

**Xavier University of Louisiana  
College of Pharmacy**

**Comprehensive Assessment Plan**

**College Mission**

The mission of the Xavier University of Louisiana College of Pharmacy is to prepare pharmacists to impact the medically underserved communities, particularly African Americans, in an effort to eliminate health disparities through patient-centered care, community service, and scholarly work.

**College Goals**

To fulfill its mission, the College of Pharmacy aspires to:

- A. Create a growing body of knowledge across all disciplines with a particular focus on eliminating health disparities.
- B. Contribute to the Healthy People 2020 goals by increasing the number of African American pharmacists.
- C. Provide clinical services and pursue scholarship in a variety of practice settings to include a strong commitment to the medically underserved community.
- D. Inculcate our graduates with the knowledge, skills, and abilities to care for patients from diverse cultures.
- E. Build and nurture a learning environment which satisfies work, career opportunities, and professional growth for faculty, staff, and students.
- F. Engage in the assessment and evaluation of its program outcomes in an effort to improve student learning and development.

## **Guiding Principles**

- A. The assessment plan will be in accord with the mission of the university and the college of pharmacy.
- B. The primary purpose of assessment will be to evaluate and to improve student learning and development.
- C. Assessment will be a process for ongoing, regular, and continuous improvement of student learning, services, and programs.
- D. Assessment will be a collaborative effort involving all stakeholders to include, faculty, staff, students, administrators, and alumni.
- E. The assessment plan will include qualitative, quantitative, direct, indirect, formative and summative data.
- F. Assessment results will not be used punitively against students, faculty, staff, administrators, but will be used to promote positive programmatic change when necessary.
- G. Assessment results will not be associated with faculty or staff performance evaluation.
- H. Assessment data will be stored and readily accessible for reporting.
- I. Assessment results will be available to all stakeholders as needed.
- J. The assessment plan will be assessed.

## Assessment Methods

Assessment Item	Benchmark	Data Collected	Frequency	Instrument or Data Source	Required Resources
Strategic Plan	Internal	<p>Achievement of goals in 4 Strategic Priority Areas (SPA)</p> <ol style="list-style-type: none"> <li>1. SPA I- 4 - Faculty Workload Policy</li> <li>2. SPA II - 1 - Recruitment plan and admissions policy</li> <li>3. SPA III - 2 - Recruitment plan for faculty</li> <li>4. SPA IV - 4-Financial support from private sector</li> </ol>	Quarterly	<ol style="list-style-type: none"> <li>1. Workload subcommittee</li> <li>2. OSA</li> <li>3. Recruitment committee, Division chairs</li> <li>4. Dean</li> </ol>	<ol style="list-style-type: none"> <li>1. Division chairs and subcommittee chair</li> <li>2. ADSA</li> <li>3. Dean, Associate Dean, Division chairs</li> <li>4. Dean, Institutional Advancement</li> </ol>
Mission	Will collect baseline data from 2006-08 to determine benchmark	<ol style="list-style-type: none"> <li>1. Graduates practicing in MUAs</li> <li>2. <i>Patient Centered Care</i></li> <li>3. Participation in community service projects</li> <li>4. Scholarly activities of faculty, staff, and students</li> </ol>	Annual	<ol style="list-style-type: none"> <li>1. Graduating Student Survey (3-6 months post graduation)</li> <li>2. Health Outcomes form (will develop tool)</li> <li>3. Faculty updates, student organizations community project list</li> <li>4. Faculty updates, curriculum vitae, COE project list</li> </ol>	<ol style="list-style-type: none"> <li>1. ADPA, alumni coordinator</li> <li>2. DCAS, consultant</li> <li>3. Division chairs, student organization advisors</li> <li>4. Division chairs, COE advisors</li> </ol>

Assessment Item	Benchmark	Data Collected	Frequency	Instrument/ Data Source	Required Resources
DCAS goals	Will collect baseline data to determine benchmark	1. Documentation of cultural competence teaching across the curriculum	Every three years	Course coordinators	Division chair and faculty
DBPS goals	Will collect baseline data to determine benchmark	1. Scholarly projects within and outside the division	Every three years	Faculty vitae, faculty updates	Division chair and faculty
Licensure Exam NAPLEX	National, Peer schools	Pass rate, average score performance in three competency areas	After every test window	NABP score summary report	ADPA
Licensure Exam MPJE	National	Pass rate	Every 6 months	NABP score summary report	ADPA
Program Outcomes	90% of students will achieve the outcome	Student performance against the following outcomes: 1. MTMS – 3 2. MTMS – 4 3. MTMS – 5 4. SM - 1	1 – 4 Spring 2009 and every 3 years	1. Homework, quiz, rubric- APPE 2. Rubric-case study, IPPE-III, APPE 3. Lab activity, quiz, homework, rubric- IPPE-II, APPE 4. Rubric – IPPE-II, APPE	1. Course coordinators – Pharmacology, Applied Kinetics; Preceptors – APPE program 2. Course coordinators DSM-I; Preceptors – IPPE-III, APPE 3. Course coordinators – Pharmaceutics I, Calculations, Nutrition, Pharmacy Practice Preceptors – IPPE-II, APPE 4. Preceptors – IPPE-II, APPE

