

Facilities and Resources

For Standards 27-30:

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

- Description of available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc. (27)
 - Description and, where feasible, plans/architectural drawings of the physical facilities. (27)
 - Description of the equipment for the facilities for educational activities, including practice-simulation areas. (27)
 - Description of the equipment for the facilities for research activities. (27)
 - Evaluation of the adequacy and appropriateness of resources needed for assessment activities. (27)
 - Description of facility resources available for student organizations. (27)
 - Description of facilities available for student studying, including computer and printing capabilities. (27)
 - A statement attesting that the facilities meet legal and other standards as appropriate (e.g., animal facilities), with documentation attached (e.g., OLAW, USDA and/or AAALAC). (27)
 - Data backup and security policies and procedures. (27)

 - List of practice sites (classified by type of practices) with number of students served, interaction with other health professional students and practitioners, the number of pharmacy or other preceptors serving the facility, and their licensure status. (Sites used in the past academic year should be identified.) (28)
 - Examples of agreements or statements of understanding with practice affiliates and the percent of all experiential sites with completed agreements. (28)
 - Criteria used for selection of various types of practice facilities. (28)
 - Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites for present and, if applicable, for proposed future student enrollment. (28)

 - Data on the use of library resources by pharmacy students and faculty. (29)
 - Analysis of how well college or school holdings address the AACP *Basic Resources for Pharmacy Education*. (29)
 - Library Collection Development Policy. (29)
 - Description of the qualifications of the librarian(s) who act as primary contacts for the pharmacy program. (29)
 - List of search databases available to faculty and students. (29)
 - Description of computer technology available to faculty and students. (29)
 - List of full text journals electronically available. (29)
 - Description of courses/activities throughout the curriculum in which students learn about the educational resources. (29)
 - Description of library orientation and consultation for faculty and preceptors. (29)
 - Description of how remote access technologies and mechanisms that promote use of library information from off-campus sites by faculty, students, and preceptors compare with on-campus library resources. (29)

 - A Financial Summary including an analysis of revenues and expenses for the past two and present academic year. (30)
 - Five-year prospective financial *pro forma* for the program. (30)
 - An analysis of federal government support, state government support, tuition, and private giving. (30)
 - Description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees. (30)
 - An assessment of faculty contribution (%effort) to the program compared to financial support provided to the college or school of pharmacy for instruction. (30)

 - 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.
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Standard 27: Physical Facilities:

The college or school must have adequate and appropriate physical facilities to achieve its mission and goals. The physical facilities must facilitate interaction among administration, faculty, and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped.

1) Description of Compliance:

The State of Louisiana purchased the Bienville Building in 2005 for renovation and occupancy by the COP. The three-story facility sits on a 23 acre tract, contains approximately 133,000 square feet, and is centrally located within the city of Monroe, approximately 1.5 miles from the ULM main campus. On-site parking accommodates 600 vehicles.

A three-phase renovation of the Bienville Building, originally constructed by State Farm Insurance in 2000, began in 2006. Phase I and Phase II modifications along with square footages are shown in Appendices [27-1](#) and [27-2](#). Phase I, completed in December 2006, allowed occupancy by the College's Administration, Office of Student Affairs, Office of Public and Alumni Relations, Director of Development, and faculty in Clinical and Administrative Sciences in addition to classroom space for the professional program. Phase II began in October 2007 and is expected to be completed by mid-2008. It will include construction of faculty offices and research laboratories, allowing occupancy by the College's research faculty. Also, facilities for the COP's Office of Outcomes Research and Evaluation (Medicaid), Prior Authorization Unit and Disease Management Program, currently located on Royal Street in a facility containing approximately 6,000 useable square feet, will be included. Phase III planning has been completed, and construction of the vivarium is anticipated to start in 2008.

Phase I renovation provides faculty in Clinical and Administrative Sciences, the College's administration and support staff adequate office space with state-of-the-art facilities sufficient for accomplishing the College's mission of educating students in a professional doctor of pharmacy program. The Dean's suite, which includes Associate Deans and the COP's Business Office, occupies 4,204 square feet. The Office of Student Affairs occupies 1,615 square feet and the Office of Public and Alumni Relations occupies 716 square feet. Office space for 23 faculty is provided in Phase I along with three conference rooms. The Dean's conference room is the largest and is used for administrative meetings. A smaller conference room is located in the Office of Student Affairs. A third conference room, located on the second floor, is more readily accessible by faculty and students and is available for faculty group discussion and committee meetings. It may also serve as a small

