 52% agreement rate to the survey statement “A clear process existed for students to follow when raising issues with the College administration.” The described complaint process is new for the COP, and no changes are suggested until sufficient time allows evaluation of performance of this process.

4) Quality improvements:

No provision is made in the Student Handbook referring students directly to ACPE via their website. The COP Student Handbook will be updated to include this information.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>A complaints policy exists, is clearly articulated in the student handbook, and is followed.</p> <p>All complaints are documented and resolved within college or school or university procedures.</p> <p>Complaints end after the issue is identified and addressed.</p> <p>Students are aware of the college or school's complaints policy and how to submit a complaint to ACPE if it is not resolved by the college or school.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college or school is in the process of revising or developing its complaints policy and there is evidence that it will be implemented.</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>A high volume of complaints is sent to ACPE indicating that issues are not being addressed or the on-site evaluation reveals problems not addressed in the self-study or interim reports.</p> <p>Students state that they do not know how to voice complaints or that an appeal process exists.</p> <p>Students routinely go outside the complaints process to resolve problems (e.g. bypass prescribed channels or go to litigation).</p> <p>No complaints policy exists.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 21: Program Information:

The college or school must produce and make available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.

1) Description of Compliance:

The University of Louisiana at Monroe: Catalog of Graduate and Professional Programs and the Undergraduate Catalog are sources of information about the College for prospective and current students. Both catalogs are available on the ULM website and are updated on a yearly basis. The COP publishes a Student Handbook that includes detailed information about the program ([Appendix 16-4](#)) and maintains a web site that includes information concerning the College and professional program as well as links to University information.

A statement of core values, vision and mission of the College are presented on the website and in the University's Undergraduate and Graduate Catalogs, ULM's College of Pharmacy Policy and Procedure Manual, and the Student Handbook. Information concerning the professional program, curricular plan, courses and course descriptions, admission and progression, disclosures, background checks, and consequences (as related to immunization policy, insurance requirements, and random drug screening requirements), pharmacy intern permits, experiential program, graduation requirements, current accreditation status, and immunization requirements are published in the [ULM Catalog of Graduate and Professional Programs](#). Excerpts from the catalog that are relevant to the professional pharmacy program are also available to students on the COP website.

Financial aid guidance and access to student records are available through the OSPA. Tuition, fees, and policies are available through the Office of the Registrar and are published in the registration bulletin. Remote registration and access to information about registration fees for professional and undergraduate students are available through the [ARROW system](#).

Grading policy is left to the discretion of each department and the faculty of record. Course-specific grading policy and scheme are described in syllabi, which are available to students on Blackboard.

Assistance with housing during practice experiences is provided by the COP Office of Experiential Education. Additional information is disseminated to students during orientation and is provided in the orientation handbook. Information on graduation is available through the Office of the Dean and the Office of Students and Professional Affairs. A description of policies regarding student life is available in the [ULM student policy manual](#) found at the COP website/for students/student policy.

Recent pass rates of graduates taking the standardized licensure examinations for the first time are published by the National Association of Boards of Pharmacy and are available upon request through the Office of Students and Professional Affairs and are available at the COP assessment website.

2) Checklist:

	Ok	N.I.
The college or school produces and makes available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.	●	○
Admissions policies, procedures, and practices fully and clearly represent the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance. N/A (no distance pathways) <input checked="" type="checkbox"/>	○	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

Satisfactory procedures have been implemented to insure that complete program information is available to current and prospective students. Students consider themselves well-informed about the program as evidenced by an 82% agreement with survey question “The College provided timely information about news, events and important matters within the College of Pharmacy” by the 2007 graduating class. The College continually updates students through face-to-face meetings with the Dean, at student convocations, and with the Associate Deans during their attendance at Student Senate meetings.

4) Quality Improvements:

The College currently does not track information on placement rates, and therefore this information is not readily available. The Office of Students and Professional Affairs is implementing procedures to collect this information. Therefore, data on student placement should be available in future issues of the Student Bulletin.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>Comprehensive and accurate program information is made available to current and prospective students.</p> <p>The accreditation status of the college or school is accurately represented.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>Information is adequate and well-communicated, but minor elements are missing, not current or inaccurate.</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>Basic information is missing, misleading or out of date.</p> <p>Evidence exists that students are not fully informed about the program.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 22: Student Representation and Perspectives:

The college or school must consider student perspectives and include student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.