<b>Assessment Item</b>	<b>Benchmark</b>	<b>Data Collected</b>	<b>Frequency</b>	<b>Instrument/ Data Source</b>	<b>Required Resources</b>
PEP - Preceptors and sites	Will collect baseline data from 2006-08 to determine benchmark	1. Asst. Director evaluation of sites; student evaluation of preceptors and sites 2. Site and preceptor capacity	1. Every semester 2. Annual	1. Site visit forms, student evaluations 2. ACPE capacity chart	PEP office staff, PEMS software
PEP - Program and office staff	Will collect baseline data to determine benchmark	1. Student satisfaction with the program and office personnel 2. Faculty satisfaction with the program and office personnel	Annual	1. Student survey 2. Faculty survey (will develop)	ADPA, PAC, faculty, students
Preceptor Training Program	Will collect baseline data to determine benchmark	Preceptor satisfaction with the training program	Annual	Program evaluation form	ADPA
Faculty	National, internal	Perceptions regarding the program	Every 3 years	AACP survey; focus groups	ADPA
Graduating Students	National , peer schools, internal	Perceptions regarding the program	Annual	AACP survey; focus groups	ADPA, PAC(student)
Students - P-1 - P-3	Internal	Perceptions regarding the program	Annual	XUCOP student survey	ADPA, PAC(student)
Academic Enrichment Program	Will collect baseline data to determine benchmark	1. Student perceptions 2. Faculty perceptions 3. Effectiveness – student performance in required courses; timely graduation	Annual	1. Student survey (will develop) 2. Faculty survey (will develop) 3. OSA, ADPA	ADPA, Dr. Blakley

<b>Assessment Item</b>	<b>Benchmark</b>	<b>Data Collected</b>	<b>Frequency</b>	<b>Instrument/ Data Source</b>	<b>Required Resources</b>
Preceptors	National	Perceptions regarding the program	Every 3 years	AACP survey; focus groups	ADPA
Alumni	National	Perceptions regarding the program	Every 3 years	AACP survey; focus groups	ADPA, alumni coordinator
Employers	Internal	Preparedness of graduates for practice	Annual	Employer survey (will develop); focus groups	ADPA, PAC, Alumni coordinator
Applicant Pool Demographics	Internal	Student characteristics	Annual	Admissions Office	OSA, ADSA
Entering Class Demographics	Internal	Student characteristics	Annual	OSA	OSA, ADSA
Student Progression	Will collect baseline data to determine benchmark	1. Student performance in all courses 2. Retention and attrition data 3. Graduation rate	1. Every semester 2. Annual	1-3 Banner Web	OTA, OSA, ADSA, ADPA
New Student Orientation	Internal	Student perceptions of the orientation program	Annual	First-year student orientation survey	ADPA
Course Evaluations	Will collect baseline data to determine benchmark	Student evaluation of courses	Every semester	University evaluation form	OPIR, ADPA, Brio
Faculty Evaluations	Internal	Productivity in teaching, scholarship, service and collegiality	Annual and every 6 years	Faculty updates, student evaluations,	Division chairs
Faculty Development Program	Internal	Faculty perceptions regarding the program	Annual	Faculty survey (will develop)	ADPA, Dr. Brock