classroom. There are four classrooms containing audio visual/smart podiums for didactic instruction. The smaller classrooms contain approximately 2,400 square feet each and currently seat 66 and 131 students. The larger classrooms contain 3,600 and 4,200 square feet and currently seat 146 and 222 students. Live interactive distance learning capabilities are available in two of the classrooms to connect to the College's satellite campuses in Shreveport and Baton Rouge. A professional practice laboratory provides the COP with instructional laboratory space adequate for practice simulation reflective of contemporary pharmacy practice. The laboratory occupies 5,214 square feet. The major portion of the laboratory is dedicated to the activities of dispensing and the extemporaneous preparation of dosage forms. Accommodation is provided for 48 students with expansion to 54 students by the end of Phase II construction. Each of the 48 units has a desktop computer equipped with Pharmacy Rx^R which utilizes a real time database for the filling of prescriptions. The professional practice laboratory also contains a model pharmacy, patient education room, I.V. preparation room, ante room and mock hospital room. The hospital room is equipped with SimMan^R, which may be used by faculty to simulate clinical situations involving various physiological systems. The laboratory is equipped with five cameras capable of projecting activities from all areas of the laboratory to each workstation. Three faculty offices are located within the professional practice laboratory.

The faculty survey indicates that faculty have adequate office space (96% agree), laboratory and clinical space necessary for scholarship (81.6% agree), and that the College has appropriate physical facilities for faculty to fulfill their responsibilities (92% agree).

Students have access to a study area that encompasses 2,499 square feet and contains 56 individual study carrels. Fourteen of these carrels are equipped with desktop computers. A student library/computer lab occupying 3,283 square feet is located adjacent to the study area. In the computer lab, students have access to 16 desktop computers and three printers. The building has wireless internet access, and students entering the professional program in the fall of 2007 were required to have personal laptop computers. The study area and library/computer lab are located on the first floor in close proximity to other student conveniences.

The student lounge, 2,191 square feet, is conveniently located on the first floor in an area well suited for faculty-student interaction. A 1,783 square foot locker room containing 512 lockers for individual student storage is also available adjacent to the student lounge. Student organizations (Phi Delta Chi, Kappa Epsilon, Rho Chi, Phi Lambda Sigma Honor Society and student branches of the Louisiana Society of Hospital Pharmacists and the American Pharmaceutical Association) have each

been provided office space for maintenance of organizational materials. The student lounge is also available for their activities.

Faculty requiring laboratories and other instrumentation for the support of research and other scholarly activities remain in Sugar Hall on the ULM main campus (Appendices [27-3](#) and [27-4](#)). Expansion of the College's laboratory research efforts, along with an expanding faculty, has resulted in additional space requirements. Increased laboratory space and adequate space for instrumentation to support research and other scholarly activities will be provided in Phase II renovation. Basic Pharmaceutical Sciences and Toxicology faculty currently have adequate research equipment for their research activities ([Appendix 27-5](#)). In addition, faculty members have purchased and maintain, within their individual laboratories, specialized equipment for research projects. Although animals are not used in the current PharmD curriculum, a number of faculty members use rats and/or mice in their research. The COP currently maintains a 3,500 square foot vivarium located on the fourth floor of Sugar Hall ([Appendix 27-6](#)). The vivarium is maintained by a director who is assisted by two full-time employees. Animals are maintained in accordance with guidelines set forth by the College's Lab Animal Care Committee and are reviewed on an annual basis by the USDA. The last review was completed on May 15, 2006 with no noted deficiencies and the issuance of Certificate 72-R-0009 ([Appendix 27-7](#)). The vivarium has three procedure rooms and an area dedicated to the maintenance of a rat breeding colony. Accommodation for specialized species, e.g. athymic nude mice, is provided. The facility will be maintained until completion of Phase III renovation which will include construction of a new state-of-the-art vivarium.

The COP has adequate security. Student records are maintained on the College's computer system and are backed-up daily on the University's main frame. The Bienville Building has an electronic security system which may be cordoned to allow access to certain areas by authorized individuals only. The area is patrolled by both city of Monroe and University police. The parking lot is adequately lighted and surveillance cameras are present.

The COP maintains satellite campuses in Shreveport and Baton Rouge ([Appendix 27-8](#)). In Shreveport, faculty members and a secretary are housed in the Claiborne Building located two blocks from the Louisiana State University Health Science Center (LSUHSC) in Shreveport in a dedicated 7,700 square foot facility. This facility provides faculty offices, a 302 square foot research lab, a 720 square foot classroom with distance learning capabilities, a smart podium, and seating for 30 students. Several faculty members at LSUHSC are engaged in research utilizing human subjects. All

research is approved by and complies with standards set forth by the individual Institutional Review Board and meets state and federal requirements. The Claiborne Building has a monitored alarm system and is considered a part of the LSUHSC and is routinely patrolled by police officers. The parking area is equipped with dusk-to-dawn lighting.