1) Description of Compliance:

The student governance organization of the College of Pharmacy Student Senate (PSS) is comprised of two representatives from each student organization and two members from each class within the COP. PSS officers are elected by the general student body. The [Constitution of the PSS](#) is posted on the COP website. Meetings of the PSS are attended by the Director of Student and Professional Affairs and the Associate Dean of Assessment and Outcomes Research. Other members of the administrative team are invited when time permits. This structure enables communication of student opinions and perspectives to the COP administration.

Student representation is included on selected College standing committees including Admissions, Mission, Planning, and Assessment, Curriculum, and Information Technology and Resources. Students have also been assigned to each [ACPE self-study committee](#). Meeting attendance is noted by committee chairs and documented in meeting minutes.

The College systematically employs the following instruments for determination of student perspectives: an annual student survey, course and instructor evaluations, University on-line course and instructor evaluations, senior exit interviews, and focus groups. In addition, student input is obtained from the Dean's student advisory council, at convocations attended by administration and faculty, at PSS and focus group meetings attended by the Associate Dean for Academic Affairs and/or the Associate Dean for Assessment and Outcomes Research, and at *ad hoc* meetings with students called by members of the administrative team. Results of College and University course and instructor evaluations are reviewed by department heads and used for annual faculty evaluations. Course evaluations are also reviewed by the Associate Dean for Academic Affairs and Associate Dean for Assessment and Outcomes Research. Aggregate results of University surveys are made available to students through a restricted website.

2) Checklist:

	Ok	N.I.
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.	●	○
The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities.	●	○
The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner.	○	●
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

Multiple approaches are used to gather student perspectives at frequent intervals. Improvement in communication of this and other processes for student input is needed as only 52% of 2007 graduating seniors (N=57) agreed with the statement “A clear process existed for students to follow when raising issues with the College administration.”

4) Quality Improvements:

Greater utilization of student assessments in program enhancement will develop now that an Associate Dean for Assessment and Outcomes Research has been appointed.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>Students are appointed to appropriate committees.</p> <p>Mechanisms are in place and efforts are made to solicit student opinions.</p> <p>Students at any distance campuses feel integrated into the program and are equitably represented.</p> <p>Students indicate that the program is responsive to their needs.</p> <p>An effective student government is in place.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>Students are appointed to committees, but they do not attend in spite of the college or school's efforts.</p> <p>The college or school is in the process of revising or developing its system of student government and there is evidence that it will be implemented.</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>Students are not appointed to committees.</p> <p>No effort is made to solicit student opinions.</p> <p>Students indicate the college or school is unresponsive to their issues.</p> <p>No system of student government is present.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 23: Professional Behavior and Harmonious Relationships:

The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.

1) Description:

College policy on student professionalism is detailed in the COP Student Handbook. Students pledge to abide by a student-implemented [Code of Ethical and Professional Conduct](#) that complements the [University Student Code of Conduct](#). Students must demonstrate adherence to satisfactory ethical and professional standards, in addition to academic achievement, to complete the PharmD program. Violations of ethical or professional standards may be referred to the Board of Ethical and Professional Conduct, which includes both faculty and student members, for determination of disciplinary actions as outlined in the Code of Ethical and Professional Conduct. An appeal procedure initiated by written letter to the Dean is detailed in the Code. The success of this policy is evidenced by the occurrence of only three non-academic suspensions, referral of four students for psychological counseling, and four honor code hearings with warning and/or disciplinary action completed in the last five-year period.

Standards of professional conduct for University faculty are described in the University Faculty Handbook ([Appendix 7-3](#)). Staff policy is overseen by University Human Resources and presented in the “Employee Conduct” section of the Classified Employee Handbook. Disciplinary action is initiated at the department level based upon annual performance reviews.

Students exercise self-government through their participation on the Pharmacy Student Senate, the Board of Ethical and Professional Conduct, COP committees, and the University Student Government Association. In addition, student participation in professional organizations is highly encouraged. Students are aware of these opportunities as indicated by 78% agreement to the student survey question “I was encouraged by faculty and administration to participate in regional, state and/or national pharmacy meetings.” The College provides membership for all professional students in the Louisiana Pharmacist Association and the Louisiana Society of Health System Pharmacists. Students are excused from classes and encouraged to attend local, state and national professional meetings. The College usually supplements student professional travel. Other professional organizations with College membership include the Academy of Student Pharmacists, the Student Forum of the American Society of Health System Pharmacists and the National Community Pharmacists Association.

Faculty and administrators are provided paid leave to attend meetings of local, regional, national, and international professional meetings. If resources are available, support for travel costs may be provided by the faculty member's department. When possible, faculty use extramural funding for travel. Faculty participation in professional and scientific organizations is encouraged and is part of the annual faculty review.