## Implementation of Assessment Plan – Responsible Party

Assessment Item	Data Collection/ Data Analysis	Dissemination of Results	Recommendations/ Decisions	How Results Are Used	Stakeholders
Strategic Plan	MPESC Associate Dean	Website	PAC, EC, Faculty	CQI	All
Mission	MPESC PAC	Website	PAC, EC, Faculty	Baseline to determine benchmark	All
DCAS goals	OASC Division Chairs	Website	PAC, EC, Faculty	Results will be used to determine benchmark	All
DBPS goals	OASC Division Chairs	Website	PAC, EC, Faculty	Results will be used to determine benchmark	All
Licensure Exam NAPLEX	PAC	Website	PAC, EC, Faculty	Curricular effectiveness	All
Licensure Exam MPJE	PAC	Website	PAC, EC, Faculty	Curricular effectiveness	All
Program Outcomes	CSC ADPA	Website	PAC, EC, Faculty	Curricular effectiveness	All
PEP - Preceptors and Sites	CSC ADPA	Website	PAC, EC, Faculty	CQI	All
PEP Office	ADPA	Website	PEP Office, DCAS Chair	Identify strengths & areas for improvement	All
Preceptor Training Program	ADPA	Website	PEP office, DCAS Chair	Identify strengths & areas for improvement; resource allocation	All

<b>Assessment Item</b>	<b>Data Collection/ Data Analysis</b>	<b>Dissemination of Results</b>	<b>Recommendations/ Decisions</b>	<b>How Results Are Used</b>	<b>Stakeholders</b>
Faculty	FSSC PAC	Website	PAC, EC, Faculty	Identify strengths & areas for improvement	All
Graduating Students	ADPA	Website	PAC, EC, Faculty	Identify strengths & areas for improvement; program evaluation of student experience	All
Students – P-1 – P-3	ADPA	Website	PAC, EC, Faculty	Identify strengths & areas for improvement; program evaluation of student experience	All
Academic Enrichment Program	SSC ADPA	Website	PAC, EC, Faculty	Identify strengths & areas for improvement; Effectiveness	All
Preceptors	ADPA, PAC	Website	PAC, EC, Faculty	Identify strengths & areas for improvement	All
Alumni	ADPA, PAC	Website	PAC, EC, Faculty	Identify strengths & areas for improvement	All
Employers	ADPA, PAC	Website	PAC, EC, Faculty	Identify strengths & areas for improvement	All

<b>Assessment Item</b>	<b>Data Collection/ Data Analysis</b>	<b>Dissemination of Results</b>	<b>Recommendations/ Decisions</b>	<b>How Results Are Used</b>	<b>Stakeholders</b>
Applicant Pool Demographics	SSC ADPA	Website	OSA, Admissions committee, EC	Recruitment, trends, resource allocation	OSA
Entering Class Demographics	SSC ADPA	Website	OSA, Admissions committee, EC	Trends, predict success in P-1 year	All
Student Progression	SSC ADPA	Website	PAC, EC, Faculty	Attrition, retention, admission criteria; develop retention strategies	All
New Student Orientation	SSC ADPA	Website	PAC, EC, Faculty	Resource allocation, planning	OSA, P-1 students
Course Evaluations	FSSC PAC	Website	Division Chairs, faculty, PAC	Identify strengths & areas for improvement; develop plan	All
Faculty Evaluations	FSSC PAC	Website	Division Chairs	Achievement of goals; productivity; promotion/tenure; faculty development; improvement of course content	Faculty, students
Faculty Development Program	FSSC PAC	Website	PAC, EC, Faculty	Identify strengths & areas for improvement; effectiveness of program	All

**Legend**

AACP – American Association of Colleges of Pharmacy  
ACPE – Accreditation Council for Pharmacy Education  
ADPA – Assistant Dean for Program Assessment  
ADSA - Assistant Dean for Student Affairs  
APPE – Advanced Pharmacy Practice Experience  
COE - Center of Excellence  
CQI - Continuous Quality Improvement  
DBPS – Division of Basic Pharmaceutical Sciences  
DCAS – Division of Clinical and Administrative Sciences  
EC - Executive Committee  
IPPE – Introductory Pharmacy Practice Experience  
MPJE – Multistate Pharmacy Jurisprudence Examination  
MTMS – Medication Therapy Management Services  
MUA - Medically Underserved Area  
NAPLEX – North American Pharmacist Licensure Examination  
OPIR – Office of Planning and Institutional Research  
OSA - Office of Student Affairs  
OTA – Office of Technology Administration  
PAC – Program Assessment Committee  
PEMS – Pharmacy Education Management System  
PEP – Professional Experience Program  
SM – Systems Management  
SPA – Strategic Priority Area

### **ACPE Subcommittees**

MPESC - Mission, Planning, and Evaluation Subcommittee

OASC - Organization and Administration Subcommittee

CSC - Curriculum Subcommittee

SSC - Students Subcommittee

FSSC - Faculty and Staff Subcommittee

FRSC - Facilities and Resources Subcommittee