Faculty members in Baton Rouge occupy a 7,000 square foot facility two blocks from Baton Rouge General Hospital. This facility provides faculty offices, two conference rooms, a 600 square foot classroom with distance learning capabilities and a smart podium and seating for 30 students. Baton Rouge General Hospital provides hourly security patrols.

Overall, the College has adequate facilities to achieve its mission and goals. The facilities are well designed and facilitate interaction among administration, faculty and students. In addition to providing a safe and comfortable environment for teaching and learning, the facilities meet legal standards and are safe, well maintained, and adequately equipped.

2) Checklist:

	Ok	N.I.
The college or school has adequate and appropriate physical facilities to achieve its mission and goals.	●	○
The physical facilities facilitate interaction among administration, faculty, and students.	●	○
The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.	●	○
Physical facilities provide a safe and comfortable environment for teaching and learning.	●	○
For colleges and schools that use animals in their professional course work or research, proper and adequate animal facilities are maintained in accordance with acceptable standards for animal facilities. N/A (no animal use) <input type="checkbox"/>	●	○
Animal use conforms to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged. N/A (no animal use) <input type="checkbox"/>	●	○
Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations. N/A (no human research) <input type="checkbox"/>	●	○
All human investigations performed by college or school faculty, whether performed at the college or school or elsewhere, are approved by the appropriate Institutional Review Board(s) and meet state and federal research standards. N/A (no human research) <input type="checkbox"/>	●	○
Students, faculty, preceptors, instructors, and teaching assistants have access to appropriate resources to ensure equivalent program outcomes across all program pathways, including access to technical, design, and production services to support the college or school's various program initiatives.	●	○
Commensurate with the numbers of students, faculty and staff, and the activities and services provided, branch or distance campuses have or have access to physical facilities of comparable quality and functionality as those of the main campus.	●	○
Faculty have adequate office space.	●	○
Faculty have adequate laboratory resources and space for their research and scholarship needs.	●	○

Computer resources are adequate.	●	○
Laboratories and simulated environments (e.g. model pharmacy) are adequate.	●	○
Access to study areas is adequate.	●	○
Common space for relaxation and/or socialization is adequate.	●	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

When the graduating class of 2007 was surveyed, 50% of the students did not believe that the facilities were well maintained, adequately equipped or provided a safe and comfortable environment for teaching and learning. Although 73% agreed that the study areas in the College and University met their needs, only 55% agreed that the laboratories and other simulated environments were adequate. These opinions reflect those students who did not have classes or labs in the new Bienville Building; their opinions were based on the Sugar Hall facility.

Purchase and renovation of the Bienville Building allows housing of all Monroe-based faculty and staff in one location. Rather than wait for complete renovation, the COP opted to complete this task in phases. Phase I has been completed. Phase II construction has started with a tentative date for completion of July 2008. It is of note that this facility provides areas for individual student study, group study, social activities, lockers for student personal storage, and individual office space for organizations.

4) Quality Improvements:

The COP is in need of additional classroom space, which is included in Phase II. An auditorium capable of seating the faculty and the entire student body is an addition that would enhance the program. Although the wall between the second floor classrooms may be removed to create a large meeting place, the length of the resulting room is not ideal for effective presentations. Additional funding is also needed to make the Shreveport and Baton Rouge buildings handicap accessible.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The physical facilities support the mission and goals of the program. Teaching space supports the needs of the curriculum (e.g., small group learning rooms). The student lounge and study space are adequate and readily accessible. The facilities allow for good interaction among faculty, students, and administrators. The college or school has approvals for animal and human research facilities (if applicable), Full-time faculty each have designated space to work and off-site faculty have dedicated space to work and prepare. Space is available for faculty and administrative meetings and private areas are available for closed conferences (e.g. with students). The facilities are equipped to support contemporary educational technologies and educational methodologies used in the program. Research facilities are equipped with appropriate technology.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The facilities are generally satisfactory, but a few areas are in poor repair, inadequately equipped, or are furnished with outdated equipment or technology. 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>Some facilities are unsafe for students, faculty and staff. Classrooms or faculty areas are overcrowded. The student lounge and study space are inadequate or not readily accessible. The college or school has no approvals for animal facilities or human research (when required). Full-time faculty have inadequate or no designated space to work or off-site faculty have no dedicated space to work and prepare. No space is available for faculty and administrative meetings or no private areas are available for closed conferences (e.g. with students). The facilities are not equipped to support contemporary educational technologies and educational methodologies used in the program. In general, the research facilities are poorly or inappropriately equipped.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 28: Practice Facilities:

To support the introductory and advanced pharmacy practice experiences (required and elective) and to advance collaboratively the patient care services of pharmacy practice experience sites (where applicable), the college or school must establish and implement criteria for the selection of an adequate number and mix of practice facilities and secure written agreements with the practice facilities.