Professional students have successfully competed for independent research experiences in research laboratories within the College. Four students have received AAPS AFPE Gateway to Research Scholarships since 2003. Additionally, course credit may be earned for independent study, and participation in the ULM Student Research Symposium is encouraged.

Departmental seminars and symposia are conducted throughout the academic year and are open to professional students. Professional development seminars hosted by student professional organizations or the Office of Student and Professional Affairs are offered throughout the academic year. Students are required to attend two professional development seminars per semester. Outside speakers of special relevance to the practice of pharmacy are invited to speak at the annual William Bourn Lecture Series. This series was inaugurated in 2006 with speaker Hunter "Patch" Adams, M.D. and continued in 2007 with speaker Billy Tauzin, CEO & President, PhRMA.

Extracurricular activities include annual career days, residency showcases, and first year and graduate white coat ceremonies. Social events are sponsored by the College throughout the year to encourage harmonious personal interactions among students, faculty, administrators, and staff. For example, a "sock-hop" and a chili cook-off were held in 2006, and a Halloween costume party was held in 2007. The annual spring golf tournament brings together alumni, the Dean's Advisory Council, students, and faculty/staff. This event is followed by a dinner on the lawn of the pharmacy building. Spirit days are routinely held during football season.

The COP sponsors student focus groups and student surveys, in part, to gauge opinions on harmonious relationships with faculty, administration and staff. Students have the opportunity for open comment on their course and instructor evaluations. A recently conducted student-led research project evaluated student-faculty relationships by surveying opinions of 173 professional students and 23 faculty. Collectively, the student body gave a mixed (~30/30/30 agree/neutral/disagree) response to both questions on whether a problem existed with student/faculty relationships and whether effective communication exists. Students (~60%) expressed the opinion that extracurricular, College-sponsored social events would improve relationships. Opinions about faculty focused on making

office hours or email consultations available and productive ([Appendix 23-2](#)). The College has no objective outcomes assessment on whether extracurricular, College-sponsored social events improve faculty relationships with the student body as a whole. However, student focus groups indicated that they like more formal relationships with faculty. Subjectively, dissatisfaction with “favoritism” was expressed by individual students in response to open-ended survey items, while faculty indicated that it was problematic that students were not treated as individuals.

A faculty advisor guides each of the student organizations, and responsibilities of faculty sponsors are outlined in the COP Policies and Procedures Manual and the Student Handbook ([Appendix 16-4](#)). Faculty participation at student functions is approximately 35% and has been increasing.

2) Checklist:

	Ok	N.I.
The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.	●	○
Faculty, administrators, preceptors, and staff are committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.	●	○
The college or school develops, via a broadly based process, a policy consistent with university policies on student, faculty, preceptor, and staff professionalism that defines expected behaviors and consequences for deviation from the policy, as well as due process for appeals.	●	○
The activities undertaken by the college or school to promote professional behavior are effective.	●	○
The activities undertaken by the college or school to promote harmonious relationships are effective.	○	●
The activities undertaken by the college or school to promote student mentoring and leadership development are effective.	●	○
Faculty receive adequate support from peers.	●	○
The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.	●	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

Faculty and administrators participate in student activities as advisors and participants. Faculty-sponsored students are successful in competing for research fellowships. However, the College has no objective outcomes assessment, other than lack of a large number of student and faculty disciplinary actions, which would indicate whether programs, such as extracurricular social activities, would be successful in improving faculty-student communication and harmonious relationships.

4) Quality Improvements:

Outcomes assessment relative to harmonious relationships will be enabled by the addition of an Associate Dean of Assessment and Outcomes Research. Survey items about faculty/student relationships will be included in the 2008 student satisfaction survey and will be administered to P1s-P4s.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.</p> <p>The college or school has a code of expected behaviors and professionalism.</p> <p>Professional standards are being upheld.</p> <p>Faculty, administrators, preceptors, staff and students model professional behavior.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college or school is in the process of developing student groups and activities.</p> <p>The college or school is in the process of revising or developing its code of expected behaviors and professionalism and there is evidence that it will be implemented.</p> <p>The college or school is in the process of addressing concerns regarding faculty or student professional behavior.</p> <p><input type="checkbox"/> Partially Meets the Standard</p>	<p>Faculty, administrators, preceptors, staff and students complain about each other's behavior.</p> <p>The college or school offers little or no financial support for students, faculty, administrators, preceptors, and staff to participate in pharmacy, scientific and other professional organizations..</p> <p>The college or school has no code of expected behaviors and professionalism or they are not being upheld.</p> <p>Faculty, administrators, preceptors, staff and students are not modeling professional behavior.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>