1) Description of Compliance:

There are approximately 450 active experiential practice sites affiliated with the COP to serve approximately 430 PharmD students. The Office of Experiential Education (OEE) consists of a Coordinator of Experiential Education who oversees the Advanced Pharmacy Practice Experiences (APPE) and a Coordinator of Introductory Practice Experiences who coordinates the Introductory Pharmacy Practice Experiences (IPPE) and the service learning portion of the curriculum. Currently 82% of these practice sites are located in Louisiana. Approximately 72% are in the outpatient setting (chain, independent, and outpatient clinics) and 28% in the institutional setting (hospitals, inpatient clinics, home infusion). Twenty percent of each student's experiences are with a full-time faculty member of the COP. No international practice experiences are offered.

One of the goals of the practice experiences is to provide students with experiential education in facilities where high standards of pharmaceutical care and instruction are available. Application to become a ULM preceptor and an experiential practice site is a multi-step process. First, the applicant must submit to the Office of Experiential Education a completed CV/resume, a syllabus containing goals, objectives, assignments, outcomes, and evaluation methods for the practice experience available, a completed preceptor application including personal information, practice site information, degree and training information, teaching experience, professional organization involvement, and a thorough description of his/her practice site. If the applicant and practice site meet the qualifications outlined in Policy 1.12 and Policy 1.13, the OEE will initiate a standard affiliation agreement with the practice site ([Appendix 28-1](#)). After the affiliation agreement is fully executed, an original copy is retained in the Office of Experiential Education, and an original copy is returned to the affiliate site.

Sites that demonstrate exemplary professional practice are actively recruited and invited to affiliate with the program. Often, sites wishing to affiliate with the program seek an affiliated relationship on their own initiative. It is not uncommon for an unsolicited affiliation to be attributed to student contacts with practitioners at the prospective site. However, only those sites deemed suitable, whether solicited or volunteer, are permitted to affiliate.

All experiential practice sites, required and elective, have a written affiliation agreement on file with the COP. The OEE initiates the initial five-year agreement with the affiliated institution. If the

affiliate organization insists on using their own affiliation agreement, the affiliate's agreement is sent to the ULM contract department for review and approval. This affiliation agreement documents the ability of preceptor(s) and facility(ies) to fulfill the educational requirements of practice experiences. It outlines general expectations regarding the program, responsibilities of the University, responsibilities of the pharmacy and preceptor, and responsibilities of the student. Either party must give thirty days written notice to cancel the affiliation. Student-related matters such as malpractice provisions, immunization compliance, HIPAA, health care costs, professional conduct expectations, transportation, living arrangements, etc., are covered in the agreement.

The COP offers a diverse mixture of experiential practice sites located throughout the State of Louisiana and surrounding states. The College has three distinct campuses located in Monroe, Shreveport, and Baton Rouge, with full-time faculty that offer experiences such as adult medicine, ambulatory care, psychiatry, oncology, critical care, emergency medicine, drug information, academia, infectious disease, disease state management, managed care, and pediatrics. Adjunct faculty located throughout the State also offer these experiences as well as experiences in the areas of compounding, nuclear, geriatrics, hospital pharmacy administration, pharmacy association management, community, institutional, community pharmacy management, home infusion, consulting pharmacy, managed care, nephrology, nutrition, and trauma.

During the Fall semester preceding their APPE, students are able to begin practice experience selection. Using the Pharmacy Education Management System (PEMS), students choose preferences for each practice experience. Assignments are selected by the PEMS program in a randomized fashion. Experiences are assigned in a way that ensures regular faculty experiences are given priority and faculty workload is adjusted with respect to the assignment of students. All students have a minimum of two practice experiences with regular faculty.

Assurance of quality for pharmacy practice sites is currently provided by confidential student evaluations of preceptor and site, site visits/reports conducted by the OEE, reports from faculty engaged in practice at a particular site, guidance from the district managers in community chains, and guidance from the Louisiana Board of Pharmacy. The goal of the OEE is to visit practice sites in the Monroe area at least yearly and outside of the Monroe area at least every two years. Quality assurance of non-Louisiana sites is determined in conjunction with other Colleges and colleagues from those areas.

All preceptors are allowed to view their student evaluations at the end of each calendar year. During site visits, the coordinator assesses experiential teaching at the site, evaluates student projects/activities, identifies problems, reviews policies and procedures, reviews course learning objectives and progress toward meeting those objectives, and other general issues involving the COP.

In addition to site visits, preceptor conferences are held twice a year in two different locations. The conference covers updates regarding the pharmacy program during the year, breakout sessions for different practice types, review of practice experience requirements and assignments, as well as educational resources for the preceptors. Each conference offers 4-5 hours of live continuing education which is free to ULM preceptors.

The COP attempts to advance patient care in practice sites through education and evaluation of student and preceptor performance. In addition to preceptor conferences which provide educational resources, preceptors have access to the Drug Information Center through the COP. When students are present at practice sites, preceptors have access to web-based library resources such as Micromedex, LexiComp, and Facts and Comparisons, as well as access to full-text primary literature through Iowa Drug Information Services and OVID. Recent increased requirements for patient care activities in community practice experiences require preceptors to model and participate in the patient care process.

2) Checklist:

	Ok	N.I.
The college or school collaboratively advances the patient-care services of its practice sites.	●	○
The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.	●	○
The college or school establishes and implements criteria to secure written agreements with the practice facilities.	●	○
Before assigning students to a practice site, the college or school screens potential sites and preceptors to ensure that the educational experience would afford students the opportunity to achieve the required competencies.	●	○
At a minimum, for all sites for required pharmacy practice experiences and for frequently used sites for elective pharmacy practice experiences, a written affiliation agreement between the site and the college or school is secured.	●	○
The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.	●	○
The academic environment at practice sites is favorable for faculty service and teaching.	●	○
The college or school has addressed the guidelines for this standard.	●	○

3) Comments:

In the fall of 2006, a group of community pharmacy supervisors from five different chains met with the OEE to discuss revision of the advanced community syllabus. Up until this point, community practice experiences mainly focused on medication dispensing functions. The group agreed on the incorporation of certain activities that would shift the focus of the experience to a higher level of patient care. It was determined that these changes would be beneficial and feasible in the community setting. Pharmacy supervisors provided the COP with a list of practice sites and preceptors who are interested in teaching and willing to provide the advanced community experience that is now required.

4) Quality Improvements:

Due to current licensing agreements, web-based library resources are only available to preceptors when students are present. Ambulatory care sites in Louisiana are limited because most are staffed by one of the two colleges of pharmacy within the state. College faculty practice sites are currently limited to ambulatory care, adult medicine, internal medicine, and associated specialties. Currently, no full-time faculty have practice sites in community and institutional management.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>Practice sites have enough variety and scope to meet curricular needs.</p> <p>The college or school has enough practice facilities to meet the required and elective advanced pharmacy practice experiences for all students.</p> <p>The college or school has a plan for reviewing practice sites and an evaluation process exists to assure annual contact with every site.</p> <p>The college has a procedure to investigate problems noted on student assessments of the site or the preceptor.</p> <p>Students have opportunities to observe and learn regardless of the level of the practice experience.</p> <p>Written affiliation agreements established between the institution and school are confirmed by the experiential director.</p> <p>The preceptors are able to maintain control of their schedules.</p> <p>Collectively, rotations occur in diverse practice settings (community, institutional, etc.), and cover diverse patient populations in terms of disease state, race, age, gender, cultural background.</p> <p>College or school assessment tools and library facilities are accessible from the practice sites.</p> <p>Collectively, the sites offer not only required, but also elective rotations.</p> <p>The college or school actively collaborates with practice sites to advance patient-care services.</p>	<p>The college or school has practice sites and is trying to develop or improve relationships.</p> <p>Most, but not all of the practice sites have signed affiliation agreements.</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>There are too few advanced practices rotations or preceptors to meet curricular needs (i.e., not enough sites for all students, too many students per rotation or preceptors have no periods of time without students on a rotation).</p> <p>Collectively, the practice sites have insufficient variety and scope to meet curricular needs.</p> <p>The college or school does not have enough practice facilities to meet the required and elective advanced pharmacy practice experiences for all students.</p> <p>The college or school has no plan for reviewing practice sites or no evaluation process exists to assure annual contact with every site.</p> <p>The college has no procedure to investigate problems noted on student assessments of the site or the preceptor.</p> <p>Written affiliation agreements established between the institution and school are not confirmed by the experiential director.</p> <p>The preceptors are unable to maintain control of their schedules.</p> <p>Most rotations occur in uniform settings (e.g., all community, etc.) or cover similar patient populations in terms of disease state, race, age, gender, cultural background.</p> <p>The site has no access to the college or school assessment tools or library facilities.</p> <p>Collectively, the sites offer no elective rotations.</p> <p>The practice site is not conducive or amenable to faculty service and teaching.</p>
<p><input checked="" type="checkbox"/> Meets the Standard</p>	<p><input type="checkbox"/> Partially Meets the Standard</p>	<p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 29: Library and Educational Resources:

The college or school must ensure access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals. The college or school must fully incorporate and use these resources in the teaching and learning processes.

1) Description of Compliance:

A number of factors impact how the COP delivers library and information resources: 1) In 2000, ULM hailed the opening of the new seven story library on campus. 2) In January 2007, the COP moved into a state-of-the-art building located approximately one mile from the main University campus. 3) In the aftermath of the hurricanes of 2005, the resulting budgetary cuts significantly curtailed the University Library monographic and serial purchases.

[Faculty](#) and [student](#) surveys have been conducted addressing the adequacy of computer and informational resources within the pharmacy program. Though the general consensus felt computer resources were adequate for academic needs, both faculty and students indicated a need for improvement in the area of information resource availability. Recent advances have been made to address this deficit. Although the ULM Library has extensive volume holdings in both serial and monograph areas, the most recent hardcopy editions are not available. The library director has procured a sizeable number of current databases and online periodical services including *Ebsconet*, *Netlibrary Online*, *BioOne- full-text bioscience database*, and *CINAHL Plus with Full Text* ([Appendix 29-1](#)).

The ULM Library has a health science librarian who is the library's liaison to the COP and is an assistant professor of library science. The COP has a committee charged with library and education resource development and is comprised of faculty, students, and staff members.

The COP Resource Center and Drug Information Center (DIC) are now located in the Bienville Building. Among tertiary resources acquired were the complete *Lexi-Comp Drug Information Collections*, *Fact & Comparisons*, and the *Micromedex Drug Information Collection*. In addition, the Dean secured funding for the College to acquire site licenses to the following secondary resources: *Iowa Drug Information System (IDIS)*, *International Pharmaceutical Abstracts*, and *OVID*. These newly acquired web-based resources are fully accessible to faculty and students via password login from any internet-ready computer.

The Drug Information Course, PHA 425, has been redesigned to reflect the literature retrieval and evaluative skills that professional program students need to utilize in classes, practice experiences,

and throughout their careers. Additional courses in the professional curriculum that require moderate to extensive utilization of information resources include Professional Practice Lab, Disease Pathogenesis and Pharmacology, Introduction to Community Pharmacy Experience, and Capstone – Pharmacotherapy Forum ([Appendix 29-2](#)). Also, a series of monthly journal club presentations is hosted by the DIC.

The University library has an orientation program in place for faculty and students to become familiar with currently available resources and updates. The COP periodically holds convocations to update students and faculty on new information resources available. For preceptors, training conferences are held annually that include a continuing education drug information resources update. Additionally, the COP web presence has been enhanced to include a large collection of web-based resources indexed to provide for the online research needs for faculty, students and preceptors. A resource pathfinder is available in print and online to supply faculty and students with a robust list of online resources available in addition to updated log-in information for subscriber-based resources.

2) Checklist:

	Ok	N.I.
The college or school ensures access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals.	<input type="radio"/>	<input checked="" type="radio"/>
The college or school fully incorporates and uses library and other educational resources in the teaching and learning process.	<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:

In addition to the DIC, the new building has a student resource center and a silent study area equipped with wireless internet access and 30 hard-wired desktop computers. Most didactic and laboratory lecture materials are located on Blackboard™ or Moodle™, a University-wide virtual instructional resource repository, which allows students to either download or print copies of lecture notes, syllabi and other class materials. Both wireless and hard-wired connections provide printer access from the computer lab ([Appendix 29-3](#)). The technology manager is available daily for assistance with technology problems in the student resource center or in video conference classrooms.

With the COP partnering and aligning itself with LSU Health Science Centers (LSUHSC), it has acquired access to an immense collection of current medical literature and online information

resources. Faculty and students located at LSUHSCs have full on-site access to the monographic and hardcopy serial holdings ([Appendix 29-4](#)).

4) Quality Improvements:

- A collection development policy has been developed ([Appendix 29-5](#)).
- Short-term strategies are being developed to address faculty research needs.
- COP Vision 2015 includes an initiative to acquire funding for a library endowment.
- The issue of library resources is an ongoing issue that is beyond the scope of the COP to resolve.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>Students and faculty have access to hardcopy or on-line journals and references.</p> <p>Preceptors and students on advanced-practice rotations have access to library resources.</p> <p>Library skills are taught, and library use is integrated into teaching-and-learning processes.</p> <p>Customary references used by practitioners are available to students on-site.</p> <p>Technology is available to students.</p> <p>Holdings are of sufficient breadth and depth to support teaching, learning, research and other scholarly activity.</p> <p><input type="checkbox"/> Meets the Standard</p>	<p>The holdings meet programmatic and scholarly needs, but are not always readily or easily accessible (e.g., the library has limited access hours).</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 checked="" type="checkbox"/> Partially Meets the Standard</p>	<p>Materials ordered through Inter-library loan arrive after they are needed.</p> <p>Faculty report that journals for their discipline are not available or that they must purchase their own subscriptions.</p> <p>Students have inadequate or no access to hardcopy or on-line journals and references.</p> <p>Preceptors and students on advanced-practice rotations have no access to library resources.</p> <p>Library skills are not taught or library use is not integrated into teaching-and-learning processes.</p> <p>Technology is not available to students.</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>

Standard 30: Financial Resources:

The college or school must have the financial resources necessary to accomplish its mission and goals. The college or school must ensure that student enrollment is commensurate with its resources.

1) Description of Compliance:

Financial resources for the COP are currently adequate to support the mission of the College. In fiscal year 2004-05, the COP budget totaled \$7.9 million with \$6.75 million in general funds. The COP received an increase in state funding for the general funds portion of the budget, totaling \$4 million from 2005 through 2007 in increments of \$2 million in 2005-06 and \$1 million each in 2006-07 and 2007-08. In addition, in each of the fiscal years 2005-06 and 2006-07, the University returned \$400,000 in student professional fees to the COP. This, together with grant/contract funds and ULM foundation endowed chair/professor funds, allowed the overall budget to increase from \$7.9 million in 2004-05 to \$12.1 million in 2005-06 (a \$4.2 million increase) and \$12.4 million in 2006-07. It should be mentioned that the relatively smaller increase between 2005-06 and 2006-07 compared to the previous increase can be attributed to an assessment by the State of Louisiana to reclaim dollars allocated in order to help offset costs incurred by Hurricanes Katrina and Rita ([Appendix 30-1](#)). To address the potential for unexpected expenses, the COP established a ULM Foundation account funded through private donations from corporations, small businesses, and individuals. These monies may be used at the discretion of the Dean.

COP budgets are developed by the Dean and reported to the ULM Vice President for Business Affairs and the Vice President for Academic Affairs ([Appendix 30-2](#)). As a financial budgetary unit in the University, the Vice President for Business Affairs has final approval of the COP budget. The COP Business Manager, the Associate Dean for Operations and the various department heads manage the accounts while the Dean maintains general oversight. Funds are allocated to the various departments and units in the COP for support of the College's mission and goals. The budget is routinely discussed with the College Administrative Council (CAC) at bi-weekly meetings and with the general faculty during faculty meetings and retreats.

Research is supported by both general funds and extramural funds in the Department of Basic Pharmaceutical Sciences, the Department of Toxicology and the Department of Clinical and Administrative Sciences. Delivery of the professional program has been stabilized and enhanced by the hiring of six new full-time and three part-time faculty members since 2004-05. Since most of the

turnover occurs in the clinical faculty, most of the new hires have been in the Department of Clinical and Administrative Sciences and have allowed the development of an innovative pharmacy care lab sequence. In addition, with the development of satellite campuses in Shreveport, LA and Baton Rouge, LA and the collaborative arrangement with LSU Health Sciences Center hospitals, new clinical faculty members now participate in student preceptorships at those sites. Retention of faculty has improved with competitive salaries and annual raises. Assessment and evaluation activities have been enhanced with the addition of an Associate Dean for Assessment and a program assessment analyst. This office has a separate budget dedicated to assessment and evaluation activities.

In 2005, the State provided \$5.8 million to purchase the Bienville Building from State Farm Insurance Company to house the COP and another \$4.8 million for renovation. During the most recent legislative session, an additional \$4.5 million was provided, with an additional \$1.5 million for renovation and \$3.0 million for the construction of a new vivarium adjacent to, and connected to, the Bienville Building.

Student enrollment is carefully analyzed to ensure that sufficient faculty and resources are available for professional education in the classroom and at practice sites. Incremental increases in tuition and professional fees have been instituted in each of the past three years. The amount of each increase is returned to the COP.

The COP employs a Director of Development for the purpose of fund raising and donor base development. He works with the support of the University's Office of University Advancement. Funds obtained from these sources are not restricted as are State funds and, as such, can be used for purposes not open to State-appropriated funds. In addition, the COP works with the Office of Graduate Studies and Research to generate grants and contracts for basic, applied and clinical research and for service delivery.

In the event of a significant cut in the COP budget or the occurrence of other events that could negatively affect the quality of the Pharm.D. professional program, the Dean would report such cuts or events to ACPE in a timely manner. This, however, has not occurred in the intervening time since the last accreditation visit in 2000.

The COP strives to ensure that each satellite campus has the same or equivalent facilities/technology capabilities as the main campus in Monroe. For example, the satellite campus in Shreveport has an identical "smart classroom" equipped with video conferencing and distance

learning capabilities as the Monroe campus. An identical classroom setup has been provided for the Baton Rouge campus. Faculty at both satellite campuses have the same or equivalent computers and internet access. In addition, the Shreveport campus has a research laboratory appropriately equipped by the investigator's startup funds and other COP funds for ongoing clinical research projects by the Scott Endowed Chair in Clinical Research.

2) Checklist:

	Ok	N.I.
The college or school has the financial resources necessary to accomplish its mission and goals.	<input type="radio"/>	<input checked="" type="radio"/>
The college or school ensures that student enrollment is commensurate with its resources. Enrollment is planned and managed in line with resource capabilities, including tuition and professional fees.	<input checked="" type="radio"/>	<input type="radio"/>
Tuition for pharmacy students is not increased to support unrelated educational programs.	<input checked="" type="radio"/>	<input type="radio"/>
The college or school operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices.	<input checked="" type="radio"/>	<input type="radio"/>
Financial resources are deployed <u>efficiently</u> and <u>effectively</u> to:	<input checked="" type="radio"/>	
• support all aspects of the mission, goals, and strategic plan	<input checked="" type="radio"/>	<input type="radio"/>
• ensure stability in the delivery of the program	<input checked="" type="radio"/>	<input type="radio"/>
• allow effective faculty, administrator, and staff recruitment, retention, and development	<input checked="" type="radio"/>	<input type="radio"/>
• maintain and improve physical facilities, equipment, and other educational and research resources	<input checked="" type="radio"/>	<input type="radio"/>
• enable innovation in education, research and other scholarly activities, and practice	<input checked="" type="radio"/>	<input type="radio"/>
• measure, record, analyze, document, and distribute assessment and evaluation activities	<input checked="" type="radio"/>	<input type="radio"/>
• ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum	<input checked="" type="radio"/>	<input type="radio"/>
The dean reports to ACPE, in a timely manner, any budget cuts or other financial factors that could negatively affect the quality of the professional degree program or other aspects of the mission of the college or school. N/A (no budget cuts or other factors since last accreditation visit) <input type="checkbox"/>	<input checked="" type="radio"/>	<input type="radio"/>
The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways. N/A (no alternate pathways) <input checked="" type="checkbox"/>	<input 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:

The most noteworthy area for the COP over the past three years is the success to 1) increase the general funds budget by \$4 million allowing for the hiring of several new faculty members and appropriate salary increases for all faculty, 2) provide \$3 million for the construction of a new, state-of-the-art animal vivarium, which will significantly enhance research efforts, and 3) provide a total of \$12.1 million for the purchase and renovation of the Bienville Building that currently houses the COP administration, Clinical and Administrative Sciences Department, and all professional classes.

4) Quality Improvements:

A significant improvement for the COP would be to receive all indirect costs generated from extramural funding (grants and contracts) from the University administration. These monies would be a significant boost in developing infrastructure to further enhance research efforts.

5) Final Evaluation:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<p>The Executive Committee or equivalent is conversant in all areas of the budget. Department chairs are responsible for their own budgets. The budgeting process has internal transparency and faculty understand it. Financial resources are available in a manner that supports the growth and development of the program and addresses the accreditation standards. Financial resources are sufficient to support and advance the mission and goals of the program.</p> <p><input checked="" type="checkbox"/> Meets the Standard</p>	<p>The college or school is overly dependent on insecure or temporary sources of revenue. 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 budgeting process lacks internal transparency consequently, faculty don't understand it. An "excessive" number of faculty lines are supported by non-sustaining funds or foundation money. The budget is created outside the college or school without input from the dean. The college or school has insufficient financial resources to meet the mission and goals of the program. Significant numbers of faculty resign because of low pay. Student enrollment exceeds the capacity of physical, financial or educational resources (e.g., in order to bring additional funds into the college or school).</p> <p><input type="checkbox"/> Does Not Meet the Standard</p>